

# Navigating the College Admission Process

~ Prepared for Junior Year ~  
~ Class of 2013 ~



## RIDGE HIGH SCHOOL GUIDANCE DEPARTMENT

Mr. Francis T. Howlett, Jr., Principal

Mr. Sean Siet, Director of Curriculum and Instruction

Guidance Counselors:  
908-204-2585

Mrs. Jillian Shadis, Head Counselor  
Ext. 119 – [jshadis@bernardsboe.com](mailto:jshadis@bernardsboe.com)

Ms. Marguerite Cahill – Ext. 114 – [mcahill@bernardsboe.com](mailto:mcahill@bernardsboe.com)  
Mrs. Carrie Capozzi – Ext. 112 – [ccapozzi@bernardsboe.com](mailto:ccapozzi@bernardsboe.com)  
Ms. Rebecca Muraview – Ext. 113 – [rmuraview@bernardsboe.com](mailto:rmuraview@bernardsboe.com)  
Ms. Linda Riccobono – Ext. 117 – [lriccobono@bernardsboe.com](mailto:lriccobono@bernardsboe.com)  
Ms. Kimberlee Sweet – Ext. 118 – [ksweet@bernardsboe.com](mailto:ksweet@bernardsboe.com)  
Mrs. Jackie Treanor – Ext. 116 – [jtreanor@bernardsboe.com](mailto:jtreanor@bernardsboe.com)  
Mrs. Katherine Van Der Stad – Ext. 109 – [kvanderstad@bernardsboe.com](mailto:kvanderstad@bernardsboe.com)  
Ms. Peggy Wu – Ext. 111 – [mwu@bernardsboe.com](mailto:mwu@bernardsboe.com)

# COLLEGE ADMISSIONS PLANNING CALENDAR

## Junior Year

### SEPTEMBER - NOVEMBER

- Take the PSAT
- Visit College Fairs
- Attend College Rep. visits to Ridge HS
- Junior Parent Night

### DECEMBER - JANUARY

- Financial Aid Night
- PSAT results distributed
- Junior Module - *“Navigating the College Selection Process”*

### FEBRUARY-MARCH-APRIL

- Continue the College Search Process
- Senior Year Scheduling
- Individual Junior (Post-Secondary) Conferences
- Take SAT I/ACT

### SPRING BREAK

- Visit Colleges
- Refine your College List

### MAY - JUNE

- AP Tests
- Parent Night - *“The College Process for LD Students”*
- Admissions Panel Presentation
- Take the SAT I/SAT II/ACT
- Arrange for Teacher Letters of Recommendation
- Complete the Senior packet (due June 1 of your Junior Year)

### JULY - AUGUST

- Continue visiting colleges
- Schedule college interviews (if necessary)
- Begin to finalize your list of colleges
- Create a Common Application account after August 1
- Update your Naviance account
- Brainstorm/ draft essays

# COLLEGE ADMISSIONS GLOSSARY OF TERMS

## The Application

- **Transcript:** Official record of high school or college courses and grades.
- **Grade Point Average (GPA):** An indicator of the student's overall scholastic performance. The GPA is calculated by multiplying the credits by the quality point equivalent for each grade; the sum of the quality points is then divided by the sum of the attempted credits. For more information regarding computation of the weighted and unweighted GPAs, refer to Ridge High School's *Program of Studies*.
- **Common Application:** A standard application available at [www.commonapp.org](http://www.commonapp.org) that is accepted by over 450 selective colleges in lieu of their own form. Check the Web site for supplemental forms.
- **"VIP" Application (a.k.a. "Priority" or "Preferred" Application):** A college will sometimes offer a student a VIP application based on SAT scores or demonstrated interest in the school. Occasionally, using this application allows you to waive the fee or skip the essay and/or recommendation part of the application. This is not an indication of guaranteed admittance, and is not necessarily the best strategy for admission. Consult your counselor if you are offered one of these applications.

## Application Policies

- **Rolling Admissions:** A number of institutions review admissions applications on a continuing (rolling) basis. Acceptance decisions are made shortly after completed applications are received.
- **Early Decision Policy:** Policy by which a student must apply to a college by Nov. 1<sup>st</sup> or 15<sup>th</sup> and the college replies by December 15<sup>th</sup> or January 1<sup>st</sup>. If the student is accepted, he/she is obligated by contract to attend. Some schools also offer an "Early Decision II" option, where the student applies by January 1<sup>st</sup> or 15<sup>th</sup> and is obligated by contract to attend if accepted.
- **Early Action/Early Notification Policy:** Policy whereby a student will be notified of a college's decision within a set period of time providing the application is received in the admissions office by a specific date. These dates tend to parallel those of Early Decision. If accepted, the student is *not* obligated to attend.
- **Restricted/Single Choice Early Action:** An early choice that is not binding upon a candidate, but may prohibit a student from applying to other colleges under an Early Action or Early Decision programs. See individual school Web sites for details.
- **Regular Decision:** The application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.
- **Priority/Preferred:** The admissions office sets internal deadlines to gauge the number of its applicants, and to give scholarship consideration. The application is often divided into sections with a separate deadline for each section (i.e. a "Priority" or "Preferred" deadline date, along with a Regular Decision, Rolling, or Early Action deadline date).
- **Open Admissions:** The policy of some colleges of admitting virtually all academic high school graduates with minimal attention to high school grades and admission test scores. County Community Colleges are an example.

## Application Results

- **Accepted:** A particular college offered the applicant admission. Deposits to confirm attendance must be sent by May 1<sup>st</sup>.
- **Denied:** A particular college did *not* offer the applicant admission.
- **Deferred:** The term applied to applications for Early Action or Early Decision that are pushed back for consideration with the regular application pool. Deferred students should contact their counselor to discuss the next step in the process.
- **Wait-Listed:** A list of applicants to a particular college who are not admitted in the regular decision pool, but who may be considered if space is still available after admitted students have indicated whether or not they will attend. Wait-listed students should contact their counselor to discuss the next step in the process.

## Financial Aid

- **Free Application for Federal Student Aid (FAFSA):** A form required to apply to all Federal and New Jersey financial aid programs. Some colleges also use this form to determine financial aid to prospective students. This should be done online and must be completed *after* January 1<sup>st</sup> of the student's senior year ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)).
- **CSS/Financial Aid PROFILE:** A form used by the College Scholarship Service (CSS), the financial aid division of the College Board, to collect information about the student's total family income, assets and expenses. From this information, the CSS prepares an analysis (a personalized report of the family's potential contribution toward college expenses). Many colleges/universities use the PROFILE to award nonfederal private student aid funds. The application process for the PROFILE can begin in September.

## Standardized Testing

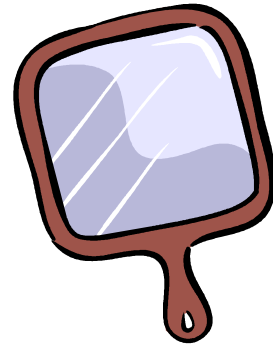
- **ACT/CEEB/SAT School Code Number:** 310-050
- **American College Test (ACT):** The majority of colleges will accept this test in lieu of the SAT I. This test measures student learning in four different areas: English, Mathematics, Reading, and Science. There is an optional writing section that most colleges require.
- **Scholastic Assessment Tests**
  - **SAT I: Reasoning Test:** This test measures critical reading, critical writing and mathematical reasoning skills and abilities that have been developed over time, both in and out of school.
  - **SAT II: Subject Tests:** There are over 20 one-hour subject tests offered by Education Testing Service that attempt to measure student academic achievement. These tests fall into five general subject areas: English, History, Mathematics, Science, and World Languages. Check the website ([www.collegeboard.org](http://www.collegeboard.org)) for details.
- **Test of English as a Foreign Language (TOEFL):** This test is used to demonstrate proficiency in English and is divided into four sections: listening, structure, reading, and writing. This test is often taken by international students or by students whose primary language spoken at home is something other than English. This is internet-based testing. For more information, check the Web site: [www.ets.org/toefl](http://www.ets.org/toefl).

# FINDING THE COLLEGE THAT IS RIGHT FOR YOU

- It is a process!

- **Self-Reflection**

- Interests/aptitudes
- Career goals
- Academic strengths and weaknesses
- GPA and standardized test scores



- **Weigh the options**

- Majors desired
- States preferred
- Size and setting preferred
- Activities desired
- Academic standards he/she can match
- Costs the family can meet

- **Refine the list**

- Review available materials from colleges (Web sites, virtual tours, view books, etc.)
- Visit different types of campuses. Attend campus tour days, open houses, financial aid workshops, etc.
  - Plan ahead (prepare questions to ask, research “the features” of each college)
  - Arrange an interview, if possible
  - Check out classes (sit in on one or several)
  - Explore all the facilities (dorms, athletic facilities, library, research areas, etc.)
  - Stay overnight
  - Talk to students on campus
  - Check out safety issues
  - Explore the town



# COLLEGE VISITATION GUIDELINES

Before you arrive on campus, decide what is important to you and your parents to find out. Keep a notebook (or use your Naviance journal online) and make detailed notes, not just on information you have learned, but also on impressions you have formed. If you visit more than one college in a day, it is important to allow enough time between visits to process the information. If you do not, the visits will become jumbled and you may not be able to remember one campus from another.

Listed below are suggested questions to ask of yourself and others.

## WHEN TALKING TO STUDENTS

1. Do you feel the faculty is interested in students and accessible to them outside of class?
2. How much time do you study each day/week?
3. Do you find it easy to study in your residence hall room?
4. What is the library like as a place to study? To research? To socialize?
5. How easy is it to get the classes you want?
6. How easy is it to get extra help in your classes?
7. Do many students go home on the weekends?
8. Are on-campus jobs easily available?
9. How is the food?
10. What do you like best about this college? Least?
11. Why did you choose this college? Would you choose it again?

## WHEN VISITING A CLASS

1. Are students interested in the material?
2. Is there time for questions and discussion?
3. Do students participate?
4. Am I intellectually challenged by what is taking place in this class?
5. Is a graduate student or professor teaching this class?
6. Is there a good rapport between professors and students?
7. Would I feel comfortable as a student in this setting?
8. How large are class sizes?

## WHEN TOURING THE CAMPUS

1. Are the older buildings in good repair?
2. Are there new buildings?
3. Is the technology up-to-date? Are the computers accessible and plentiful?
4. Are the rooms in the residence hall pleasant? Is there a quiet area to study in?
5. Are common areas in the residence halls attractive? Are there laundry and kitchen facilities?
6. What is the cafeteria like? Is it in the residence hall? How many on campus are there to choose from?
7. Are the grounds well kept?
8. Is the setting and architecture appealing?
9. What is the surrounding town or city like?
10. Can you picture yourself there?

## WHEN THE VISIT IS OVER

1. Were the people friendly and did they answer your questions fully and candidly?
2. Did you feel the students were the kind of people you'd like to get to know?
3. Did you sense that the college was interested in having you as a student?
4. Did you like the social atmosphere?
5. Did the campus impress you in any way?
6. What did you think about the quality of instruction?
7. What do you feel about the academic demands and atmosphere?
8. Was there anything about the college you didn't like? How important of an issue is this to you?
9. Would you like to spend more time here? The next four years?

## WHEN YOU RETURN HOME

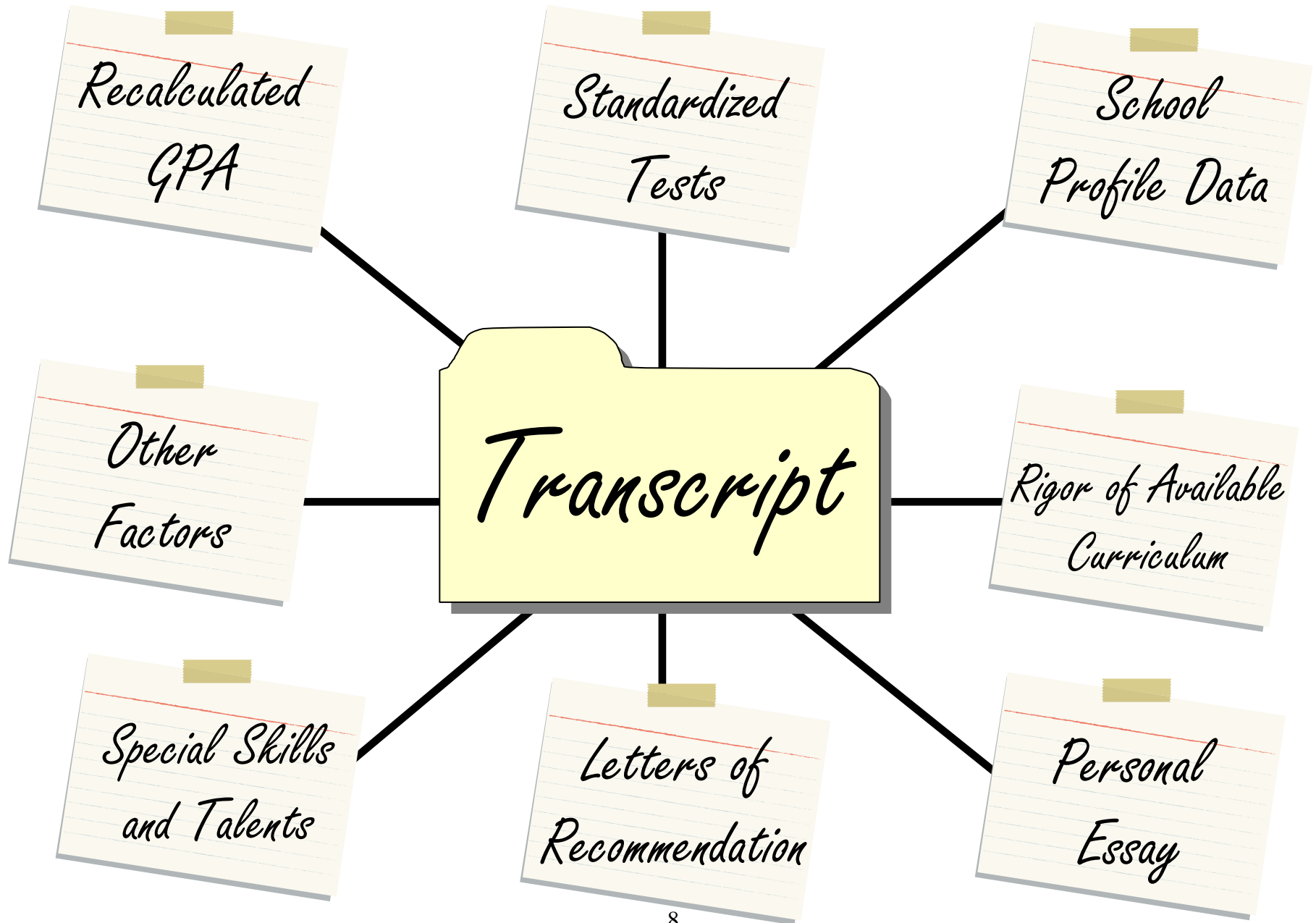
1. E-mail or write a brief "Thank You" note to the person who interviewed you, the person who gave you a tour of the campus, and to anyone else who extended courtesies to you while on campus.
2. Review your visit with your Guidance Counselor. Talk over what you have learned and the impression you have received.
3. Review the school's publications – they will be meaningful after you have visited the school.

# NEARBY CAMPUSES FOR BRIEF “TYPE” VISITS

These are different “types” of campuses within a few hours of home. Visit after school, on weekends, or during school breaks to get a “feel” for the campus and students. Go with friends or family, compare notes, and relate these types to your actual choice list. Or, maybe include some of these on your own college list!

Size	College	Location	U.G. Pop.	Type of School	Setting		Campus	Miscellaneous
Large	Rutgers University: New Brunswick	Piscataway, NJ	30,350	Public University	Suburban	Large town	Residential	
	Temple University	Philadelphia, PA	27,600	Public University	Urban	Very large city	Commuter	
	New York University	New York, NY	22,100	Private University	Urban	Very large city	Residential	
	Drexel University	Philadelphia, PA	14,000	Private University	Urban	Very large city	Residential	
	Montclair State University	Montclair, NJ	14,000	Public University	Suburban	Large town	Residential	
	Kean University	Union, NJ	13,000	Public Liberal Arts College/University	Suburban	Small city	Commuter	
Medium	Rowan University	Glassboro, NJ	10,000	Public University	Suburban	Large town	Residential	
	University of Pennsylvania	Philadelphia, PA	9,900	Private University	Urban	Very large city	Residential	
	Kutztown University of Pennsylvania	Kutztown, PA	9,700	Public University	Rural	Small town	Residential	
	Bloomsburg University of Pennsylvania	Bloomsburg, PA	9,100	Private Liberal Arts College/University	Rural	Large town	Residential	
	Raritan Valley Community College	North Branch, NJ	8,500	Public Community College	Suburban	Large town	Commuter	Two-year
	Fordham University	Bronx, NY	8,200	Private University	Urban	Very large city	Residential	Roman Catholic Church/ Society of Jesus (Jesuits)
	Lehigh University	Bethlehem, PA	6,500	Private University	Suburban	Small city	Residential	
	The College of New Jersey	Ewing, NJ	6,500	Public Liberal Arts College	Suburban	Large town	Residential	
	Fairleigh Dickinson University: Metropolitan Campus	Teaneck, NJ	6,459	Private University	Suburban	Large town	Commuter	
	East Stroudsburg University	East Stroudsburg, PA	6,400	Public University	Suburban	Large town	Residential	
	New Jersey Institute of Technology	Newark, NJ	6,100	Public University	Urban	Large city	Residential	
	Columbia University	New York, NY	5,900	Private University	Urban	Very large city	Residential	
	Ramapo College of New Jersey	Mahwah, NJ	5,800	Public Liberal Arts College	Suburban	Large town	Residential	
	Seton Hall University	West Orange, NJ	5,300	Private University	Suburban	Large town	Residential	Roman Catholic Church
	Princeton University	Princeton, NJ	5,200	Private University	Suburban	Large town	Residential	
	Monmouth University	W. Long Branch, NJ	4,700	Private University	Suburban	Small town	Residential	
	Rider University	Lawrenceville, NJ	4,700	Private University	Suburban	Small town	Residential	
	Bucknell University	Lewisburg, PA	3,500	Private University	Rural	Small town	Residential	
Manhattan College	Riverdale, NY	3,000	Private Liberal Arts College/College of Engineering	Urban	Very large city	Residential	Roman Catholic Church	
Small	Muhlenberg College	Allentown, PA	2,500	Private Liberal Arts College	Suburban	Small city	Residential	Evangelical Lutheran Church In America
	Fairleigh Dickinson University: College at Florham	Madison, NJ	2,450	Private University	Suburban	Large town	Commuter	
	Lafayette College	Easton, PA	2,400	Private Liberal Arts College/College of Engineering	Suburban	Large town	Residential	Presbyterian Church
	Stevens Institute of Technology	Hoboken, NJ	2,400	Private University/College of Engineering	Suburban	Small city	Residential	
	Albright College	Reading, PA	2,300	Private Liberal Arts College	Suburban	Small city	Residential	United Methodist Church
	Marymount Manhattan College	New York, NY	2,100	Private Liberal Arts College	Urban	Very large city	Commuter	
	Centenary College	Hackettstown, NJ	2,000	Private Liberal Arts College	Suburban	Large town	Commuter	United Methodist Church
	Georgian Court College	Lakewood, NJ	2,000	Private Liberal Arts College/University	Suburban	Large town	Commuter	Roman Catholic Church/ Women only
	Drew University	Madison, NJ	1,800	Private Liberal Arts College/University	Suburban	Large town	Residential	United Methodist Church
College of St. Elizabeth	Morristown, NJ	1,250	Private Liberal Arts College	Suburban	Large town	Residential	Roman Catholic Church/ Women only	

# HOW DO COLLEGES EVALUATE THE APPLICATION?



# GUIDE TO STANDARDIZED TESTS

<i>THE TEST</i>	<i>PSAT/NMQT</i>	<i>SAT REASONING TEST</i>	<i>SAT SUBJECT TESTS</i>	<i>ACT ASSESSMENT</i>	<i>ADVANCED PLACEMENT</i>
<b>WHO SHOULD TAKE IT?</b>	College-bound juniors, sometimes sophomores	A testing option for college-bound juniors and seniors	Students applying to colleges that require them (usually more selective schools)	A testing option for college-bound juniors and seniors	Students taking AP courses who seek college credit or advanced standing
<b>SUBJECTS/ SKILLS TESTED</b>	<p><b>Critical Reading</b> Vocabulary, sentence completion, verbal reasoning, reading comprehension</p> <p><b>Math</b> Problem solving using numbers and operations; Algebra and functions; Geometry and measurement; and Data analysis, statistics and probability. Students are advised to bring a calculator.</p> <p><b>Writing Skills</b> Identifying sentence errors, improving sentences, and improving paragraphs</p>	<p><b>Critical Reading</b> Sentence completion, passage-based reading, identifying main and supporting ideas, determining the meaning of words in context, understanding authors' purposes, understanding the structure and function of sentences</p> <p><b>Math</b> Problem solving using numbers and operations; Algebra and functions; Geometry and measurement; and Data analysis, statistics and probability. Students are advised to bring a calculator.</p> <p><b>Writing</b> Recognize sentence errors, choose the best version of a piece of writing, improve paragraphs, grammar, usage, word choice, and an essay</p>	Literature, U.S. History, World History, Math Level 1 (through Algebra 2), Math Level 2 (through Math Analysis), Biology E (biological communities, populations, and energy flow), Biology M (biochemistry, cellular structure, and processes), Chemistry, Physics, French (optional listening), German (optional listening), Spanish (optional listening), Modern Hebrew, Italian, Latin, Chinese with Listening, Japanese with Listening, Korean with Listening	<p><b>English</b> Punctuation, grammar and usage, sentence structure, rhetorical skills</p> <p><b>Math</b> Pre, elementary and intermediate algebra; coordinate and plane geometry; trigonometry</p> <p><b>Reading</b> Determine main ideas, locate and interpret significant details, understand sequences of events, make comparisons, comprehend cause/effect relationships, determine the meaning of context-dependent words, draw generalizations, analyze the author's voice</p> <p><b>Science</b> Data representation, research summaries, conflicting viewpoints</p> <p><b>Writing (Optional, but required for some schools)</b> Essay that measures writing skills</p>	Art History, Biology, Calculus AB/BC, Chemistry, Chinese Lang. & Culture, Computer Science A, English Language & Comp., English Literature & Comp., Environmental Science, European History, French Language & Cult., German Language & Cult., Government & Politics: Comparative. Government & Politics: U.S., Human Geography, Italian Lang. & Cult., Japanese Lang. & Culture, Latin: Vergil, Music Theory, Physics B/C, Psychology, Spanish Language, Spanish Literature, Studio Art 2-D, Studio Art 3-D, U.S. History, World History
<b>SCORING</b>	Scores range from 20-80 on each section.	Scores range from 200-800 on each section.	Scores range from 200-800 on each subject test.	The highest score is a 36.	Scores ranges from 1 (not qualified) to 5 (highly qualified).
<b>HOW RESULTS ARE USED</b>	National Scholarship competitions; to estimate SAT scores; colleges market to students on basis of scores	College admission decisions; Score choice option – choose which scores are sent to colleges	College admission decisions, particularly at more selective schools; for placement	College admission decisions and placement	For college credit at some schools; for placement; AP awards/International Diploma
<b>PREPARATION TIPS &amp; TECHNIQUES</b>	Take practice test in <i>Student Bulletin</i> ; study incorrect answers for patterns of errors. Be familiar with the calculator you will use.	Use PSAT results to pinpoint weaknesses. Read to improve comprehension & vocabulary. Review math. Read <i>Taking the SAT Reasoning Test</i> . Use College Board Web site. Take practice tests. Know score formula.	Schedule tests as soon as possible after you complete the course. Take the College Board's practice tests. Read <i>Taking the SAT Subject Tests</i> . Use College Board Web site. Know score formula.	Read <i>Preparing for the ACT Assessment</i> . Use ACT Web site. Review areas you have studied; identify areas you haven't. Take sample test. Know score formula.	Take AP/advanced level courses or pursue supervised independent study. Read AP publications about your subject area. Use College Board web site. Know score formula.
<b>WEB SITES</b>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>	<a href="http://www.actstudent.org">www.actstudent.org</a>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>

# SAT vs. ACT: DIFFERENCES AT A GLANCE

	SAT	ACT
Type of Assessment	Aptitude Test: reflects content used in all strong college preparatory courses.	Achievement Test: curriculum-based tests that measure achievement in core content areas.
Acceptance	The SAT is accepted nationwide.	The ACT is accepted nationwide.
What is the structure and timing of the test?	<p>The SAT is made up of 10 sections:</p> <ul style="list-style-type: none"> <li>• A 25 minute essay</li> <li>• Six 25 minute sections (Critical Reading, Math, and Writing)</li> <li>• Two 20 minute sections (Critical Reading, Math, and Writing)</li> <li>• A 10 minute multiple choice writing section</li> </ul> <p>Total test time: 3 hrs. 45 min.</p>	<p>The ACT is made up of 5 sections:</p> <ul style="list-style-type: none"> <li>• English: 75 questions, 45 minutes</li> <li>• Mathematics: 60 questions, 60 minutes</li> <li>• Reading: 40 questions, 35 minutes</li> <li>• Science: 40 questions, 35 minutes</li> <li>• Writing (Optional, but required for many colleges): 1 prompt, 30 minutes</li> </ul> <p>Total test time w/o Writing: 2 hrs. 55 min. Total test time w/ Writing: 3 hrs. 25 min.</p>
What is the test content?	<ul style="list-style-type: none"> <li>• <b>Critical Reading:</b> Sentence completion, passage-based reading, identifying main and supporting ideas, determining the meaning of words in context, understanding authors' purposes, understanding the structure and function of sentences.</li> <li>• <b>Math:</b> Problem solving using numbers and operations; Algebra and functions; Geometry and measurement; and Data analysis, statistics and probability. Students are advised to bring a calculator.</li> <li>• <b>Writing:</b> Recognize sentence errors, choose the best version of a piece of writing, improve paragraphs, grammar, usage, word choice, and an essay.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English:</b> Punctuation, grammar and usage, sentence structure, rhetorical skills.</li> <li>• <b>Math:</b> Pre, elementary and intermediate algebra; coordinate and plane geometry; trigonometry.</li> <li>• <b>Reading:</b> Determine main ideas, locate and interpret significant details, understand sequences of events, make comparisons, comprehend cause/effect relationships, determine the meaning of context-dependent words, draw generalizations, analyze the author's voice.</li> <li>• <b>Science:</b> Data representation, research summaries, conflicting viewpoints.</li> <li>• <b>Writing (Optional):</b> Essay that measures writing skills.</li> </ul>
Is there a penalty for wrong answers?	YES ¼ is subtracted point for incorrect multiple-choice answers. No points are subtracted for incorrect student produced responses (math section) or for omitted questions.	NO Points are not deducted for incorrect or omitted answers.
How is the test scored?	You can earn a total of 200 to 800 in Critical Reading, Math and Writing, added together for a combined score of 600 to 2400.	You can earn a score of 1 to 36 in English, Math, Reading, and Science. Averaged together, you get a total composite score from 1 to 36. If taken, the Writing test is scored from 2 to 12 and it counts as 1/3 of the total English score.
Are all scores sent to schools?	NO There is a score choice option. Students can choose which schools will receive their scores AND which scores the school will see.	NO There is a score choice option. Students can choose which schools will receive their scores AND which scores the school will see.
Test Accommodations?	YES – Forms/Documentation needed prior to registration.	YES – Forms/Documentation needed at the time of registration.
Web site	<a href="http://www.collegeboard.org">www.collegeboard.org</a>	<a href="http://www.actstudent.org">www.actstudent.org</a>

# SAT/ACT CONCORDANCE



The Concordance study by ACT and the College Board: How do the tests relate?

ACT	College Board (SAT)
<p>“The ACT and SAT are different tests that measure similar but distinct constructs. The ACT measures achievement related to high school curricula, while the SAT measures general verbal and quantitative reasoning. ACT and the College Board have completed a concordance study that is designed to examine the relationship between two scores on the ACT and SAT. These concordance tables do not equate scores, but rather provide a tool for finding comparable scores.”</p>	<p>“The College Board and the ACT worked together to complete a study of all the students in the high school graduating class of 2006 who took both the ACT and the SAT. The SAT and ACT are different tests, and it is not possible to predict exactly what score a student will get on one test, based solely on the score obtained on the other test. In general, the scores should not be compared. However, we understand that our constituents, particularly members of the admissions community, have a need to assess the test scores of students, some of whom might have taken the SAT, while others might have taken the ACT. A concordance study and the resulting tables, which reflect data from a group of students who have taken both tests, provide the best possible estimated comparison.”</p>
<p><a href="http://www.act.org/aap/concordance/pdf/reference.pdf">http://www.act.org/aap/concordance/pdf/reference.pdf</a></p>	<p><a href="http://professionals.collegeboard.com/data-reports-research/sat/sat-act">http://professionals.collegeboard.com/data-reports-research/sat/sat-act</a></p>

For a more detailed explanation of Concordance, please consult the following ACT Web site:

<http://www.act.org/aap/concordance/understand.html>

Concordance chart used by Admissions Officers:

ACT Composite Score	SAT Score Critical Reading + Math (Single Score)	SAT Score Critical Reading + Math (Score Range)	ACT Combined English/Writing	SAT Score Writing (Single Score)	SAT Score Writing (Score Range)
36	1600	1600	36	800	800
35	1560	1540-1590	35	800	800
34	1510	1490-1530	34	770	770-790
33	1460	1440-1480	33	740	730-760
32	1420	1400-1430	32	720	710-720
31	1380	1360-1390	31	690	690-700
30	1340	1330-1350	30	670	660-680
29	1300	1290-1320	29	650	640-650
28	1260	1250-1280	28	630	620-630
27	1220	1210-1240	27	610	610
26	1190	1170-1200	26	590	590-600
25	1150	1130-1160	25	570	570-580
24	1110	1090-1120	24	550	550-560
23	1070	1050-1080	23	530	530-540
22	1030	1020-1040	22	510	510-520
21	990	980-1010	21	490	480-500
20	950	940-970	20	470	470
19	910	900-930	19	450	450-460
18	870	860-890	18	430	430-440
17	830	820-850	17	420	410-420
16	790	770-810	16	400	390-400
15	740	720-760	15	380	380
14	690	670-710	14	360	360-370
13	640	620-660	13	340	340-350
12	590	560-610	12	330	320-330
11	530	510-550	11	310	300-310

<http://www.act.org/aap/concordance/pdf/reference.pdf>

# SAT/ACT FAQs



Please be well aware that these are *general* responses to questions we often get regarding standardized testing. Each student's circumstances are unique, and you should consult your counselor before making any important decisions about testing issues.



How do I know which test I should take?



There's no hard and fast way to determine which test to take. Often, if time and preparation allow, we recommend that the student sit for one SAT and one ACT and then see which exam yielded better results. The student can then focus attention on that exam for future testing. Some review companies offer an "SAT/ACT Diagnostic," which provides a sampling of questions from each test. You can also find such an assessment in Naviance under "Method Test Prep 2.0." This is often a quicker (and cheaper) way to determine which test the student is more comfortable taking, but it's obviously not as accurate as sitting through each full test.



Is there a limit on how many times I can take the SAT or ACT?



No. The CollegeBoard and ACT will allow students to sit for exams as many times as they want.



How many times should I take the test(s)?



Research has indicated that scores, on the whole, do not show significant improvement after the student takes the test more than three times.



Should I opt to take the writing portion of the ACT?



Yes! The majority of colleges require the writing portion of the ACT, if that is the test the student chooses to take.



What does it mean to "superscore?"



To "superscore" is to take the highest score from each test section, regardless of test date. If you took the SAT on three different test dates (for instance, March, May, and June), the colleges will mix and match your best sections.



## Sara Student's SAT Scores:

	CR	M	W
March	560	500	650
May	560	480	620
June	600	550	600

### Which test sitting(s) should Sara send to colleges?

Sara's best bet would be to send her March and June tests. There is no reason to send the May test scores because they were her lowest in each of the three sections. If a college superscores, admission officers will consider her best individual sections from the tests that she has chosen to send. Therefore, Sara's superscore would be a 600 (CR from June), 550 (M from June), and 650 (W from March), making her total superscore an 1800 out of 2400.



Do colleges superscore both the SAT and ACT?



Generally speaking, most colleges will superscore the SAT. A fewer (but growing!) number will superscore the ACT. **Always review the policy of each college to which you are applying to be sure, and discuss your strategy with your counselor.**



Do both testing companies utilize "Score Choice?"



Yes. Score Choice is a score-reporting feature that gives students the option to choose the scores they want sent to colleges by test date, in accordance with each institution's individual score-use practice. For the SATs, Score Choice is optional, and if students choose not to use it, all scores will be sent automatically. For ACTs, students must specify which test date(s) to send.



If I do very well on the SAT but only "okay" on the ACT, should I send both scores?



It's not usually necessary to send both. Colleges will use the SAT/ACT concordance chart to equate the scores, and then admissions officers will consider whichever is higher. The only exception to this might be if the colleges do not superscore.

# 2011-2012\* STANDARDIZED TESTING DATES

## SAT & Subject Tests\*

www.collegeboard.org

2011-12 Test Dates	Test	U.S. Registration Deadlines	
		Regular	Late (a fee applies)
October 1, 2011	SAT & Subject Tests	September 9, 2011	September 21, 2011
November 5, 2011	SAT & Subject Tests	October 7, 2011	October 21, 2011
December 3, 2011	SAT & Subject Tests	November 8, 2011	November 20, 2011
January 28, 2012	SAT & Subject Tests	December 30, 2011	January 13, 2012
March 10, 2012	SAT only	February 10, 2012	February 24, 2012
May 5, 2012	SAT & Subject Tests	April 6, 2012	April 20, 2012
June 2, 2012	SAT & Subject Tests	May 8, 2012	May 22, 2012

Registration Fees	
SAT	\$49
SAT Subject Tests Basic registration fee (per registration) Language with Listening Tests All other SAT Subject Tests	\$22 add \$22 add \$11
Additional Processing Fees (add to total test fees)	
Register by phone (available only if you have registered before)	\$15
Change test, test date or test center fee	\$25
Late fee (U.S. and U.S. territories)	\$26
Standby fee	\$43

## ACT\*

www.actstudent.org

Test Date	Registration Deadline	(Late Fee Required)
September 10, 2011	August 12, 2011	August 13 – 26, 2011
October 22, 2011	September 16, 2011	September 17 – 30, 2011
December 10, 2011	November 4, 2011	November 5 – 18, 2011
February 11, 2012*	January 13, 2012	January 14 – 20, 2012
April 14, 2012	March 9, 2012	March 10 – 23, 2012
June 9, 2012	May 4, 2012	May 5 – 18, 2012

ACT (No Writing)	\$34.00
ACT Plus Writing	\$49.50
Late registration fee (U.S. or Canada only)	add \$21.00
Standby testing on test day	add \$42.00

This page is to be used as a quick-reference only. Please check the official SAT and/or ACT web sites for the most up-to-date information on test offerings and fees.

\*2012 – 2013 test dates/deadlines will be available in the Spring.