

Applerouth's Guide to **COLLEGE ADMISSIONS TESTING**

SECOND EDITION • SUMMER 2019



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Be on the lookout for our tip icon throughout this guide.

These are tips we think will be the most helpful to you while you navigate the college admissions testing process.



Call to Action Icon: If you see this call to action icon, pay close attention. We've used it to highlight vital steps in the process.



Myth Buster Icon: We've called out common misconceptions and given you the facts with our myth buster icon.



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Introduction

Welcome to the Second Edition of Applerouth’s Guide to College Admissions Testing! We released our very first edition of this Guide in the summer of 2018, and from the day it came off the presses, we’ve been asking ourselves how we can make it better—more insightful, more accessible, and more timely. So that’s what we did. We polled education professionals and college consultants to get their feedback, and then we pulled together a team of writers, researchers, and artists to create the book you’re holding in your hands right now.

Since our foundation in 2001, Applerouth has been dedicated to one mission: develop a smarter approach to tutoring. That smarter approach requires us to understand the way admissions testing fits into the greater college admissions process, because the SAT and ACT don’t exist in a vacuum. They’re a part of a college application portfolio that tells a story about the student submitting it.

One thing we’ve learned in the past eighteen years is that nothing stands still in the world of college admissions. Trends change; tests get rewritten; schools go test-optional. It’s a full-time job just to keep up!

The application and testing process is stressful for families. Time and time again, we hear from families who don’t know how to get started. We live in a post-internet world, where all the answers are at our fingertips, but *only if we know what questions to ask*.

We know that testing success starts from a place of knowledge. To craft an effective testing timeline, you have to understand the types of application deadlines; to set reasonable goals, you have to understand the role of admissions test scores at colleges across the nation. Having the right information means making the right decisions.

In this edition of the guide, you’ll find all the good stuff that we had in the last edition, like test scores, GPA, and class rank of accepted students at top colleges and universities; a concordance table for SAT and ACT scores; percentile rankings, and information on the SAT, ACT, PSAT, and SAT Subject Tests.

You’ll also find much more! We’ve included information on learning disabilities, test anxiety, and accommodations. We’ve also expanded our scope to include AP exams and provided guidance for international students taking the SAT or ACT. The data tables have been updated, and we’ve added additional data points on over one hundred colleges and universities.

We’ve highlighted key ideas, tips, and myths we’d like to bust with special icons (see the legend to the left). Finally, we’ve added something for the visual learners: signature Applerouth infographics that explain key concepts with a splash of color.

We’re really proud of this guide, and we like it a lot. We think you’ll like it too.

—The Applerouth Team

Oh! And if you like what you read, subscribe to our monthly newsletter, *The Slice*, by visiting applerouth.com. If you’d like to talk to someone about tutoring, give us a call at 866-789-PREP (7737) or email us at info@applerouth.com, and one of our team members will be happy to help!



COLLEGE ADMISSIONS

This section will cover the following topics:

- NACAC Factors for College Admissions
- Admissions Statistics for Admitted Students
- Early Decision / Early Action Practices and Admissions Statistics

Factors Influencing College Admissions

What are the most important factors in college admissions? We've taken a look at the NACAC Admissions Trends Survey to see what college admissions counselors value in applicants.

What is the NACAC Admissions Trends Survey?

NACAC is the National Association of College Admissions Counselors. College admissions counselors, also called admissions officers, are the people who make admissions decisions at colleges and universities throughout the United States.

NACAC administers a yearly survey¹ in which admissions counselors from member schools answer questions about their admissions processes. For the 2017-18 school year, NACAC received 493 responses and published the findings in its annual *State of College Admissions* publication. It is one of the most complete and insightful looks into the world of college admissions.

Percentage of colleges attributing different levels of importance to factors in admission decisions: First-time Freshman, Fall 2017

Factor	N	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in All Courses	173	80.9	10.4	5.8	2.9
Grades in College Prep Courses	171	70.8	17.5	8.8	2.9
Admission Test Scores (SAT, ACT)	172	52.3	30.8	14.5	2.3
Strength of Curriculum	170	51.2	29.4	12.9	6.5
Essay or Writing Sample	168	16.7	36.9	20.8	25.6
Counselor Recommendations	167	10.8	46.1	28.7	14.4
Student's Demonstrated Interest	168	15.5	21.4	34.5	28.6
Teacher Recommendations	168	7.1	46.4	29.2	17.3
Class Rank	172	9.3	27.9	36.0	26.7
Extracurricular Activities	169	3.6	34.9	40.8	20.7
Subject Test Scores (AP, IB)	166	4.2	28.9	28.3	38.6
Portfolio	167	5.4	7.2	27.5	59.9
Interview	168	3.6	14.3	29.2	53.0
Work	169	1.8	17.8	41.4	39.1
SAT II Scores	166	6.6	3.0	19.9	70.5
State Graduation Exam Scores	168	1.8	8.3	17.9	72.0

¹NACAC Admissions Trends Survey, 2017-2018.

What are the most important factors for admission?

According to the NACAC survey, the most important factor in college admissions continues to be **high school academic success**. In the survey results, 80.9% of college admissions counselors ranked “Grades in all courses” as having considerable importance; an additional 10.4% ranked it as having moderate importance.

The second most important factor is “Grades in **college prep courses**.” 70.8% ranked that factor as having considerable importance, and another 17.5% ranked it as having moderate importance.

Taking challenging courses—Advanced, Honors, AP or IB classes—strengthens what college admissions counselors call a student’s **course rigor**. Course rigor is the level of difficulty in a particular class. Colleges want students who are able to balance academic success with course rigor. When a student applies to a college, the admissions counselors consider that student’s academic course rigor in the context of the high school the student attends; therefore, it’s a good idea for students to challenge themselves as much as they can within their school’s offerings. However, it’s a bad idea for students to overload their schedules with AP and IB courses if they are not able to succeed in them. Instead, students should consider taking the highest level courses in their areas of strength. They should challenge themselves to take the most difficult schedule that they can take without sacrificing their grades (or sleep!).

Admissions test scores come third in importance, according to NACAC members. Of the admissions counselors surveyed, 52.3% ranked “Admissions Test Scores (SAT, ACT)” as having considerable importance, and another 30.8% ranked them as having moderate importance.

If a student is not strong in 1 of the top 3 factors, what can they do to bolster their application?

Academics are undoubtedly the most important college admissions factor, so the first step to bolster any application should be to focus on maintaining or improving grades. Not all GPAs are created equal: a student who struggled early in their high school career, only to pull up their grades as they matured, can present a compelling picture to an admissions officer. Admissions counselors are trying to determine how likely a student is to succeed at the college or university they represent, so trend lines matter. If a student is able to show growth through high school, that may play in their favor come application season.

Once a student has many semesters under their belt, it can become harder to meaningfully move their cumulative GPA. For these students, it may be wise to focus on studying to raise their SAT or ACT scores.

It’s important to remember that most college admissions counselors look at each student’s application holistically. Students can offset weaker academic performance with a strong test score **to a limited degree**. Likewise, a strong demonstration of leadership in extracurriculars can improve a college application, but it will not take the place of academic rigor and success.



Not all 3.5 GPAs are created equal: a student who struggled early in their high school career, only to pull up their grades as they matured, can present a compelling picture to an admissions officer.

Admissions Statistics for Accepted Students

Here you'll find the SAT and ACT score ranges of accepted students for top colleges and universities throughout the country. Ranging from scores achieved by those in the 25th percentile of accepted students to those in the 75th percentile, each data spread represents the middle 50 percent of accepted students.

The scores compiled here reflect the most up to date admissions data available. Whenever possible, we've also included admissions rates, the average GPA of accepted students, and the percentage of students who ranked in the top ten percent of their high school class.

Scoring within these ranges does not guarantee admittance to these schools, and scoring outside of them does not necessarily preclude admission. Rather, score ranges can give students a sense of how competitive they would be as an applicant at each institution.

Test Scores, GPA and Admit Rates—Top 100 Schools*

Test scores, GPA, and course rigor are three of the most important factors that admissions teams consider. In many cases, applicants must clear these hurdles before admissions teams weigh qualitative factors such as the personal essay.

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
American University	18,699	5,498	29.40%	3.64	not reported	26-30	1180-1350	CDS 2017-18
Amherst College	9,724	1,246	12.81%	not reported	83.0%	31-34	1430-1560	CDS 2018-19
Auburn University	18,072	15,168	83.93%	3.86	31.0%	24-30	1130-1310	CDS 2017-18
Bates College	4,316	1,166	27.02%	not reported	63.0%	29-32	1270-1450	CDS 2017-18
Baylor University	37,083	14,442	38.95%	not reported	44.0%	26-31	1190-1360	CDS 2017-18
Binghamton University	33,467	13,507	40.36%	not reported	not reported	28-31	1290-1430	CDS 2017-18
Boston College	31,084	8,669	27.89%	not reported	78.0%	31-34	1340-1480	BC Fact Book 2019
Boston University	60,825	15,273	25.11%	3.66	62.0%	29-32	1300-1480	CDS 2017-18
Bowdoin College	7,251	988	13.63%	not reported	86.0%	30-34	1290-1510	CDS 2017-18
Brandeis University	11,721	4,011	34.22%	3.85	65.0%	29-33	1280-1470	CDS 2017-18
Brown University	32,723	2,779	8.49%	not tracked	94.0%	31-35	1410-1570	CDS 2017-18
Bucknell University	10,144	3,352	33.04%	3.55	60.0%	28-31	1250-1420	CDS 2018-19
Caltech**	7,339	568	7.74%	not reported	93.0%	34-35	1530-1590	CDS 2017-18
Carleton College	6,514	1,378	21.15%	not reported	86.0%	31-34	1360-1530	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Carnegie Mellon University	24,351	4,160	17.08%	3.84	77.8%	32-35	1430-1560	CDS 2018-19
Case Western Reserve University	26,642	7,794	29.25%	not reported	66.0%	30-33	1340-1520	CDS 2018-19
Claremont McKenna College	6,272	584	9.31%	not reported	78.0%	30-34	1340-1510	CDS 2018-19
Clemson University	26,242	12,380	47.18%	4.00	62.0%	27-31	1220-1390	CDS 2017-18
Colgate University	9,716	2,422	24.93%	3.72	77.0%	31-34	1320-1510	CDS 2018-19
Colorado College	8,552	1,283	15.00%	not reported	75.3%	29-33	1300-1470	CDS 2018-19
Colorado State University	22,537	19,116	84.82%	3.62	20.0%	22-28	1100-1300	CDS 2017-18
Columbia University	37,389	2,263	6.05%	not reported	not reported	32-35	1450-1580	bigfuture.com
Cornell University**	47,039	5,962	12.67%	not reported	86.0%	31-34	1390-1550	CDS 2017-18
Dartmouth College	22,033	1,925	8.74%	not reported	95.0%	30-34	1430-1560	CDS 2018-19
Davidson College	5,724	1,116	19.50%	3.93	73.0%	30-33	1310-1470	CDS 2018-19
Duke University**	32,877	3,261	9.92%	not reported	90.0%	not reported	not reported	CDS 2017-18
Elon University	10,729	7,740	72.14%	3.98	23.0%	25-29	1140-1330	CDS 2018-19
Emory University	23,747	5,234	22.04%	3.76	83.0%	30-33	1350-1520	CDS 2017-18
Fairfield University	11,361	6,851	60.30%	3.65	36.8%	25-29	1180-1320	CDS 2018-19
Florida State University	50,314	18,504	36.78%	4.07	39.0%	26-30	1200-1350	CDS 2018-19
Fordham University	45,147	20,966	46.44%	3.65	48.0%	27-31	1230-1410	CDS 2017-18
Furman University	5,002	3,060	61.18%	not reported	37.5%	26-31	1190-1380	CDS 2017-18
George Mason University	18,993	15,646	82.38%	3.66	17.0%	24-30	1100-1290	CDS 2017-18
George Washington University	12,077	11,059	91.57%	not reported	61.0%	29-32	1280-1440	CDS 2017-18
Georgetown University	21,462	3,345	15.59%	not reported	90.0%	30-34	1350-1520	CDS 2017-18
Georgia State University	18,971	9,898	52.17%	3.43	17.0%	20-26	970-1170	CDS 2017-18
Georgia Tech	31,497	7,369	23.40%	4.02	87.9%	30-34	1350-1500	CDS 2017-18
Harvard University**	39,506	2,037	5.16%	4.18	95.0%	33-35	1460-1580	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Harvey Mudd College	4,101	594	14.48%	not reported	87.0%	33-35	1470-1570	CDS 2018-19
Haverford College	4,408	884	20.05%	not reported	96.0%	31-34	1390-1530	CDS 2017-18
Indiana University	44,169	33,970	76.91%	not reported	96.0%	25-31	1140-1350	CDS*
Johns Hopkins University	26,578	3,115	11.72%	not reported	93.0%	33-35	1450-1580	bigfuture.com
Lehigh University	15,622	3,488	22.33%	not reported	57.9%	29-32	1270-1430	CDS 2018-19
Massachusetts Institute of Technology**	20,247	1,452	7.17%	not reported	98.0%	33-35	1490-1570	CDS 2017-18
Middlebury College	9,227	1,542	16.71%	not reported	not reported	31-34	1330-1500	CDS 2018-19
New York University**	64,007	17,707	27.66%	3.60	72.0%	29-33	1290-1490	CDS 2018-19
Northeastern University	54,909	14,876	27.09%	not reported	75.0%	32-34	1370-1520	CDS 2017-18
Northwestern University	37,259	3,442	9.24%	not reported	91.0%	32-34	1420-1560	CDS 2017-18
Notre Dame	19,564	3,702	18.92%	not reported	91.0%	32-35	1370-1520	CDS 2017-18
Ohio State University	48,077	24,988	51.97%	not reported	63.0%	27-32	1240-1450	CDS 2018-19
Oregon State University	14,888	11,738	78.84%	3.56	26.0%	22-28	1070-1300	CDS 2017-18
Pepperdine University	11,111	4,097	36.87%	3.64	49.2%	25-30	1200-1390	CDS 2016-17
Pomona College	10,245	780	7.61%	not reported	91.0%	31-34	1400-1530	CDS 2018-19
Princeton University**	31,056	1,990	6.41%	3.91	not reported	31-35	1430-1570	CDS 2017-18
Rice University**	18,063	2,864	15.86%	not reported	89.0%	33-35	1490-1580	CDS 2017-18
Scripps College	2,841	948	33.37%	4.07	73.1%	29-33	1270-1470	CDS 2017-18
Smith College	5,780	1,789	30.95%	3.98	72.0%	31-34	1340-1520	CDS 2018-19
Stanford University	47,452	2,071	4.36%	3.95	96.0%	32-35	1390-1540	CDS 2018-19
Swarthmore College	10,749	1,020	9.49%	not reported	90.0%	not reported	not reported	CDS 2018-19
Syracuse University***	33,099	15,517	46.88%	not reported	36.0%	25-30	1160-1350	bigfuture.com
Texas Christian University	19,740	8,110	41.08%	not reported	not reported	25-30	1130-1330	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Tufts University**	21,101	3,167	15.01%	not reported	80.0%	31-34	1410-1540	CDS 2017-18
Tulane University	35,622	7,657	21.50%	3.56	62.0%	30-33	1350-1490	CDS 2017-18
University of Alabama	38,129	21,344	55.98%	3.72	38.8%	23-32	1050-1280	CDS 2017-18
University of California, Berkeley	85,057	14,552	17.11%	3.91	98.0%	not reported	1300-1530	CDS 2017-18
University of California, Irvine	95,065	27,339	28.76%	4.00	89.0%	not reported	1180-1440	CDS 2018-19
University of California, Los Angeles	113,771	15,970	14.04%	3.87	97.0%	27-33	1240-1490	CDS 2017-18
University of California, San Diego	88,428	30,212	34.17%	4.08	100.0%	not reported	not reported	CDS 2017-18
University of California, Santa Barbara	80,319	26,295	32.74%	4.08	100.0%	26-32	1240-1470	CDS 2017-18
University of Chicago	27,694	2,419	8.73%	not reported	99.0%	32-35	1480-1580	bigfuture.com
University of Colorado, Boulder	36,149	28,861	79.84%	3.65	29.0%	25-30	1150-1350	CDS 2017-18
University of Florida	32,747	13,758	42.01%	not reported	77.0%	27-32	1220-1390	CDS 2017-18
University of Georgia	24,165	13,052	54.01%	4.00	54.0%	26-31	1200-1370	CDS 2017-18
University of Miami	34,279	11,020	32.15%	3.60	55.0%	28-32	1220-1410	CDS 2018-19
University of Michigan	64,917	14,818	22.83%	3.86	not collected	30-34	1330-1510	CDS 2018-19
University of Mississippi (Ole Miss)**	17,918	14,209	79.30%	3.60	25.0%	22-29	1070-1290	CDS 2016-17
University of North Carolina, Chapel Hill	43,473	9,524	21.91%	4.70	78.0%	27-32	1260-1440	CDS 2018-19
University of Oregon	23,017	16,824	73.09%	3.55	34.0%	22-28	1080-1270	CDS 2017-18
University of Pennsylvania	40,343	3,757	9.31%	3.85	85.0%	32-35	1420-1560	CDS 2017-18
University of Richmond	11,882	3,585	30.17%	not reported	56.0%	29-32	1270-1460	CDS 2018-19
University of Rochester	17,069	5,986	35.07%	not reported	not reported	29-33	1250-1490	bigfuture.com
University of South Carolina	26,019	18,811	72.30%	4.08	29.0%	25-30	1170-1330	CDS 2017-18
University of Southern California	56,676	9,042	15.95%	3.76	88.0%	30-34	1300-1500	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
University of Texas, Austin	51,033	9,110	17.85%	not reported	74.4%	26-33	1230-1460	CDS 2017-18
University of Virginia	37,182	9,828	26.43%	4.30	90.0%	29-33	1290-1470	CDS 2018-19
University of Washington	44,877	20,833	46.42%	3.79	not reported	27-32	1190-1420	CDS 2017-18
University of Wisconsin, Madison	42,741	11,599	27.14%	3.86	54.0%	27-31	1280-1450	CDS 2018-19
Vanderbilt University	34,313	3,298	9.61%	3.83	88.8%	32-35	1400-1550	CDS 2018-19
Vassar College	7,746	1,842	23.78%	not reported	65.0%	31-33	1370-1510	CDS 2017-18
Villanova University	22,741	6,645	29.22%	3.86	69.0%	30-33	1250-1440	CDS 2018-19
Virginia Tech	27,423	19,275	70.29%	3.97	38.0%	30-33	1250-1450	CDS 2017-18
Wake Forest University	12,937	3,803	29.40%	not reported	76.0%	29-33	1310-1470	bigfuture.com
Washington and Lee University	5,855	1,239	21.16%	not reported	83.0%	31-34	1350-1490	CDS 2018-19
Washington State University	22,773	17,579	77.19%	3.39	20.1%	20-26	1020-1220	CDS 2018-19
Washington University in St Louis**	30,463	4,863	15.96%	not reported	87.0%	32-34	1470-1570	CDS 2017-18
Wellesley College	6,631	1,296	19.54%	not reported	83.0%	30-33	1310-1500	CDS 2018-19
Wesleyan University	12,360	2,013	16.29%	not reported	60.0%	29-33	1300-1500	CDS 2017-18
William & Mary	14,644	5,406	36.92%	3.70	77.0%	29-33	1300-1480	CDS 2018-19
Williams College	9,560	1,240	12.97%	not reported	89.0%	31-35	1400-1570	CDS 2018-19
Yale University	32,914	2,285	6.94%	not reported	94.0%	not reported	1520-1590	CDS 2017-18

The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report.

*Top 100 schools based on the US News and World Report 2019 Rankings.

**Reviews all section scores and focuses on both highest composite and highest English/Writing.

***Syracuse does not publish a CDS.

Test Scores, GPA and Admit Rates—Top Public Universities

Here you will find the test scores, average GPA, and class rank for admitted students for the top public universities in the United States.

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Arizona State University	24,127	20,302	84.15%	3.54	33.8%	22-29	1120-1350	CDS 2017-18
Auburn University	18,072	15,168	83.93%	3.86	31.0%	24-30	1130-1310	CDS 2017-18
Binghamton University	33,467	13,507	40.36%	not reported	not reported	28-31	1290-1430	CDS 2017-18
Clemson University	26,242	12,380	47.18%	4.00	62.0%	27-31	1220-1390	CDS 2017-18
William & Mary	14,644	5,406	36.92%	3.70	77.0%	29-33	1300-1480	CDS 2018-19
Colorado School of Mines	8,726	3,935	45.10%	3.79	59.0%	28-32	1310-1450	CDS 2018-19
Florida State University	50,314	18,504	36.78%	4.07	39.0%	26-30	1200-1350	CDS 2018-19
Georgia Tech	31,497	7,369	23.40%	4.02	87.9%	30-34	1350-1500	CDS 2017-18
Indiana University	44,169	33,970	76.91%	not reported	96.0%	25-31	1140-1350	CDS*
Miami University, Oxford	30,126	22,459	74.55%	3.78	33.5%	25-30	1200-1380	CDS 2018-19
Michigan State University	33,129	25,733	77.68%	3.73	28.9%	23-28	1100-1320	CDS 2018-19
North Carolina State University	30,193	14,059	46.56%	3.76	48.0%	27-31	1250-1390	CDS 2018-19
Ohio State University	48,077	24,988	51.97%	not reported	63.0%	27-32	1240-1450	CDS 2018-19
Penn State University	52,742	29,793	56.49%	not reported	48.8%	25-30	1160-1340	CDS 2018-19
Purdue University	48,912	28,103	57.46%	3.75	61.9%	25-31	1080-1330	CDS 2017-18
Rutgers University	38,384	22,186	57.80%	not reported	40.0%	not reported	1190-1400	CDS 2017-18
Stony Brook University, SUNY	37,828	15,880	41.98%	3.85	47.0%	26-31	1210-1410	CDS 2018-19
Temple University	35,880	20,332	56.67%	3.54	33.0%	24-29	1130-1310	CDS 2017-18
Texas A&M University	36,423	30,690	84.26%	not reported	63.0%	25-30	1140-1260	CDS 2018-19
University of North Carolina, Chapel Hill	43,473	9,524	21.91%	4.70	78.0%	27-32	1260-1440	CDS 2018-19
University of Texas, Austin	51,033	9,110	17.85%	not reported	74.4%	26-33	1230-1460	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
University of Arizona	33,608	28,090	83.58%	3.30	34.3%	21-28	1100-1340	CDS 2017-18
University of California, Berkeley	85,057	14,552	17.11%	3.91	98.0%	not reported	1300-1530	CDS 2017-18
University of California, Davis	70,214	30,573	43.54%	not reported	not reported	25-31	1120-1360	bigfuture.com
University of California, Irvine	95,065	27,339	28.76%	4.00	89.0%	not reported	1180-1440	CDS 2018-19
University of California, Los Angeles	113,771	15,970	14.04%	3.87	97.0%	27-33	1240-1490	CDS 2017-18
University of California, Riverside	49,082	25,259	51.46%	3.8	94.0%	23-29	1110-1330	CDS 2018-19
University of California, San Diego	88,428	30,212	34.17%	4.08	100.0%	not reported	not reported	CDS 2017-18
University of California, Santa Barbara	80,319	26,295	32.74%	4.08	100.0%	26-32	1240-1470	CDS 2017-18
University of California, Santa Cruz	56,634	27,014	47.70%	not reported	96.0%	24-30	1160-1370	CDS 2018-19
University of Colorado, Boulder	36,149	28,861	79.84%	3.65	29.0%	25-30	1150-1350	CDS 2017-18
University of Connecticut	35,980	17,560	48.80%	not reported	54.0%	26-31	1210-1390	bigfuture.com
University of Delaware	27,803	16,648	59.88%	3.71	32.0%	not reported	not reported	CDS 2017-18
University of Florida	32,747	13,758	42.01%	not reported	77.0%	27-32	1220-1390	CDS 2017-18
University of Georgia	24,165	13,052	54.01%	4.00	54.0%	26-31	1200-1370	CDS 2017-18
University of Illinois, Urbana Champaign	39,045	23,974	61.40%	not reported	50.0%	not reported	not reported	CDS 2017-18
University of Iowa	26,706	22,077	82.67%	3.71	30.0%	23-28	1120-1330	CDS 201819
University of Maryland	33,907	15,081	44.48%	4.2	72.0%	29-33	1290-1470	CDS 2017-18
University of Massachusetts, Amherst	41,922	24,102	57.49%	3.89	34.0%	26-31	1200-1390	CDS 2017-18
University of Michigan	64,917	14,818	22.83%	3.86	not collected	30-34	1330-1510	CDS 2018-19
University of Minnesota	43,720	21,681	49.59%	not reported	50.1%	26-31	1270-1480	CDS 2017-18
University of New Hampshire	19,966	15,275	76.51%	not reported	20.0%	23-28	1080-1260	bigfuture.com

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
University of Oregon	23,017	16,824	73.09%	3.55	34.0%	22-28	1080-1270	CDS 2017-18
University of Pittsburgh	29,587	17,696	59.81%	not reported	55.0%	28-33	1270-1430	bigfuture.com
University of South Carolina	26,019	18,811	72.30%	4.08	29.0%	25-30	1170-1330	CDS 2017-18
University of Vermont	21,623	14,365	66.43%	not reported	37.0%	26-31	1180-1360	bigfuture.com
University of Virginia	37,182	9,828	26.43%	4.30	90.0%	29-33	1290-1470	CDS 2018-19
University of Washington	44,877	20,833	46.42%	3.79	not reported	27-32	1190-1420	CDS 2017-18
University of Wisconsin, Madison	42,741	11,599	27.14%	3.86	54.0%	27-31	1280-1450	CDS 2018-19
Virginia Tech	19,275	27,423	70.29%	3.97	38.0%	30-33	1250-1450	CDS 2017-18

The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report.

*Reviews all section scores and focuses on both highest composite and highest English/Writing.

“Thank you so much for all the help you have been to my students at Lakeside High School. I know that you have worked very hard to make sure that our students' scores helped them achieve their college dreams. Hearing how responsive you have been to students' parents and their questions lets me know how valuable our partnership has been.”

—Head Counselor, Lakeside High School

Test Scores, GPA and Admit Rates—Top Liberal Arts Colleges

Here you will find the test scores, average GPA, and class rank for admitted students for the top liberal arts colleges in the United States.

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Agnes Scott College	1,625	1,164	71.63%	3.76	28.20%	24-30	1110-1300	CDS 2018-19
Amherst College	9,724	1,246	12.81%	not reported	83.0%	31-34	1430-1560	CDS 2018-19
Barnard College	7,897	1,099	13.92%	not reported	84.00%	30-33	1310-1500	CDS 2018-19
Bates College	4,316	1,166	27.02%	not reported	63.0%	29-32	1270-1450	CDS 2017-18
Bowdoin College	7,251	988	13.63%	not reported	86.0%	30-34	1290-1510	CDS 2017-18
Bryn Mawr College	3,166	1,079	34.08%	not reported	59.0%	28-33	1300-1500	bigfuture.com
Bucknell University	10,144	3,352	33.04%	3.55	60.0%	28-31	1250-1420	CDS 2018-19
Carleton College	6,514	1,378	21.15%	not reported	86.0%	31-34	1360-1530	CDS 2017-18
Claremont McKenna College	6,272	584	9.31%	not reported	78.0%	30-34	1340-1510	CDS 2018-19
Colby College	11,190	1,765	15.77%	not reported	78.00%	31-33	1340-1500	bigfuture.com
Colgate University	8,542	2,404	28.14%	3.70	77.0%	31-33	1310-1500	CDS 2018-19
College of the Holy Cross	7,054	2,681	38.01%	not reported	58.30%	28-31	1270-1410	CDS 2018-19
Colorado College	8,552	1,283	15.00%	not reported	75.3%	29-33	1300-1470	CDS 2018-19
Connecticut College	6,433	2,429	37.76%	not reported	49.00%	29-31	1270-1400	CDS 2018-19
Davidson College	5,724	1,116	19.50%	3.93	73.0%	30-33	1310-1470	CDS 2018-19
Denison University	7,540	2,808	37.24%	not reported	65.00%	28-31	1200-1380	bigfuture.com
Dickinson College	6,258	3,070	49.06%	not reported	41.00%	27-32	1230-1420	CDS 2018-19
Franklin and Marshall College	6,720	2,294	34.14%	not reported	68.00%	28-32	1260-1420	CDS 2017-18
Gettysburg College	6,354	2,924	46.02%	not reported	65.00%	26-30	1270-1410	CDS 2017-18
Grinnell College	7,370	1,488	20.19%	not reported	66.0%	30-34	1310-1510	CDS 2016-17
Hamilton College	6,240	1,328	21.28%	not reported	81.00%	31-33	1360-1510	CDS 2018-19

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Harvey Mudd College	4,101	594	14.48%	not reported	87.0%	33-35	1470-1570	CDS 2018-19
Haverford College	4,408	884	20.05%	not reported	96.0%	31-34	1390-1530	CDS 2017-18
Kenyon College	6,152	2,204	35.83%	3.94	69.00%	29-33	1260-1460	CDS 2018-19
Lafayette College	9,237	2,715	29.39%	3.51	52.00%	27-32	1250-1435	CDS 2018-19
Middlebury College	9,227	1,542	16.71%	not reported	not reported	31-34	1330-1500	CDS 2018-19
Mount Holyoke College	3,699	1,883	50.91%	3.81	47.0%	29-33	1270-1470	CDS 2018-19
Oberlin College	7,525	2,725	36.21%	3.6	53.0%	28-31	1280-1490	CDS 2018-19
Occidental College	6,775	2,831	41.79%	3.64	62.2%	27-32	1280-1440	CDS 2017-18
Pomona College	10,245	780	7.61%	not reported	91.0%	31-34	1400-1530	CDS 2018-19
Scripps College	2,841	948	33.37%	4.07	73.1%	29-33	1270-1470	CDS 2017-18
Sewanee—University of the South	3,495	2,258	64.61%	not reported	30.0%	27-30	1210-1380	CDS 2018-19
Skidmore College	10,796	2,907	26.93%	not reported	37.7%	27-31	1210-1400	CDS 2018-19
Smith College	5,780	1,789	30.95%	3.98	72.0%	31-34	1340-1520	CDS 2018-19
Soka University of America	489	182	37.22%	not reported	50.0%	27-31	1200-1390	bigfuture.com
Swarthmore College	10,749	1,020	9.49%	not reported	90.0%	not reported	not reported	CDS 2018-19
Thomas Aquinas College	211	164	77.73%	not reported	20.00%	25-30	1220-1400	bigfuture.com
Trinity College	6,085	2,061	33.87%	3.6	49.2%	not reported	not reported	CDS 2017-18
Union College	6,676	2,495	37.37%	3.44	63.0%	29-32	1270-1430	CDS 2017-18
United State Air Force Academy	10,376	1,182	11.39%	3.78	53.0%	not reported	not reported	CDS 2018-19
United States Military Academy, West Point	12,973	1,240	9.56%	not reported	46.0%	23-28	1190-1400	bigfuture.com
United States Naval Academy	16,086	1,373	8.54%	not reported	57.0%	not reported	1150-1370	bigfuture.com
University of Richmond	11,882	3,585	30.17%	not reported	56.0%	29-32	1270-1460	CDS 2018-19
Vassar College	7,746	1,842	23.78%	not reported	65.0%	31-33	1370-1510	CDS 2017-18

School	Total Applications	Total Admits	Overall Admissions Rate	Average Incoming GPA	% in Top 10% Class Rank	Middle 50% ACT	Middle 50% SAT	Source
Washington and Lee University	5,855	1,239	21.16%	not reported	83.0%	31-34	1350-1490	CDS 2018-19
Wellesley College	6,631	1,296	19.54%	not reported	83.0%	30-33	1310-1500	CDS 2018-19
Wesleyan University	12,360	2,013	16.29%	not reported	60.0%	29-33	1300-1500	CDS 2017-18
Whitman College	5,226	2,621	50.15%	3.66	55.0%	26-31	1020-1370	CDS 2018-19
Williams College	9,560	1,240	12.97%	not reported	89.0%	31-35	1400-1570	CDS 2018-19

The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report.

“During the fall of my senior year, numerous colleges notified me due to high test scores that I had opportunities to be funded and flid-out to visit Williams College, Johns Hopkins University, the University of Chicago, CalTech, and Pomona College. Right now, I like to say a have a good problem to have. I am choosing between a full ride at the University of Georgia (valued at \$135,000) a full ride at Emory University (valued at \$240,000), a merit scholarship at Vanderbilt University (valued at \$240,000), and the opportunity to go to either Harvard, Stanford, Yale, or Columbia.”

—Student, Atlanta

Early Decision and Early Action Practices by College

Early admissions practices fall into two general categories: **early decision** and **early action**. In this section, we will review each and explain the differences between the two.

Early Decision

When students apply to a school via early decision (ED), they are making a promise to attend that school if they are admitted. Early decision is a **binding commitment**, and there can be serious consequences for students who decide to back out. For that reason, students should only apply early decision if they are absolutely certain that the school is their top choice and that they can attend if accepted.

Students who are accepted ED will still be considered for financial aid, and families are allowed to break ED agreements if the school's aid offer isn't enough to make the college affordable.¹ However, because students can only apply to one school during ED, they won't have the opportunity to compare multiple schools' financial aid and scholarship offerings.

Most schools with early decision only have one round, but a few have two. We call these **Early Decision I** and **Early Decision II**. The big difference between the two is the timing. Early Decision I deadlines are usually between November 1st and November 15th, and notification letters go out in mid-December. Early Decision II deadlines are usually between January 1st and January 15th, and notification letters go out in mid-February. **Early Decision II allows students to boost their GPA and test scores in the fall of their senior year if they need to.**

Students who are rejected from a school in Early Decision I can apply to another school in Early Decision II without penalty.

Schools with only one round of early decision generally follow Early Decision I's general timeline, with deadlines in early November and notification in mid-December. This is a general timeline—it's best to check the ED deadline of the school to which you are applying. This information can be found on the school's website.



Students should only apply early decision if they are absolutely certain that the school is their top choice and that they can attend if accepted.

¹ "What Happens to Students Who Back out of Early Decision Offers." Alexandra Pannoni, *US News and World Report*, 2016.

Early Action

Early action is different from early decision because **applying early action to a school does not constitute a promise to attend**. Students are informed of their acceptance, rejection, or deferral and then make a final decision. There are two types of early action: **unrestricted early action** and **restricted (or single-choice) early action**.

Schools with **unrestricted early action**, such as Auburn, allow students to apply to as many schools as they like in the early action period.

Schools with **restricted early action**, such as Stanford, generally do not allow students to apply to other schools during the early action period. However, each school has its own early action rules. Stanford, for example, doesn't allow students to apply to other private schools early, but does allow students to apply early to any public school with non-restrictive early action, as well as any school with rolling admission and any college or university outside the US. **It's important to research the admissions rules for any school to which you plan to apply.**

Early action deadlines are usually between November 1st and December 1st, but they can be as early as mid-October. Notification letters typically go out between mid-December and mid-January. This gives students time to apply to regular decision schools if they need to.

Testing

Students who plan to apply early **need to have all of their testing done before applications are due**; since most students take the SAT or ACT 2-3 times, it's important to plan for multiple test sittings. The last SAT and ACT dates that allow for early admissions are in the fall of senior year, but we recommend that students plan to finish their testing earlier if they can. Test dates in the fall, spring, and summer allow students to take the SAT or ACT several times in order to achieve the highest possible score. Some schools superscore in early action and early decision, and some do not. *For more information, see the section on **Superscoring**, pages 69-76.*

Why Apply Early?

As you can see from the following data tables, applying early action or early decision **can give a student a significant edge in the admissions process**. Early admissions is becoming more competitive by the year, as more and more students apply early; however, for many schools, applying early still offers students their best chance at admission. Colleges want to know that the students they accept will attend, and applying early decision or early action is one way you can demonstrate to a school that it is at the top of your list. Competitive students who have their entire application portfolio ready to send off in the fall should seriously consider an early option, especially if they're aiming for a highly selective school.



Students who plan to apply early need to have all of their testing done before applications are due; since most students take the SAT or ACT 2-3 times, it's important to plan for multiple test sittings.

ED / EA Policies with Admits Rates—Top 100 Schools

As you'll see below, the early admissions rate is significantly higher than the regular decision rate at almost all of the colleges represented in this data set.

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
American University	ED 1, ED 2	898	759	84.52%	17,801	4,739	26.62%	CDS 2017-18
Amherst College	ED 1	472	181	38.35%	9,252	1,065	11.51%	CDS 2018-19
Auburn University	EA non-restrictive	not reported	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
Bates College	ED 1, ED 2	721	349	48.40%	3,595	817	22.73%	CDS 2017-18
Baylor University	ED 1, EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Binghamton University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Boston College	ED 1, ED 2	not reported	n/a	n/a	not reported	n/a	n/a	BC Fact Book 2019
Boston University	ED 1, ED 2	4,159	1229	29.55%	56,666	14,044	24.78%	CDS 2017-18
Bowdoin College	ED 1, ED 2	870	246	28.28%	6,381	742	11.63%	CDS 2017-18
Brandeis University	ED1, ED 2	786	322	40.97%	10,935	3,689	33.74%	CDS 2017-18
Brown University	ED 1	3183	689	21.65%	29,540	2,090	7.08%	CDS 2017-18
Bucknell University	ED 1, ED 2	719	400	55.63%	9,425	2,952	31.32%	CDS 2018-19
Caltech	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Carleton College	ED 1, ED 2	725	215	29.66%	5,789	1,163	20.09%	CDS 2017-18
Carnegie Mellon University	ED 1	1,641	346	21.08%	22,710	3,814	16.79%	CDS 2018-19
Case Western Reserve University	ED 1, ED 2, EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Claremont McKenna College	ED 1, ED 2	771	193	25.03%	5,501	391	7.11%	CDS 2018-19
Clemson University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Colgate University	ED 1, ED 2	851	374	43.95%	7,691	2,030	26.39%	CDS 2018-19
Colorado College	ED 1, ED 2, EA non-restrictive	1,119	307	27.44%	7,433	976	13.13%	CDS 2018-19
Colorado State University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
Columbia University	ED 1, EA non-restrictive	4,086	690	16.89%	33,303	1,573	4.72%	bigfuture.com
Cornell University*	ED 1	5,401	1,393	25.79%	41,638	4,569	10.97%	CDS 2017-18
Dartmouth College	ED 1	2,269	574	25.30%	19,764	1,351	6.84%	CDS 2018-19
Davidson College	ED 1, ED 2	727	335	46.08%	4,997	781	15.63%	CDS 2018-19
Duke University*	ED 1	3,451	852	24.69%	29,426	2,409	8.19%	CDS 2017-18
Elon University	ED 1, EA non-restrictive	384	334	86.98%	10,345	7,406	71.59%	CDS 2018-19
Emory University	ED 1, ED 2	2,475	678	27.39%	21,272	4,556	21.42%	CDS 2017-18
Fairfield University	ED 1, EA non-restrictive	161	142	88.20%	11,200	6,709	59.90%	CDS 2018-19
Florida State University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Fordham University	ED 1, EA non-restrictive	319	152	47.65%	44,828	20,814	46.43%	CDS 2017-18
Furman University	ED 1, EA non-restrictive	112	104	92.86%	4,890	2,956	60.45%	CDS 2017-18
George Mason University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
George Washington University	ED 1, ED 2	1,471	802	54.52%	10,606	10,257	96.71%	CDS 2017-18
Georgetown University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Georgia State University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Georgia Tech	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Harvard University	EA restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Harvey Mudd College	ED 1, ED 2	465	88	18.92%	3,636	506	13.92%	CDS 2018-19
Haverford College	ED 1, ED 2	419	176	42.00%	3,989	708	17.75%	CDS 2017-18
Indiana University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS*
Johns Hopkins University	ED 1	1,934	588	30.40%	24,644	2,527	10.25%	bigfuture.com
Lehigh University	ED 1, ED 2	1,178	710	60.27%	14,444	2,778	19.23%	CDS 2018-19
Massachusetts Institute of Technology*	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
Middlebury College	ED 1, ED 2	853	399	46.78%	8,374	1,143	13.65%	CDS 2018-19
New York University*	ED 1, ED 2	7,814	2,789	35.69%	56,193	14,918	26.55%	CDS 2018-19
Northeastern University	ED 1, ED 2 EA non-restrictive	953	361	37.88%	53,956	14,515	26.90%	CDS 2017-18
Northwestern University	ED 1	3,830	1,030	26.89%	33,429	2,412	7.22%	CDS 2017-18
Notre Dame	EA restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Ohio State University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Oregon State University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Pepperdine University	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2016-17
Pomona College	ED 1, ED 2	1,250	207	16.56%	8,995	573	6.37%	CDS 2018-19
Princeton University	EA restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Rice University	ED 1	1,603	329	20.52%	16,460	2,535	15.40%	CDS 2017-18
Scripps College	ED 1, ED 2	292	113	38.70%	2,549	835	32.76%	CDS 2017-18
Smith College	ED 1, ED 2	578	286	49.48%	5,202	1,503	28.89%	CDS 2018-19
Stanford University	EA restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Swarthmore College	ED 1, ED 2	860	226	26.28%	9,889	794	8.03%	CDS 2018-19
Syracuse University	ED 1, ED 2	1,948	1,286	66.02%	31,151	14,231	45.68%	bigfuture.com
Texas Christian University	ED 1, EA non-restrictive	1,055	362	34.31%	18,685	7,748	41.47%	CDS 2017-18
Tufts University	ED 1, ED 2	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
Tulane University	ED 1, EA non-restrictive	1,394	501	35.94%	34,228	7,156	20.91%	CDS 2017-18
University of Alabama	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of California, Berkeley	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of California, Irvine	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2018-19
University of California, Los Angeles	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
University of California, San Diego	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of California, Santa Barbara	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of Chicago	ED 1, EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	bigfuture.com
University of Colorado, Boulder	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
University of Florida	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of Georgia	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
University of Miami	ED 1, ED 2, EA non-restrictive	1,232	685	55.60%	33,047	10,335	31.27%	CDS 2018-19
University of Michigan	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
University of Mississippi (Ole Miss)*	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2016-17
University of North Carolina, Chapel Hill	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
University of Oregon	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
University of Pennsylvania	ED 1	6,147	1,354	22.03%	34,196	2,403	7.03%	CDS 2017-18
University of Richmond	ED1, ED 2, EA non-restrictive	662	319	48.19%	11,220	3,266	29.11%	CDS 2018-19
University of Rochester	ED 1	797	405	50.82%	16,272	5,581	34.30%	bigfuture.com
University of South Carolina	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18
University of Southern California	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of Texas, Austin	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of Virginia	EA	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
University of Washington	none	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2017-18
University of Wisconsin, Madison	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Vanderbilt University	ED 1, ED 2	4,140	852	20.58%	30,173	2,446	8.11%	CDS 2018-19

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
Vassar College	ED 1, ED 2	657	274	41.70%	7,089	1,568	22.12%	CDS 2017-18
Villanova University	ED 1, EA non-restrictive	688	408	59.30%	22,053	6,237	28.28%	CDS 2018-19
Virginia Tech	ED 1, EA non-restrictive	2,596	1,637	63.06%	24,827	17,638	71.04%	CDS 2017-18
Wake Forest University	ED 1, ED 2	1,939	795	41.00%	10,998	3,008	27.35%	Big Future
Washington and Lee University	ED 1, ED 2	547	276	50.46%	5,308	963	18.14%	CDS 2018-19
Washington State University	EA	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Washington University in St Louis*	ED 1, ED 2	1,808	692	38.27%	28,655	4,171	14.56%	CDS 2017-18
Wellesley College	ED 1, ED 2	802	248	30.92%	5,829	1,048	17.98%	CDS 2018-19
Wesleyan University	ED 1, ED 2	1,153	439	38.07%	11,207	1,574	14.04%	CDS 2017-18
William & Mary	ED 1, ED 2	922	537	58.24%	13,722	4,869	35.48%	CDS 2018-19
Williams College	ED 1	748	258	34.49%	8,812	982	11.14%	CDS 2018-19
Yale University	EA restrictive	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2017-18

“I actually received the STAR Student award for the highest SAT score in my graduating class. I have been accepted to University of Georgia (Full Ride), University of Southern California (\$26,000/year Presidential Scholarship), Rice University (\$25,500/year Trustee Distinguished Scholarship), Wake Forest (\$30,000/year Supplemental Merit Scholarship), Cornell University, University of Virginia, Washington University in St. Louis, and Vanderbilt University.”

—Student, Atlanta

ED / EA Policies with Admits Rates—Top Liberal Arts Colleges

As you'll see below, the early admissions rate is significantly higher than the regular decision rate at almost all of the colleges represented in this data set.

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
Agnes Scott College	ED 1, EA (2 rounds) non-restrictive	32	29	90.63%	1,593	1,135	71.25%	CDS 2018-19
Amherst College	ED 1	472	181	38.35%	9,252	1,065	11.51%	CDS 2018-19
Barnard College	ED 1	993	297	29.91%	6,904	802	11.62%	CDS 2018-19
Bates College	ED 1, ED 2	721	349	48.40%	3,595	817	22.73%	CDS 2017-18
Bowdoin College	ED 1, ED 2	870	246	28.28%	6,381	742	11.63%	CDS 2017-18
Bryn Mawr College	ED 1, ED 2	337	176	52.23%	2,829	903	31.92%	bigfuture.com
Bucknell University	ED 1, ED 2	719	400	55.63%	9,425	2,952	31.32%	CDS 2018-19
Carleton College	ED 1, ED 2	725	215	29.66%	5,789	1,163	20.09%	CDS 2017-18
Claremont McKenna College	ED 1, ED 2	771	193	25.03%	5,501	391	7.11%	CDS 2018-19
Colby College	ED 1, ED 2	708	276	38.98%	10,482	1,489	14.21%	bigfuture.com
Colgate University	ED 1, ED 2	851	374	43.95%	7,691	2,030	26.39%	CDS 2018-19
College of the Holy Cross	ED 1, rolling	471	383	81.32%	6,583	2,298	34.91%	CDS 2018-19
Colorado College	ED 1, ED 2, EA non-restrictive	1,119	307	27.44%	7,433	976	13.13%	CDS 2018-19
Connecticut College	ED 1, ED 2	362	226	62.43%	6,071	2,203	36.29%	CDS 2018-19
Davidson College	ED 1, ED 2	727	335	46.08%	4,997	781	15.63%	CDS 2018-19
Denison University	ED 1, ED 2	377	245	64.99%	7,163	2,563	35.78%	bigfuture.com
Dickinson College	ED 1, ED 2, EA non-restrictive	392	266	67.86%	5,866	2,804	47.80%	CDS 2018-19
Franklin and Marshall College	ED 1, ED 2	559	346	61.90%	6,161	1,948	31.62%	CDS 2017-18
Gettysburg College	ED 1, ED 2	415	286	68.92%	5,939	2,638	44.42%	CDS 2017-18
Grinnell College	ED 1, ED 2	365	173	47.40%	7,005	1,315	18.77%	CDS 2016-17

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
Hamilton College	ED 1, ED 2	581	244	42.00%	5,659	1,084	19.16%	CDS 2018-19
Harvey Mudd College	ED 1, ED 2	465	88	18.92%	3,636	506	13.92%	CDS 2018-19
Haverford College	ED 1, ED 2	419	176	42.00%	3,989	708	17.75%	CDS 2017-18
Kenyon College	ED 1, ED 2	334	233	69.76%	5,818	1,971	33.88%	CDS 2018-19
Lafayette College	ED 1, ED 2	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Middlebury College	ED 1, ED 2	853	399	46.78%	8,374	1,143	13.65%	CDS 2018-19
Mount Holyoke College	ED 1, ED 2	357	206	57.70%	3,342	1,677	50.18%	CDS 2018-19
Oberlin College	ED 1, ED 2	506	248	49.01%	7,019	2,477	35.29%	CDS 2018-19
Occidental College	ED 1, ED 2	307	150	48.86%	6,468	2,681	41.45%	CDS 2017-18
Pomona College	ED 1, ED 2	1,250	207	16.56%	8,995	573	6.37%	CDS 2018-19
Scripps College	ED 1, ED 2	292	113	38.70%	2,549	835	32.76%	CDS 2017-18
Sewanee–University of the South	ED 1, ED 2, EA non-restrictive	166	143	86.14%	3,329	2,115	63.53%	CDS 2018-19
Skidmore College	ED 1, ED 2	705	358	50.78%	10,091	2,549	25.26%	CDS 2018-19
Smith College	ED 1, ED 2	578	286	49.48%	5,202	1,503	28.89%	CDS 2018-19
Soka University of America	EA non-restrictive	not reported	n/a	n/a	not reported	n/a	n/a	bigfuture.com
Swarthmore College	ED 1, ED 2	860	226	26.28%	9,889	794	8.03%	CDS 2018-19
Thomas Aquinas College	None	n/a	n/a	n/a	n/a	n/a	n/a	bigfuture.com
Trinity College	ED 1, ED 2	552	313	56.70%	5,533	1,748	31.59%	CDS 2017-18
Union College	ED 1, ED 2	408	256	62.75%	6,268	2,239	35.72%	CDS 2017-18
United State Air Force Academy	None	n/a	n/a	n/a	n/a	n/a	n/a	CDS 2018-19
United States Military Academy, West Point	None	n/a	n/a	n/a	n/a	n/a	n/a	bigfuture.com
United States Naval Academy	None	n/a	n/a	n/a	n/a	n/a	n/a	bigfuture.com

School	ED/EA Policy	Early Applications	Early Admits	Early Admission Rate	Regular Applications	Regular Admits	Regular Admission Rate	Source
University of Richmond	ED1, ED 2, EA non-restrictive	662	319	48.19%	11,220	3,266	29.11%	CDS 2018-19
Vassar College	ED 1, ED 2	657	274	41.70%	7,089	1,568	22.12%	CDS 2017-18
Washington and Lee University	ED 1, ED 2	547	276	50.46%	5,308	963	18.14%	CDS 2018-19
Wellesley College	ED 1, ED 2	802	248	30.92%	5,829	1,048	17.98%	CDS 2018-19
Wesleyan University	ED 1, ED 2	1,153	439	38.07%	11,207	1,574	14.04%	CDS 2017-18
Whitman College	ED 1, ED 2	not reported	n/a	n/a	not reported	n/a	n/a	CDS 2018-19
Williams College	ED 1	748	258	34.49%	8,812	982	11.14%	CDS 2018-19



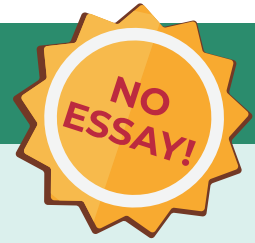
STANDARDIZED TESTING

This section will cover the following topics:

- Overview and Format of the PSAT, SAT, and ACT
- Understanding PSAT, SAT, and ACT Score Reports
- PSAT, SAT, and ACT Percentiles
- The SAT vs. the ACT
- SAT + ACT Concordance Tables
- SAT + ACT Essay
- SAT Subject Tests
- AP Exams

PSAT in a Nutshell

OVERVIEW



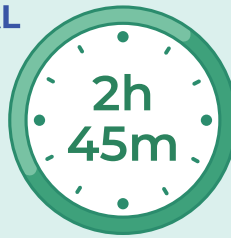
4 SECTIONS



Reading & Writing

Math

TOTAL TIME



SCORE RANGE:

320-1520

EVIDENCE-BASED
READING & WRITING

MATH



91

160-760

Sections

Time

Questions

Section Score



48

160-760

PSAT Overview

The PSAT is many students' first look at college admissions testing. Created by the College Board—the agency that administers the SAT and AP exams—the PSAT tests many of the same concepts as the SAT, at a slightly less advanced level. The test mimics the SAT in terms of format, but it is shorter than the full-length SAT. The National Merit Scholarship uses junior-year PSAT scores in its selection process (*for more information on the National Merit Scholarship, see pages 31–34*).

Types of PSAT Tests

The most popular and well-known PSAT is the PSAT/NMSQT (*National Merit Scholarship Qualifying Test*). It is given to juniors and many sophomores; if a school chooses to, they can give the PSAT/NMSQT to their freshman as well. Schools that choose to administer only one test to all test-takers typically choose this one.

The College Board also offers a PSAT 10 and a PSAT 8/9 for interested schools. The PSAT 10 is actually the same test as the PSAT/NMSQT, just given to sophomores in the spring. The PSAT 8/9 is a unique test, shorter and less advanced than the PSAT/NMSQT.

For the purposes of this guide, we'll be focusing on the PSAT/NMSQT.

Registration and Administration

The PSAT is typically administered during the school day, and students do not have to register via the College Board to take it. Instead, students will receive all the information they need from their school. The College Board gives schools and districts three choices of test dates in October: the primary test date, the alternate test date, and the Saturday test date. Most schools choose the primary test date. The alternate test date is a weekday, usually two weeks after the primary test date. The Saturday test date is a chosen Saturday, usually right after the primary test date.

Registration for Homeschooled Students

To register for the PSAT, homeschooled students and their families should first find a participating high school via the College Board's School Search page. They must reach out to their chosen school on their own, and ask the school for permission to take the PSAT. Schools may have restrictions (such as grade level) and may also charge a registration fee for homeschooled students.

**"My client was accepted to Bucknell ED—thanks in no small part to her tutor.
He moved her over 300 points from her PSAT to her third SAT."**

—Independent Educational Consultant, NY

PSAT Breakdown

READING



section time



multiple choice questions



time per question

Passages



Literature



Social Science or Politics



Natural Science



Social Science or Politics



Natural Science

Some passages will have a comparison passage set.

WRITING & LANGUAGE



section time



multiple choice questions



time per question

Passages

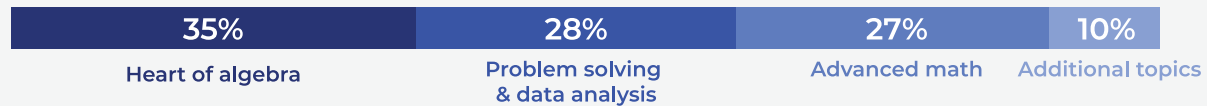


45% Grammar

55% Rhetorical Skills

MATH

QUESTION TYPES



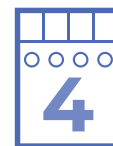
NO-CALCULATOR



section time



time per question



grid-in questions



multiple choice questions

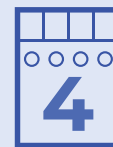
CALCULATOR



section time



time per question



grid-in questions



multiple choice questions

The PSAT Format

The PSAT is a shorter test than the SAT or ACT, both in total time and length. Unlike the SAT and ACT, the PSAT does not feature an optional essay.

Current PSAT Structure

Test	Question Types	# Questions	Timing
Reading	Literature, Social Science or Politics, Natural Science	5 Passages; 47 Multiple Choice	60 minutes
Writing & Language	Command of Evidence; Words in Context; Analysis in History/Social Studies and in Science; Expression of Ideas; Standard English Conventions	44 Multiple Choice	35 minutes
No-Calculator Math	Heart of Algebra; Problem Solving and Data Analysis; Passport to Advanced Math	13 Multiple Choice; 4 Grid-Ins	25 minutes
Calculator Math	Heart of Algebra; Problem Solving and Data Analysis; Passport to Advanced Math	27 Multiple Choice; 4 Grid-Ins	45 minutes

Total Time: 2 hours, 45 minutes

Scoring the PSAT

The PSAT is scored out of 1520. A student's total score breaks down into two section scores—Evidence-Based Reading & Writing (EBRW) and Math—each out of 760.

The score report also shows a student's Reading, Writing, and Math Test scores (out of 38), along with Cross-Test scores and subscores which reflect student performance on certain types of questions. *For a deeper look at the PSAT score report, please see page 37.*

The PSAT is scored out of 1520, rather than the SAT's 1600, because it lacks the most advanced content from the SAT. Students can use their PSAT scores to roughly predict their SAT or ACT scores (see pages 35–36), but there are several complicating factors beyond the more advanced content on the SAT. For example, the SAT and ACT are both lengthier tests than the PSAT, and mental fatigue can affect students' scores, driving them lower than one might expect, given a certain PSAT score. Taking a full-length practice SAT or ACT before beginning prep can help students get a more accurate barometer for improvement on those tests.

Score Release Timeline

It takes students longer to receive their PSAT scores than it does for them to receive SAT or ACT scores. For the typical fall administration, students usually receive their scores online in early December (in 2018, scores were released from December 10th to December 12th). That's about a two-month turnaround, as opposed to the two weeks it takes for SAT and ACT scores to be released.

When scores are released, students can access them immediately by logging into their College Board account. The College Board sends paper copies of the reports to schools by January, and then the schools distribute the reports to their students.

The PSAT and National Merit Scholarship

What is the National Merit Scholarship?

The National Merit Scholarship Program is an academic scholarship competition sponsored by the National Merit Scholarship Corporation.¹ Students who take the PSAT during their junior year of high school are eligible to compete for the National Merit Scholarship, which is based on a student's scores on the PSAT.

Who is eligible to compete for the scholarship?

To be eligible, students must be: 1) either U.S. citizens or permanent residents seeking citizenship; 2) in the 11th grade²; and 3) registered for the PSAT/NMSQT administered in October.

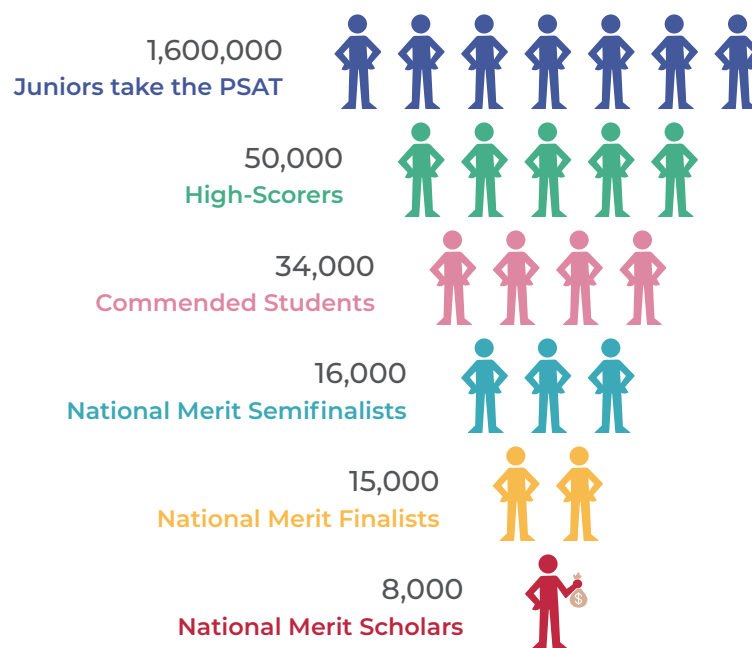
How does the National Merit Scholarship process work?

Candidates are identified by their PSAT scores in 11th grade, which is why the 11th-grade PSAT is also called the PSAT/NMSQT (National Merit Scholarship Qualifying Test). Students are notified of their semifinalist or commended status by their schools in September of their senior year.

Each test is given a number, called a selection index, which is calculated from the individual section scores a student receives on the PSAT. Selection indexes range from 48 to 228. The scores that would qualify students for recognition are based on the selection index. See pages 33-34 for the selection index for each state.

This diagram shows the selection process. Each state receives a certain number of semi-finalist spots based on the proportion of total students graduating from that state.

For example, if Colorado represents 4% of graduates in a year, it will receive 4% (640) of the 16,000 semi-finalist spots for that year. Students are notified of their status by their schools in September of their Senior year.



¹All information in this section (unless specified) comes from the Fall 2018 National Merit Scholarship Program Student Guide, published by the National Merit Scholarship Corporation. ²We have, on occasion, been asked about the eligibility of students who have credit hours that would “technically” classify them into another grade level. For example, is an 11th grade student who plans to graduate high school early and who has enough credit hours to be considered a senior still eligible? Yes. For NMSC purposes, “11th grade” means “3rd year matriculating” high school student.

What is the difference between a Commended Student and a Semifinalist?

Semifinalists have higher PSAT scores than Commended Students and are able to compete for the official National Merit scholarships. Commended Students may not compete for the scholarship, but they do receive a Letter of Commendation. Commended Students can also receive private or school scholarships due to their status, even though they do not advance further in the National Merit process.

How does a Semifinalist become a Finalist?

In order to become a Finalist, a Semifinalist must meet a number of additional requirements. They must have a strong academic record, be on target to graduate on time, complete the National Merit Scholarship Application and essay, be recommended by their high school principal, and score high enough on the SAT or ACT to confirm their PSAT scores.

Around 15,000 of the 16,000 Semifinalists move on to Finalist standing. Finalists are informed of their status in February of their Senior year.

How are winners chosen?

From the 15,000 Finalists, 7,500 students are selected to receive National Merit Scholarships. There are three types of National Merit scholarships:

- 1) **National Merit® \$2,500 Scholarships:** These scholarships are given directly by the National Merit Scholarship Corporation. They offer one-time cash payments of \$2,500, and winners are selected by a committee made up of college admissions officers and high school guidance counselors. Winners are informed in late March of their Senior year.
- 2) **Corporate-sponsored Merit Scholarships:** These scholarships are given by corporate entities to students who fit certain criteria. Often, they are given to children of employees, students who plan to pursue an area of study related to the donor business, or residents of certain communities. These awards vary in amount, and winners are selected by NMSC staff. Winners are informed in early March of their Senior year.³
- 3) **College-sponsored Merit Scholarships:** These scholarships are given by participating colleges to students who listed that college as their first choice in their National Merit application process. These awards vary in amount, and winners are selected by officials of the sponsor school. Winners are informed in early May of their Senior year, after National Decision Day.

Many colleges offer additional scholarship money to students who have achieved Semifinalist or Finalist standing; for example, the University of Mississippi's Academic Excellence Scholarship National Merit Semifinalist/Finalist Award provides full tuition and housing to incoming freshman who achieved National Merit Semifinalist or Finalist standing and have a certain GPA.⁴ Students who achieve Finalist standing may receive additional awards.

³There is another type of corporate-sponsored scholarship which is not tied to Finalist standing. Corporate-sponsored Special Scholarships are granted to high-performing non-Finalists who also meet the sponsor company's criteria. Winners are informed in early March of their Senior year. ⁴"Types of Scholarships." Office of Financial Aid. The University of Mississippi, 2019.

How can Semifinalist or Finalist status help a student's college applications?

Students who receive Semifinalist status can certainly list that accomplishment on their student resume and in college applications; it can bolster their academic record and help them stand out in the admissions process, as well as qualify them for scholarships.

For the most part, college application deadlines occur before Finalists are announced, so Finalist standing does not factor into college applications. However, Finalist standing can increase scholarship money, so it's a good idea for Finalists to contact the schools they are considering to see if their status can improve their scholarship offerings.

Should students prep for the PSAT?

For the vast majority of students, the PSAT should be viewed as a good opportunity to gain familiarity with the SAT content and format and to practice their test-taking skills. Students who score a 1380 or higher on their 10th-grade PSAT may consider preparing for the 11th-grade PSAT, when they will be eligible to compete for National Merit. **Unless National Merit is an attainable goal, students should focus their prep on the SAT or ACT, as the PSAT does not factor into college acceptance.**

PSAT/NMSQT State Cutoffs and Number of Semifinalists

Here you'll find National Merit Selection Index cutoffs by state for students in the Class of 2018, who took the PSAT/NMSQT as juniors during the 2016-2017 school year. We've also included the typical number of semifinalists by state based on the Class of 2017 and Class of 2018 data.

State	Class of 2018 State Cutoff	Class of 2018 Semifinalists	Class of 2017 State Cutoff	Class of 2017 Semifinalists
Alabama	216	221	215	214
Alaska	217	40	213	43
Arizona	220	300	219	284
Arkansas	215	136	213	142
California	222	2,050	221	2,111
Colorado	220	245	218	270
Connecticut	221	185	220	198
Delaware	221	45	218	47
District of Columbia	223	36	222	46
Florida	219	854	217	881
Georgia	220	460	219	465
Hawaii	220	65	217	66
Idaho	216	85	214	95
Illinois	221	735	219	735
Indiana	219	335	217	359
Iowa	216	170	215	160

State	Class of 2018 State Cutoff	Class of 2018 Semifinalists	Class of 2017 State Cutoff	Class of 2017 Semifinalists
Kansas	219	155	217	155
Kentucky	217	215	215	238
Louisiana	216	210	214	211
Maine	215	75	214	79
Maryland	222	315	221	292
Massachusetts	222	345	222	330
Michigan	219	565	216	570
Minnesota	220	300	219	281
Mississippi	213	135	212	132
Missouri	217	335	216	317
Montana	214	50	210	49
Nebraska	215	119	215	94
Nevada	217	100	214	115
New Hampshire	217	75	216	86
New Jersey	223	520	222	499
New Mexico	215	90	213	88
New York	221	1,010	219	991
North Carolina	219	440	218	446
North Dakota	211	30	209	36
Ohio	219	615	217	663
Oklahoma	216	185	213	199
Oregon	220	180	219	185
Pennsylvania	219	680	218	722
Rhode Island	216	53	217	52
South Carolina	217	200	215	206
South Dakota	215	45	209	37
Tennessee	218	325	218	300
Texas	221	1,340	22	1,420
Utah	216	155	215	149
Vermont	217	40	215	43
Virginia	222	390	221	370
Washington	222	330	220	357
West Virginia	211	75	209	78
Wisconsin	217	330	215	319
Wyoming	213	25	209	16

Source: National Merit Scholarship Corporation.

PSAT to SAT Score Conversion

The table below represents the estimated score a junior would receive on the SAT based on his or her junior year PSAT scores.

PSAT Score	Predicted SAT Score (Spring of Jr. Year)	Predicted SAT Score (Fall of Sr. Year)
320	640	760
340	660	770
360	680	770
380	700	770
400	720	780
420	720	780
440	740	780
460	740	780
480	750	780
500	750	780
520	760	790
540	760	790
560	760	790
580	760	790
600	760	800
620	770	800
640	770	820
660	780	820
680	790	830
700	800	840
720	810	850
740	830	860
760	830	870
780	850	890
800	870	900
820	880	930
840	900	950
860	920	970
880	930	970
900	950	990
920	960	990

PSAT Score	Predicted SAT Score (Spring of Jr. Year)	Predicted SAT Score (Fall of Sr. Year)
940	980	1010
960	1000	1030
980	1020	1050
1000	1040	1060
1020	1060	1070
1040	1080	1090
1060	1100	1110
1080	1120	1030
1100	1140	1160
1120	1170	1180
1140	1190	1200
1160	1210	1220
1180	1230	1240
1200	1250	1260
1220	1270	1280
1240	1290	1300
1260	1310	1320
1280	1330	1340
1300	1340	1350
1320	1360	1370
1340	1370	1380
1360	1390	1400
1380	1410	1420
1400	1430	1420
1420	1450	1440
1440	1470	1460
1460	1480	1480
1480	1500	1500
1500	1520	1520
1520	1550	1550

Source: PSAT/NMSQT Understanding Scores 2018 | PSAT/NMSQT Suite of Assessments - The College Board

PSAT to ACT Score Conversion

The table below represents the estimated score a junior would receive on the ACT based on his or her junior year PSAT scores.

PSAT Score	Predicted ACT Score (Spring of Jr. Year)	Predicted ACT Score (Fall of Sr. Year)*
320	10	13
340	11	13
360	11	13
380	12	13
400	12	14
420	12	14
440	13	14
460	13	14
480	13	14
500	13	14
520	13	14
540	13	14
560	13	14
580	13	14
600	13	14
620	13	14
640	13	14
660	14	14
680	14	15
700	14	15
720	14	15
740	15	15
760	15	15
780	15	16
800	16	16
820	16	17
840	16	17
860	17	17
880	17	17
900	17	19
920	18	19

PSAT Score	Predicted ACT Score (Spring of Jr. Year)	Predicted ACT Score (Fall of Sr. Year)*
940	18	19
960	19	20
980	19	20
1000	20	21
1020	21	21
1040	21	21
1060	22	22
1080	22	23
1100	23	24
1120	24	24
1140	24	25
1160	25	25
1180	26	26
1200	26	27
1220	27	27
1240	27	28
1260	28	28
1280	29	29
1300	29	29
1320	30	30
1340	30	30
1360	31	31
1380	31	32
1400	32	32
1420	33	32
1440	33	33
1460	33	33
1480	34	34
1500	34	34
1520	35	35

*Two step conversion to get the PSAT to ACT score conversion. Converted from PSAT score, to mean predicted SAT score, to mean predicted ACT score.

How to Read the PSAT Score Report

Score reports contain a lot of information! Let's break down how to read a PSAT score report:

1 Your Total Score

The PSAT and SAT are on a common scale, so you can compare your scores directly. Keep in mind that the PSAT maxes out at 1520, while the SAT is out of 1600.

2 Your Nationally Representative Sample Percentiles

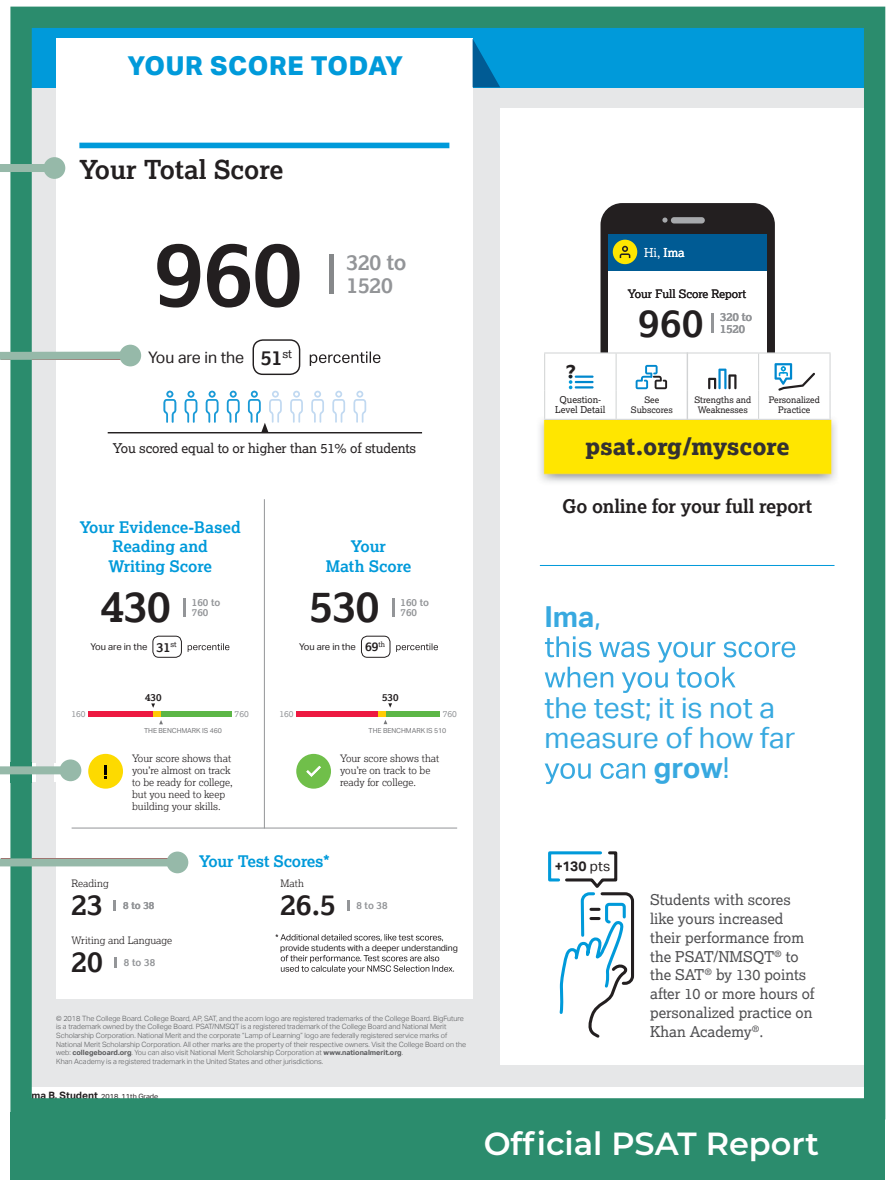
These percentiles compare you with the typical high school student—not necessarily the students who took the same test administration as you.

3 The College and Career Readiness Benchmarks

These benchmarks also compare you with the typical high school student. Competitive schools may have higher benchmarks.

4 Your Test Scores

These scores are for the different sections of the test: Reading, Writing and Language, and Math.



Wondering how scores are calculated? To get your full Evidence Based Reading and Writing Score, you add your Reading Test Score and Writing Test Score, then multiply by 10. To get your Math score, multiply your Math Test Score by 20.

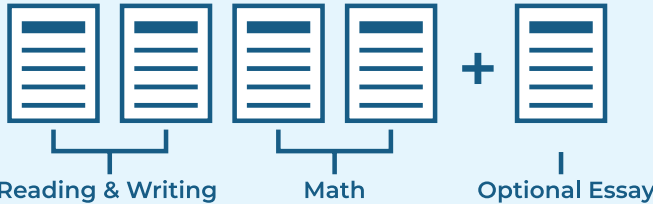
SAT in a Nutshell

OVERVIEW



TOTAL TIME

4 SECTIONS



SCORE RANGE:

400–1600

EVIDENCE-BASED READING & WRITING



Sections



Time



Questions

200–800

Section Score

MATH



Sections



Time



Questions

200–800

Section Score

OPTIONAL ESSAY



Sections



Time



Questions

Reading **2–8**
Analysis **2–8**
Writing **2–8**

Section Score

SAT Overview

The Structure of the SAT

The SAT prizes depth over breadth. Rather than knowing a little bit about a lot of math topics, students need to fully comprehend the inner workings of algebra. Instead of placing a premium on quick, efficient reading, the test rewards students for thoroughly understanding the rhetorical devices at play.

The SAT Format

The SAT requires stamina, not speed. There's a lot of content to get through, but the test-makers didn't design this exam as a race against the clock. We encourage students to keep timing in the back of their minds, focus on what's in front of them, and guess when they're not sure—there's no penalty for wrong answers. The chart below shows the sections, content, and timing for the SAT.

Current SAT Structure

Test	Question Types	# Questions	Timing
Reading	Literature; Social Science or Politics; Natural Science	5 Passages; 52 Multiple Choice	65 minutes
Writing & Language	Grammar; Rhetorical Skills	4 Passages; 44 Multiple Choice	35 minutes
No-Calculator Math	Heart of Algebra; Problem Solving & Data Analysis; Advanced Math; Additional Topics	15 Multiple Choice; 5 Grid-Ins	25 minutes
Calculator Math	Heart of Algebra; Problem Solving & Data Analysis; Advanced Math; Additional Topics	30 Multiple Choice	55 minutes
Optional Essay	Document Based Question	1 Essay	50 minutes

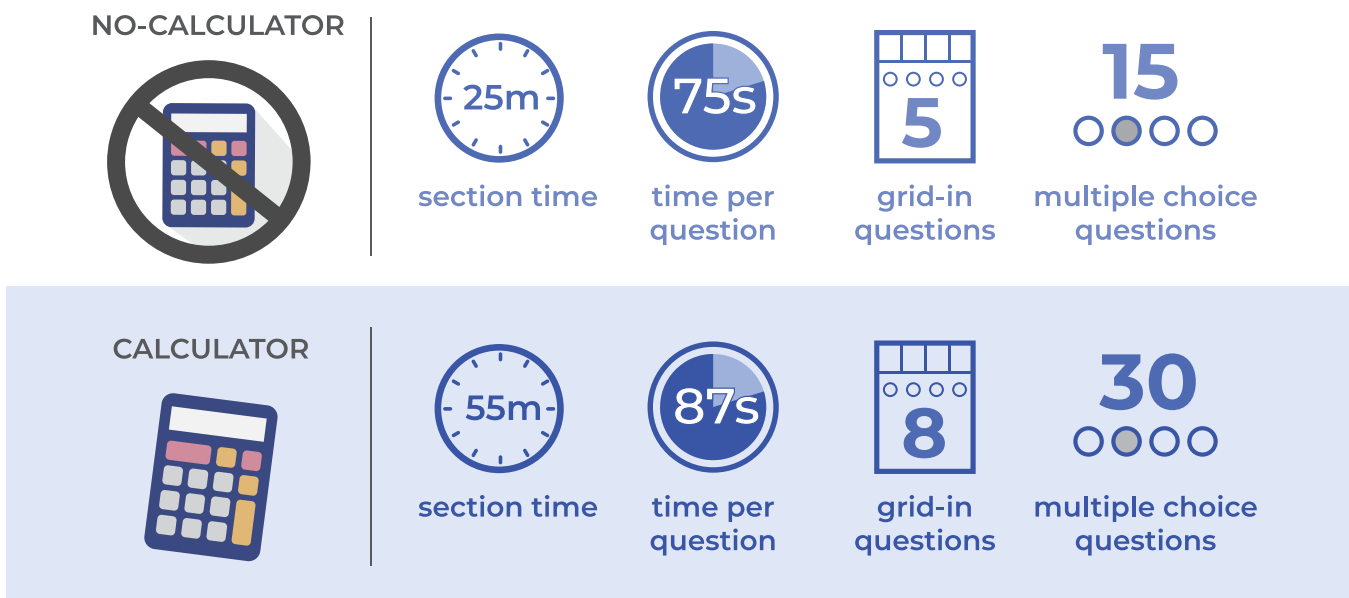
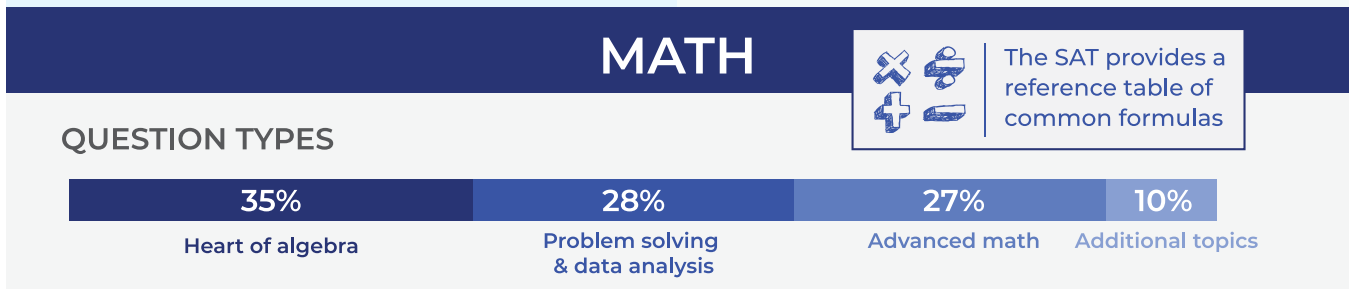
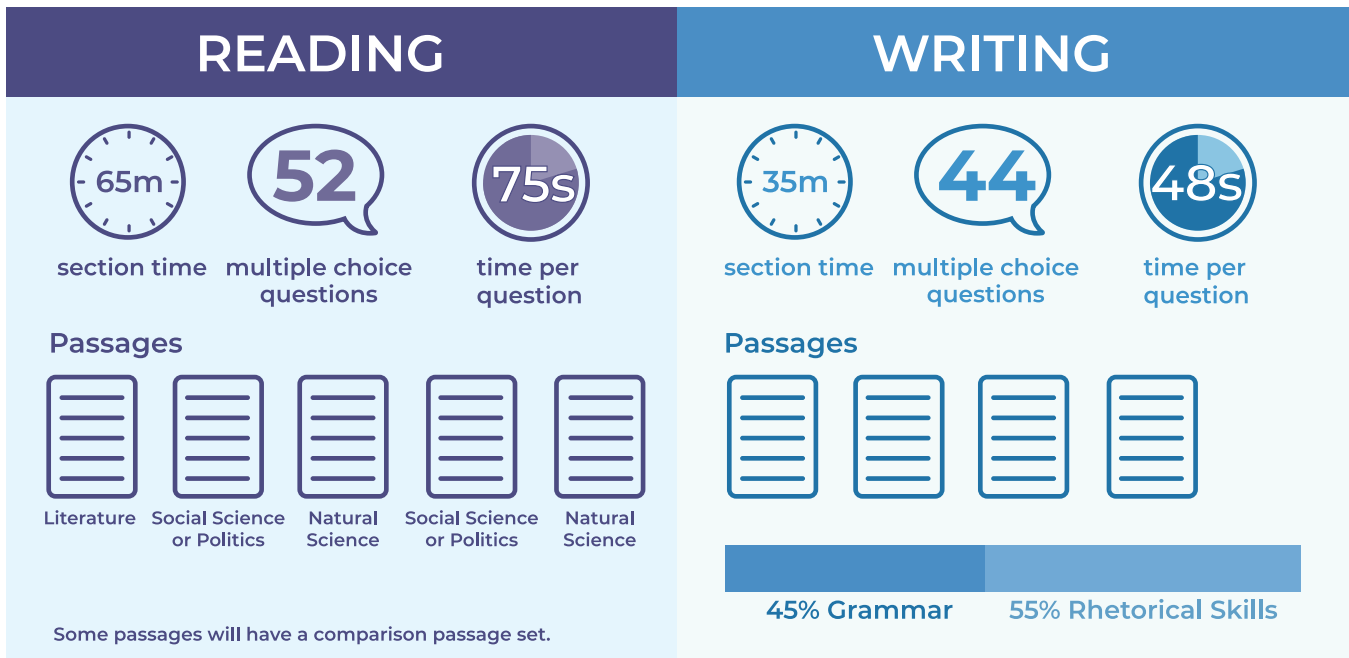
Total Time: 3 hours, 50 minutes with the Essay

*Students may take a short experimental section after the completion of the math test.



Keep timing in the back of your mind, focus on what's in front of you, and guess when you're not sure—there's no penalty for wrong answers.

SAT Breakdown



Scoring the SAT

The SAT is scored out of 1600. A student's total score breaks down into two section scores—Evidence-Based Reading & Writing (EBRW) and Math—each out of 800.

The score report also shows a student's Reading, Writing, and Math Test scores (out of 40), along with Cross-Test scores and Subscores which reflect student performance on certain types of questions. Finally, students receive three Essay scores, each ranging from 2 to 8. Essay scores do not affect a student's composite score. *For more information on the SAT Essay, see pages 56-58.*

Receiving & Sending SAT Scores

In most cases, SAT multiple-choice scores become available online two weeks after the exam. Essay results are released a few days to a few weeks later. Two to eight weeks after testing, students receive a mailed copy of their results. *For more information on SAT test dates, registration deadlines, and score release dates see pages 77-78.*

The College Board enables students to send four free score reports every time they register for the SAT. If students did not request four college recipients when registering, they can still do so for free up to nine days after taking the exam. Students may request additional score recipients at any time—before or after their exam—for a fee of \$12 per school.

Additionally, students may request rush score report service for a fee of \$31 per school on top of the \$12 score fee, if applicable. Rush score reports are processed within one to two business days (not counting holidays and weekends), in contrast to regular recipient requests which take one week to process.

Canceling SAT Scores

Infrequently, something goes awry: a student gets ill during testing, for example. In these cases a student may want to delete any record of his or her SAT. Time is of the essence when canceling SAT scores, as the **College Board must receive a student's cancellation form by 11:59 pm EST on the Thursday following the exam.**

Students may request a cancellation form at the test center on test day or download and print a form from the College Board's website. Forms may be faxed to 610-290-8978, mailed via U.S. Postal Service Express Mail to



SAT Score Cancellation
P.O. Box 6228
Princeton, NJ 08541-6228

Or via another mail courier to

SAT Score Cancellation
1425 Lower Ferry Road
Ewing, NJ 08618

The mailing or fax label must read: Attention: SAT Score Cancellation.

SAT Percentiles for Total Scores

Here you'll find SAT User Percentiles for students in the classes of 2017 and 2018 alongside Nationally Representative Sample Percentiles.

Total Score	Nationally Rep. Sample	SAT User	Total Score	Nationally Rep. Sample	SAT User	Total Score	Nationally Rep. Sample	SAT User	Total Score	Nationally Rep. Sample	SAT User
1600	99+	99+	1290	90	86	980	44	36	670	2	1
1590	99+	99+	1280	89	84	970	42	34	660	1	1
1580	99+	99+	1270	88	83	960	40	32	650	1	1
1570	99+	99+	1260	87	82	950	38	31	640	1	1
1560	99+	99+	1250	86	81	940	36	29	630	1	1-
1550	99+	99+	1240	85	80	930	35	27	620	1-	1-
1540	99+	99	1230	84	79	920	33	26	610	1-	1-
1530	99+	99	1220	83	77	910	31	24	600	1-	1-
1520	99+	99	1210	82	76	900	29	23	590	1-	1-
1510	99	99	1200	81	74	890	27	21	580	1-	1-
1500	99	99	1190	80	73	880	26	20	570	1-	1-
1490	99	98	1180	78	72	870	24	18	560	1-	1-
1480	99	98	1170	77	70	860	23	17	550	1-	1-
1470	99	98	1160	76	68	850	21	15	540	1-	1-
1460	99	97	1150	74	67	840	20	14	530	1-	1-
1450	99	97	1140	73	65	830	18	13	520	1-	1-
1440	98	96	1130	71	63	820	17	12	510	1-	1-
1430	98	96	1120	70	62	810	16	11	500	1-	1-
1420	98	95	1110	69	60	800	14	10	490	1-	1-
1410	97	95	1100	67	58	790	13	9	480	1-	1-
1400	97	94	1090	65	56	780	11	8	470	1-	1-
1390	97	94	1080	63	54	770	10	7	460	1-	1-
1380	96	93	1070	61	52	760	9	6	450	1-	1-
1370	96	92	1060	60	51	750	8	5	440	1-	1-
1360	95	92	1050	58	49	740	7	4	430	1-	1-
1350	94	91	1040	56	47	730	6	4	420	1-	1-
1340	94	90	1030	54	45	720	5	3	410	1-	1-
1330	93	89	1020	52	43	710	4	3	400	1-	1-
1320	93	88	1010	50	41	700	4	2			
1310	92	88	1000	48	39	690	3	2			
1300	91	87	990	46	37	680	2	1			

Source: The College Board: SAT Understanding Scores 2018

Understanding Your SAT Score Report

1 Your Total Score
The SAT is out of a possible 1600. Your total score is the combination of your Evidence-Based Reading and Writing section score (200–800) and your Math section score (200–800).

2 Your Nationally Representative Sample Percentiles
These percentiles are not comparing you with the other test-takers, but with the typical high school student, so your percentiles may be higher than they would be if they were comparing you only against other test-takers.

5 Section Scores
These are your Evidence-Based Reading and Writing section score from 200–800 and your Math section score from 200–800. This section also shows your nationally representative sample percentile as well as your SAT user percentile for each section.

7 Your Test Scores
These scores, from 10 to 40, are for the different sections of the test: Reading, Writing and Language, and Math. To get your total Evidence Based Reading and Writing Score, add your Reading Test Score and Writing Test Score, then multiply by 10. To get your Math Score, multiply your Math Test Score by 20.

Your Total Score
1010 | 400–1600

50th Nationally Representative Sample Percentile | **41st** SAT User Percentile

Section Scores
490 | 200–800 Your Evidence-Based Reading and Writing Score | **44th** Nationally Representative Sample Percentile | **35th** SAT User Percentile
520 | 200–800 Your Math Score | **57th** Nationally Representative Sample Percentile | **49th** SAT User Percentile

Test Scores
22 | 10–40 Reading | **27** | 10–40 Writing and Language | **26.0** | 10–40 Math

Cross-Test Scores | 10–40
24 Analysis in History/Social Studies | **23** Analysis in Science

Subscores | 1–15
6 Command of Evidence | **9** Words in Context | **8** Expression of Ideas | **9** Standard English Conventions
8 Heart of Algebra | **9** Problem Solving and Data Analysis | **7** Passport to Advanced Math

Get your full report online at sat.org/scorereport

Essay Scores
4 | 2–8 Reading
4 | 2–8 Analysis
4 | 2–8 Writing

SAT User Percentiles
You've met the benchmark!
You've scored below the benchmark.

Official SAT Report

4 Essay Scores
Students receive three Essay Scores, each ranging from 2 to 8. The essay scores will not affect the rest of your score.

3 SAT User Percentiles
These percentiles are based on the actual scores of students who took the SAT.

6 College and Career Readiness Benchmarks
These benchmarks are not comparing you with other test-takers, but with the typical high school student. If you are applying to more competitive schools, their average benchmark will be higher.

8 Cross-Test Scores
The range for cross-test scores is 10–40. These scores represent performance on select questions across the three tests (Reading, Writing and Language, and Math).

9 Subscores
The range for Subscores is 1–15. These scores offer feedback on student performance in the skill areas listed.

ACT in a Nutshell

OVERVIEW



4 SECTIONS



TOTAL TIME

SCORE RANGE:

1-36

ENGLISH



Sections



Time

75

Questions

1-36

Section Score

MATH



Sections



Time

60

Questions

1-36

Section Score

READING



Sections



Time

40

Questions

1-36

Section Score

SCIENCE



Sections



Time

40

Questions

1-36

Section Score

EXPERIMENTAL SECTION



Time

Does Not
Count
Towards
Score



Sections



Time

1

Question

2-12

Section Score

OPTIONAL ESSAY

ACT Overview

The Structure of the ACT

The ACT has a reputation for being fast and user-friendly. Many students find the ACT language familiar and the problems similar to the ones they solve in school. This enables them to hit the ground running when they open the ACT, and that is exactly what they must do: this test is a race against the clock.

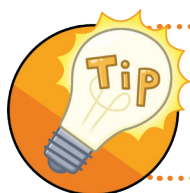
The ACT Format

With the right pacing, the ACT gives students space to show off their strengths. The test boasts a wide variety of content, including a Science section, geometry, and a mix of arts-driven and analysis-based reading passages. As students move through the test, they should not forget to guess when they're not sure—there's no penalty for a wrong answer! The chart below shows the ACT's sections, timing, and content.

Current ACT Structure

Test	Question Types	# Questions	Timing
English	Grammar; Rhetorical Skills	5 Passages; 75 Multiple Choice	45 minutes
Math	Geometry; Algebra; Arithmetic; Trigonometry/Higher Math	60 Multiple Choice	60 minutes
Reading	Literary Narrative (Fiction); Social Studies; Humanities (the Arts); Natural Science	4 Passages; 40 Multiple Choice	35 minutes
Science	Charts; Tables; Graphs	5 Passages; 40 Multiple Choice	35 minutes
Experimental	Varies	Varies	20 minutes
Optional Essay	Persuasive Essay	1 Essay	40 minutes

Total Time: 2 hours, 55 minutes (without experimental section or essay) / 3 hours, 55 minutes (with experimental section and essay)



As you move through the test, do not forget to guess when you're not sure—there's no penalty for a wrong answer!

ACT Breakdown

ENGLISH



section time



multiple choice questions



time per question

Passages



MATH



section time



multiple choice questions



time per question



CALCULATOR ALLOWED on all questions



READING



section time



multiple choice questions



time per question

Passages



Literary Narrative (Fiction) Social Studies Humanities (The Arts) Natural Science

Some passages will have a comparison passage set.

SCIENCE



section time



multiple choice questions



time per question

Passages



Scoring the ACT

After taking the ACT, students receive a score ranging from 1 to 36 on each of the four required sections. Colleges will see these individual section scores, along with a total composite score. The composite score is the average of the four section scores. For example, if a student's section scores average a 28.5, it will be rounded up to an overall score of 29.

On the optional ACT Essay, graders assign a score ranging from 2-12 in four different areas: Ideas & Analysis, Development & Support, Organization, and Language Use & Conventions. These scores will be averaged to obtain an overall Writing Score. Essay scores do not affect a student's composite score. *For more information on the ACT Essay, see pages 56-58.*

Receiving & Sending ACT Scores

In most cases, ACT multiple-choice scores become available online ten days after the exam. Essay results are released online a few days to a few weeks later. Two to eight weeks after testing, students receive a mailed copy of their results. *For more information on ACT test dates, registration deadlines, and scores back dates see pages 77-78.*

Students have the option to designate up to four colleges as recipients when they register for the ACT. If they do so, the ACT will automatically send scores to each requested college or university. Students may add additional recipients at a later date via their ACT online account, by phone (319-337-1313), or by mail, for a fee of \$13.00 per school per report.

Additionally, students may request a priority score report for a fee of \$16.50 per test date per report. Priority score reports are processed within two business days, in contrast to regular recipient requests which take about a week to process.

Cancelling ACT Scores

Infrequently, something goes awry: a student gets ill during testing, for example. In these cases, a student may want to delete any record of his or her ACT. Students may do this at any time via a written request that includes their name and home address. The ACT then mails a score withdrawal form for the student to fill out and return.

Cancellation requests should be mailed to



ACT Institutional Services
P.O. Box 168
Iowa City, IA 52243-0168

Students should be aware that cancelling ACT scores from a given test date permanently deletes all section scores, including essay scores, from that date.

Understanding Your ACT Score Report

1 Your Composite Score
Your composite score is an average of all the subject area scores, rounded up to the nearest whole number. This is the score that colleges review for admissions.

5 STEM Score
This score reflects academic readiness for college coursework in STEM subject areas.

4 Shaded Score Range
The shaded range indicates an estimate of your educational development.

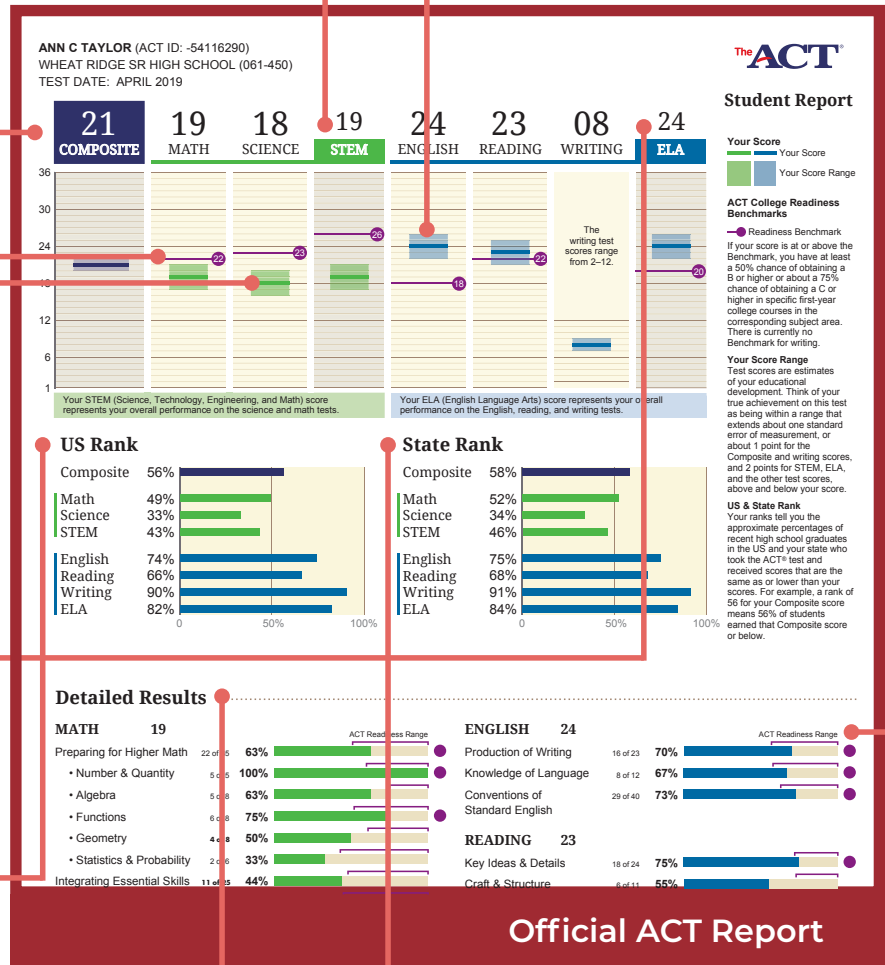
2 Solid Purple Line + Score
This line and the corresponding score indicate the College Readiness benchmark.

3 The Bold Line
Your score in the section.

6 ELA Score
This score reflects overall performance on the English, Reading, and Writing (if taken) portions of the ACT.

7 US Rank
The US Rank compares your scores to your peers nationally.

9 Detailed Results
In this section, you will find the number of questions you answered correctly and incorrectly for the skills tested in each subject area.



Official ACT Report

8 State Rank

The State Rank compares your scores to students in your home state.

10 ACT Readiness Range

If you receive a purple check mark, this indicates you have met the ACT Readiness Range for that category.

ACT + SAT Score Reports: Additional Resources

Both ACT, Inc and the College Board offer families the opportunity to pay for additional information about the specific test that a student has taken. These opportunities vary by testing agency and by month. The highest level of question-by-question detail is only available a few times a year for both the SAT and ACT. These services can be very useful for students, particularly if they plan to take either the SAT or ACT multiple times.

The ACT and College Board are very clear that they do not intend for these answer verification services to serve as prep materials; instead, they are meant to help students understand more about their performance and the tests themselves.

ACT's Test Information Release

The ACT offers a service called Test Information Release, or TIR. TIR is available to the following students:

- Students who test in a National testing center in December, April, or June. This includes students who take the ACT with standard conditions, those with standard time-and-a-half, and those whose accommodations are administered to them in the same testing center as students taking the test without accommodations.
- Students who test in Special testing circumstances in April only. This includes any student who takes multi-day testing or has accommodations that require a different testing location.

The TIR costs \$20.00, and families can request the TIR online from the moment they register for the test to five (5) days after the testing date. The TIR is mailed 3-5 weeks after either the ACT receives the request or the testing date (whichever comes last).

The standard TIR includes a copy of the multiple choice questions, a copy of the specific student's responses, and the answer key. Students who took the essay will also receive their essay scores, the prompt, and the scoring rubric. The TIR will also include information about how to order a photocopy of the answer document and essay (if applicable) for an additional fee.

Families can also request a TIR by mail up to six months after the test date. *For more information, please visit the ACT's website.*



Additional score reports are useful, but they don't arrive in time for students to use them to prep for the next test date. Plan ahead!

SAT's Test Information Release

The College Board offers two forms of student answer verification: the Question and Answer Service (QAS)² and the Student Answer Service (SAS). Depending on the test date, either the QAS or SAS is available, but not both.

QAS (Question and Answer Service)

The QAS is available to students who took their SAT in a testing center in the USA or Canada in October, March, and May. This includes:

- Students who took the test without accommodations
- Students whose accommodations were served in a testing center, like standard extended time

Students who took the SAT with accommodations that require a different testing location or time, such as multi-day or school-day testers, can order the QAS in May. (The College Board states that they may also call to check if the QAS is a possibility if they are testing in October or March.)

Sunday testers and international students are only guaranteed the QAS in May, but they can check to see if it is available for their October or March tests by contacting the College Board.

The QAS costs \$18.00, and students can order the QAS at any time from the moment they register for the test to five months after the test date by logging on to their College Board account. The QAS will appear on their College Board account in PDF form 8-10 days after either the College Board receives the order or the test date (whichever comes last).

The QAS includes a copy of the questions and the student's responses, along with an answer key and information about the difficulty level and content of the questions.

The SAS

The SAS (Student Answer Service) is available when the QAS is not; students in the USA and Canada can request the SAS for August, November, December, and June.

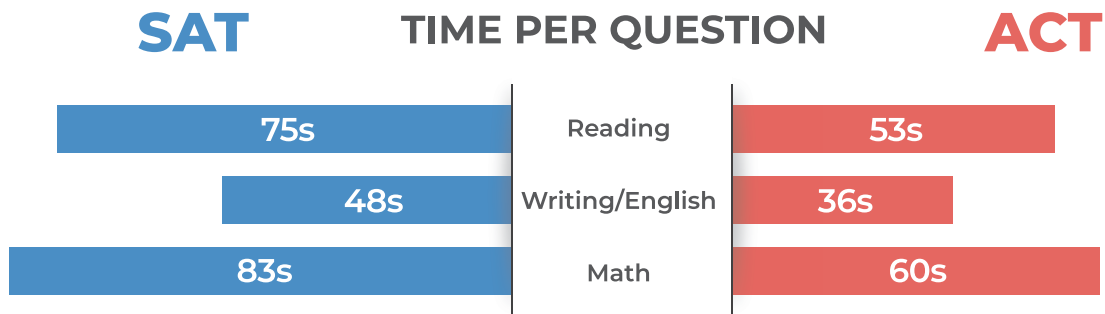
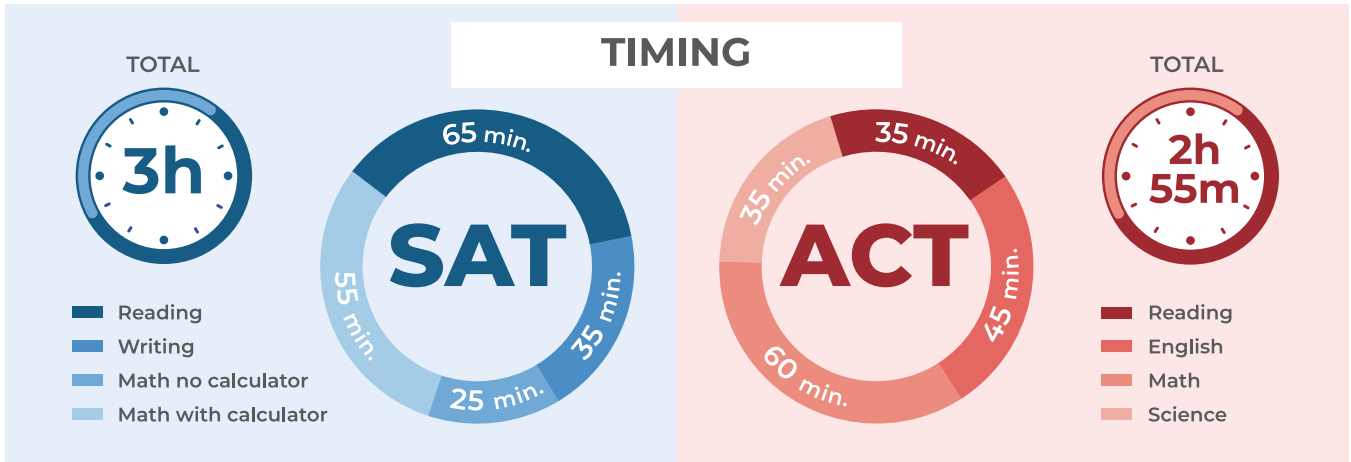
For international students, Sunday testers, and students whose accommodations required alternate testing locations and times, the SAS is available in November, December, and June; it also takes the place of the QAS in October and March.

The SAS costs \$13.50, and students request it the same way they would request the QAS: online through their College Board account. They can order the SAS at any point from registration to five months after the test date.

The SAS is not as detailed as the QAS. It includes information on how the student performed in specific content areas, and more information about the difficulty and content of the questions in that test administration. It does not contain any questions or specific answers.

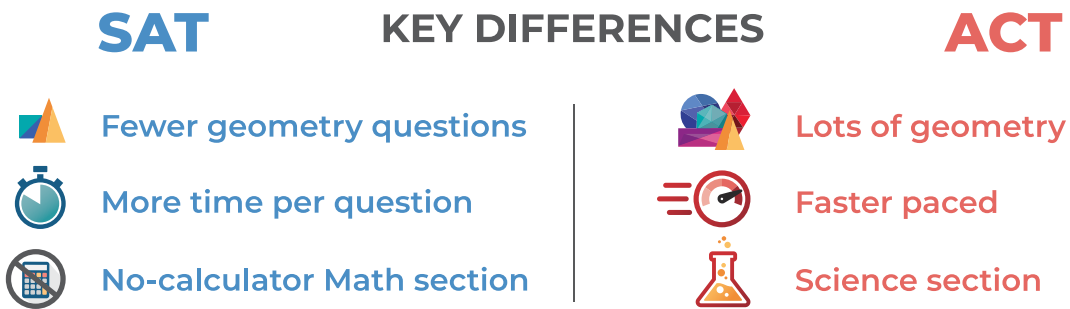
²"Verifying Your Scores." The College Board, 2019.

SAT vs ACT



SCORING

	Reading	Writing/English	Math	Science	TOTAL
SAT	200–800 pts		200–800 pts		400–1600 pts
ACT	1–36 pts	1–36 pts	1–36 pts	1–36 pts	1–36 pts



MATH

Number of Sections

2

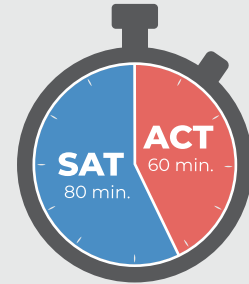
1

Number of Questions

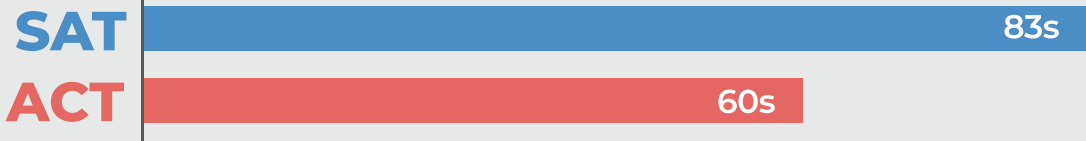
SAT
58

ACT
60

Total Time



Time per Question



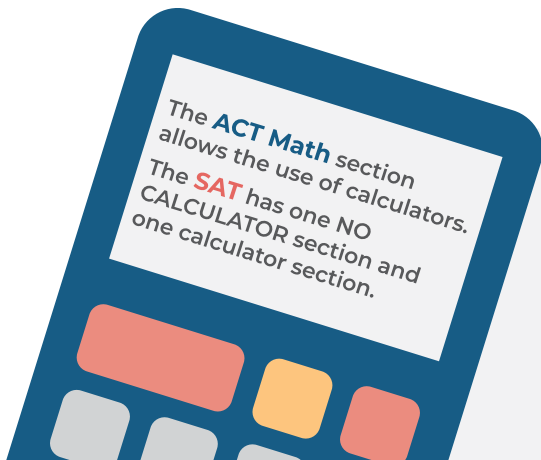
Formulas

The **SAT** does provide a reference table of common formulas.

The **ACT** does not provide formulas for reference.

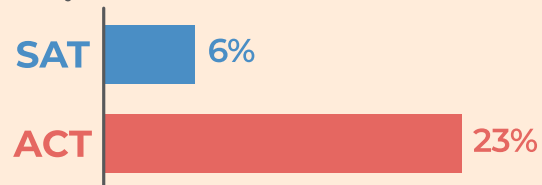


The SAT Math sections include **45** multiple choice questions and **13 student-produced response questions** (i.e., grid-in questions).



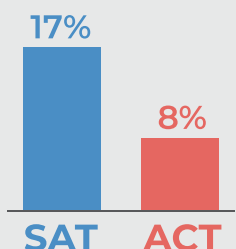
Geometry Focus

The ACT has a much greater emphasis on geometry. In contrast, the SAT focuses more on algebra, word problems, and data analysis questions that ask you to incorporate information from tables and charts into your calculations.



READING

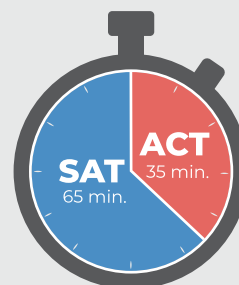
Percent of Vocabulary Questions



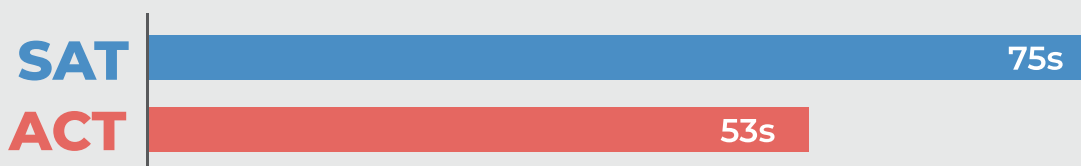
Number of Questions



Total Time



Time per Question



Do the Reading sections have graphs and charts?

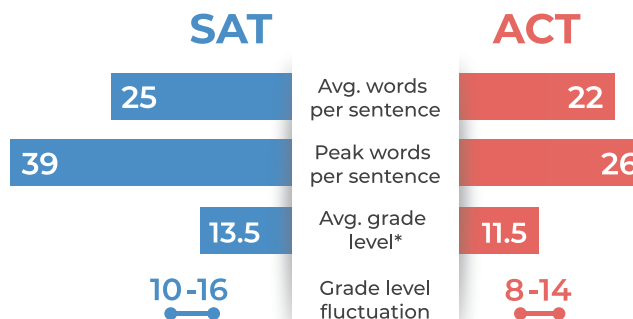


Yes, relating to two passages



No, only on the Science section

Passage Complexity



*Flesch-Kincaid readability assessment

Number of Passages



Topics Covered

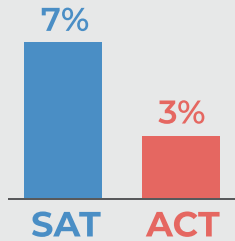
- Literature
- Natural Science (2)
- Social Science or Politics (2)



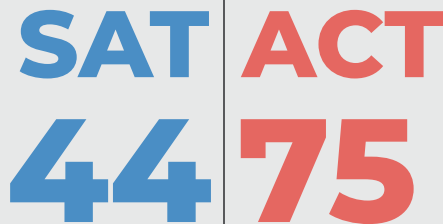
- Literary Narrative (Fiction)
- Humanities (the Arts)
- Social Studies
- Natural Science

WRITING/ENGLISH

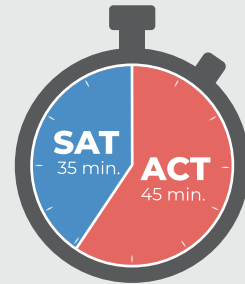
Percent of Vocabulary Questions



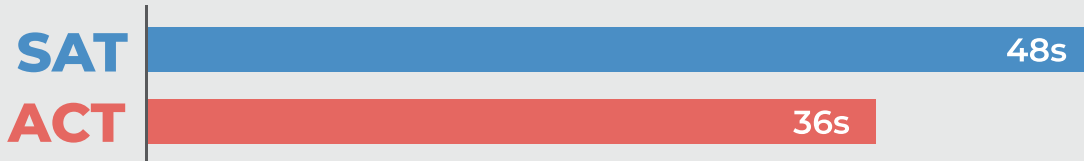
Number of Questions



Total Time



Time per Question



Do the Writing/English sections have **graphs and charts**?



Yes, relating to one or two passages



No, only on the Science section

Grammar vs. Rhetorical Skills



*The difference between the 49% Rhetorical Skills on the ACT and 55% on the SAT feels even greater in practice, as the questions on the SAT require a fuller understanding of the passage.

Passage Complexity



Average words per sentence



Average grade level*

*Flesch-Kincaid readability assessment

SAT / ACT Concordance

Colleges do not prefer the SAT over the ACT or visa versa. In fact, since the SAT redesign in 2016, the tests share a lot of similarities. Both tests have 4 required sections followed by an optional essay, and the SAT Writing section and ACT English section are nearly identical.

However, there are some notable differences. The ACT has a Science section, whereas the SAT integrates data analysis throughout verbal and math sections. In math, the SAT focuses primarily on algebra and its real-world applications; the ACT, by contrast, focuses equally on geometry, algebra, and arithmetic. Overall, the biggest difference between the tests may be in terms of time: the ACT is a faster test, allotting only 53 seconds per Reading question, for example, in contrast to the SAT's 75 seconds.

We've included a concordance table of comparable SAT and ACT scores. The SAT has a greater score range (400-1600), so multiple SAT scores often correspond to a single ACT score. For more information on what scores mean in terms of college admissions, see pages 5-15.

To determine which test to prepare for, it's smart for students to take a practice SAT and a practice ACT. Afterwards, this table can be a useful tool for identifying which exam plays to a student's strengths. In some cases students score significantly higher on one test, but for many students choosing between the tests is a personal judgment call best made by comparing the two testing experiences.

SAT/ACT Score Concordance

The SAT/ACT concordance tables below were derived from the analysis of 600,000 graduates from the class of 2018 who took both the SAT and ACT. The new tables are based on collaboration between the College Board and ACT, Inc.

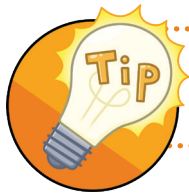
SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
1600-1570	36	1350-1330	29	1120-1100	22	870-830	15
1590*	36	1340*	29	1110*	22	850*	15
1560-1530	35	1320-1300	28	1090-1060	21	820-780	14
1540*	35	1310*	28	1080*	21	800*	14
1520-1490	34	1290-1260	27	1050-1030	20	770-730	13
1500*	34	1280*	27	1040*	20	760*	13
1480-1450	33	1250-1230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

*Use this SAT score when a single score point comparison is needed. Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score. Source: Guide to the 2018 ACT® /SAT® Concordance

SAT and ACT Essay Policies by School

Both the SAT and ACT offer an optional essay at the end of each test administration; some schools require this essay, some recommend it, and some will not consider it as a part of the admissions process. **Students cannot take the essay section on its own; they must take the essay as a part of a regular test administration, along with the multiple choice exam. If a student decides to apply to an essay-required or essay-recommended school and they don't have essay scores, they will have to sit for the entire test all over again.**

In addition, schools that do not superscore may not always accept essay scores from one test and composite scores from another. Students applying to essay-required and essay-recommended schools should take the essay every time they sit for the SAT or ACT, just in case.



Students applying to essay-required and essay-recommended schools should take the essay every time they sit for the SAT or ACT, just in case.

The SAT Essay

The SAT essay asks students to analyze a piece of persuasive writing and to write an essay describing and explaining the rhetorical devices the author uses to persuade readers. Rhetorical devices are techniques that authors use to make their writing more compelling. Common rhetorical devices in the SAT essay passages include hyperbole, metaphors, allusions, personification and repetition. Students can also examine the passage in light of the three classical persuasive techniques, or appeals: ethos (the author's credibility), logos (the argument's logic) and pathos (the reader's emotions). To do well on this essay, students should review common rhetorical devices and read the passage carefully and critically.

The SAT essay will be graded by two readers, both of whom will assess the essay in three categories: **Reading, Analysis, and Writing.**

- 1** The **Reading** score assesses how clearly the student demonstrates an understanding of the author's goals and intended audience.
- 2** The **Analysis** score assesses the depth of the student's rhetorical analysis.
- 3** The **Writing** score assesses the quality of the student's writing in terms of grammar, usage and overall structure.

Each reader will give the essay a score between 1 and 4 for each category. The readers' scores are then added together, so every SAT essay has three scores, each between 2 and 8.

The SAT essay score does not affect the student's composite score. The two scores are completely separate.



MYTH: SAT and ACT essay scores don't matter.

False! The essay can be used to strengthen an application for a student on the threshold between acceptance and rejection. It can also hurt a borderline student if the score is very low. **Students who plan to take the essay should always take it seriously.**

The ACT Essay

The ACT essay presents students with three perspectives on a current issue—such as self-driving cars—and asks them to present their own argument regarding the issue. Students are required to incorporate all three perspectives into their essay, but the core of the argument must be original. To do well on this essay, students must remember to formulate a strong thesis and to think critically about the three perspectives.

The ACT essay is also graded by two readers, both of whom will assess the essay in four categories: **Ideas and Analysis, Development and Support, Organization, and Language Use and Convention.**

- 1** The **Ideas and Analysis** score measures how well the essay incorporates all three perspectives, while maintaining an independent argument.
- 2** The **Development and Support** score measures how well the essay supports the thesis with reasoning and examples.
- 3** The **Organization** score assesses how well the argument is structured, with clear paragraphs that follow in a logical order.
- 4** The **Language Use and Convention** score measures how well the essay conforms to grammatical rules and the conventions of written English.

Each reader will give the essay a score between 1 and 6 for each category. The readers' scores are then added together, so every ACT essay has four scores, each between a 2 and a 12.

The ACT essay score does not affect the student's composite score. The two scores are completely separate.

How do schools use the essay in admissions?

Typically, college admissions officers use a holistic method to judge a student's application, so an essay score from a standardized test is just one piece of information that an admissions officer is looking at.

Schools that **require** the essay for admissions will not consider an application unless the student has at least one SAT or ACT score report with an essay score attached.

Schools that **recommend** the essay for admissions will not automatically reject a student with no essay score attached to the SAT or ACT scores submitted.

Schools that **neither** require nor recommend the essay for admissions will not look at an attached SAT or ACT essay score. These colleges usually have their own writing requirements, such as an admissions essay or personal statement. However, it won't hurt a student's application if the test scores include an attached essay score, provided it isn't low.

Is the essay really optional?

That depends on your student's college list! Although the list of schools that require the essay is short, it includes some of the most competitive schools in the country. If even one of these schools is on your student's college list, or if your student's college list isn't finalized, then your student needs to register for and take the SAT with Writing or the ACT with Essay. *Please see the table on the next page for a complete list of schools that require the essay.*

SAT/ACT Essay Policies by School

Below is a list of schools that require the SAT and/or ACT essay for admissions. If a student plans to apply to a school that is not on this list, they should always check the school's website for SAT and ACT essay policies. This data is subject to change, as schools amend their essay policies.

School	SAT Required	ACT Required	Source
Benedictine University	✓	✓	CDS 2017-18
Delaware State University	✓	✓	CDS 2018-19
DeSales University	✓	optional	CDS 2016-17
Dominican University of California	✓	✓	CDS 2018-19
Kentucky State University	✓	optional	CDS 2018-19
Martin Luther College	✓	✓	mlc-wels.edu
Soka University of America	✓	✓	CDS 2018 -19
Texas A&M University	✓	✓	CDS 2018 -19
United States Military Academy	✓	✓	usma.edu
University of California, Berkeley	✓	✓	CDS 2017-18
University of California, Davis	✓	✓	bigfuture.com
University of California, Irvine	✓	✓	CDS 2018-19
University of California, Los Angeles	✓	✓	CDS 2017-18
University of California, Merced	✓	✓	CDS 2017-18
University of California, Riverside	✓	✓	CDS 2018-19
University of California, San Diego	✓	✓	CDS 2017-18
University of California, Santa Barbara	✓	✓	CDS 2017-18
University of California, Santa Cruz	✓	✓	CDS 2018-19
University of Montana Western *	✓	optional	w.umwestern.edu
Western Carolina University	✓	✓	CDS 2018-19

* University of Montana Western asks that students submit ACT Writing to satisfy English proficiency requirements.

“The scores that Applerouth helped me achieve are a large part of the reason I was able to get into prestigious schools like Harvard, UChicago, Brown, Dartmouth, Cornell, Columbia, and UPenn. I received a merit scholarship from Emory University and paid fly-ins from Harvard, UChicago, and Swarthmore. I will be attending Harvard in the fall and intend to major in government with a minor in computer science.”

—Student, Atlanta

SAT Subject Test Policies

What are SAT Subject Tests?

SAT Subject Tests are optional college entrance exams that focus on a specific subject area¹. A handful of colleges require them, some top schools recommend them, and some admissions teams will consider them if students choose to send scores. Students who plan to take SAT Subject tests should play to their strengths and choose ones that will show colleges what they are capable of.

What do they test?

There are 20 SAT Subject Tests grouped into five categories: English, History, Mathematics, Science, and Languages.

English	History	Mathematics	Science	Languages
Literature	U.S. History World History	Math Level 1 Math Level 2	Biology E/M Chemistry Physics	Chinese w/ Listening French French w/ Listening German German w/ Listening Modern Hebrew Italian Japanese w/ Listening Korean w/ Listening Latin Spanish Spanish w/ Listening

Though subjects range from Biology to Japanese, all of the tests have a few things in common:

- Students have 60 minutes to complete each exam.
- All questions are multiple choice.
- Students gain 1 point for each correct answer.
- Students lose a fraction of a point for each wrong answer:
 - ✓ $\frac{1}{4}$ for 5-choice questions
 - ✓ $\frac{1}{3}$ for 4-choice questions
 - ✓ $\frac{1}{2}$ for 3-choice questions
- No points are deducted for unanswered questions.

¹Unless specified, all information in this section comes directly from the College Board's SAT Subject Test webpage.

When should students take SAT Subject Tests?

Most SAT Subject Tests are offered 6 times a year, on the same dates as the SAT: August, October, November, December, May, and June. Not all 20 tests are offered on every date, so students should always check the College Board schedule for specific tests.

It's smart for students to test right after completing the corresponding high school course in their subject(s) of choice, when the content is fresh in their minds. Many students opt to take SAT Subject Tests in May or June while they are studying for finals or AP exams.

We recommend completing at least two years of coursework at the high school level before taking an SAT Subject Test in a foreign language.

If students plan to apply Early Action or Early Decision and need SAT Subject Test scores for their applications, they'll need to complete SAT Subject Tests by October of senior year.

Students should plan their schedules carefully, because they can't take more than three SAT Subject Tests on one testing date. They also can't take any SAT Subject Tests on the same date that they take the full SAT. They can, of course, take fewer than three Subject Tests on a given exam day, and they can even change their mind about which tests they wish to take when they sit down on test morning. If they are taking more than one Subject Test on a given test date, students get to choose their preferred test order. **If they're planning carefully, students can choose to take their most difficult subject first, or group their exams based on subject area (i.e. take math and science exams first, before switching gears to humanities or foreign languages).** The only exception concerns language with listening tests. Students must be registered for language with listening exams beforehand if they plan to take them; the language with listening exam will be the first test administered.

How are the SAT Subject Tests scored?

The SAT Subject Tests are scored on a scale from 200-800. Along with their score, a student will see the corresponding percentile ranking.

A student's percentile ranking reflects their performance compared to everyone else who took the test. SAT Subject Test percentiles should be interpreted differently than SAT and ACT percentiles. On the SAT and ACT, test-takers come from a wide range of backgrounds. The SAT Subject Tests, however, are elective tests, and students who take these tests typically excel at the specific subject being tested. As a result, the percentiles and average scores on SAT Subject Tests tend to be skewed to the high end.

Example: the average Math score on the SAT for the class of 2018 was 531. By comparison, the average score on the SAT Math II Subject Test for the classes of 2016-2018 was 693.² We say this not to discourage students, but to offer some perspective. It's important to think seriously about which tests play to one's strengths, plan ahead, and study effectively.

²"SAT Subject Test Percentile Ranks, 2016-2018 Graduating Class." The College Board, 2018.

Who should take SAT Subject Tests?

Most students do not take SAT Subject Tests. Only students applying to the nation's most competitive schools need to include them as part of their application materials. Even these students should only take tests that play to their strengths and submit high scores that showcase expertise.

Which colleges require SAT Subject Tests?

Historically, SAT Subject Tests were a prerequisite for admission at some of the nation's top colleges. In recent years, many schools have backed away from this requirement, instead *recommending* SAT Subject Tests, so as not to disadvantage students who cannot afford or access elective exams.



MYTH: If a school recommends SAT Subject Tests that means a student does not need to take any.

False! Students shouldn't be fooled by the word *recommend*. If students applying to top schools can afford to take these tests, *recommended* means they should.

We've compiled a list of schools that require, recommend, or will consider SAT Subject Tests, along with a few schools that accept Subject Tests in lieu of SAT or ACT scores, or vice versa.

Students should not feel obligated to submit scores to schools in the "will consider" category. However, admissions officers at these schools will happily consider strong SAT Subject Test scores as they make their decision, so students who have strong scores should **definitely** send them in!

SAT Subject Test Policies by School

Below are the SAT Subject Test policies of 52 popular colleges and universities throughout the U.S. that require, recommend, or consider the SAT Subject Tests. If a student plans to apply to a school that is not on this list, they should always check the school's website for its SAT Subject Test policy. This data is subject to change.

School	Require	Recommend	Will Consider	In Lieu of SAT/ACT
Brown University		Yes: 2 recommended.		
Caltech	Yes: Math II and 1 science Subject Test required.			
Carnegie Mellon University		Yes: 2 recommended. Carnegie Mellon only considers test scores from junior and senior year.		
Catholic University of America			Yes	
Claremont McKenna	Yes: 2 required for homeschooled students; 1 must be Math I or II.		Yes: will consider for all other applicants.	

School	Require	Recommend	Will Consider	In Lieu of SAT/ACT
Colby College				Yes: students may submit the SAT, ACT, or 2 SAT Subject Tests.
College of William & Mary		Yes: recommended for international and homeschooled students.	Yes: will consider for all other applicants.	
Colorado College				Yes: students may submit the SAT, ACT, or 3 SAT Subject Tests.
Connecticut College				Yes: students may submit SAT, ACT, or 2 SAT Subject Tests.
Cornell University	Yes: 2 required if applying to School of Arts & Sciences. 1 math (any level) and 1 science required if applying to School of Engineering.		Yes: will consider for all other applicants.	
Dartmouth College		Yes: 2 are recommended.		
Duke University		Yes: 2 are strongly recommended.		
Emory University		Yes		
Georgetown University		Yes: 3 are strongly recommended.		
George Washington University	Yes: 2 required in science or math for the joint BA/MD program.		Yes: will consider for all other applicants.	
Harvard College		Yes: 2 are recommended unless cost prohibitive.		
Harvey Mudd College	Yes: 2 are required; 1 must be Math II.			
Johns Hopkins University		Yes: Math II and 1 science Test recommended for engineering applicants.	Yes: will consider 2 highest Subject Test scores for all other applicants.	
Massachusetts Institute of Technology	Yes: 2 are required, 1 in math and 1 in science.			
McGill University	Yes: if students submit the SAT, they must also submit 2 Subject Tests.		Yes: if students submit the ACT, Subject Tests are not required but will be considered.	
Middlebury College				Yes: students may submit the SAT, ACT, or 3 Subject Tests
New York University				Yes: students may submit the SAT, ACT, 3 Subject Tests, 3 AP Exam Scores, 3 IB Higher Level Exams, or an IB Diploma

School	Require	Recommend	Will Consider	In Lieu of SAT/ACT
Northwestern University	Yes: The Honors Program in Medical Education (HPME) requires the Chemistry and Math II Subject Tests and the Integrated Science Program (ISP) requires the Chemistry, Physics and Math II Subject Tests.		Yes: will consider for all other applicants.	
Oberlin College			Yes	
Pomona College		Yes: 2 are encouraged for homeschooled students.	Yes: will consider for all other applicants.	
Princeton University		Yes: 2 are recommended.		
Rice University		Yes: 2 are recommended.		
Spelman College	Yes: required for homeschooled students.		Yes: will consider for all other applicants.	
Stanford University			Yes	
Swarthmore College		Yes: Math II recommended if applying to the engineering program.	Yes: will consider for all other applicants.	
University of California, Berkeley		Yes: Math II recommended for College of Chemistry and College of Engineering.	Yes: will consider for all other applicants.	
University of California, Irvine		Yes: Math II and 1 science Test recommended for School of Engineering. Math II recommended for School of Physical Sciences. Biology and/or World History recommended for School of Public Health.	Yes: will consider for all other applicants.	
University of California, Los Angeles		Yes: Math II and 1 science Test recommended for School of Engineering.	Yes: will consider for all other applicants.	
University of California, Riverside		Yes: Math II and Chemistry or Physics recommended for College of Natural Sciences and College of Engineering.	Yes: will consider for all other applicants.	
University of California, San Diego		Yes: Math II and 1 science Test recommended for College of Engineering, as well as biological and physical science majors.	Yes: will consider for all other applicants.	
University of California, Santa Barbara		Yes: Math II recommended for College of Engineering, as well as math, physics, and computing majors. Biology and Chemistry recommended for respective majors.	Yes: will consider for all other applicants.	
University of Delaware		Yes: especially for applicants to the Honors Program.	Yes: will consider for all other applicants.	

School	Require	Recommend	Will Consider	In Lieu of SAT/ACT
University of Florida	Yes: Math II, language, science, and social science required for homeschooled students.		Yes: will consider for all other applicants.	
University of Georgia			Yes	
University of Michigan	Yes: required for homeschooled students.		Yes: will consider for all other applicants.	
University of North Carolina, Chapel Hill		Yes: Math II strongly recommended for all students; will be used for math placement.		
University of Pennsylvania		Yes: 2 are recommended. STEM students encouraged to submit Math II and 1 science Test.		
University of Rochester				Yes: students may submit the SAT, ACT, or 2 or more SAT Subject Tests, AP Exams, or IB Exams.
University of Southern California	Yes: required for homeschooled students.		Yes: will consider for all other applicants.	
Yale University	Yes: Math II, language, science, and social science required for homeschooled students.	Yes		

“In addition to the improvements my son made on the SAT, the experience of committing to the course was very valuable. The course has truly given him skills for the entire experience of preparing for college, not just the SAT.”

—Parent, New York

AP Exams

What are AP courses?

Advanced Placement (AP) courses are standardized curricula created by the College Board (the same entity that administers the SAT and PSAT)¹. The aim of AP courses is to offer college-level instruction in a high school setting. There are currently 38 AP courses covering seven distinct areas of study, and each AP course is modeled after a comparable introductory college course. For example, AP Psychology was built to approximate the typical introductory psychology course found on thousands of college campuses.

When are AP exams? Do students have to register for the exams if they are already in an AP course?

In May, students take the AP exams connected to their high school courses. The registration process may vary by school, so students should ask their teacher what steps they need to take to be registered for the exams. Families can also contact their school's AP coordinator for more information. The registration fee is \$94.00 per AP exam, but fee waivers are available, and some schools may cover registration fees for students enrolled in AP courses.

Starting in fall 2019, AP registration deadlines will be moved to November for students planning to take their exams the following spring. There will be a \$40.00 late fee for students who register after the November deadline, and a \$40.00 penalty to cancel a registration (students who do not attend their exam will also be charged \$40.00).



Remember: as of Fall 2019, students must register in November to take AP exams the following Spring.

Do AP exams count for college admissions?

Students who take AP exams as sophomores and juniors may submit AP exam scores to colleges in order to boost their overall application portfolio. Colleges will also look at a student's AP courses when considering the academic rigor of the student's schedule.

AP exam scores are not available until July, so a student's senior AP exams will not factor into college admissions in most cases. That being said, senior AP exams can still earn students college credit and be used for placement.

Do AP exams count for college credit?

Many colleges offer credit to students who earn high scores on their AP exams. This policy can help students immensely because a **shorter college career is a less expensive college career**. Students with enough AP credit can enter college as a second-semester freshman or even a sophomore, with many of their core classes taken care of before they ever set foot on campus.

Individual schools determine their own policies, and a student may find that they would receive more credit at one school than they would at another. It's important that students research the schools on their college list to see how their AP exams might benefit them.

¹Unless specified, all information in this section comes directly from the College Board's AP Students webpage.

How many AP exams can a student take?

There is no official limit on the number of tests a student can take in a year; however, there are a few secondary restrictions that must be considered. For example, students cannot take Calculus AB and Calculus BC in the same year. Some AP exams overlap in terms of their scheduled time, and students will need to work with their school's AP coordinator to find alternate times to test if their exams overlap.

Can students take AP exams if they are homeschooled or attend schools that don't offer AP courses?

Students who are homeschooled or who attend schools that do not offer AP courses can still take AP exams by contacting AP Services for Students at 888-225-5427 or apstudents@info.collegeboard.org to find a nearby school or testing center.

Starting in fall 2019, students will need to be registered at a specific school or testing location by the November 15th deadline, so that the school or testing location can order the correct amount of tests. The College Board has not yet released any further information about this deadline, so students who fall into this category should reach out to AP Services for Students as soon as they decide to take the exam to be on the safe side.

Do students have to take the AP exam to pass their AP course?

Typically, exam scores do not factor into student grades in an AP course, as exam scores aren't released until the summer after final grades are submitted. However, students cannot receive any college credit without taking the exam. In addition, some schools may require students to sit for the exam; students should always check with their teachers if they are not sure they want to take the exam connected to their courses.

How are AP exams scored?

AP exams are scored on a scale from 1 to 5, with 1 being the lowest score and 5 being the highest. A 3 means that the student has passed the exam, while a 4 or 5 indicates that the student has exceeded expectations.

Many colleges only award credit for 4's or 5's on AP exams, and some treat every exam differently.

When are AP scores released? Are they released to colleges, or do I need to report these scores?

When students sit down to take the test, they can choose to have their scores automatically reported to one college of their choice for free; they can also choose to wait until they see their scores to send them to colleges. Scores are released to students and sent to colleges in July. Students can view their scores on their College Board account, and they can choose to send any scores they want to the colleges of their choice at that point. The College Board does charge a fee to send AP scores to additional colleges—\$15 per school for standard reporting and \$25 for expedited reporting. The College Board sends all AP scores to the requested college unless you specify that you wish to withhold certain scores.

How do AP exams relate to SAT Subject Tests?

AP exams are on a college level, while SAT Subject Tests are high-school level tests focusing on a specific subject area. There's a lot of overlap, though, and many students choose to take an SAT Subject Test in May or June after taking a related AP course and exam at the end of the semester. For example, a student taking AP Calculus AB might choose to take the SAT Subject Test in Math, Level 2. Because the AP level is more advanced, AP courses can be very good preparation for SAT Subject Tests. *For more information about SAT Subject Tests, please see pages 59-64.*

"I confidently recommend Applerouth tutors to my students and families because of their consistently strong and quantifiable results, and for reasons beyond. Jed Applerouth is the consummate student himself as well as an effective communicator and educator. When I want to understand the impact of changes to standardized testing, I look to Jed because I know he has invested the time to stay current on developments and fully understand how these changes affect outcomes for students."

—Independent Educational Consultant, NY



PLANNING FOR TESTING

This section will cover the following topics:

- Superscoring
- SAT + ACT Test Dates
- Testing Timelines
- Test Day Tips
- Test Optional

SAT and ACT Superscoring Policies by School

What is superscoring?

Superscoring occurs when a student takes the SAT or ACT multiple times and submits multiple scores to a college. Since both the SAT and the ACT provide section scores as well as an overall composite, colleges that superscore choose to look at the highest section scores over multiple test administrations and combine them to create a new “superscore.”

Let’s imagine a student took the SAT in both March and May of Junior year. In March, the student scored a 650 in EBRW (Evidence-Based Reading and Writing) and a 700 in Math. That makes a composite score of 1350. In May, the same student scored a 680 in EBRW and a 670 in Math, which is also a 1350. On first glance, the test scores are exactly the same. However, if the student sent in both scores to a college that superscores the SAT, the admissions team will take that 680 in EBRW from May and combine it with the 700 in Math from March. **The student’s new superscore is 1380—30 points higher!**

Test Date	EBRW Score	Math Score	Composite
March	650	700	1350
May	680	670	1350

With **no superscoring**, colleges see a 1350

Test Date	EBRW Score	Math Score	Composite
March	650	700	1350
May	680	670	1350

With **superscoring**, colleges see a 1380

Superscoring the ACT is more complicated because the ACT’s composite score is an average of the four section scores. Schools that superscore the ACT take the highest section scores and then average them together to create a new composite score. Fewer schools superscore the ACT than the SAT; that may be because the ACT doesn’t formally recognize superscores and recommends that schools use composite scores from one sitting.

For information on specific colleges’ superscoring policies, see the college data table on pages 70-76.



If a school doesn’t *officially* superscore, admissions officers will often still consider **very high section scores** in their decisions, even if that score is not a part of the highest composite.

Superscoring Policies by School

Below are the superscoring policies of 100 popular colleges and universities throughout the U.S. If a student plans to apply to a school that is not on this list, they should always check the school's website for its superscoring policy. This data is subject to change.

School	Superscore SAT?	Superscore ACT?	Source
American University	Yes	No	American University Admissions
Amherst College	Yes	Yes	Amherst College Admissions
Auburn University	No	No	Auburn University Admissions
Bates College	Yes	Yes	Bates College Admissions
Baylor University	Yes	Yes	Baylor University Admissions
Binghamton University	Yes	Yes	Binghamton University Admissions
Boston College	Yes	Yes	Boston College Admissions
Boston University	Yes	Yes	Boston University Admissions
Bowdoin College	Yes	Yes	Bowdoin College Admissions
Brandeis University	Yes	No	Brandeis University Admissions
Brown University	Yes	Yes*	Brown University Admissions
Bucknell University	Yes	No	Bucknell University Admissions
Caltech	Yes	Yes*	Caltech Admissions
Carleton College	Yes	No	Carleton College Admissions
Carnegie Mellon University	Yes	No	Carnegie Mellon University Admissions
Case Western Reserve University	Yes	Yes	Case Western Reserve University Admissions
Claremont McKenna College	Yes	Yes	Claremont McKenna College Admissions
Clemson University	Yes	No	Clemson University Admissions
Colgate University	Yes	Yes	Colgate University Admissions
Colorado College	Yes	No	Colorado College Admissions
Colorado State University	Yes	Yes	Colorado State University Admissions
Columbia University	No	No	Columbia University Admissions
Cornell University	Yes*	No	Cornell University Admissions
Dartmouth College	Yes	No	Dartmouth College Admissions
Davidson College	Yes	Yes	Davidson College Admissions
Duke University	Yes*	Yes*	Duke University Admissions
Elon University	Yes	Yes	Elon University Admissions
Emory University	Yes	No	Emory University Admissions
Fairfield University	Yes	Yes	Fairfield University Admissions
Florida State University	Yes	Yes	Florida State University Admissions
Fordham University	Yes	Yes	Fordham University Admissions
Furman University	Yes	Yes	Furman University Admissions

School	Superscore SAT?	Superscore ACT?	Source
George Mason University	Yes	No	George Mason University Admissions
George Washington University	Yes	No	George Washington University Admissions
Georgetown University	Yes	No	Georgetown University Admissions
Georgia State University	No	No	Georgia State University Admissions
Georgia Tech	Yes	Yes	Georgia Tech Admissions
Harvard University	Yes	No	Harvard University Admissions
Harvey Mudd College	Yes	Yes	Harvey Mudd College Admissions
Haverford College	Yes	Yes	Haverford College Admissions
Indiana University	Yes	Yes	Indiana University Admissions
Johns Hopkins University	Yes	Yes	Johns Hopkins University Admissions
Lehigh University	Yes	Yes	Lehigh University Admissions
Massachusetts Institute of Technology	Yes	Yes	Massachusetts Institute of Technology Admissions
Middlebury College	Yes	Yes	Middlebury College Admissions
New York University	Yes	Yes*	New York University Admissions
Northeastern University	Yes	Yes	Northeastern University Admissions
Northwestern University	Yes	No	Northwestern University Admissions
Notre Dame	Yes	Yes	Notre Dame Admissions
Ohio State University	No	No	Ohio State University Admissions
Oregon State University	No	No	Oregon State University Admissions
Pepperdine University	Yes	No	Pepperdine University Admissions
Pomona College	Yes	Yes	Pomona College Admissions
Princeton University	Yes	No	Princeton University Admissions
Rice University	Yes	Yes*	Rice University Admissions
Scripps College	Yes	Yes	Scripps College Admissions
Smith College	Yes	No	Smith College Admissions
Stanford University	Yes**	Yes*	Stanford University Admissions
Swarthmore College	Yes	Yes*	Swarthmore College Admissions
Syracuse University	Yes	Yes	Syracuse University Admissions
Texas Christian University	Yes	Yes	Texas Christian University Admissions
Tufts University	Yes	Yes	Tufts University Admissions
Tulane University	Yes	No	Tulane University Admissions
University of Alabama	No	No	University of Alabama Admissions
University of California, Berkeley	No	No	University of California, Berkeley Admissions
University of California, Irvine	No	No	University of California, Irvine Admissions
University of California, Los Angeles	No	No	University of California, Los Angeles Admissions

School	Superscore SAT?	Superscore ACT?	Source
University of California, San Diego	No	No	University of California, San Diego Admissions
University of California, Santa Barbara	No	No	University of California, Santa Barbara Admissions
University of Chicago	Yes	Yes	University of Chicago Admissions
University of Colorado, Boulder	Yes	Yes	University of Colorado, Boulder Admissions
University of Florida	Yes	No	University of Florida Admissions
University of Georgia	No	No	University of Georgia Admissions
University of Miami	Yes	Yes	University of Miami Admissions
University of Michigan	Yes*	Yes*	University of Michigan Admissions
University of Mississippi (Ole Miss)	No	No	University of Mississippi (Ole Miss) Admissions
University of North Carolina, Chapel Hill	Yes	Yes	University of North Carolina, Chapel Hill Admissions
University of Oregon	Yes	No	University of Oregon Admissions
University of Pennsylvania	Yes	Yes	University of Pennsylvania Admissions
University of Richmond	Yes	No	University of Richmond Admissions
University of Rochester	Yes	Yes	University of Rochester Admissions
University of South Carolina	Yes	Yes	University of South Carolina Admissions
University of Southern California	Yes	No	University of Southern California Admissions
University of Texas, Austin	No	No	University of Texas, Austin Admissions
University of Virginia	Yes	Yes	University of Virginia Admissions
University of Washington	Yes	Yes	University of Washington Admissions
University of Wisconsin, Madison	No	No	University of Wisconsin, Madison Admissions
Vanderbilt University	Yes	No	Vanderbilt University Admissions
Vassar College	Yes	Yes	Vassar College Admissions
Villanova University	Yes	Yes	Villanova University Admissions
Virginia Tech	Yes	Yes	Virginia Tech Admissions
Wake Forest University	Yes	Yes*	Wake Forest University Admissions
Washington and Lee University	Yes	Yes	Washington and Lee University Admissions
Washington State University	Yes	Yes	Washington State University Admissions
Washington University in St Louis	Yes	Yes	Washington University in St Louis Admissions
Wellesley College	No	No	Wellesley College Admissions
Wesleyan University	Yes	Yes	Wesleyan University Admissions
William & Mary	Yes	No	William & Mary Admissions
Williams College	Yes	Yes	Williams College Admissions
Yale University	Yes	Yes	Yale University Admissions

*will look at the highest section scores but will not build a new composite score.

**Stanford: for the SAT, if students take the essay on one exam sitting and not on the other, Stanford will superscore the Evidence-Based Reading and Writing and Math Scores across the two sittings of the exam.

Superscoring Policies by School—Top Public Universities

School	Superscore SAT?	Superscore ACT?	Source
Arizona State University	No	No	Arizona State University Admissions
Auburn University	No	No	Auburn University Admissions
Binghamton University	Yes	Yes	Binghamton University Admissions
Clemson University	Yes	No	Clemson University Admissions
William & Mary	Yes	No	William & Mary Admissions
Colorado School of Mines	No	No	Colorado School of Mines Admissions
Florida State University	Yes	Yes	Florida State University Admissions
Georgia Tech	Yes	Yes	Georgia Tech Admissions
Indiana University	Yes	Yes	Indiana University Admissions
Miami University, Oxford	No	No	Miami University, Oxford Admissions
Michigan State University	No	No	Michigan State University Admissions
North Carolina State University	Yes	Yes	North Carolina State University Admissions
Ohio State University	No	No	Ohio State University Admissions
Penn State University	No	No	Penn State University Admissions
Purdue University	Yes	Yes*	Purdue University Admissions
Rutgers University	Yes	No	Rutgers University Admissions
Stony Brook University, SUNY	Yes	No	Stony Brook University, SUNY Admissions
Temple University	Yes	No	Temple University Admissions
Texas A&M University	No	No	Texas A&M University Admissions
University of North Carolina, Chapel Hill	Yes	Yes	University of North Carolina, Chapel Hill Admissions
University of Texas, Austin	No	No	University of Texas, Austin Admissions
University of Arizona	No	No	University of Arizona Admissions
University of California, Berkeley	No	No	University of California, Berkeley Admissions
University of California, Davis	No	No	University of California, Davis Admissions
University of California, Irvine	No	No	University of California, Irvine Admissions
University of California, Los Angeles	No	No	University of California, Los Angeles Admissions
University of California, Riverside	No	No	University of California, Riverside Admissions
University of California, San Diego	No	No	University of California, San Diego Admissions
University of California, Santa Barbara	No	No	University of California, Santa Barbara Admissions
University of California, Santa Cruz	No	No	University of California, Santa Cruz Admissions
University of Colorado, Boulder	Yes	Yes	University of Colorado, Boulder Admissions
University of Connecticut	Yes	Yes	University of Connecticut Admissions
University of Delaware	Yes	Yes	University of Delaware Admissions

School	Superscore SAT?	Superscore ACT?	Source
University of Florida	Yes	No	University of Florida Admissions
University of Georgia	No	No	University of Georgia Admissions
University of Illinois, Urbana Champaign	No	No	University of Illinois, Urbana Champaign Admissions
University of Iowa	No	No	University of Iowa Admissions
University of Maryland	Yes	Yes	University of Maryland Admissions
University of Massachusetts, Amherst	Yes	Yes	University of Massachusetts, Amherst Admissions
University of Michigan	Yes*	Yes*	University of Michigan Admissions
University of Minnesota	No	No	University of Minnesota Admissions
University of New Hampshire	Yes	No	University of New Hampshire Admissions
University of Oregon	Yes	No	University of Oregon Admissions
University of Pittsburgh	Yes	No	University of Pittsburgh Admissions
University of South Carolina	Yes	Yes	University of South Carolina Admissions
University of Vermont	Yes	Yes	University of Vermont Admissions
University of Virginia	Yes	Yes	University of Virginia Admissions
University of Washington	Yes	Yes	University of Washington Admissions
University of Wisconsin, Madison	No	No	University of Wisconsin, Madison Admissions
Virginia Tech	Yes	Yes	Virginia Tech Admissions

*will look at the highest section scores but will not build a new composite score.

“I got into Yale!! Thank you so much for all of your help over the last year.”

—Student, Washington D.C.

“I was accepted to my first choice college! I can’t thank my tutor enough.”

—Student, New York

Superscoring Policies by School—Top Liberal Arts Colleges

School	Superscore SAT?	Superscore ACT?	Source
Agnes Scott College	Yes	No	Agnes Scott College Admissions
Amherst College	Yes	Yes	Amherst College Admissions
Barnard College	Yes	No	Barnard College Admissions
Bates College	Yes	Yes	Bates College Admissions
Bowdoin College	Yes	Yes	Bowdoin College Admissions
Bryn Mawr College	Yes	No	Bryn Mawr College Admissions
Bucknell University	Yes	No	Bucknell University Admissions
Carleton College	Yes	No	Carleton College Admissions
Claremont McKenna College	Yes	Yes	Claremont McKenna College Admissions
Colby College	Yes	Yes	Colby College Admissions
Colgate University	Yes	Yes	Colgate University Admissions
College of the Holy Cross	Yes	Yes	College of the Holy Cross Admissions
Colorado College	Yes	No	Colorado College Admissions
Connecticut College	Yes	No	Connecticut College Admissions
Davidson College	Yes	Yes	Davidson College Admissions
Denison University	Yes	Yes	Denison University Admissions
Dickinson College	Yes	No	Dickinson College Admissions
Franklin and Marshall College	Yes	Yes	Franklin and Marshall College Admissions
Gettysburg College	Yes	Yes	Gettysburg College Admissions
Grinnell College	Yes	Yes	Grinnell College Admissions
Hamilton College	Yes	Yes	Hamilton College Admissions
Harvey Mudd College	Yes	Yes	Harvey Mudd College Admissions
Haverford College	Yes	Yes	Haverford College Admissions
Kenyon College	Yes	Yes	Kenyon College Admissions
Lafayette College	Yes	Yes	Lafayette College Admissions
Middlebury College	Yes	Yes	Middlebury College Admissions
Mount Holyoke College	Yes	Yes	Mount Holyoke College Admissions
Oberlin College	Yes	Yes	Oberlin College Admissions
Occidental College	Yes	Yes	Occidental College Admissions
Pomona College	Yes	Yes	Pomona College Admissions
Scripps College	Yes	Yes	Scripps College Admissions
Sewanee—University of the South	Yes	Yes	Sewanee—University of the South Admissions
Skidmore College	Yes	No	Skidmore College Admissions
Smith College	Yes	No	Smith College Admissions

School	Superscore SAT?	Superscore ACT?	Source
Soka University of America	Yes	Yes	Soka University of America Admissions
Swarthmore College	Yes	No	Swarthmore College Admissions
Thomas Aquinas College	Yes	Yes	Thomas Aquinas College Admissions
Trinity College	Yes	Yes	Trinity College Admissions
Union College	Yes	Yes	Union College Admissions
United State Air Force Academy	Yes	Yes	United State Air Force Academy Admissions
United States Military Academy, West Point	Yes	Yes	United States Military Academy, West Point Admissions
United States Naval Academy	Yes	Yes	United States Naval Academy Admissions
University of Richmond	Yes	No	University of Richmond Admissions
Vassar College	Yes	Yes	Vassar College Admissions
Washington and Lee University	Yes	Yes	Washington and Lee University Admissions
Wellesley College	No	No	Wellesley College Admissions
Wesleyan University	Yes	Yes	Wesleyan University Admissions
Whitman College	Yes	Yes	Whitman College Admissions
Williams College	Yes	Yes	Williams College Admissions

**“My daughter got into Dartmouth early decision!
Thanks to the assistance of her tutor!”**

—Parent, Seattle

**“I can’t thank my tutor enough for helping me prepare for the ACT and SAT.
It has provided me with an absolutely amazing opportunity to attend my
dream college for free.”**

—Student, Atlanta

**“My daughter got accepted EA to Harvard.
It certainly makes a summer of hard work worth it!”**

—Parent, New York

ACT + SAT Official Test Dates, Registration Deadlines, and Scores Back Dates

The ACT is offered 7 times a year*: in September, October, December, February, April, June, and July. The SAT is also offered 7 times a year: in August, October, November, December, March, May, and June. Not all test dates are offered in every state, so be sure to check your local testing locations before mapping out an SAT or ACT timeline. *For more information about crafting a smart testing timeline, see pages 79-82.*

* No test centers are scheduled in California or New York for the July ACT test date.

It's best to register early in order to secure your ideal testing location, especially when signing up for the extremely popular summer and fall exam dates. Summer tests fill up even faster than fall tests, because available sites are more limited when schools are not in session. To meet the registration deadline, students must sign up about one month in advance. However, if families are willing to pay a late fee and navigate limited location availability, they can register late for an additional period of time.

In most cases, SAT scores become available online two weeks after testing and ACT scores become available ten days after the exam. Essay scores are released a few days to a few weeks after multiple-choice scores. You will receive a mailed copy of your results two to eight weeks after the test. Score delivery time to colleges varies based on school. You can check the schools' websites to see the latest test date each accepts for early and regular decision applications.

Mark your calendars! Here are the upcoming ACT and SAT test dates, registration deadlines, and scores back dates.

ACT 2019–2020 Dates & Deadlines

Test Date	Registration Deadline	Late Fee Required	Scores Back
September 14, 2019	August 16, 2019	August 17-30, 2019	Sep. 24–November 7, 2019**
October 26, 2019	September 20, 2019	Sep. 21–Oct. 4, 2019	Nov. 12, 2019–Jan. 2, 2020**
December 14, 2019	November 8, 2019	November 9–22, 2019	Dec. 17, 2019–Jan. 31, 2020**
February 8, 2020	January 10, 2020	January 11–17, 2020	Feb. 19–April 4, 2020**
April 4, 2020	February 28, 2020	Feb. 29–March 13, 2020	April 14–June 4, 2020**
June 13, 2020	May 8, 2020	May 9–22, 2020	June 23–August 7, 2020**
July 18, 2020*	June 19, 2020	June 20–26, 2020	July 28–August 24, 2020**

*No California or New York test centers are scheduled for the July test date.

**The ACT has not released official dates. These dates are anticipated based on last year's schedule.

SAT 2019–2020 Dates & Deadlines

Test Date	Registration Deadline	Late Fee Required	Scores Back
August 24, 2019	July 26, 2019	Aug. 6, 2019 (mailed) Aug. 14, 2019 (online)	Sep. 6, 2019 (MC) Sep. 9–11, 2019 (Essay)
October 5, 2019	September 6, 2019	Sep. 17, 2019 (mailed) Sep. 24, 2019 (online)	Oct. 18, 2019 (MC) Oct. 21–23, 2019 (Essay)
November 2, 2019	October 3, 2019	Oct. 15, 2019 (mailed) Oct. 22, 2019 (online)	Nov. 15, 2019 (MC) Nov. 18–20, 2019 (Essay)
December 7, 2019	November 8, 2019	Nov. 19, 2019 (mailed) Nov. 26, 2019 (online)	Dec. 20, 2019 (MC) Dec. 23–24, 2019 (Essay)
March 14, 2020	February 14, 2020	Feb. 25, 2020 (mailed) March 3, 2020 (online)	Mar. 27, 2020 (MC) Mar. 30–Apr. 1, 2020 (Essay)
May 2, 2020	April 3, 2020	April 14, 2020 (mailed) April 21, 2020 (online)	May 15, 2020 (MC) May 18–20, 2020 (Essay)
June 6, 2020	May 8, 2020	May 19, 2020 (mailed) May 27, 2020 (online)	July 8, 2020 (MC) July 8–10, 2020 (Essay)



Be sure to register early in order to secure your ideal testing location, especially when signing up for the extremely popular summer and fall exam dates.

“Applerouth has been a tremendous resource for my students. Their tutors are highly trained, warm, professional, and effective. I’ve been particularly impressed with the personal attention that Applerouth provides, as well as their ongoing analysis of testing components and strategies. I feel fortunate to have such a valuable support to share with clients.”

—Independent Educational Consultant, Atlanta

SAT/ACT Testing Timelines

When should students take the SAT or ACT?

There is no one-size-fits-all plan for when to take admissions tests. To create an optimal testing timeline, each student should consider school schedule, extracurricular activities, admissions deadlines, and score goals, among other factors.

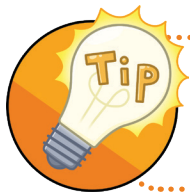
Many students begin preparing for the SAT or ACT during junior year, but some students start as early as summer after sophomore year, and others do not begin until fall of senior year. Wherever students are in their high school careers when they turn their thoughts towards testing, the best first step is always a baseline test.

Choosing a test

PreACT and PSAT scores can help establish a workable baseline score, but full-scale official practice tests provide the most accurate and reliable starting point. Some students score significantly higher on their practice SAT or ACT, making test choice an obvious decision, but for many students choosing between the tests is a personal judgment call best made by comparing the two testing experiences. *For more information on SAT and ACT score concordance see page 55.*

Making a plan

Once a student has decided whether to pursue the SAT or ACT, more detailed planning can begin. We recommend looking at the calendar and choosing 3 official test dates. A student may not need to take 3 official tests, but it's important to have 3 dates in reserve. This prevents any one test from becoming a make-or-break-it situation, reduces anxiety and enables students to perform better. Additionally, many colleges superscore, making multiple test sittings advantageous. *For more information on superscoring see pages 69-76.*



Testing is a marathon, not a sprint: typically, students achieve their highest SAT or ACT score on their second or third official test. It's a good idea to build multiple official test dates into any testing plan.

How do college application deadlines affect a student's testing timeline?

A student who does not submit any early applications will have a more spacious testing schedule, integrating test dates all the way up to the December SAT and ACT offered during their senior year. Many students, however, apply early to at least one college or university; they should consider the October SAT and ACT as their last viable test dates in order to meet most early application deadlines.

Sample Timelines for the SAT and ACT

Here you'll find sample Early Application, Regular Application, and Last Minute timelines for the SAT and ACT. In addition to looking at their earliest application deadline and working backwards, each student should plan to prepare during a time of year that is not already overscheduled and stressful.



Keep in mind that students who see significant score gains typically spend 50 to 70 hours preparing for the SAT or ACT, including time spent with a tutor or in a prep class, completing homework, and taking practice tests. For optimal retention and performance, we recommend completing all of this over the course of 8 to 10 weeks.

Sample Early Application Timelines

Timeline A: Student who completed Algebra II as a sophomore and participates in a spring extracurricular activity or plans to take spring AP Exams and/or SAT Subject tests.

ACT

Start preparing mid- **MAY** to early **JUN** prior to Junior Year.



(depending on peak busyness of fall semester)

SAT

Start preparing in **JUN** or **JUL** prior to Junior Year.



Timeline B: Junior who participates in a fall extracurricular activity.

ACT

Start preparing in winter break of Junior Year.



SAT

Start preparing mid- **JAN** of Junior Year.



Sample Regular Decision Timelines

Timeline A: A junior who participates in a fall activity.

ACT

Start preparing during spring of Junior Year.



SAT

Start preparing during spring of Junior Year.



Timeline B: A junior who plans to take AP Exams and SAT Subject Tests.

ACT

Start preparing in FEB of Junior Year.



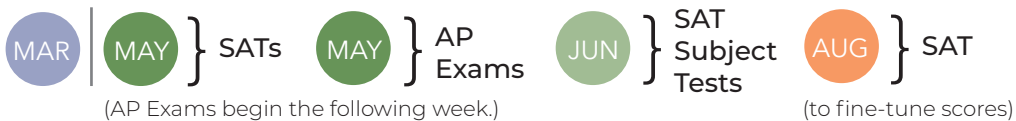
SAT version 1

Start preparing in mid-JAN of Junior Year.



SAT version 2

Start preparing in late-JAN of Junior Year.

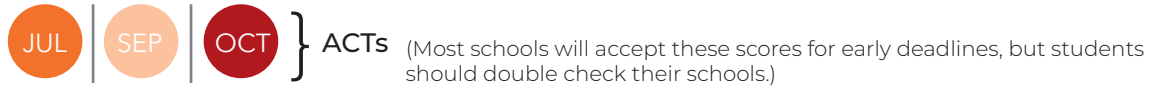


Sample Last Minute Timelines

Timeline A: Student who does not begin testing until senior year and wants to meet an early application deadline.

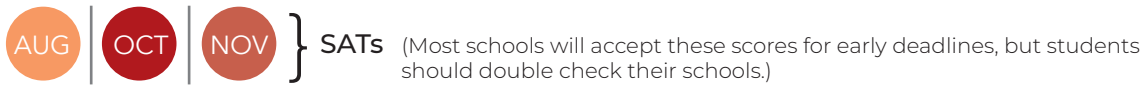
ACT

Start preparing when school lets out after Junior Year.



SAT

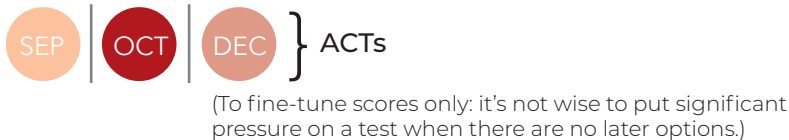
Start preparing in JUN or JUL prior to Senior Year.



Timeline B: Student who does not begin testing until senior year and plans to apply regular decision.

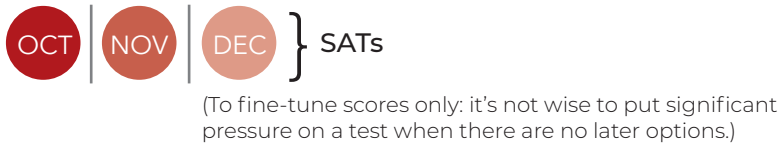
ACT

Start preparing at the beginning of AUG prior to or at the beginning of Senior Year.



SAT

Start preparing when school begins.



SAT & ACT Test Day Tips

You've studied content, practiced timing, taken mock tests, and studied some more: now it's almost test day. Whether you're preparing for the SAT or ACT, here are a few simple steps you can take to ensure that your test day is as successful as possible.



The Night Before the Test:

Don't wear your brain out cramming the day before the test.

Instead spend some time visualizing the day ahead: *What time will you leave for the test? What's your plan for staying focused during the reading section?*

Get your test day pack ready! Make sure to bring:

- ✓ Your ticket _____
- ✓ Photo I.D. _____
- ✓ No. 2 pencils _____
- ✓ A calculator with fresh batteries _____
- ✓ A watch _____
- ✓ A snack _____
- ✓ A sweatshirt, in case the testing room gets cold _____

Get a good night's sleep! Your mind can't be at its best if your body is tired out.

The Day of the Test:

- ✓ Eat a protein-filled breakfast when you wake up on test morning. _____
- ✓ Dress comfortably. _____
- ✓ Arrive at the testing center 20 to 30 minutes early. _____
- ✓ Take a deep breath, stretch your hands and feet, and do your best—that's all anyone can expect of you. _____
- ✓ Trust that all your practice will kick in. _____



If you do freeze up and feel anxiety taking over, draw a little picture on your test booklet. Drawing uses a different part of your brain than the analytical side employed in standardized testing, so a quick doodle will help defuse your moment of stress.

Test-Optional Schools

The number of test-optional or test-flexible colleges and universities is on the rise. While this may seem to indicate that ACT and SAT scores are becoming unnecessary, admissions tests continue to play a role even at many test-optional colleges and universities.



Test Optional does not mean Test Blind.¹

A test-optional policy does not mean that ACT and SAT scores are not factored in as part of the admissions decision, only that they are not a prerequisite for submitting an application. Test-blind schools (of which there are very few) do not accept standardized test scores at all.

Colleges that have chosen to become test-optional have done so in the hopes of leveling the playing field for all applicants. Test-optional policies can benefit high-achieving students, who simply do not test well, and students from disadvantaged backgrounds, who may not have access to the tests themselves or to test prep options.²

Students should look at the policies and admissions statistics of every school on their list when deciding whether to submit test scores. Policies vary from school to school, which means it's a good idea to take a tailored approach. **While test-optional policies create a new lane for students who struggle with standardized testing, these schools often still value strong testers who submit scores.** Students with strong scores will naturally submit them because they are an asset to an application and provide confirmatory evidence of a student's academic strength.

For example, at test-optional Wake Forest University, 38% of students who enrolled in fall 2017 submitted SAT scores when applying; 54% submitted ACT scores. The middle 50% of submitted SAT scores ranged from 1340 to 1360, while the middle 50% of submitted ACT scores ranged from 28 to 32.³

For students with no scores to submit, the admissions decision is often based on high school records (GPA, course rigor, an extracurricular portfolio) and an essay or writing sample. If scores improve a student's portfolio, then they should submit them to a test-optional school. If not, they can withhold them.

¹Applerouth, Jed. "Test-Optional Does Not Mean Test-Blind." 2019. ²Jaschik, Scott. "Test Blind Success." Inside Higher Ed. September 21, 2015. ³Common Data Set 2017-2018. Wake Forest University, 2019.

Students applying to test-optional schools should also be aware that they may have to take an SAT or ACT to qualify for merit scholarships.⁴ Even some test-optional schools, like Hofstra University, use SAT or ACT scores to determine eligibility for their top merit scholarships, although the scores are not required for admission into the university. Other test-optional schools, like Bryn Mawr,⁵ do not require students to submit scores for merit aid.

When deciding whether or not to take the SAT or ACT, students need to consider the schools on their list and do their research. Competitive scores are a great asset to the application packet, and students can choose to omit weaker scores.⁶ In these cases, students should not choose to automatically send their scores to any schools. Instead, families should wait until the scores are released, log onto their College Board or ACT account, and choose what scores, if any, they would like to send to colleges.

⁴"Scholarships and Merit Awards for First-Year Students." Hofstra University, 2019. ⁵"Types of Aid: First-Year Applicants." Bryn Mawr, 2019. ⁶Some schools ask students to send in all of their test scores. It is best to check each school's policy.

"We could not have found a better tutor for my daughter! After working every week with her tutor, my daughter raised her overall composite score 5 points, and she is well positioned now to apply to the university of her dreams. Thank you to Applerouth and our tutor!"

—Parent, Atlanta

"Applerouth worked with my daughter to improve her ACT scores, and boy did they improve! She took the September test and her composite score was 32, a huge jump from the original mock exam she took (23). She can now confidently apply to any of the colleges on her current list of choices."

—Parent, Online Tutoring



SPECIAL TOPICS: ADMISSIONS TESTING

This section will cover the following topics:

- Test Anxiety
- Learning Differences
- Securing Accommodations
- International Students

Overcoming Test Anxiety

Tests can be stressful. Any time we are being evaluated, we naturally feel a degree of stress. Some degree of stress can keep us sharp and focused, pushing us to prepare, engage, and deliver our best performance. Too much stress, however, gets in the way of performance.



Many students feel stressed about taking the SAT or ACT

Academic research has found that 61% of students will experience test anxiety at some point during high school and that 26% of students will experience test anxiety on a regular basis.¹ In short, any student experiencing test anxiety is in very good company. Certain student populations are more vulnerable to test anxiety, including students with disabilities and those under heightened performance pressure.

Test anxiety manifests in a variety of forms

Before we look at overcoming test anxiety, we need to be able to recognize its many forms. Students may experience any of the following due to stress:

- **Emotional** symptoms, such as excessive worry or fear,
- **Physiological** symptoms, such as a dry mouth or upset stomach,
- **Behavioral** symptoms, such as avoiding testing events or cheating on tests, or
- **Cognitive** symptoms, such as inattention, diminished working memory function or the flooding of distracting, task-irrelevant thoughts during a test.



If a student is experiencing test anxiety, ask whether there are other **underlying issues**, such as processing speed deficits, skill deficits, or learning differences.

¹Jerald C. Cassady, ed. *Anxiety in Schools: The Causes, Consequences, and Solutions for Academic Anxieties*. New York: Peter Lang, 2010.

Empower your students with self-regulating tools

Once activated, the anxiety/stress response can either run rampant or be **deactivated** by intentional, focused efforts. Self-regulation is an inside job; it's an acquired skill that we can develop with enough practice. There are a number of interventions which may help a student regulate arousal and anxiety. **While there is no single "silver bullet" to regulate anxiety, students should experiment with different strategies to see what works best for them.** Here are some strategies which could benefit test-anxious students:

- **Reduce external sources of anxiety.** Sometimes parental anxiety can manifest as student anxiety. Even the best parents can unintentionally put pressure on students, and that can make it more difficult to succeed. In cases such as these, parents can remove some of their attention from the testing process to help decrease the student's anxiety.
- **Write about test anxiety.** Writing about fears and anxieties can enhance self-regulation and help students come to grips with their emotions. Research from the University of Chicago reveals that 10 minutes of expressive writing about test anxiety significantly reduces anxiety and improves performance.
- **Draw skills from other domains of competence.** Most students have had to face performance conditions in athletics, performing arts or other domains. In all of these areas, they have had to overcome anxiety or stress to succeed. Students can learn to tap into strategies that have already worked for them in other domains to help them self-regulate during testing.
- **Build upon small successes.** As students experience small successes in their preparatory efforts, they learn that their actions lead to improved outcomes. Small successes build competency beliefs and a heightened sense of mastery. These mastery experiences enhance self-efficacy beliefs, which diminishes anxiety.
- **Focus on self-talk and inner dialogue.** Anxiety is sustained by inner dialogue. When a student's inner critic is serving up a plate of harsh self-criticisms, they should see this as simply another mental activity, rather than any reflection of their own worth. In order to keep negative self-talk from running unchecked, students should eliminate phrases such as "I'm bad at test-taking." If students can practice self-kindness within their own inner dialogue, this will help them manage and overcome testing anxiety.
- **Externalize the anxiety monster.** Some students find it helpful to personify the critical or anxious voice in their head to separate it from their sense of self. For example, try saying: "Oh, *Rupert the Worry Monster*, there you are again. I'm busy. We can talk later." Creating some cognitive distance from anxious thoughts allows students to achieve a measure of control over them. In short, **name the monster to tame the monster!**



²Harms, William. "Writing About Worries Eases Anxiety and Improves Test Performance." *UChicago News*, 13 Jan 2011.

- **Imagined practice makes perfect.** Some students benefit by visualizing themselves taking a test without suffering the effects of anxiety. It's a practice known as cognitive rehearsal and can help set up a new neural pathway in the brain. In order to be successful, students should practice this regularly.
- **Regulate breathing.** Deep diaphragmatic breathing is a powerful anxiety-reducing technique because it activates the body's relaxation response, stimulating the parasympathetic nervous system, decreasing the heart rate, blood pressure and other sympathetic responses. If students practice breathing deeply and consciously, multiple times per day, this technique will be available to them on test day.
- **Use holistic relaxation.** Students can help lower their anxiety level by learning to relax their bodies. One technique involves progressive muscle relaxation, tensing and releasing each muscle in the body sequentially as they quiet their thoughts.
- **Get enough sleep.** Sleep is essential to reduce anxiety and help humans regulate their emotions. It's vital to get a restful night sleep the Thursday and Friday preceding a test day. Eight hours a night is optimal.

“Self-regulation is essential. We will all face stressful situations in a great many contexts. The ability to self-regulate one’s emotional state is a gift that keeps on giving. Students can learn to take self-regulation strategies from one area of life and see if they can apply them to other areas. Get creative. Find out what works. Practice and get better and better at bringing yourself back to calm, to optimize performance and happiness.”

—Jed Applerouth

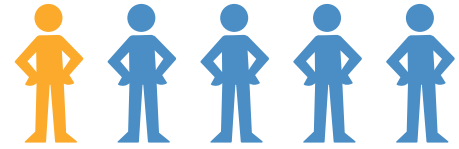
- **Get grounded through connections and exercise.** Exercise and emotional connections can release hormones like oxytocin that counter the effect of stress hormones. Research shows that exercising for 30 minutes three to five times a week, taking a quick walk out in nature, and engaging with human (or pet!) relationships can significantly reduce anxiety.
- **Practice taking tests in conditions which replicate the test environment:** Students should recreate, as best as possible, the anxiety-inducing condition during practice. They must practice self-regulation techniques in the environment that triggers their anxiety. That's one reason why full-length practice tests are so important.
- **Practice mindfulness/meditation:** Meditation is all about self-regulation and centering. Students who practice meditation and learn to observe their thoughts and reactions with composure strengthen their self-regulation skills and are able to stay calm in a variety of conditions.

In Closing

By learning to manage anxiety and regulate their inner state, students can bring themselves back to a calm center, which will let them optimize their test performance and their overall wellbeing. Beyond the test, self-regulation is a fundamental life skill that will transfer to other domains and be a resource for a lifetime.

Helping Students with Learning Differences Become Super Testers

It is estimated that **one in five students in this country has some form of learning or attention difference.**¹ Roughly one in three Applerouth students has some form of learning difference. With the right supports in place, students with learning differences or disabilities can make tremendous strides on their standardized admission tests. A personalized approach to preparation, coupled with proper accommodations, leads to optimal testing and admission outcomes.



Begin with the Diagnosis: Look Past the Label to the Student

A diagnosis is a frame, **a launching point to understand how an individual student learns.** Some students will identify closely with their particular diagnosis, while others will reject it wholesale. Some students may be experts at compensating for a particular learning challenge, while others will struggle and exhibit clear symptoms of the disability.

A student's family can provide invaluable background information regarding the learning difference and how it manifests. Ultimately, the student will be the primary source of information to guide any test preparation. Students can speak to their experience, articulating how their challenges affect them in and out of the classroom.

Stay Positive: Adopt a Strengths-Based Approach

One of the keys to working with students with LDs is to keep things positive. Students with LDs are more likely to use negative self-talk and experience academic and test anxiety. Parents can help by responding with patience and empathy. **Parents should provide a healthy dose of affirmation, focusing on strengths and reinforcing progress.** This approach will pay dividends for the student.

If possible, it is helpful to normalize the disability, affirming that what this student is experiencing is neither unusual nor impossible to overcome. It's important to help the student reframe their experience, attending to their strengths as well as the challenges of how they learn. The student's academic challenges are real, but so are their strengths. Many successful people in business, the arts, science, and other fields have learning differences or disabilities.

Encourage Self-Awareness and Self-Advocacy

Students who are aware of how they learn best can use this self-knowledge to their academic advantage. Such students can take charge of their learning and move towards more efficient and effective methods of study.



Normalize the disability, affirming that what the student is experiencing is neither unusual nor impossible to overcome.

¹Horowitz, S. H., Rawe, J., & Whittaker, M. C. *The State of Learning Disabilities: Understanding the 1 in 5*. New York: National Center for Learning Disabilities, 2017.

Self-Awareness is Key to Success

A vital part of the process is student self-awareness. Parents should spend time talking to their students about how they learn best, asking questions like:

- **Where do you learn or study best? Imagine your perfect learning space.**
- **What subjects or concepts come more easily to you? And what requires more effort?**
- **Do you prefer to listen to lectures? Watch videos? Read text?**

Once students identify their strengths, they can adjust their activities and goals accordingly. Students who are great listeners—but struggle with reading—may consider listening to books or using assistive technologies. Students who need a quiet space can set up their work environment accordingly. Some students may need to play particular music or use scents to help mask other sounds or scents and help channel their focus and attention. Some students may need to bounce a ball against a wall to help them study or focus. Students should use all necessary tools at their disposal: go with what works, even if it's different from what works for others.

As students take charge of their learning process, get the help they need, and make adjustments when necessary, they become empowered to navigate future academic challenges with confidence.

Schedule Smart with LD students

In many cases, it will be ideal to keep tutoring and test prep sessions on the shorter side: an hour and a half of instruction may be optimal for many LD students. Some students may need more intensive prep, in certain cases more than once per week, while others will need to take weeks off to allow for “brain breaks.” It's important to build momentum carefully without overwhelming the student.

Get Accommodations When Needed

Getting the right accommodations can help students with LDs show what they know on the exam. One of the most common accommodations for students with LDs is extra time. *For more on the SAT/ACT accommodations request process, see pages 92-101.*

Coach Students to Be Strategic Problem Solvers

It's important to demonstrate clearly that problem solving is about employing discrete, specific strategies. Parents and educators should do the following:

Encourage strategic thinking: Model effective use of various helpful strategies when working through assignments or problems with a student.

Reframe mistakes: Mistakes are essential to the learning process and students should never view mistakes as failures.

Partialize tasks: Break large tasks into small, discrete steps.

Gauge comprehension: Use frequent check-ins to determine whether any concepts might need to be reinforced or reviewed in a different way.

Be flexible: Be ready to abandon an approach and try something new if the current approach is not working.

Meet the student where they are: Tailor all aspects of instruction to match the student, modifying the lesson plans, pedagogy, speed, and techniques to meet the student's specific needs.

When a student with an LD learns to make adjustments and takes ownership of their learning, this can have a transformational effect. Students who shift to a place of intellectual curiosity about their learning process, adopt a strengths-based orientation, and secure any necessary accommodations can transform their beliefs about their academic abilities and achieve their best results.

Securing Testing Accommodations for College Admissions Tests

Students with diagnosed disabilities that affect their performance on standardized tests may qualify for accommodations on the SAT, ACT, and other college admissions tests. Some examples of accommodated disabilities include hearing or visual impairments, physical and medical impairments, and learning disabilities. Possible accommodations include extended time, multi-day testing, extra breaks, large print, alternate test formats (using braille, audio, or a computer reader), or a wheelchair accessible room, among others. The vast majority of requests are for extended time.¹

Start Early: Pre-Planning for the Accommodations Process

Planning ahead is the single best thing families can do to make the accommodations request process easier. Starting to think about the accommodations process as early as freshman year is often helpful. Early steps may include initiating contact with the school about accommodations in the classroom or starting to keep track of student records, diagnostic documents, and any other evidence of the student's disability and its impact.

Here are some of the reasons that early planning is beneficial and can help families avoid a time crunch when official test dates are fast approaching:

- Accommodations are not just for the SAT and ACT. **Students with disabilities may need accommodations throughout their academic career.** It's important for each family to work with their school on an accommodations plan to support their student during high school. In addition, when it comes time to take the SAT or ACT, both testing agencies strongly prefer to see a **prior record of in-school accommodations** (such as an IEP, 504 plan, or other formal accommodations plan).
- Students typically have to work with their schools for the SAT and ACT accommodations request processes. **This means the process may stall during the summer when schools are closed.** For students who anticipate fall test dates, it is important to start working with their school on the request process by the beginning of the spring semester prior to the anticipated fall tests, if not earlier.
- The **testing agencies may deny a student's initial request** or **require more documentation**, such as a professional evaluation or proof of diagnosis. An appeal causes the review clock to start over, so families should budget extra time to help improve their chances of receiving accommodations before the test. Families that organize their supporting paperwork in advance can respond with greater facility and speed to a request for more documentation.



Planning ahead is the **single best thing** families can do to make the accommodations request process easier. Make sure to keep good records (going back to middle school or earlier). You can prepare more effectively if you know your accommodations in advance.

¹Final Regulatory Assessment. Final Rule. Amendment of Americans with Disabilities Act Title II and Title III: Regulations to Implement ADA Amendments Act of 2008." United States Department of Civil Rights Division, Disability Rights Section, 2016. Specific information comes from Section 3 - Data, Table 3: Testing Accommodations Requested, by Request Type.

- The testing agencies require diagnostic documentation to be current. For learning disabilities, the professional evaluation (typically a psychoeducational evaluation) must be completed within the last 5 years for the SAT² and within the last 3 academic years for the ACT.³ **The process of obtaining an updated psychoeducational evaluation, if needed, can take months.** In some cases, the school district can provide the evaluation; in others, parents will have to seek private testing. Professionals tend to book up in advance and, once testing is complete, the reporting can take several more weeks.
- The more students can **simulate test-day conditions when practicing** for the SAT or ACT, the better. For example, a student who has already been approved for 50% extended time on the ACT can confidently take practice tests with that accommodation to help master the pacing. Students who request and receive accommodations in advance can employ this strategy most effectively.

To receive accommodations on the SAT or ACT, students must submit a request to the appropriate testing agency. The College Board and ACT, Inc. are the gatekeepers, each with its own process and timelines for accommodations requests. *For a step-by-step overview of the accommodations request process and timelines, see pages 96-98 (SAT and other College Board exams) and 99-100 (ACT).*

“What a phenomenal presentation. It speaks volumes that [Applerouth] carvel[s] out time each year to enlighten our parents about such invaluable information. The parents and myself are blown away by the in depth information they share simply for the reason that their presentation mirrors no other. Their specific insight (coupled with the monthly newsletters) equips me with the appropriate lenses needed to thoroughly and effectively guide the students I work with.”

—Atlanta Metropolitan Area school counselor

²Disability Documentation Guidelines.”Services for Students with Disabilities. The College Board, 2019. ³ACT Policy for Accommodations Documentation.” ACT, Inc, 2019.

ACCOMMODATIONS

Before we get into the nuts and bolts, here's a big picture overview of the process.

ELIGIBILITY CHECKLIST

- Do I have a professionally diagnosed and documented disability?
- Does the disability affect my performance on standardized tests?
- Do I currently receive and use accommodations through a formal plan at school?

If you answered YES to all 3 of these questions, you are likely to have a strong case for accommodations on the SAT and ACT.



DOCUMENTATION 101

A strong request for accommodations will have documentation to support it. The documentation often required falls into three broad categories.

- 1 Records of current **in-school test accommodations** (i.e., an IEP, 504 plan, or other formal school plan)—often this information is enough to win approval.
- 2 A **formal diagnosis** from a qualified professional (e.g., a complete psychoeducational evaluation from a licensed clinical psychologist)—this is always required in the background and the test companies sometimes request a copy.
- 3 **Other documents** that tell your story (e.g., letters from teachers or tutors, report cards, or progress reports)



SAT: You do not need to register for a specific test date to request accommodations. Any accommodations granted will last throughout high school.

ACT: You must first register for an official test date before you can make the request for accommodations. Any accommodations granted can be applied to future ACT test dates.

SAT KEY STEPS

Pre-Planning: Start as early as possible (freshman year)

- 1 Communicate with your school to get paperwork in place
- 2 Determine if updated testing or a formal school accommodations plan is needed
- 3 If ready, go ahead and submit a request; your accommodations will last throughout high school

Submitting a Request: Submit a request no later than 4 months (not counting summer months) before the exam

- 1 Your request must be complete (including any additional documentation) **by the accommodations request deadline** (typically 7 to 8 weeks before the exam) for you to receive a decision on time for the exam.
- 2 Review takes up to **7 weeks** but the clock starts over if you need to appeal or submit more information, so build in extra time.

ACT KEY STEPS

Pre-Planning: Start as early as possible (freshman year)

- 1 Communicate with your school to get paperwork in place
- 2 Determine if updated testing or a formal school accommodations plan is needed
- 3 Consider submitting a request for the PreACT if your school offers it

Submitting a Request: Submit a request no later than the registration deadline for the test (roughly 4–5 weeks before the test)

- 1 We recommend that you build in an extra few weeks to allow for appeals or other delays.
- 2 Review takes up to **7 to 14 days**

College Board Accommodations (SAT, SAT Subject Tests, PSAT, AP exams)⁴

Students must submit a request through the College Board to receive accommodations on the SAT, PSAT, SAT Subject Tests, or AP exams. Once accommodations have been granted, students can use them throughout high school for all College Board exams (SAT, AP exams, SAT Subject Tests, and PSAT). Accommodations remain in place until one year after high school graduation, and students don't need to reapply each time they take a College Board exam.

SSD Online: The College Board Accommodations Management System

The College Board's Services for Students with Disabilities (SSD) manages the accommodations process through SSD Online, a system that allows school officials to submit requests and review their status. SSD Online is available only to schools, and the College Board strongly encourages students to work with their school SSD Coordinators to submit requests. Students who are homeschooled, or who wish to work without their school, may submit a paper Student Eligibility Form. The paper process can take longer and requires supporting documentation not always required of students who work with their school.

Who is Eligible for College Board Accommodations?

The College Board looks at four factors to determine whether a student is eligible for the accommodations requested:

- Does the student have a documented disability?
- Does the disability impact the student's ability to participate in College Board exams?
- Does the student need the requested accommodation(s)?
- Does the student receive the requested accommodation(s) on school tests?

The College Board prefers to see school accommodations in place for at least **four months** before granting accommodations for standardized testing. Students who have a long history of using accommodations in school (via an IEP, 504 plan, or other formal school plan) are typically approved for those accommodations without having to submit more documentation. Students who do not have a history of receiving the requested accommodation on school tests have a harder case to make with the College Board.

⁴For more information and to download required forms, visit the College Board's Services for Students with Disabilities (SSD) website.

⁵SSD-granted accommodations may not be used on the PSAT 8/9, CLEP, and ACCUPLACER. The College Board provides information about accommodations for these exams on its website.

"Thanks to my daughter's tutor and a boost to her scores, she's poised to be the first person in our family to graduate from high school and the first person to go to college!"

—Parent, Atlanta

STEP BY STEP

How to Request Accommodations on College Board Exams

1 Family contacts the school SSD Coordinator and signs consent form

Parents must submit a signed consent form to the school SSD Coordinator in order for the Coordinator to initiate the request process. If it isn't clear who the SSD Coordinator is, parents should contact their school's guidance office to get that information.



Recommended Timing: As early as possible, ideally no later than 4 to 5 months before the student's first College Board exam (not counting summer months).⁶

2 SSD Coordinator submits a request through SSD Online

The SSD Coordinator will have to enter information about the student's disability, the requested accommodations, and any formal accommodations plan in place at school. The College Board advises that the SSD Coordinator gather all supporting paperwork (e.g., formal documentation of the disability). The Coordinator may not have to submit the supporting documentation, but it is best to have it ready, just in case.



Recommended Timing: As early as possible, but no later than 4 months (not counting summer months) before the first College Board exam.

3 SSD determines whether additional documentation is required

The College Board asks two key questions when reviewing an accommodations request:

- **Is the student requesting the same accommodations that are in his/her current IEP, 504 plan, or other formal school-based plan?**
- **Is the student using the requested accommodations for school testing?**

If the answer to both questions is “yes,” then (in most cases) the College Board will approve the request without requiring any additional information.⁷ The College Board will let the SSD Coordinator know through SSD Online whether they need to submit any additional supporting documentation.

4 SSD Coordinator submits additional documentation (if required) through SSD Online

If the College Board requires additional information, parents need to work with the SSD Coordinator, if they haven't already done so, to make sure the school has all the needed paperwork (such as a current psychoeducational evaluation or doctor's report). The College Board's documentation requirements vary depending on the disability and requested accommodations,⁸ but in every case, the documents should provide evidence of:

- **The student's disability**
- **The degree to which this disability affects activities (the “functional limitation”)**
- **The need for the specific accommodation(s) requested**



Recommended Timing: As early as possible, but no later than the accommodations request deadline for your official exam (roughly 7 to 8 weeks before the exam)⁹. Consider doubling this lead time to allow for a possible appeal or other delays. **The College Board must receive the supporting documents by the accommodations request deadline to make a decision in time for the exam.**

⁶We've suggested longer lead times to account for the College Board's review timeframe (7 weeks), plus the possibility that parents will need to appeal or submit additional documentation. ⁷“Submitting a Request.” Services for Students with Disabilities. The College Board, 2019. ⁸“Disability Documentation Guidelines.” Services for Students with Disabilities. The College Board, 2019. ⁹The exact deadlines vary and are listed on the College Board's website.

5 SSD reviews the completed request

At this point, the SSD staff will review the request and any supporting documentation. The College Board advises students to allow **seven weeks** for review from the time they submit their completed request.

6 SSD sends its decision

SSD will notify the SSD Coordinator and the student when they've made their decision. The SSD Coordinator will receive an email notice and can view the decision letter on SSD Online. Students should expect to hear directly from the College Board online (if the student has a My Organizer account and has registered for a test date), via parent email, or regular mail (if no parent email is listed on My Organizer).

If SSD grants accommodations, the decision letter will come with an eligibility letter with details about the accommodations the student will have and an eligibility code, which the student will need when they register for any tests.

7 Family and SSD Coordinator appeal the decision (if needed)

If the College Board denies a request, they will include an explanation in the decision letter. Typically, the College Board denies accommodations for one of the following reasons.

- **SSD needs more information before they can approve the request.**
- **The documentation included doesn't support the requested accommodations.**
- **SSD approved some, but not all, of the accommodations requested (partial approval).**

In all of these cases, families must provide new documentation to appeal the College Board's decision. **Appeals that do not include new information are not likely to succeed.** Once the SSD Coordinator submits the new information, SSD will reopen the request for review. Just like the initial request—a review on appeal can take up to **seven weeks**.

8 Getting organized for test day

Students who are approved for College Board accommodations should keep a few logistical details in mind to help ensure all goes smoothly on test day.

- **For the SAT and SAT Subject Tests, students should use their SSD Eligibility Code when they register.** Students who registered before their request was approved should **check their admissions ticket to make sure that it has been updated to reflect their accommodations.** For accommodations not available at a test center (like 100% extended time or multi-day testing) the SSD Coordinator will work with the family to schedule a school-based SAT.¹⁰
 - **For AP Exams, the PSAT, and the PSAT 10, students should tell their SSD Coordinator that they plan to use their accommodations so the school can make arrangements in advance.**
 - **Students who receive approval the week of the test should contact the College Board to see if they can use the accommodations on that test.**
 - **Students should bring a copy of their Eligibility Letter to every College Board exam, just in case!**
-

9 Make Changes if Needed

Families should notify the SSD Coordinator if they need to modify their accommodations at any point. The SSD Coordinator must request the change through SSD Online.

¹⁰With very few exceptions, the College Board now requires students who need double time or more to take the test at their home school.

ACT Accommodations¹¹

TAA: The ACT's Accommodations Management System

The ACT's Test Accessibility and Accommodations (TAA) system is the online platform for all ACT accommodations requests. To apply for ACT accommodations, students must work with their school Test Coordinator or Test Accommodations Coordinator to submit a request through TAA.¹²

Who is Eligible for ACT Accommodations?

Students who "currently receive accommodations in school due to a professionally diagnosed and documented disability" typically qualify for similar accommodations on the ACT.¹³ Families must have documentation to show:

- A diagnosed condition that substantially limits one or more major life activities.
- The requested accommodations are appropriate and reasonable for the documented disability.

The ACT requires the diagnosis and recommendation for accommodations to come from a qualified professional with credentials appropriate to the disability.¹⁴ ACT, Inc. does not require families to submit copies of their disability documentation in every case, but it's a good idea to have that information gathered in case they do request it.

"My daughter had a wonderful tutor throughout her ACT prep! She has been stretching her and encouraging her to use many test taking strategies regularly in order to increase/improve her score. We are very pleased with the result, but most importantly, my daughter's test-taking confidence is soaring. We really thank her tutor's expertise and professionalism for that. As we round the finish line on her ACT prep, we all feel that it has been a hugely supportive process, making a traditionally daunting standardized testing experience very positive and enlightening."

—Parent, Washington D.C.

¹¹For more information, resources, and required forms visit the ACT's Accommodations webpage. ¹²If your school is new to the TAA, there are helpful videos, user guides, and a link to create an account on the ACT's website. ¹³"Accommodations and English Learner Supports for US Students." The ACT, 2019. ¹⁴A full copy of ACT, Inc.'s Policy for Accommodations Documentation is available in PDF format on ACT, Inc.'s website.

STEP BY STEP

How to Request Accommodations on the ACT

1 Student registers for an ACT test date

Unlike the College Board, which allows students to apply for accommodations without registering for a test, ACT, Inc. requires students to register for a specific test date before requesting accommodations. When students register, they have an opportunity to indicate that they require accommodations.



Recommended Timing: As early as possible, ideally no later than 2 to 3 weeks before the test registration deadline.

2 Parents sign the ACT consent form

Once the student has registered for a test and indicated the need for accommodations, ACT, Inc. will email instructions to the family on how to submit a request through TAA.¹⁵ Parents should forward this email and their signed Consent to Release Information to their school's Test Coordinator as soon as possible. Parents who realize that they need to apply for accommodations after they've registered can send their student's test date and ACT ID number to their school's Test Coordinator.

3 Test Coordinator submits the request via TAA

Next, the Test Coordinator will submit the request; the TAA requires them to identify the relevant diagnoses, specific requested accommodations, and any past school accommodations.

- **For students who have received school accommodations:** The Test Coordinator will submit the accommodations pages from a current IEP, 504 plan, or official school accommodations plan. The ACT prefers to see accommodations plans that have been in place for **one year or more**.
- **For students who have not received school accommodations:** The Testing Coordinator will explain why the student hasn't used accommodations in the past, but needs them now.¹⁶

In some cases, the ACT will also require proof of a diagnosis, especially in cases where the student's diagnosis is recent or where the student has only recently begun to receive accommodations. The ACT's Policy for Accommodations Documentation lists the specific information required for some of the most common disabilities and conditions.

Students may choose to support a request with letters from their teachers explaining how the disability affects them in class and on tests.¹⁷ Teacher observation forms won't replace the required diagnostic documents, but they can help tell the story surrounding the diagnosis.



Recommended Timing: As early as possible, but no later than the registration deadline for the test (roughly 4–5 weeks before the test). Add another few weeks to allow for appeals or other delays.

4 ACT, Inc. reviews the request

ACT, Inc. will review the request and any supporting documentation. The ACT review process is much faster than the College Board's, taking about **7 to 14 business days**.

¹⁵For more information, please see "Requesting Accommodations and English Learner Supports 3-Step Checklist for Students and Parents" and "Accommodations and English Learner Supports for US Students," both on the ACT's website. ¹⁶For more guidance, see the "ACT Exceptions Statement," available in PDF on the ACT's website. ¹⁷The ACT has a Teacher Survey Form, available online, which teachers can complete instead of writing a letter.

5 ACT, Inc. sends a decision notification to the school

ACT, Inc. will email the Test Coordinator when the decision is available on TAA. The decision will list any approved accommodations and reasons for any denied requests. ACT, Inc. will not contact families directly about the decision so families should expect to hear from their school's Test Coordinator.

6 Submit a request for reconsideration (if needed)

If the initial request is denied, families can work with the school to have ACT, Inc. reconsider the accommodations request. Like the College Board, ACT, Inc. expects families to submit new information with the request for reconsideration. If the student has already submitted full diagnostic documents, this might be a good time to add letters or forms from teachers.



Recommended Timing: As early as possible, but no later than the registration deadline for the test (roughly three weeks before the test).

7 Get Organized for Test Day

Students whose requests were granted should keep these points in mind while preparing for test day:

For National Testing

- If the only accommodation is extended time (time-and-a-half), the accommodation will be listed on the student's admission ticket and ACT, Inc. will notify the test center.
- For students with other accommodations, ACT staff will check to see if the accommodations are available at the chosen test center. If not, ACT staff will find another test center. Once they have found a test center that can provide those accommodations, they'll send a letter to the family and the test center coordinator confirming the registration information and accommodations.

For special testing accommodations (like multi-day testing, or any accommodations that can't be provided at a test center)¹⁸ students will have to work with their Test Coordinator to schedule the exam during the special testing window for the selected test date.¹⁹ They'll get a 3 week window to take the test, starting on the test date they originally registered for.

8 Apply Accommodations to Future Test Dates

Students who take the ACT multiple times will have to apply their previously approved accommodations to each future test they take. Students should register directly with ACT, Inc. for new test dates and indicate that they plan to use their accommodations. It's important for families to make their school's Test Coordinator aware of any future test date plans and the need to use the approved accommodations on those dates.

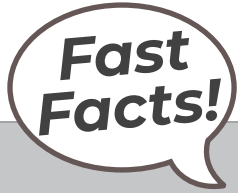
To Sum Up

The accommodations process can be complicated and time-consuming, so families should make sure that they understand the steps and get started early. It's also important to note that this information is subject to change at any point, so it's vital that parents work closely with their student's school and check the testing agencies' official sites for up-to-date guidelines.

¹⁸For more guidance, see Preparing for the ACT Test: Special Testing, available in PDF on the ACT's website. ¹⁹A calendar of special testing windows for students is available on the ACT's website.

Accommodations Fast Facts

The accommodations request process can be complicated. Here are some fast facts for quick reference. *For a detailed review of the process, refer to pages 96-100.*



	PSAT + SAT	ACT
Where are requests submitted and managed?	Services for Students with Disabilities (SSD) Online	Test Accessibility and Accommodations (TAA) System
Who can access the online system to make the request?	Schools only (work with your school's "SSD Coordinator" to submit)	Schools only (work with your school's ACT "Test Coordinator" to submit)
Do I have to register for a test before I request accommodations?	No	Yes
I have a learning disability. How recent does my psychoeducational evaluation need to be?	Within the last 5 years	Within the last 3 academic years
How long should I ideally have formal school accommodations before submitting a request?	At least four months	At least one year
Once I submit my request, how long will it take to receive a response?	Up to seven weeks	Up to two weeks (often much faster if the first request includes all the necessary information.)
How long do my accommodations last? Do I need to submit a new request for each test I take?	Accommodations remain in place until one year after high school graduation and apply to any SAT, PSAT, SAT Subject Test, AP Exam you take during that time. You do not need to submit a new request through SSD online.	ACT accommodations apply to the specific test you registered for when you made your initial request. To apply the accommodations to future tests, you need to indicate this when you register and let your TAA know.
How to I contact the testing company?	Contact SSD Email: ssd@info.collegeboard.org Phone: 212-713-8333 Fax: 866-360-0114 College Board SSD Program P.O. Box 7504 London, KY 40742-7504	Call ACT, Inc. at 319-337-1332



Overall, the ACT is more skeptical of cases with a shorter history of formal school accommodations.

International Students and the SAT/ACT

International students applying to U.S. colleges that require the SAT or ACT for admission face some unique challenges. With an informed approach and early planning, families can manage these obstacles and make the testing process as smooth as possible.



Although both tests are available internationally, test date availability, access to local testing centers, test security, and recent changes in ACT test format (from paper to computer-based) have made the process a bit more complicated for the international student.

International Test Dates

One challenge that international students face is the scarcity of test dates and testing centers in comparison to those available in the U.S. For the current test cycle (2018-2019), the College Board only offers four international test dates for the SAT (compared to seven U.S. test dates). The ACT currently offers six international test dates (compared to seven U.S. test dates).

Here's a snapshot of the test-date landscape for international students planning to test during the 2019-2020 test cycle.

Anticipated International Test Dates 2019-2020

SAT ¹				
October 5, 2019	December 7, 2019	March 14, 2020	May 2, 2020	August 29, 2020*

*new test date

The College Board has announced that it will add an August test date for the 2020-2021 cycle, which we've listed so students can plan ahead. The addition of this fifth test option will be a welcome change for international students. SAT scores are typically available online roughly two weeks after the test.

SAT Subject Tests ²				
October 5, 2019	November 2, 2019	December 7, 2019	May 2, 2020	June 6, 2020

The College Board has announced changes to the Subject Test calendar that will go into effect in the 2020-2021 cycle when the new August SAT date is added. Students testing in 2020-2021 can anticipate Subject Tests in August, October, December, May, and June. International students planning to take one or more Subject Tests should check which tests are offered on each of these dates. While some of the most popular Subject Tests (like Math 2) are offered on every date listed, other subjects (like World History and many of the foreign languages) are only offered on a handful of dates.

¹"International Registration." The College Board, 2019. ²"SAT Subject Tests International Dates and Deadlines." The College Board, 2019.

International students who plan to take a language test with listening should be aware that there will be an 18-month gap between listening test dates while the College Board changes its testing calendar. Tests with listening will be offered in November 2018, but will not be offered again until May 2021.

With these factors in mind, it's important that students plan their SAT Subject Test dates as far in advance as possible. The College Board provides a full listing of anticipated dates for SAT Subject Tests for international students on their website.

ACT ³					
Sep. 13-14, 2019	Oct. 11-12, 2019	Dec. 13-14, 2019	Feb. 7-8, 2020	Apr. 3-4, 2020	Jun. 12-13, 2020

For each two-day testing window, ACT, Inc. offers a morning session and an afternoon session, although session availability may vary depending on the testing center. All ACT exams administered outside the U.S. are now computer-based. ACT, Inc. says that scores for non-writing sections on the computer-based test will be available within two business days.⁴ *For more information on the computer-based test, see "The Shift to Computer-Based Testing (CBT)" on page 104.*

When and How to Register

International students must register online for both the SAT and ACT. For the SAT, they must register through the College Board; for the ACT, they must register through ACT, Inc. For international students, advanced planning is a must. With fewer test dates overall and limited test center availability in certain countries, it is not uncommon for international students to find themselves locked out of their ideal test date in their home country. Sometimes, international students have to travel to another city—or even another country—in order to accommodate their ideal testing schedule.

Due to cheating scandals, international testing dates have been subject to cancellation, sometimes with little to no warning. An ideal testing plan for an international student will include up to three official test dates (for the SAT or ACT), plus at least one date for SAT Subject Tests, if needed. The plan should also allow for at least one back-up test date should an unexpected cancellation or test center closure occur.

The official registration deadlines for the 2019-2020 cycle are available on the College Board's website. These deadlines are about one month before the official test date. International students are advised to register well in advance of the deadline to help ensure availability and to avoid missed registration deadlines. The College Board does not allow late registration for international SAT test dates.⁵ Late registration, with a fee, is available for most international ACT dates, but students should always check the deadlines in advance.⁶

To see a list of current international registration deadlines, please visit the College Board's and ACT, Inc.'s websites.



For international students, **advanced planning is a must.** With fewer test dates overall and limited test center availability in certain countries, it is not uncommon for international students to find themselves locked out of their ideal test date in their home country.

³ACT Test Registration." ACT, Inc, 2019. ⁴ACT International Computer-Based Testing Information." ACT, Inc, 2019. ⁵The College Board, 2019. ⁶ACT, Inc, 2019.

Applying for Accommodations

Both testing companies allow international students to apply for accommodations using the same process as U.S. students. *To review the accommodations request process and timeline for each test, please see pages 96–100.*

Finding an appropriate testing location in advance is particularly important for international students who plan to test with accommodations. For all international students, test center availability is an important consideration; this is especially true for students who require accommodations that may not be available at every test center.⁷

Another potential challenge for international students is that the accommodations process typically requires considerable involvement from the student's high school. Both the College Board and ACT, Inc. manage the accommodations request process through online portals available only to school staff; parents and students cannot complete the online process on their own. The school's role in completing online forms and submitting documentation is often relatively well-established in many U.S. high schools. This is not necessarily the case in every country.

International students who attend a school where the administration is less familiar with the accommodations process should start communicating with the school early. This will help ensure the school can provide adequate and timely support in submitting the necessary materials. The College Board has a paper form that students can use in cases where collaboration with the school is not possible, but this process is typically slower than the online one. *For more information about request process for each test, see page 96–100.*

The Shift to Computer-Based Testing (CBT)

In September 2018, the ACT moved to a computer-based test format for test takers who live outside the U.S. The SAT, for the time being, remains paper-based both in the U.S. and internationally.⁸ The College Board plans to follow the ACT, Inc.'s lead into digital testing, but has yet to announce when this change will happen.

The shift to computer-based testing (CBT) is an important development for international students to understand.

What is CBT and How Does it Affect the Testing Experience?

The ACT CBT is less groundbreaking than the name might suggest. ACT, Inc. simply converted existing paper-based ACT tests into digital tests. The questions, test sections, and timing are exactly the same as they were before the migration to CBT. International students can still prepare for the same ACT as they have in the past, but the test is now delivered via computer rather than paper.

While the test content, sections, and timing remain the same, the computer interface brings some new elements to the experience. ACT, Inc. provides a tutorial that international students can use to familiarize themselves with the CBT platform.⁹ Students will find new digital tools that can help them work through the test. For example, a line reader tool lets students isolate text as they read, and an answer eliminator allows students to put an "x" over answer choices to help with process of elimination. Students can also flag questions for later review.

⁷With very few exceptions, the College Board now requires students who need double time or more to take the test at their home school.

⁸The SAT and ACT are both available in digital form for U.S. school districts that choose to offer a school-day exam. ⁹This is available in PDF form via the ACT's website.

One significant downside of the current digital test format is that there is no way to annotate the text and write notes. Students can use scratch paper to make notes, but they will have to adapt to looking back and forth from their written notes to the computer screen.

We highly recommend that students practice on the CBT platform to get some experience with the full set of new tools available. The ACT, Inc. offers two full digital practice tests, which students should use to prepare.¹⁰

In short, students need to familiarize themselves with the features of digital testing, and practice before test day is essential.

Why Did the ACT Move to CBT Internationally?

The ACT, Inc. has been planning this move for years. Digital tests are far more secure than paper-based tests and will eventually enable the testing companies to develop more streamlined and accurate assessments. As the testing companies shift from paper to digital tests, it makes sense to focus initially on the international market, where the number of test takers is smaller than in the U.S. We anticipate that digital rollout in the U.S. will soon follow once the testing companies are ready to implement on a larger scale.

Test security is a concern worldwide. It has been of particular concern in certain parts of the international market, especially in Asia, where cheating scandals have been rampant. Paper-based tests are highly vulnerable to cheating. Producing paper test forms is a time-consuming and expensive process, and both test companies reuse existing paper test forms in different markets or time zones in order to meet the demand for tests. Cheaters have exploited this fact, working to steal or memorize test forms and then later circulate them for future test takers to see. The internet has made it much more difficult for the testing companies to keep a tight hold on test forms that they intend to reuse.

The cheating scandals have resulted in decreased test access and increased uncertainty for international students. In an effort to reduce cheating from paper-based tests, the test companies have made fewer international test dates available. Students have faced last-minute test cancellations and after-the-fact score cancellations when cheating is suspected.

The solution to this problem is to abandon paper-based tests and stop reusing test forms. In true computer-adaptive testing, the test varies from test taker to test taker, providing different questions depending on how the test taker answered the previous question. There is no static test form to steal and exploit, and the bank of possible questions is far too large to memorize.

Initially, the ACT, Inc. intended to implement computer-adaptive testing internationally, but the full rollout has taken longer than anticipated. The ACT, Inc. took the interim step in September 2018 of moving to CBT.¹¹ CBT does not offer the full security benefits of computer-adaptive testing, but it is a first step toward a more secure test format. It is harder to steal a test form when there is no paper to steal, and, even where a test form leak is suspected, the digital test format allows the ACT, Inc. to administer a different test form, even at the last minute. CBT makes the ACT a bit more nimble and leaves cheaters a bit less to work with.



The most important takeaway for international students is to **make a testing plan far in advance** (as early as sophomore year).

¹⁰The practice tests are available via the ACT's website. ¹¹"The ACT International Computer-Based Test FAQs for Students, Parents, and Counselors." ACT, Inc, 2018.

English-Language Proficiency Testing

In addition to the SAT or ACT, English-language testing (TOEFL or IELTS) is required for many international students applying to U.S. schools. There are exceptions to this rule, so it's important that students research the requirements of every school on their list. In some cases, schools will waive the TOEFL/IELTS requirement for students who attend an English-speaking high school and/or score above a certain threshold on the English/Reading section of the SAT or ACT.

Key Takeaways for International Students

The most important takeaway for international students is to make a testing plan far in advance (as early as sophomore year).

We recommend that all students, including international students, build a testing plan that allows for three official test dates. For international students, who have fewer options and a higher chance of cancellations, it is nearly impossible to secure three well-timed test dates without planning far in advance. The ACT CBT and the future addition of more international SAT test dates will start to ease some of this pressure, but pre-planning still remains vital.

International Testing Takeaways

Test dates are less frequent in the international market

6 ACT dates
4 SAT dates
(with a 5th coming in August 2020)

A convenient test center may not be available for every test date

Register early
Consider whether travel is possible/needed

Accommodations are available for eligible international students but local schools may be less familiar with their role in the process

TOEFL or IELTS may be required; learn the policies at each of your schools

The international testing market is leading the way toward digital testing

The ACT is fully computer-based internationally
The SAT remains paper-based for now
Students taking the ACT must prepare for the CBT format



ABOUT APPLEROUTH

This section will cover the following topics:

- About Applerouth
- Applerouth Team
- Resources and Further Reading
- Testimonials
- Locations/Markets Served



About Applerouth

Jed Applerouth founded our company in 2001 with a clear mission: **develop a smarter approach to tutoring**. A nationally certified counselor with a PhD in Educational Psychology, Jed has spent the past 18 years engaged in the latest research on test-anxiety, memory, and the art of motivation. As a result, Applerouth has a highly effective and original method for preparing students to excel on standardized tests.

We help students prepare for college admissions exams (ACT, SAT, PSAT, SAT Subject Tests), the GRE, and middle and high school entrance exams (SSAT, ISEE, SHSAT). We also offer academic tutoring for a wide range of AP, IB, and academic courses from middle school through college.

Applerouth in Your Area

Applerouth began in Atlanta, and we've since grown into a national organization with more than 200 tutors in Atlanta, Chicago, New York, Washington D.C., Houston, and Seattle. We also work online with students from around the globe; to date, we have worked with students from 41 states and 17 countries. **Applerouth tutors are accessible to anyone, anywhere.**

The Applerouth Student

Our students have various academic profiles and goals for tutoring. Our expertise allows us to customize our approach, making us an ideal fit for almost any student.

High achievers, anxious students, students who learn differently, students who struggle with motivation, and everything in-between: all have a place here. We match each student with the right tutor based on his or her unique learning profile and adapt our approach to meet the student's needs.

The Applerouth Method and Results

Our content and curriculum have been developed with the goal to engage students. They make even the most complicated content approachable and use evidence-based strategies to help students retain key information. Our materials reflect the latest changes to the tests and the best in educational research.

Our tutors go beyond the content, with a **two-pronged approach that strengthens both testing strategy and mental endurance**. Our methodology focuses on the process of taking a standardized test, allowing us to help many students whose needs would not be met by attention to test content alone. Our students learn to pace themselves, tackle hard problems, and do their personal best by knowing the tests inside and out. And we don't stop at test day. We want our students to be able to study effectively, manage stress, and maintain focus long after they leave us. That's why our tutors work hard to build students' confidence and equip them with lifelong learning habits. The Applerouth experience helps to foster the self-efficacy needed to combat stress and tame academic anxiety.

Applerouth students see an average score increase of 125 points on the SAT and 5 points on the ACT. In 2019, Applerouth students were admitted to 48 of the U.S. News and World Report's Top 50 Colleges, and they were offered more than \$21 million in merit-based scholarships. **Our students get the scores they need to get into their dream colleges, and they gain the skills they need to succeed in college and beyond.**

For more information, please give us a call at 866-789-PREP (7737) or visit us at applerouth.com.

Applerouth Tutors

Applerouth tutors represent an elite group of educators: only 19% of applicants are invited to train with us, and only 14% of applicants become tutors. All of our tutors scored in the 99th percentile on the SAT and ACT, and many of them were valedictorians, National Merit Finalists, Fulbright Scholars, and Ivy League graduates.

We have over 200 tutors across the country. Meet some of them here!



Shara-Sue Crump

Shara-Sue is a Premium Tutor and one of our Tutor Managers. Since joining Applerouth in 2014, Shara-Sue has tutored almost 500 students, several of whom have gone on to achieve perfect section scores on both the SAT and ACT. Shara-Sue's dedication and infectious enthusiasm are impossible to miss: she is one of Applerouth's top 10 most requested tutors and won the company-wide Above and Beyond Award in 2015 for her willingness to go the extra mile for her students and their families. Before joining Applerouth, Shara-Sue earned a BS from the University of North Georgia and completed graduate coursework in Art Education at Georgia State University. She taught in the public school system for several years before becoming a full-time tutor with Applerouth. Shara-Sue describes her tutoring style as "lively, adaptive, energetic, visual, and auditory." She works hard to empower her students and build their confidence as they get ready for test day. Her motto is "Do it big!" and that's an attitude she shares with her students.

What parents are saying about Shara-Sue's tutoring:

"Shara-Sue is the most incredible tutor! We are so appreciative of her and of Applerouth's matching us with her. We are so thrilled with the help and leadership she has provided our daughters, who adore her. She is truly wonderful."



Matt Kiesner

Matt is a Premium Tutor and Applerouth's Training Manager. He also works with our instructional design team, writing curriculum and practice materials for a wide range of student levels. Since joining Applerouth in 2011, Matt has worked with almost 1,200 students and is Applerouth's most requested tutor overall. His students have achieved perfect section scores on both the SAT and ACT and go on to attend competitive universities all over the world. Matt also tutors a wide range of other subjects, including AP and IB classes, as well as SAT Subject Tests, and private school admissions tests. A California native, Matt earned his BA at the University of California, Santa Barbara, and his MA at Emory University. He's got a wry sense of humor and a gift for making difficult material fun and accessible. When it comes to standardized testing, Matt offers these words of advice: "With standardized tests, it's key to understand the expectations of the test writer. Generally, if you understand what they're asking and why they are asking it, the test becomes a much easier experience."

What parents are saying about Matt's tutoring:

"I just want to let you know what an incredible tutor Matthew is. He worked with both of my boys and guided them successfully through this process. They both found the sessions helpful and Matt fun and engaging. Thank you!"



Jenn Amano

Jenn is a Premium Tutor who has worked with nearly 200 Applerouth students. She completed an undergraduate degree in speech-language pathology and a Master's degree in education at the University of Florida, and she taught high school English for several years before deciding to focus on tutoring. Jenn is in the top 10% of our most requested tutors, and she was named Applerouth's Premium Tutor of the Year in 2017. Students and parents alike appreciate her

warm, encouraging tutoring style and individualized instruction.

What parents are saying about Jenn's tutoring:

"Jenn has done a fantastic job of helping my daughter in a way that is not stressful or threatening to her. I can tell she feels much more confident about her upcoming test."



Tom Burt

Tom is a longtime Premium Tutor and the Director of Tutor Services here at Applerouth. Tom earned a Bachelor's of Science with a Double Major in Economics and Finance at the University of South Alabama and followed that up with an MBA from the University of Rochester, focusing on both Corporate Accounting and Finance. After working in the finance world for several years, Tom went back to school, earned a Teaching Certification in Broad

Field Business, Economics, and History at the University of Georgia, and taught high school for over 13 years. Since joining the team in 2011, Tom has tutored over 650 students and is one of our top 10 most requested tutors. Tom has tutored multiple students who have achieved perfect section scores and perfect composite scores on the SAT and ACT. He also tutors a range of economics and accounting-related courses. He sums up his tutoring philosophy simply and decisively: "Take a two-pronged approach: master the material and master the test."

What parents are saying about Tom's tutoring:

"Tom is an amazing tutor; he does a great job of preparing his students and really connects with them. Fabulous!"



Forrest Tuttle

Forrest is a Premium Tutor who has worked with almost 350 students since joining Applerouth in 2016. In that time, Forrest has helped his students go above and beyond their goals: multiple students have earned either perfect section or composite scores on their college entrance exams. Forrest's dedication and skill have made him a popular choice with families, and he's in our top 15% of most requested tutors. A Georgia native and Eagle Scout, Forrest earned a Bachelor's in Chemical and Biomolecular Engineering from Georgia Tech. He tutors a wide range of subjects, including SAT and ACT, SAT Subject and AP Exams, and Math and Science of all levels. Forrest describes his tutoring style as "patient and encouraging," and he focuses on building student confidence as well as understanding content.

What parents are saying about Forrest's tutoring:

"Forrest offered incredible encouragement that was exactly what my student needed. He was particularly helpful in the last few weeks leading up to the test."



Sarah Fletcher

Sarah is a Premium Tutor who has tutored over 100 students since joining the team in 2013. Sarah earned a degree in Mathematics from Harvey Mudd College before moving on to do graduate work in Mathematics and Theoretical Computer Science at Georgia Tech. Once she started PhD work, however, she realized that her true love was teaching, rather than research. She tutors SAT/ACT, math of all levels, as well as chemistry, physics and other sciences. Sarah's broad base of knowledge, combined with her dedication to her students, has cemented her place in our top 10% of most requested tutors. Her dedication pays off: several of her students have achieved perfect section or composite scores on their SAT and ACT. In addition to tutoring, Sarah serves as our Math Specialist, creating content for our books and online practice; she is the Applerouth authority on math problems! Sarah's tutoring philosophy focuses on breaking difficult problems into steps: "It is good to keep the big picture in mind, but the best approach to most any problem is to take things one step at a time. The small steps can be completely manageable even when the big picture seems overwhelming."

What parents are saying about Sarah's tutoring:

"My daughter likes Sarah's style and the way she helps her break things into pieces. She feels that Sarah is already helping her better understand the concepts."



Jenna Berk

Jenna is both a Premium Tutor and the D.C. area Tutor Manager. She's worked with over 100 Applerouth students and is the most requested tutor in the D.C. area. She's also tutored multiple students to perfect section scores on both the SAT and ACT. Before joining Applerouth in 2012, Jenna attended the University of Virginia, where she earned a BA in English with a minor in Theatre. Jenna spent five years in London, honing her acting skills at LAMBDA, before returning to D.C. When it comes to tutoring, Jenna's style is encouraging and reassuring. "Don't let the test get inside your head," she says. "And remember—it's always simpler than you think."

What parents are saying about Jenna's tutoring:

"Jenna is the best! She really understood my son's needs and tailored her work to what he needed. She was patient and understanding. And, of course, my son's SAT scores improved. Working with Jenna was an all around great experience."



Tal Kitron

Tal is a Premium Tutor who has worked with over 350 students since joining our team in 2013. He has helped numerous students to achieve perfect section and composite scores. Tal's dedication and skills have cemented his place in our top 10 most requested tutors. A National Merit Finalist, Tal received his BS from the University of Illinois and his JD from Emory University's School of Law. After practicing law for several years, Tal realized his true passion was tutoring, and he has never looked back. Tal describes his tutoring style as individualized: "I like to get to know a student to determine learning style, goals, and personality. Based on that information I can be laid-back, no-nonsense, or (more often) a combination of both. I challenge all my students to set high goals and always emphasize the importance of practice and effort." He works with students in SAT/ACT prep, Math, and Social Studies, including several AP and SAT Subject Tests.

What parents are saying about Tal's tutoring:

"Tal was an excellent tutor! He was engaging, personable, insightful, and made the overall experience very enjoyable!"

Our Leadership Team



Jed Applerouth *Founder & President*

Jed is a teacher and an educational innovator. In addition to staying abreast of current research to enhance the pedagogical strategies of Applerouth, Jed gives presentations throughout the country on topics ranging from Gender in College Admissions to Helping Students with LDs Become Super Testers. No stranger to assessments, Jed scored a perfect 2400 on the old SAT and a superscored 36 on the ACT. He earned his Bachelor's Degree from Penn's

Wharton Business School, and went on to receive a Master's in Counseling and a Doctorate in Educational Psychology. When he's not speaking to parents, teachers, and counselors about education and admissions testing, Jed is a counselor, painter, and globe-trotting photographer.



Natalie Henderson *CEO*

As a Woodruff Scholar at Emory University, Natalie earned her Bachelor's Degrees in Mathematics and Economics. While there she took a tutoring job with Jed and became Applerouth's first employee. She went on to earn a J.D. from Yale Law School, and from there worked in consulting, where she led projects supporting the Departments of State and Homeland Security. In 2012 Natalie returned to Applerouth as our COO. She helped streamline the growing business,

strengthening our focus and improving transparency, fiscal health, and team morale. In 2017 she became Applerouth's CEO: in Jed's words, "She's always learning and seeking to improve, all the while helping others rise with her."



John Cadenhead *Senior Director of Tutor Services*

John triple-majored as an undergrad at Emory University and went on to earn two graduate degrees, including a Master of Arts in Teaching from Georgia State University. He taught a myriad of humanities subjects at college, high school, and middle school levels before joining Applerouth in 2008. One of the most highly-requested tutors and someone who regularly moved students into the 99th percentile, John soon took over our tutor training program and then became

Director of Tutor Services. Under his leadership, companywide score increases have risen and tutor retention has more than doubled. In addition to setting and maintaining high standards for tutor hiring, training, and professional development, John trains teachers throughout the world in SAT/ACT content and pedagogy.

College Admissions Testing Guide Team



Komel Caruso *Senior Director of Sales and Marketing*

Komel leads the Business Development and Marketing teams at Applerouth. She earned her BA in Psychology from the University of Michigan in 2003 and her MS in Integrated Marketing from NYU in 2012. Prior to joining Applerouth, Komel held several marketing and leadership roles within the test prep and ed tech space.



Richard Vigneault *Director of Instructional Design*

A graduate of Emory University and Emory Law School, Richard has followed a passion for communication and education throughout his career. As Director of Instructional Design, Richard leads a team of writers, teachers, and animators to create our print and digital curriculum.



Diana Cohen *Director of Brand and Content*

Diana joined Applerouth in 2014 on the Business Development team and recently assumed the role of Director of Brand and Content, where she is focused on further developing the company's expert resources for parents, students, and educators. She holds a BA in Public Policy from Duke University and a JD from Yale Law School.



Lauren James *Marketing Manager*

Lauren began working at Applerouth in 2014 as a Marketing Intern while getting her Marketing degree from Kennesaw State University. After graduating, she joined Applerouth's full-time team and has worked her way up to Marketing Manager. For this Guide, Lauren assisted the copy and design team, providing feedback and edits.



Katie Rose *Communications Coordinator + Premium Tutor*

As Applerouth's Communications Coordinator, Katie writes about trends in college admissions and testing for Applerouth's print and web publications. She also travels to schools all over the Atlanta metro area, speaking to parents and students about college admissions, testing, and study skills. For this Guide, she led the writing team and served as both writer and editor. Katie earned her undergraduate degree from Columbia College, and went on to attend North Carolina State University, where she earned a Master's degree in Literature.



Eric Garbe *Premium Tutor*

Eric is a Premium Tutor who has worked with over 350 students since joining the Applerouth team in 2015. In that time, he has helped his students achieve impressive gains; he has also helped them become confident in their own skills. He served as our primary researcher on this project, collecting data on over a hundred colleges and universities, as well as information on the PSAT, SAT, and ACT. Eric graduated from the University of Georgia.



Kelli Gray *Operations Coordinator + Premium Tutor*

Kelli is the Operations Coordinator for Applerouth teams outside of Atlanta. She is also a premium tutor in Applerouth's Atlanta market, where she earned the 2018 MVP award. For this edition of the Guide, Kelli was on our copy team, both writing and editing. Kelli attended the University of North Alabama, where she earned her BA in English in 2012 and her MA in British Literature in 2014.



Tina Motway *Lead Artist*

Tina is our Lead Artist and Animator who earned a BFA in Animation from Savannah College of Art & Design. She leads the art team and is the talent behind the motion graphics in our animated instructional videos. Tina applied her graphic design skills to help fill this guide with infographics, images, icons, and artwork.

Resources and Further Reading

We hope you've enjoyed our Guide! Here's a list of resources we think you'll find helpful.

The ACT, SAT, SAT Subject Tests, and PSAT

The College Board's website (<http://www.collegeboard.com>) is the best place to learn about the SAT, Subject Tests, and the PSAT. You'll find information about registering, content tested, accommodations, and much more.

For the ACT, please visit ACT, Inc's website (<http://www.act.org>). You'll find all the information you need to register, apply for accommodations, and study for the ACT.

College Admissions Counseling and Planning

If you are interested in engaging an Independent Educational Consultant, who can help your family through the admissions process, you can start by visiting the Independent Educational Consultants Association (<http://www.iecaonline.org>), or the Higher Education Consultants Association (<https://www.hecaonline.org>).

Learning Disabilities and Support

The National Center for Learning Disabilities (<https://www.nclld.org>) is a great place to start if you are interested in learning more about advocacy and support for students with learning disabilities.

More About Applerouth

We work hard to stay on top of the latest news in admissions testing. Check out our Expert's Corner (<https://www.applerouth.com/experts/>) and subscribe to our newsletter, The Slice.



Interested in our tutoring services?

Feel free to reach out to us at 866-789-PREP (7737) or info@applerouth.com

"My daughter is going to Harvard! We are so happy for this opportunity and can't thank her tutor enough for being a part of the process."

—Parent, Washington D.C.

"My son was accepted Early Decision to the undergraduate business school at NYU. I'm quite confident that would never have happened if it wasn't for the fantastic job his tutor did helping him get there. I could see him grow much more confident about his ability to handle the various types of questions on the SAT.

I gladly recommend Applerouth to anyone who asks!"

—Parent, Seattle

"Thanks to my tutor, I was able to score high enough that I feel significantly more confident about applying Early Decision to my dream school. I seriously appreciate how invested she was in helping me improve. She went out of her way several times and concerned herself with my progress in a way that I can't say any other tutor ever has for me."

—Student, New York

"My kids both got into all schools and were very well prepared for college. Applerouth is really worth it in the long run to save on tuition, get scholarship money, or have a better chance of getting into goal schools."

—Parent, Atlanta

"I can't thank my tutor enough for helping me improve my ACT score that got me into my dream school, NYU! Thank you, thank you, thank you!"

—Student, International

"Thanks to my daughter's tutor on her ACT test, she was granted a \$38,000 merit scholarship."

—Parent, Seattle

"I owe so much to my Applerouth teacher for believing in me and giving me the courage to tackle harder problems that I never would have thought to try. That really took me to the next level. I have received a 1320 on the SAT in one sitting and a 1330 superscore. As a result of these scores, I have earned a full ride academic scholarship to my mother's alma mater and the school I will be attending. Not only did I earn full tuition, but I earned fees, room, and board too, so I will graduate college totally debt free. In addition to this scholarship, I was accepted to all ten schools to which I applied."

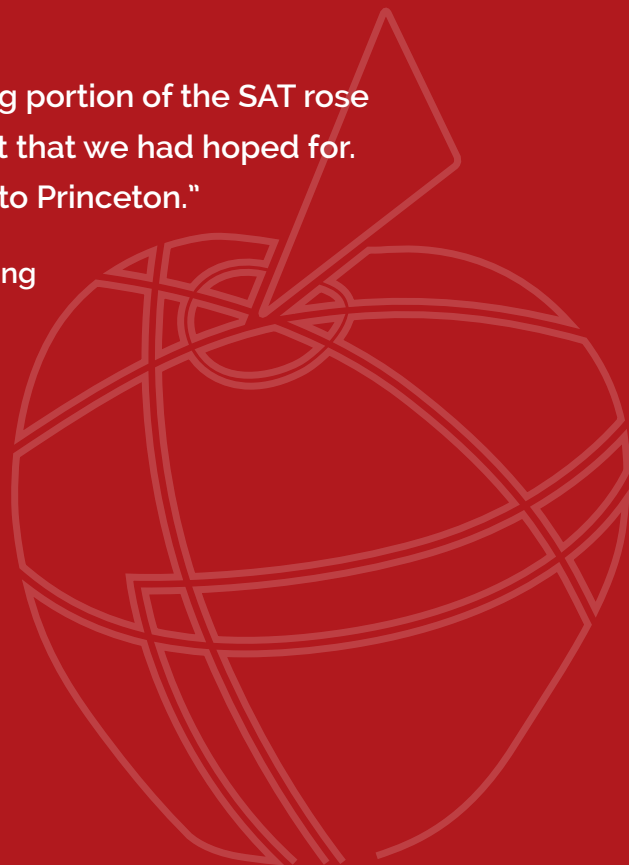
—Student, Atlanta

"My son was able to reach his goal on the ACT. He went from 32 to 34 with only three very focused sessions. It was a result of some hard work from my son, customization by his tutor, and experienced and collaborative work with Applerouth. My son is in excellent shape to apply to colleges and learned a lot about the technique, hard work, and focus required for tackling a measurement such as the ACT."

—Parent, Atlanta

"My daughter's score on the critical reading portion of the SAT rose from 690 to 720—exactly the sort of result that we had hoped for. She was accepted early action to Princeton."

—Parent, Online Tutoring



In Person Prep Options

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Bethany Bend

13680 GA-9 N
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Holcomb Bridge Office

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4300 Paces Ferry Road Southeast #245
Atlanta, GA 30339

Washington D.C. Metropolitan Area

202-558-5644

4750 Wisconsin Avenue Northwest
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12310 Pinecrest Rd #305
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847-239-5247

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