

2026–2027

SUMMIT EDUCATIONAL GROUP

College Admission Testing Guide

Comprehensive guide to the SAT, ACT,
AP Exams, PSAT, and PreACT

Comparison between
the SAT and ACT
admission tests

Advice for creating
a sane and sensible
testing plan

Admission facts for
most major colleges
and universities

Detailed information
about AP Courses
and Exams



LETTER FROM SUMMIT

Dear Colleagues, Parents, and Students,

Today's testing and admission landscape remains as complicated as ever. Standardized test scores are increasingly important in admissions, with larger portions of admitted students sending scores to colleges with test-optional policies. Further, more selective schools have shifted to requiring test scores. Overall, admissions are becoming more competitive, and students are looking for more ways to differentiate themselves.

Test with an 'everything to gain, nothing to lose' mindset.

In this competitive college admissions landscape, we continue to advise students to test with an 'everything to gain, nothing to lose' mindset. Test-optional does not mean test blind, nor does it mean that SAT or ACT scores are unimportant. Test scores still play an important role in the college admissions process. Recruited athletes or students interested in increasing their merit aid award, for example, may find it necessary to submit scores. Scores that enhance a student's application will allow that student to stand out. Especially in this era of grade inflation, SAT or ACT scores can validate a student's transcript and further demonstrate their academic readiness for college level work. For the vast majority of students, having strong scores that they can submit to a wide range of schools will only help.

85% of our families come as referrals.

On the heels of the SAT's recent change to fully digital administrations, the ACT has changed to its new "Enhanced" format, which offers more time per question and makes the Science section optional. As these exams evolve, students must be careful that information and resources they find are up-to-date.

Our tutors continue to provide the same exceptional teaching and support that students have relied on for 35 years. With the most modern and proven resources, we are ready to help students reach their full potential on any test for college admissions.

When it comes to test preparation, we recommend that students map out their unique, customized testing plan early in the process. Our goal is always to help students score to their true potential on test day and to achieve a score that showcases their academic abilities.

Another trend in the college admission landscape is the increased importance of a student's high school transcript as an indicator of college readiness. Colleges are looking at both students' grades and the rigor of their classes. Not surprisingly, we are seeing a rise in the number of students taking AP courses and AP exams. Summit is uniquely positioned to help students with both. Our expert AP tutors guide students through the daily rigors of their AP classes. In addition, they teach them the strategies and content they need to reach their goals on the AP exam themselves through our 8+ week AP test prep program. Finally, we offer full-length, expert-scored practice AP exams. We encourage all AP students to take an AP practice exam with us to see where they stand before test day.

With recent changes to SAT, ACT, and APs, you need resources that are up-to-date and proven to be effective.

In addition to providing exceptional 1-1 test preparation and academic tutoring services, we strive to be a trusted expert resource for counselors and families navigating the process. This complimentary, annual guide is a valuable tool designed to answer your most pertinent questions. Hang onto it and refer to it often throughout your college admissions journey.

If you're looking for professional, thoughtful, personal guidance, expert tutors and teachers, and exceptional test prep and academic tutoring, we are here for you. We are very proud that 85% of our families come as referrals from their friends, school counselors, private consultants, learning specialists, and others. It means we are doing well by our students and families and the rest of our constituents.

Our commitment is to your success on your terms. We encourage you to contact us. We'd be delighted to help in any way we can.

Sincerely,



Michael Dean
VP, Academic Services
Summit Educational Group



Drew Heilpern
Brand Ambassador
Summit Educational Group

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ABOUT SUMMIT EDUCATIONAL GROUP

For more than 35 years, Summit has provided premium, one-on-one test preparation and academic tutoring services, delivered both in-home and online. Our goal is to help students reach their full academic potential while reducing anxiety and building confidence. We pride ourselves on our high level of service, course materials, and most importantly, our outstanding tutors. We know that a strong tutor, and the *right* tutor, is essential to a successful tutoring program.



One-on-One Test Prep



Summit's customized, one-on-one, in-home and online tutoring prepares students for the SAT, ACT, PSAT, SSAT, ISEE, and AP exams. Families choose us for our expertise, reputation, and results. We use a three-pronged approach to lead students to standardized testing success, integrating a proven combination of academic skill-building, test-taking strategy, and ongoing practice testing.

Prior to starting our SAT or ACT test prep, our Foundations program can help fill skill gaps in the math and verbal content on the SAT and ACT. With our curriculum specifically developed for learning the necessary fundamentals, Foundations tutors work one-on-one with students to help them succeed in their later, full-fledged test prep program.



One-on-One Academic Prep

Summit's highly qualified tutors can help students who want targeted support with a specific subject as well as additional instruction to help them excel. We provide tutoring in most subjects, including English, math, science, history, and languages. Utilizing course syllabi and textbooks, Summit academic tutors are able to provide additional course instruction, help with homework, and facilitate study for mid-terms and final exams. We believe in meeting students where they are and designing a 1-1 tutoring program that will help them excel in the classroom.

Our tutors can help your student conquer AP exams. Whether for ongoing learning support throughout the year or review and preparation leading up to test day, we customize each and every AP program to specifically fit your student's needs.

Summit's Executive Function Coaches help students stay engaged with schoolwork and on top of their schedule. They help ensure that homework is completed successfully and on time, holding students accountable while helping to improve organizational and study skills. Our Executive Function Coaches will also collaborate with students to create work plans. We provide comprehensive reports following every session, making parents aware of any areas where students might need additional support.



Advanced One-on-One Math & Writing Courses

Summit's Peak academic programs are advanced, 1-1 math and writing programs designed to accelerate a student's math or writing development. Students who complete these programs are prepared to excel in the honors, accelerated, and AP courses that lie ahead. Designed for students in grades 4–10, Peak programs are all delivered 1-1 by our expert, professional tutors.



Peak Writing Program

The Peak Reading & Writing program, for students in grades 5–9, gives students a solid foundation of basic essay-writing skills. Students finish the program with a strong knowledge of how to structure essays, write strong thesis statements, and support their arguments. They also learn key reading strategies that are essential for implementing these writing skills.

The Peak Analytical Writing program, for students in grades 8–12, teaches students the art of analytical writing, the most frequent and often most challenging form of writing students encounter in high school and college.

SUMMIT'S PROVEN PROCESS

OUR APPROACH

As a Summit client, you get more than a great tutor. You also get an entire team of experts dedicated to your student's success. Your Program Director serves as your personal advisor and dedicated resource, from carefully matching your student with one of our expert tutors to checking in with you along the way to ensure goals are being met. In addition, you gain access to our proven resources, including proprietary course materials and curricula.



Initial Diagnostic

Whether your student's focus is test prep, academic, or one-on-one accelerated math and writing, successful tutoring programs begin with a baseline diagnostic assessment. **We use the results of our diagnostic tests to customize the program for your student.** Students in our academic and advanced programs start with an initial skill assessment. Test prep students begin by taking a proctored practice test. Your Program Director, together with your family, will craft a customized and sensible tutoring plan and will recommend the number of tutoring sessions, taking into account your student's strengths, areas in need of improvement, learning schedule, and timeline.



Individualized Tutoring Plan

We recognize that every student is unique in personality, learning style, and goals. That is why we customize each of our programs to fit the individual, putting the student's well-being front and center. From the first phone call, we make the success of your student our number one priority. Our Program Directors will recommend the right tutoring program for your student. While every program varies, our typical programs consist of 12 to 16 weekly 90-minute sessions. Everything is customized to be as flexible as possible. **There is no minimum or maximum number of sessions for any of our programs.**



Tutor Matching

After completing a thorough intake to learn about your student's personality, learning style, and goals, your Program Director matches your student to the tutor who will be the best fit. Our tutors are passionate teachers who know how to motivate, build confidence, and raise scores and grades. **A strong tutor is essential to a successful tutoring program.**



One-on-One Tutoring

Whether your student chooses



in-home or online tutoring, your family will receive the same great Summit services and results. We believe one-on-one tutoring is the best way to effectively teach students. Each tutoring session is geared to your student. We work with your student to set specific goals, customize lessons, and evaluate progress along the way. A continuous assessment of needs and customization is at the core of every Summit program. After each session, you receive a lesson recap email to monitor progress and to learn of any areas where your student needs additional support.

In-home tutoring services are currently available in various regions throughout New England and New York. Your student's test prep takes place in their home, on their schedule.

If in-home tutoring is not available in your area or your student needs even more convenience and flexibility, our online tutoring platform offers the same curriculum and tutoring as our in-home options. Online students can work through problems with their tutor as they interact and collaborate through a shared whiteboard. Online tutoring is live, dynamic, and as productive as in-person tutoring.



Practice Tests and Progress Checks Along the Way

Checkpoints throughout all of our tutoring programs are an important means of assessing student progress. Students in test prep programs apply their newly acquired skills and strategies by taking practice tests in a simulated environment (see below for the many ways you can take a proctored practice test with Summit). Results from practice tests inform future sessions as tutors and students continue to work together toward their score goals.

Our tutors in academic programs also measure student progress toward key goals. These goals can be based on major assignments from school courses, or more advanced tasks that push students to achieve the highest levels of mastery in a subject.



Achieve Your Goal

We're committed to helping our students achieve their goals, and we know we've been successful: 85% of our families are referred to us by school counselors, educational consultants, and other families we've worked with. They've all seen firsthand how Summit's approach builds confidence and maximizes grades and test scores.

MANY OPTIONS TO TAKE A PRACTICE TEST WITH SUMMIT



In-Person SAT, ACT, SSAT, and ISEE

We offer in-person proctored practice tests at locations throughout Southern New England and New York.



Virtual Proctor — Paper Test — ACT, SSAT, and ISEE

If you're not able to make it to one of our testing sites, take a paper test over Zoom with one of our virtual proctors. These live, virtually proctored tests follow the same prescribed script and timing of the official tests, providing an excellent simulation of the actual test day experience.



Self-Proctor — SAT, ACT, SSAT, and ISEE

Self-proctoring is for students who cannot attend one of our scheduled practice test dates.

We can either mail you a paper test as well as the instructions for taking it or you can take an online test using our digital testing platform. With our self-proctored option, students get to experience the testing format, structure and timing with the convenience of taking it whenever suits them best. Note that students can take our digital SAT proctored in one of our offices or at home on their own.



Online — Computer-Based Test — SAT, ACT, SSAT, ISEE, and AP

The practice tests on our digital test platform mirror the timing and difficulty of official tests, providing an excellent simulation of the test day experience. See pg. v for details.

DIGITAL PRACTICE TEST ADMINISTRATION

Summit is proud to offer digital practice tests through TAO, a web-based testing platform that provides students with convenient and flexible test administration. Whether students are taking a PSAT, SAT, ACT, AP, SSAT, or ISEE, our testing platform simulates the experience of taking the official, computer-based versions of these tests, allowing students to test on their own time. Key features include:

Delivery of all main college and high school admission tests	PSAT, SAT, ACT, AP, SSAT, and ISEE, as well as academic math assessments, are offered.
Real, computer-based test experience	Each test type closely mimics the features seen in the official, digital version for that particular test type.
Support for extended time testing	Our digital test platform offers both standard and extended time testing options.
Convenience and flexibility	Our digital test platform is web-based, so take a test whenever and wherever students have an internet connection.
Support for multiple devices	Most Apple or PC devices can be used. Desktops, laptops, and tablets are all supported.
Immediate scores and feedback	Scores are available upon completion of the test, and Summit's detailed score reports identify students' strengths and areas for improvement.

CONVENIENT TESTING OPTION FOR SCHOOLS

Summit's digital testing platform also gives schools a convenient, student-friendly alternative to administering on-campus practice tests. Important benefits to schools include:

Accommodates busy schedules	Schedule the test for a specific day and time or provide a longer testing window (e.g., 1 week) so even the busiest students can find time to test.
Ease of administration	Our digital test platform eliminates the need to find available rooms, proctors, or that perfect day and time.
Free for partner schools	We offer our digital test platform as a free resource for partner schools and charge only a nominal per student fee for non-partner schools.
Immediate scores and feedback	Individual and group score reports available as soon as students complete the test.

Taking practice tests is a critical component of successful test preparation, and Summit offers multiple testing options for students, including our digital test platform. Please see page iv or visit mytutor.com/events/practice-tests to learn about all of our free practice test options. If you are a school looking to set up a practice test with Summit, please contact info@mytutor.com.

ADDITIONAL SERVICES FOR SCHOOL PARTNERS

For more than 35 years, Summit Educational Group has been a trusted resource to schools in New England and New York. Our school partnerships include complimentary presentations for parents, faculty trainings, free practice tests, and classroom-based test prep programs. We strive to reduce anxiety, increase clarity, and impart confidence to families and educators around the college admission standardized testing landscape.



Parent and Faculty Information Sessions

Every year, Summit is asked to give informational talks on the testing process to students, parents, and faculty at some of the most competitive schools in the Northeast. Our objective is to provide honest, stress-free information about the admission testing process. In the past year, **we have delivered over 135 presentations.**



Classroom-Based Test Prep Programs

Over the past year, we've **conducted more than 145 classroom-based test prep programs.** No two schools are alike, and neither are any two Summit programs. We recognize that every school has a unique student body and unique needs, and we customize our test prep programs to meet those needs.



Practice Tests

Summit conducts proctored practice tests at many schools throughout our region. Within a week of the test, schools receive a comprehensive group score report, and students receive detailed, individual reports. Our digital testing platform (below) offers an even more convenient testing option, with immediate score reports and no need to schedule rooms or proctors.



Course Material and Teacher Training

Schools from around the world leverage Summit's best-in-class curriculum to support their programs. Our books blend core academic skill-building with proven test prep strategy in an easy-to-understand format. With our customized professional development and training sessions, you and your colleagues will have the comprehensive understanding to make the most of your new Summit course materials.



Digital Testing Platform

Summit's digital testing platform provides a convenient way to take timed practice tests on a student's own schedule. Detailed score reports provide actionable feedback immediately upon completion of a full practice test or practice test section. We offer digital test administration as a resource for our partner schools.

SUMMIT'S SCHOOL PARTNERS

Andover High School, MA	Greenwich Academy, CT	Milton High School, MA	Salisbury School, CT
Atrium School, MA	Greenwich High School, CT	Miss Hall's School, MA	Sharon High School, MA
Avon Old Farms School, CT	Groton School, MA	Moses Brown School, RI	Simsbury High School, CT
Bancroft School, MA	Haldane High School, NY	Mother Caroline Academy, MA	St. George's School, RI
Beaver Country Day School, MA	Hamden Hall Country Day School, CT	Natick High School, MA	St. John's Preparatory School, MA
Belmont Day School, MA	The Harvey School, NY	Nativity Preparatory School, MA	St. Joseph's High School, CT
Belmont High School, MA	High School of American Studies, NY	Needham High School, MA	St. Luke's School, CT
Boston College High School, MA	High School of Environmental Studies, NY	New Canaan Country School, CT	South Kent School, CT
Boston Latin School, MA	Hopkins School, CT	New Canaan High School, CT	Staples High School, CT
Brimmer and May School, MA	Hopkinton High School, MA	The Newman School, MA	Suffield Academy, CT
British International School of Boston, MA	The Hotchkiss School, CT	Newton North High School, MA	Swampscott High School, MA
Brookline High School, MA	Immaculate High School, CT	Newton South High School, MA	Taft School Summer Program, CT
Buckingham Browne & Nichols School, MA	John Jay High School, NY	Noble and Greenough School, MA	Thayer Academy, MA
Canterbury School, CT	Kent School, CT	North Salem High School, NY	The Ursuline School, NY
Charles River School, MA	King Phillip Regional High School, MA	North Shore Hockey Academy, MA	The Winchendon School, MA
Cheshire Academy, CT	King School, CT	Northfield Mount Herman Summer Program, MA	Ursuline Academy, MA
Choate Rosemary Hall, CT	Kingswood Oxford, CT	Norwood High School, MA	Waring School, MA
Collegiate School, NY	Lawrence Academy, MA	Notre Dame Academy, MA	Watertown High School, MA
Dana Hall School, MA	The Leffell School, NY	Phillips Academy Andover Summer Program, MA	Watkinson School, CT
Darien High School, CT	Lexington High School, MA	Pleasantville High School, NY	Wellesley High School, MA
Dexter Southfield School, MA	Lincoln School, RI	Pomfret School, CT	Westminster School, CT
Dover-Sherborn High School, MA	Loomis Chaffee School, CT	Providence Country Day School, RI	Weston High School, MA
Eagle Hill School, MA	Loomis Chaffee Summer Program, CT	Ramapo High School, NJ	Weston High School, CT
Ethel Walker School, CT	The MacDuffie School, MA	The Rashi School, MA	Westover School, CT
Farmington High School, CT	Magen David Yeshiva High School, NY	Rectory School, CT	Westwood High School, MA
Fessenden School, MA	Maimonides School, MA	Ridgefield High School, CT	Whitby School, CT
Fontbonne Academy, MA	Manchester Essex Regional High School, MA	Rising Tide Charter School, MA	Wilbraham & Munson Academy, MA
Forman School, CT	Marianapolis Preparatory School, CT	The Rivers School, MA	Wilton High School, CT
The Frederick Gunn School, CT	The Master's School, CT	The Roxbury Latin School, MA	Wooster High School, CT
Gann Academy, MA	Masuk High School, CT	Rye Country Day School, NY	Worcester Academy, MA
Glen Urquhart School, MA	The Meadowbrook School of Weston, MA	Rye Country Day Summer Session, NY	Xaverian Brothers High School, MA
Greens Farm Academy, CT	Milton Academy, MA	Sacred Heart Greenwich, CT	

HOW TO USE THIS GUIDE

We've listed some of the most common questions and where you can find the answers. Of course, we welcome the chance to talk directly with you about these and other college admission testing questions.

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STANDARDIZED TESTING & ADMISSION

A CHANGING COLLEGE ADMISSION LANDSCAPE

Today's testing and admission landscape remains as complicated as ever. Many colleges have test-optional policies, whereas many of the more selective ones, such as Harvard, Brown, MIT, and Georgetown, require standardized testing. In the years ahead, we anticipate more highly selective schools will revert to requiring standardized testing and that scores will remain an important differentiator in admissions.

If admission to selective U.S. colleges were not already difficult enough, the test-optional trend exacerbated the competition for the limited spots. Typically, schools adopt test-optional policies in an effort to promote access and diversity, but by waiving testing requirements, selective institutions have attracted a record number of applicants. With this rise in applicants, acceptance rates at selective institutions have consequently fallen to record lows. It may be good business for colleges, but it creates a more confusing and competitive environment for students.

Students should remember that test-optional does not mean test-blind. For many test-optional schools, standardized testing still plays an important role in the admission process. We are advising students to test with an "everything to gain, nothing to lose" mindset. Submitting strong test scores can only enhance a student's application, allowing that student to stand out. As you can see in the sample of selective, test-optional schools below, the majority of students enrolled as first-year students submitted test scores.

Test scores are often required for international students, recruited athletes, merit aid consideration, and students attending schools with non-traditional grading systems. Not submitting scores means increased attention will be paid to other factors that are part of the holistic review.

When applying to test-optional schools, we strongly encourage you to consult with your school counselor or college advisor about submitting test scores. For a more complete list of schools and their admission policies, please see pages 84–91.

SAMPLE OF TEST-OPTIONAL SCHOOLS	ADMIT RATE %	% STUDENTS SUBMITTING SAT SCORES	% STUDENTS SUBMITTING ACT SCORES	SAT TOTAL 25TH–75TH PERCENTILE	ACT TOTAL 25TH–75TH PERCENTILE
Boston College	16%	28%	16%	1430–1540	33–34
Bowdoin College	7%	31%	17%	1470–1540	33–35
Brown University	5%	61%	24%	1510–1560	34–35
Colby College	7%	36%	18%	1440–1550	32–34
Duke University	6%	48%	30%	1500–1570	34–35
Elon University	66%	32%	19%	1130–1320	24–30
Emory University	10%	43%	20%	1480–1540	32–35
Harvard University	4%	54%	19%	1510–1580	34–36
Middlebury College	11%	28%	18%	1450–1530	33–35
Northeastern University	5%	24%	7%	1450–1520	33–35
Northwestern University	8%	46%	23%	1510–1560	34–35
Oberlin College	34%	31%	17%	1370–1500	31–34
Tufts University	11%	38%	18%	1480–1540	33–35
Tulane University	14%	13%	28%	1410–1500	31–34
University of Chicago	4%	49%	27%	1510–1560	34–35
University of Colorado, Boulder	76%	25%	7%	1180–1390	27–30
University of Miami (FL)	19%	33%	19%	1340–1450	30–33
University of Michigan, Ann Arbor	16%	51%	18%	1360–1530	31–34
University of Pennsylvania	5%	50%	17%	1510–1570	34–36
University of Virginia	17%	46%	14%	1410–1520	32–35
Wake Forest University	22%	22%	26%	1420–1500	32–34
Washington University in St. Louis	12%	29%	28%	1500–1570	33–35
Williams College	8%	35%	17%	1500–1560	34–35
Yale University	4%	61%	25%	1480–1560	33–35

*Percentage of first-time, first-year, enrolled students that submitted an SAT, ACT, or both.

ADMISSION FACTORS

THE ROLE OF GRADES & TEST SCORES

Institutions consider a wide variety of factors when deciding whether or not to admit students. Each year, the National Association of College Admissions Counselors (NACAC) surveys college admission offices from across the country about what factors they consider when making admission decisions. Although the importance of each factor varies from school to school, the current NACAC data shows that high school academic performance (grades and course rigor) remain the most important factors to admissions officers.

With many colleges remaining test-optional through the pandemic and beyond, standardized test scores continue to be a factor but one of less importance than grades, especially on a national scale (however, recent trends have brought a resurgence in standardized test scores). In our experience, more selective schools put an increased emphasis on grades, curriculum rigor, and standardized test scores to ensure that students are sufficiently prepared to meet their schools' academic demands.

As the data on the previous page demonstrates, selective schools tend to have a high percentage of applicants who choose to submit scores for consideration. With this in mind, we recommend to our students that they prepare for the SAT and ACT with an "everything to gain and nothing to lose" mindset, as strong scores will be an asset for students applying to competitive schools.

HOLISTIC REVIEW

With application numbers at record highs, many selective schools could fill multiple classes with academically qualified students. Therefore, having excellent grades and test scores is often not enough. Almost all schools use a process of "holistic review," looking at all of an applicant's experiences alongside grades and test scores. Additional factors that colleges consider include:

- Personal statements and supplemental essays
- Teacher recommendations
- Counselor recommendations
- Extracurriculars
- Work experience
- AP/IB scores

Colleges want to ensure that the composition of an incoming class reflects its mission as an institution. They want each class to include a rich diversity of students reflecting different academic, extracurricular, socioeconomic, racial, ethnic, and geographic profiles.

In all cases holistic review works to ensure that the fit is a good one for both the college and the student.

GPA & STANDARDIZED TESTS

THE ROLE OF STANDARDIZED TESTS IN ADMISSIONS

Colleges often give the most weight to GPA and curriculum rigor because these metrics are strong predictors of first-year performance in college.

GPA is not sufficient on its own. High schools have different academic programming and standards. Moreover, over the last 3 decades, grade inflation has reached a point where over 90% of reported grades are either As or Bs, making it difficult for admissions officers to differentiate among applicants.

Taking and performing well in rigorous courses (e.g., honors, accelerated, AP) will demonstrate you are ready to handle the academic rigor of college classes.

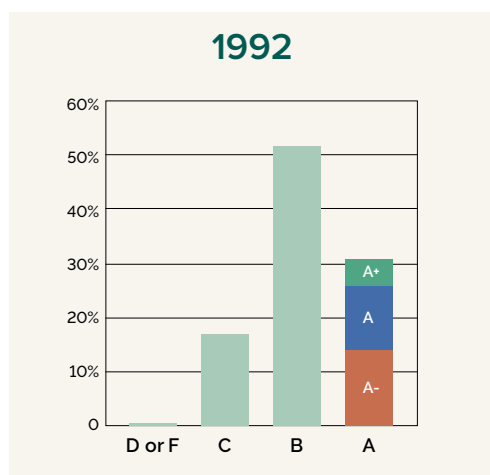
Furthermore, in a world of test-optional admissions and grade inflation, strong SAT or ACT scores can help an applicant stand out. Admissions officers know what these scores mean. The scales (200–800 for the SAT; 1–36 for the ACT) remain constant over time, and your test score provides a common point of comparison between you and other applicants. Perhaps most importantly, an application with a **strong test score demonstrates your readiness to succeed academically at your target schools.**

The importance of standardized tests varies from college to college, and admissions offices will never look exclusively at your test scores. Instead, they look at your scores in concert with your grades and courses to determine how well prepared you are to meet the academic demands of their schools.

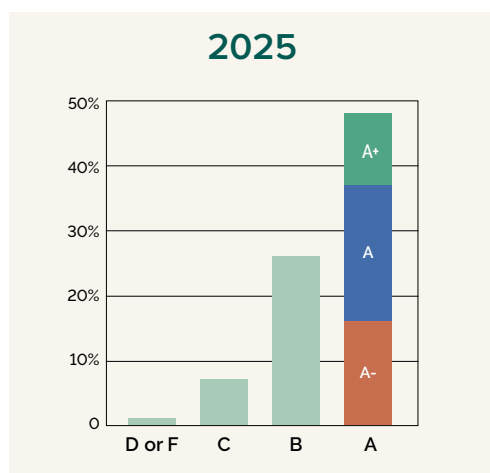
The SAT and ACT are not graded on a curve, meaning student scores are not adjusted based on how other students perform on the same test date. Instead, both of these tests uses a process called "equating," wherein **scores are aligned with certain levels of academic skill.** This process ensures fairness and consistency across test administrations.

The following tables illustrate the grade-inflation trend and the distribution of scores on the SAT.

GPA REPORTED BY 11TH-GRADE STUDENTS

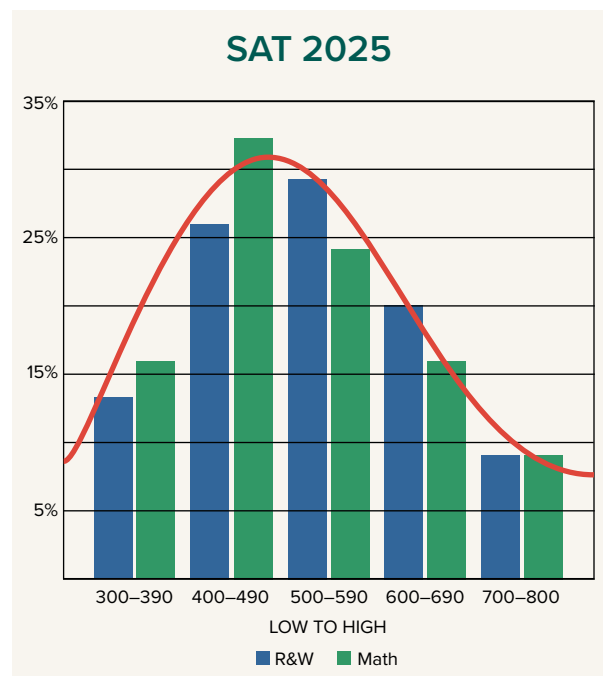


Source: 1992 Profile of SAT and Achievement Test Takers



Source: 2025 SAT Suite of Assessments Annual Report

SAT SCORE DISTRIBUTION



Source: 2025 SAT Suite of Assessments Annual Report

TESTING REQUIREMENTS FOR COLLEGE ADMISSIONS

The standardized testing landscape consists primarily of the SAT and ACT, AP exams, and the PSAT and PreACT. The College Board is responsible for the PSAT, SAT, and AP Exams. ACT, Inc. produces and administers the PreACT and ACT. Below are brief descriptions of these tests, but more detailed information about each is included throughout this guide.

SAT AND ACT

The SAT and ACT are generally the most important of this group of tests. Colleges view them equally, meaning they do not prefer one test over the other. Consequently, for schools that require tests or have test-optional policies, students submitting scores have the choice of sending either SAT or ACT scores. While both the SAT and ACT overlap in their content, there are significant differences between them.

AP EXAMS

AP (Advanced Placement) exams are the culmination of year-long introductory college-level courses. They are designed to measure how well you've mastered the content and skills of a specific AP course. As you can see in the table below, the number of AP exam administrations has increased dramatically over the last decade. We expect this trend to continue, particularly as competition for admission to selective schools increases.

PSAT AND PREACT

The Preliminary SAT (PSAT) and PreACT are essentially practice tests for the SAT and ACT, respectively. Both are useful in that they provide benchmark scores and an early indication of a student's relative strengths and weaknesses. Colleges do not receive scores for either test. While sophomores and juniors typically take the PSAT, only juniors are considered for National Merit Scholarships. The PreACT is generally taken by sophomores and is not associated with any scholarships.

For admission statistics and application requirements for over 150 of the most popular colleges in the United States, please see our [Competitive Landscape Table](#) in the back of this book, starting on page 84.

TEST	2010		2025		% CHANGE
SAT Test-Takers	1,597,329	SAT Total Group Report Profile Report, 2010	2,004,965	SAT 2025 Suite of Assessments	+ 25%
ACT Test-Takers	1,568,835	ACT Profile Report – National – 2010	1,380,130	ACT Profile Report – National – 2025	– 12%
AP Exams Administered	3,213,225	AP Program Summary Report, 2010	6,182,171	AP Program Summary Report, 2025	+ 92%

“David is very knowledgeable on the SAT materials and teaching the type of student like my son. He saw exactly what my son needed and guided him each session. We couldn't be happier with David.”

Meredith T., Parent

“Praboda has been an amazing tutor who was able to quickly connect with my son as well as hone in to the areas he needed the most help with. I also love the email recaps provided after each session. This enabled us as parents to stay connected with the process and progress being made. Finally also I really like the fact that Summit keeps the option of the number of sessions flexible.”

Hepzi F., Parent

“I would highly recommend Summit. From the beginning everything was extremely efficient and well run. The tutor chosen was a perfect match for my daughter and communication was clear and consistent after each session!”

Francine C., Parent

“Lindsey was an excellent tutor. She had knowledge of subject matter, worked with my daughter's teachers and even wrote practice tests for my daughter. My daughter's performance in this subject improved significantly.”

William G., Parent

“Carolyn was an excellent fit for my daughter for her ACT prep. She was serious and direct, imparting her (substantial!) knowledge of the material while being extremely encouraging and supportive. She was always punctual, never cut the session short if there was still material to cover, and provided exceptional follow-up feedback to us as parents”

Elizabeth D., Parent

TEST PREP & PLANNING



BEST PRACTICES FOR CREATING A TESTING PLAN

We have always counseled students and parents to maintain perspective and craft a sensible, individualized testing plan early in the process. You need a plan that addresses **which tests to take, when to take them, and how and when to prepare for them**. There is no single best testing plan, but there is a plan that will work best for your specific needs. A good plan puts your well-being front and center, prioritizes school work, and doesn't give the tests more life than they deserve. We encourage you to consult with your school counselor and/or our team to create an optimal testing plan for you.

STEP

1

CHOOSE WHICH TEST YOU'RE GOING TO TAKE: THE SAT OR ACT.

Colleges will accept either and view both equally, so which test to pursue is up to you. We recommend that you choose the SAT or ACT early in the process and prepare for that test.

Take a practice SAT and ACT in the summer before junior year. Students should take them under timed, simulated conditions. We offer practice testing online and in-person, for free throughout the summer and the school year. To view our upcoming practice test schedule, and to sign up for a spot, please visit mytutor.com/take-a-free-practice-test.

Use official concordance (p. 57) to compare scores. Approximately 20%–30% of students will show a significant difference between their SAT and ACT scores. Most students will score roughly the same on both diagnostic tests, so the decision often comes down to which test you feel more comfortable with and confident in.

Choose either SAT or ACT, and commit to that test.

Don't "ping-pong" between taking the SAT and ACT, and don't prepare for both at the same time. You'll save valuable time and be more successful if you prepare for one test.

The SAT-ACT decision is not necessarily final. If later in your testing process, you feel you've peaked on one particular test, you can always switch to the other.

STEP

2

DECIDE WHEN TO TAKE THE TESTS.

Many factors might influence when you decide to take your tests: academic readiness, your school and extracurricular schedule, and how much time you have to prepare.

Statistically, students score best in the spring of junior year and fall of senior year. We generally dissuade students from testing too early. Aside from the time and cost involved, most students aren't academically ready early in junior year and risk having their confidence rattled.

We recommend taking the test twice in the latter half of junior year, between December and June. The first test will build confidence for the second. Conversely, knowing you have a second chance eases the pressure during the first test.

Assume a third test in the summer before senior year or fall of senior year. Ideally, you'll be finished after

junior year, but students will often test again the summer before senior year or the fall of senior year.

Remember, the further along in age and school the better students do.

Some students MIGHT consider testing earlier in junior year. High-scoring juniors (1400+, 31+) might consider testing in the fall. Recruited athletes might have to show scores to coaches early in junior year or even late in sophomore year. Juniors spending a spring semester abroad might consider testing before they leave and again in senior year.

Testing early and often is generally not a good idea. You likely won't be fully ready in the fall of junior year, you risk deflated confidence and burnout, and you'll be taking valuable time away from your academics (the most important piece of the admission process). Instead, we recommend students balance their test prep and academic efforts by focusing on a few well-prepared test administrations when they're fully prepared.

STEP 3

DECIDE HOW AND WHEN TO PREPARE FOR THE TESTS.

Whether you prepare with one-on-one tutoring, a class, or through independent study, programs can be found to accommodate any need. Cost, schedule flexibility, level of motivation, and your optimal learning environment are some of the key factors to consider when deciding how to prepare for standardized tests.

Typical preparation begins 12–16 weeks before the test and leading up to the exam. Your preparation should target a particular test date, ideally your first official test. The preparation you do for that first exam will carry over to any subsequent exam.

Don't prepare for both the SAT and ACT simultaneously. You will get better results by focusing your efforts on one test at a time. If you do end up taking both, your preparation for one test will give you a good head start toward the other.

Practice tests are a core component of preparation. Good preparation consists of shoring up knowledge, learning test-taking strategy, and taking full-length practice tests under timed conditions. Much like a scrimmage or dress rehearsal, taking real practice tests builds familiarity and confidence.

We strongly recommend that students take 2–4 proctored practice tests during the course of a test prep program.

2026				2027							
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
SAT	SAT	SAT	SAT			SAT		SAT	SAT		SAT
ACT	ACT		ACT		ACT		ACT		ACT	ACT	
								AP			

ADDITIONAL CONSIDERATIONS

The ACT Optional Science Section

The Enhanced ACT has made the Science Test optional. The ACT Composite score is now made up of only the English, Math, and Reading scores; the Science score is reported separately. Students should consider taking the ACT with the Science section, as some schools (Boston University, for example) and STEM majors might require it.

The SAT and ACT Optional Essay

The College Board eliminated the optional SAT essay in January of 2021.

The ACT continues to offer the optional ACT Writing section. However, our general advice is that students do not need to take the Writing section. Very few colleges use ACT Writing scores.

AP Exams

Students who are taking AP exams in May need to include these dates as part of their testing plan. Students should be mindful that their AP exam preparation might overlap with their spring SAT or ACT preparation and plan accordingly.

We recommend that students take a full-length practice AP exam to gain familiarity with the content and format of that test. In addition, students typically prepare about 8 weeks prior to their AP exams to build their confidence and skills. You can find a list of our AP practice exam offerings and an in-depth look at the current AP landscape starting on page 60.

TESTING PLAN CASE STUDIES

There are many different solutions to the admission testing puzzle. Please keep in mind that **every student has a unique testing plan** that will work best for them. What follows are three sample case studies for the SAT path and three sample case studies for the ACT path drawn from different student timelines.

These case studies are meant to be illustrative, and your student's testing plan may differ.

- Kaden and Katie want a semester of junior year curriculum under their belt and plan to **begin testing in early spring**.
- Erin and Erika scored high on their practice tests and **want to test in the late fall/early winter** of junior year.
- Perry and Pat want to prioritize school work during their junior year and **begin testing closer to the end of the school year**.

SAT TIMELINES

KADEN

SAT/ACT DIAGS				PSAT/ NMSQT		AP PRACTICE TESTS				SAT	AP		SAT	SAT					
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT		
Soph Year																		Senior Year	
TEST PREP												TEST PREP							

Kaden took the SAT and ACT diagnostic tests in August before their junior year – they scored a 1230 on the SAT and a 24 on the ACT. They felt more comfortable with the SAT, and concordance shows that a 1230 is stronger than a 24. After working with a tutor, they took their first official SAT in March and second in June. Looking to improve their scores and after continued work with their tutor, Kaden took the SAT a third and final time in August. Kaden also took AP U.S. History and AP Biology exams in May. They took practice tests for both at the end of February to identify their strengths and weaknesses and completed eight-week AP prep program for both tests prior to their AP exams.

ERIKA

SAT/ACT DIAGS				PSAT/ NMSQT		SAT		AP PRACTICE TESTS		SAT		AP		SAT					
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT		
Soph Year						Junior Year												Senior Year	
				TEST PREP						TEST PREP									

Erika is a recruited athlete and wanted to test in December of her junior year. She scored a 1420 on her diagnostic SAT and a 30 on her diagnostic ACT. She preferred the pacing of the SAT and scored better on it, so she chose the SAT path. After her SAT in December, she did some additional prep for the SAT in March. Erika was also taking AP US History, AP Chemistry, and AP Language & Composition and completed her AP practice tests at the end of February and her eight-week AP prep program prior to the May AP exams. She took the SAT in June for her third and final attempt.

PAT

SAT/ACT DIAGS				PSAT/ NMSQT										SAT		SAT		SAT	
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT		
Soph Year		Junior Year																Senior Year	
ACADEMIC TUTORING										TEST PREP				TEST PREP					

Pat did his diagnostic testing in August before the start of his junior year. He scored an 1100 on the SAT and 22 on the ACT. Concordance shows that he scored equally well on both, but preferred the online format and shorter testing experience of the SAT so chose the SAT path. He took his first SAT in June so he could focus on his academics throughout the school year. He started his test prep program in late spring of Junior year leading up to the June test and continued it throughout the summer in preparation for his second SAT test in August before the start of his senior year. Pat took the SAT for a third and final time in September.

ACT TIMELINES

KATIE

SAT/ACT DIAGS				PSAT/ NMSQT		ACT				AP PRACTICE TESTS		AP	ACT	ACT			
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Soph Year				Junior Year								Senior Year					
TEST PREP								TEST PREP									

Katie took the SAT and ACT diagnostic tests in July before her junior year and scored a 1310 on the SAT and a 28 on the ACT. Even though the two scores were comparable, she preferred the structure and format of the ACT so opted for the ACT path. She took her first ACT in February and her second test in June. She felt that after the June test that she had not reached her full potential, so she took the test for the third and final time in September of her senior year. She took AP U.S. History and AP Language & Composition exams in May with full length practice tests at the beginning of March. She completed an 8-week prep program for both prior to her AP exams.

ERIN

SAT/ACT DIAGS				PSAT/ NMSQT		ACT		ACT		AP PRACTICE TESTS		AP					
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Soph Year				Junior Year								Senior Year					
TEST PREP								TEST PREP									

Erin is a strong student and historically a confident test taker. She scored equally well on both her diagnostics tests (a 1400 on the SAT and a 31 on the ACT) but preferred the timing and format of the ACT. Given her high starting diagnostic scores, she started working with a Summit tutor in September and took her first official ACT in December and then a second one in February. Wanting to excel on her AP Chemistry, AP U.S. History, and AP Language & Composition exams, she took practice tests for all three in early March. She then completed eight-week AP prep program for all three tests prior to the May exams.

PERRY

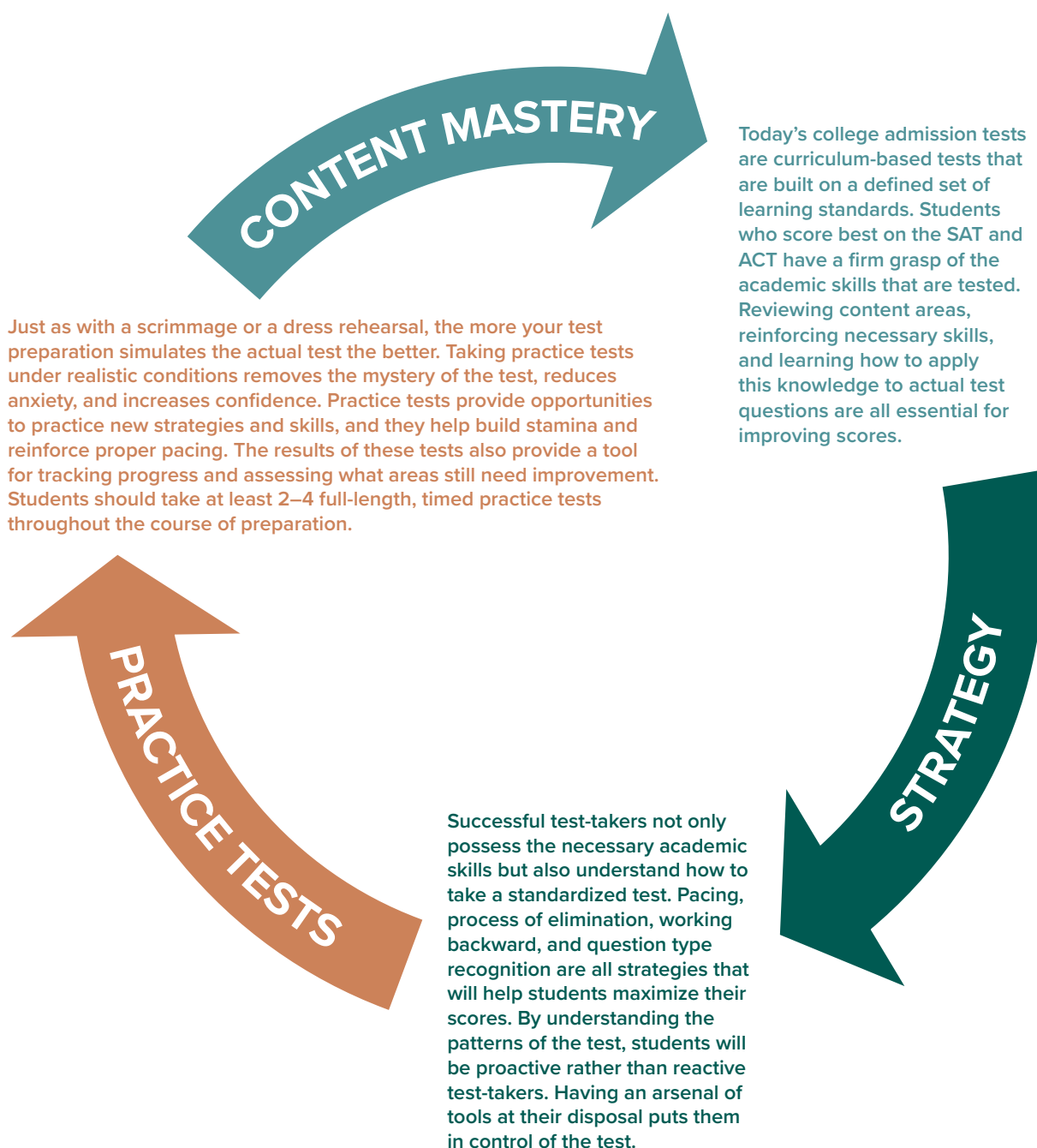
SAT/ACT DIAGS				PSAT/ NMSQT									ACT				ACT	ACT	
MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT		
Soph Year		Junior Year												Senior Year					
				ACADEMIC TUTORING								TEST PREP					TEST PREP		

Perry did his diagnostic testing in August before junior year and scored a 23 on the ACT and a 1140 on his SAT. While concordance shows that he scored equally well on both tests, Perry preferred the timing and format of the ACT and its paper and pencil format. Perry focused on his academics during his junior year and worked with a tutor to bolster his academic skills and his grades. He took his first official ACT in June of his junior year, working with a tutor to help him prepare. After some additional test prep during late summer/early fall, Perry took the ACT again in the September of his senior year and a third time in October.

TEST PREPARATION BEST PRACTICES

FOUNDATIONS OF GOOD TEST PREPARATION

With a testing plan in place, students can focus on preparation. While there are many elements of a successful test preparation program, there are three key fundamentals: content mastery, strategy, and practice tests.



SAT & ACT ACCOMMODATIONS

Students who have documented learning differences are eligible for accommodations from both the College Board and the ACT. Your steps for applying to both organizations are similar:

1. Determine eligibility
2. Gather the proper documentation
3. Submit the application in consultation with your school
4. Appeal the decision if denied

Please note that for students who are on a 504 or an IEP, the College Board and ACT have streamlined their approval process to make it easier for students to receive the same accommodations on their SAT or ACT tests. Students must still work with their school to go through the formal approval process.

Once students are granted approval from the College Board, these accommodations may be used on all College Board tests (SAT, PSAT/NMSQT, PSAT 10, and AP exams) throughout their high school testing. Accommodations granted for the ACT are carried forward to all future ACT tests.

The chart below is intended as a guide to help families navigate this complex process. Families should meet with their guidance counselors early in the process to ask questions and to ensure that the required documentation is gathered and submitted in a timely fashion.

	SAT	ACT
DETAILED INFORMATION	accommodations.collegeboard.org	act.org/content/act/en/products-and-services/the-act/registration/accommodations.html
ELIGIBILITY	• Student has a documented disability • Participation in a College Board exam is impacted • Requested accommodation is needed • Accommodation is received on school tests	• Professionally diagnosed condition • Appropriate documentation provided • A current, valid IEP or Section 504 plan that documents accommodations routinely provided in academic classes or in other testing situations will be considered sufficient documentation of a need for the same accommodations on the ACT test. If a student does not have a current IEP or 504 on file, other types of documentation might be used.
DOCUMENTATION	Students should have documentation showing evidence of their eligibility for the accommodations. The most commonly used forms to support eligibility are an IEP or 504 from the student's school. Other types of documentation may suffice provided that they fulfill the following requirements: • The diagnosis is clearly stated • The information is current • Educational, developmental, and medical history is presented • The diagnosis is supported	• The functional limitation is described • Recommended accommodations are justified • Evaluators' professional credentials are established
SCHOOL INVOLVEMENT	Families work with their schools to submit accommodations requests online. Schools usually have an SSD (Services for Students with Disabilities) coordinator who helps the student collect the necessary documentation and submits the application to the College Board.	Families work with their schools to submit their application online through the ACT's Test Accessibility and Accommodations System (TAA). A qualified school official will serve as the school's TAA coordinator and submit the application to the ACT.

	SAT	ACT
TIMELINE	Students can apply for accommodations at any time. However, before the application can be processed, the student's parent or guardian must sign the Parent Consent Form. We recommend that students start the process early if possible: late spring of sophomore year or fall of junior year. The approval process can take up to 7 weeks, but, if the student provides the proper documentation, notification is usually faster.	Students must register for a test date before their application will be considered. Families must then sign the "Consent to Release Information" form and return it to their school. The deadline for submitting the request for accommodations is about 6 weeks before the test date, but the earlier that students can apply, the better. We recommend that students apply in the spring of sophomore year or fall of junior year. Requests are normally processed within 10–14 days.
NOTIFICATION	After approval, students will be issued an SSD number and SSD letter outlining the accommodations. They should check their admission ticket to make sure that number is listed. Students should use their SSD number when they register for all subsequent tests. The College Board recommends that students bring their eligibility letter with them on test day.	The TAA coordinator will receive the "Accommodations Decision Notification" in TAA. The notification will include the approved accommodations or the reasons the accommodations are not approved. The coordinator will then share the notification with the families. The families will not receive this notification directly. Students who qualify for National Extended Time will be notified on the admission ticket and the test center is notified on a separate roster. For students who qualify for Special Testing, the student will need to work out the specific arrangements (exact date, time, location, etc.) with their school's TAA coordinator.
APPEAL PROCESS	If a request for testing accommodations has not been approved, the College Board's decision letter to the family will explain why: • More information is needed • The documentation does not support the requested accommodations • The request has been partially approved Students, through their SSD coordinator, can submit additional documentation to the College Board. If the new information addresses their stated concerns, the College Board will grant the accommodations after further review.	The test accommodations coordinator through TAA will be notified about the decision. If denied, additional documentation can be sent through TAA, and the application will be reevaluated. This process is called the reconsideration request. If the accommodations are granted after the testing date, those accommodations will be granted for the next test date.
TYPES OF ACCOMMODATIONS	The SAT divides their accommodations into two categories. 1) National Extended Time (administered at National Test Centers on national testing dates): • Double time • 50% additional time; most commonly granted accommodations 2) School-Based Testing (administered at the student's school during the school day): • Multiple-day testing • Human Reader	The ACT divides their accommodations into two categories. 1) National Extended Time (administered at National Test Centers on national testing dates): • 50% additional time; most commonly granted accommodations 2) Special Testing (administered at the student's school during the school day): • Double or triple time • Multiple-day testing • Alternate test formats such as braille, DVDs, or a reader; use of a scribe or computer for the writing test, extended time on the writing test only
TEST DAY	Approved accommodations will be noted on the student's admission ticket.	For National Testing, the examinee's admission ticket will note the student is approved for accommodations. There is no admission ticket for special testing.

SCORE CHOICE

College Board and ACT allow students to control which, if any, SAT and ACT scores are reported to colleges, a policy known as Score Choice. Nearly every college abides by Score Choice.

HOW DOES SCORE CHOICE WORK?

When submitting scores to a college that allows Score Choice, you must submit the full score report from a test administration. For example, you cannot send just the Math score from a March SAT and just the Reading & Writing score from a June SAT.

We recommend that you discuss the specifics of your situation with your college counselor and with us, as score reporting policies vary.

I AM SUBMITTING TEST SCORES. WHICH SCORES SHOULD I SEND?

If you are sending scores as part of your applications, you must choose which test scores to send. If the college superscores (page 16), you should send the scores from the test dates that maximize your overall score. If a college considers your combined SAT or composite ACT score from one sitting, send the score report from the test date with your best overall score.

For the SAT, you must select the Choose Scores option when sending score reports; otherwise, all scores will be sent.

The ACT, on the other hand, provides a Superscore report that automatically calculates your ACT superscore if you have taken the ACT multiple times. You'll see this report when you log into your MyACT account.

The Superscore report will include the following:

1. Your composite superscore along with the individual section scores that make up your superscore.
2. Your highest full ACT test score from a single test date.
3. All section scores from the test dates that are part of your superscore.

When reporting ACT scores to colleges, you will have the option to send scores from specific test dates, but generally speaking, it is in your best interest to send the Superscore report.

SUPERSCORING

Whereas Score Choice is a testing agency policy set by College Board and ACT, superscoring is a college admissions policy. Colleges that superscore will consider your best section scores from multiple tests. For example, if you submit three sets of SAT scores, a college that superscores will record your highest Math score and Reading & Writing score from the three tests.

For the SAT, you must send the full score report for each test and cannot choose which section scores colleges will see. For the ACT, you should send the ACT Superscore report to colleges (page 15).

With the change to the Enhanced ACT format, the ACT Superscore consists only of the student's highest English, Math, and Reading scores. If the student takes the optional Science section, the Science score will not be calculated in the student's Composite. Instead, the Science score is reported separately.

Note that schools will not superscore across the SAT and ACT.

EXAMPLE OF SAT SUPERSCORING

	DEC	MAR	AUG	SUPERSCORE
R&W	620	670	580	670
MATH	660	680	740	740
TOTAL	1280	1350	1320	1410

EXAMPLE OF ACT SUPERSCORING

	DEC	FEB	SEP	SUPERSCORE
ENGLISH	28	32	30	32
MATH	27	28	30	30
READING	33	29	28	33
COMPOSITE	29	30	29	32

Note: Some colleges consider your highest section scores from different ACT test dates, but won't recalculate your Composite score. Instead, these colleges will record your highest Composite score from a single sitting. In the above example, your Composite score would be listed as a 30, not a 32.

WHY DO SCHOOLS SUPERSCORE?

Superscoring benefits both the institution and the students. Colleges can publish higher average SAT and ACT scores, positively impacting their selectivity rankings. Students, meanwhile, can be assured that their standardized testing history will be viewed in the most supportive manner.

DO ALL SCHOOLS SUPERSCORE?

No. However, the vast majority of colleges superscore the SAT and an increasing number are superscoring the ACT as well. For a detailed list of policies from many competitive schools, please see our Competitive Landscape Table starting on page 84. As with Score Choice, it is important to contact the college admissions office or to address any questions about a school's superscoring policies.

DO SCORE CHOICE AND SUPERSCORING POLICIES MEAN I SHOULD TEST "EARLY AND OFTEN"?

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

Colleges do not view an application as being weaker when a student has taken several SAT or ACT exams. Only the highest scores matter. However, if a student focuses too much on retaking exams, they will sacrifice time that would be better spent strengthening other aspects of their application, such as extracurricular activities.

MERIT AID SCHOLARSHIPS

Merit aid awards are generally non-need-based financial aid awards and are used as a recruitment tool to encourage strong students to apply to and eventually enroll at a particular institution. While additional factors may also be considered, standardized test scores and GPA are typically an important part of the final merit aid award decision. An increasing number of colleges and universities are offering families merit aid scholarships to lower the overall cost of attending colleges and to increase the academic competitiveness of their incoming class.

Highly selective schools (e.g., Ivy League colleges), however, generally offer little or no merit aid since recruiting qualified applicants is not an issue. Instead, these institutions tend to be more generous with need-based financial aid awards.

Many families who cannot afford the full cost of tuition do not qualify for financial aid due to their earnings or assets, and merit aid is one way of lowering their overall college bill. In addition to being an important part of the admission decision, strong SAT or ACT scores can be the key to earning these awards.

When applying to test-optional schools, we strongly encourage you to consult with your school counselor, college advisor, or the college admission officers themselves to ask how standardized scores are used in determining merit aid awards.

SAMPLE OF INSTITUTIONAL MERIT AID AWARDS

INSTITUTION	FULL-TIME UNDERGRAD STUDENTS	ADMIT RATE	TOTAL COST	% OF STUDENTS RECEIVING MERIT AID*	AVERAGE MERIT AID AWARD
Amherst College	1,907	7%	\$93,090	0.2%	\$25,580
Baylor University	13,914	52%	\$84,978	45%	\$18,646
Boston University	18,289	12%	\$91,432	3%	\$35,604
Dartmouth College	4,715	6%	\$92,445	—	—
Emory University	7,320	10%	\$93,854	6%	\$29,319
Kenyon College	2,052	30%	\$93,090	28%	\$22,621
Northeastern University	22,423	5%	\$95,692	18%	\$12,826
Tulane University	8,068	14%	\$91,628	23%	\$17,104
University of California, LA	33,040	9%	\$71,164	5%	\$7,401
University of Miami	12,535	17%	\$94,700	27%	\$23,579

Source: 2025–2026 Common Data Set: B1, C1, G1, H2A

* % of Students Receiving Merit Aid is the percent of full pay students who did not qualify for financial aid and received a merit aid scholarship

TIPS FOR TEST DAY

On the day leading up to your official test, you want to feel calm and confident. Your test preparation should be completed, and you should know the game plan and strategies that will guide you through the test. Here is some advice for how to have a successful test day.

THE NIGHT BEFORE THE TEST

- ☐ **You are ready!** This is not the time for last-minute studying. Do something relaxing and fun!
- ☐ **Review where your test center is located**, and familiarize yourself with how to get there. Re-check the start time of the test, and plan to arrive at your test center 30 minutes early.
- ☐ **Visualize success.** Imagine yourself using the strategies you've learned. See yourself solving question after question. Envision completing the last question and finishing the test. Let yourself experience the good feeling of a job well done.
- ☐ **Get plenty of sleep the night before.** Don't worry if you have trouble sleeping, because you'll have plenty of adrenaline to keep your brain going during the test.
- ☐ **Lay out everything you need to bring with you:**
 - Your admission ticket
 - Official photo ID
 - Accommodations approval (if applicable)
 - SAT – Your fully charged laptop with the Bluebook app installed and exam setup completed. You may also bring a charging cable and portable charger, as well as a backup device if needed. Check the College Board website for approved devices.
 - SAT – Your College Board username and password
 - 3 or 4 sharpened No. 2 pencils with erasers
 - Fully charged calculator with new batteries (check the College Board or ACT website for approved calculators)
 - A watch to keep track of time (digital or analog only)
 - Water (you are allowed to bring a clear bottle with the label removed)
 - A small snack that won't get your hands sticky

THE MORNING OF THE TEST

- ☐ **Have a backup alarm** — either another clock or a parent or guardian.
- ☐ **Eat a good breakfast.** Make sure to avoid heavy, fatty foods that will make you feel tired.
- ☐ **Do something easy that you enjoy** (take a walk or listen to music). You want to go into the test awake and upbeat.

AT THE TEST

- ☐ **Arrive 30 minutes early to the test center** to easily register, find your room, and settle in.
- ☐ **Make sure to use the bathroom** before you start the test. You only have a few short breaks during the test; you don't want to have to worry about a line at the restroom.
- ☐ **Find your seat** and sit for a minute. Continue to visualize yourself working successfully through the test, using all of the skills and strategies you've learned. You are ready.
- ☐ **During breaks, stand up, walk around, and stretch if necessary.** It will help you stay focused and release nervous energy.
- ☐ **Pace yourself** but don't get too concerned with the clock.
- ☐ **If you start losing focus, try this concentration exercise:** Every five questions, put down your pencil, stare at the ceiling, blink a few times, take several slow breaths, and then continue.
- ☐ **Every section is an opportunity to do well.**

AFTER THE TEST

- ☐ **Plan to do something positive and fun. You deserve it!**

THE SAT & PSAT



THE SAT

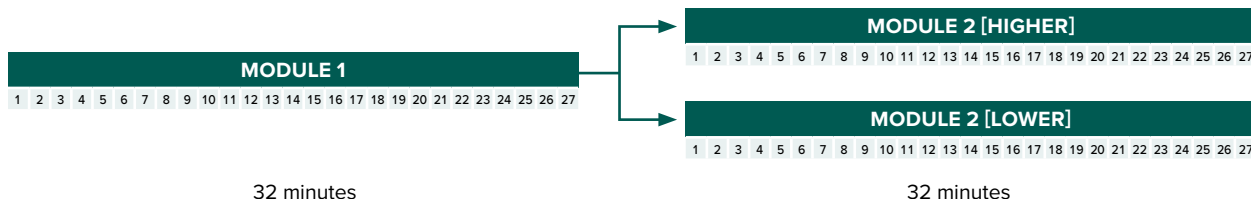
The SAT is an adaptive test administered digitally, with the exception of specific accommodations. Although the SAT has evolved over time, its role within the college admission process has changed little. The SAT is used to predict students' college readiness and success in entry-level college courses. In some areas, the SAT also serves as a state assessment.

ADAPTIVE STRUCTURE

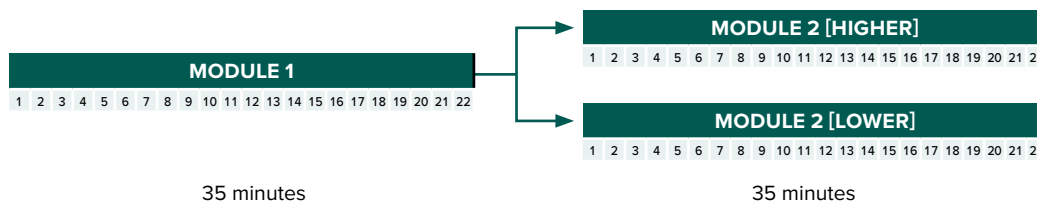
The SAT's digital format allows for an adaptive structure, which adjusts the difficulty of test content to best suit each student's skill level. The Math section and the Reading & Writing section of the SAT will each be divided into two modules.

On test day, all students are given the same first module. Depending on their performance, each student will be given either an easier or harder second module. This adaptive structure allows for a more precise measure of student skills, so the test can offer accurate scores with fewer questions.

READING AND WRITING SECTION



MATH SECTION



TEST ADMINISTRATION

Official test administrations and practice tests are delivered digitally through the College Board's Bluebook app. You can find an overview of Bluebook on page 32.

All administrations of the SAT are digital unless you have accommodations for a paper version. You can find a description of available accommodations and their approval process starting on page 13.

WEIGHTED QUESTIONS

The SAT uses a scoring model based on Item Response Theory, which gives each question a unique point value, or "weight." The value of each SAT question is based on the question's difficulty, the skills required to find a solution, and statistical data about how well students perform on the question. More challenging questions are not necessarily more valuable; often, the questions with the greatest score impact are easier questions and the Math section's "student-produced response" questions. Thus, it is critical to work thoroughly through all questions and avoid careless mistakes.

ADAPTIVE STRUCTURE SCORING

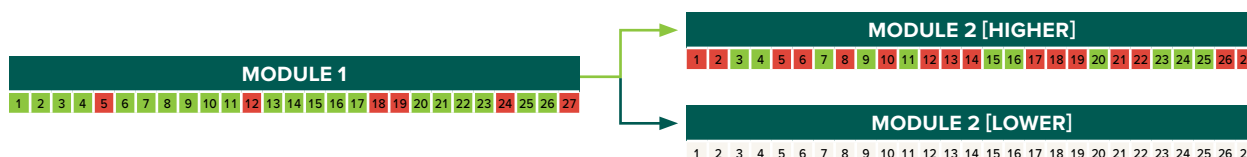
After you finish the first module in a section, your performance is analyzed. The weighted values of your correctly answered questions are multiplied. If your score is high enough, you will move on to the higher second module, which has more challenging questions. Otherwise, you will move on to the lower second module, which has easier questions.

Overall, the higher module has greater question weights than the lower module does. Therefore, the higher module may allow you to achieve a greater overall score. However, due to the increased challenge, most students will answer fewer questions correctly in the higher module than in the lower module. For the

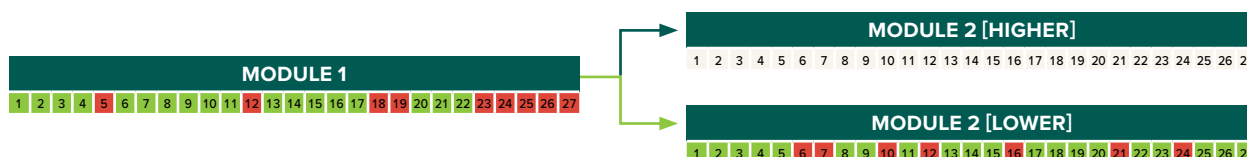
majority of students, there will be no difference in overall scores if they are placed in the higher or lower module. There is a large overlap in possible scores, with the higher module offering scores as low as about 400 and the lower module offering scores as high as about 600 per section. This overlap is an intentional aspect of the SAT design so that **you don't need to worry about getting into either the higher or lower module**. There is no benefit to being placed into either module and no viable strategy to take advantage of the test's structure. The weighted scoring and adaptive structure are simply an effective design for making the test shorter and more accurate.

EXAMPLE — Student A and Student B took the same SAT test. Their performance on the first module was similar, but Student B made more mistakes. On the second module, Student A got harder questions and Student B got easier questions. In the end, they demonstrated the same levels of skill and achieved the same score.

STUDENT A — 500 SCORE

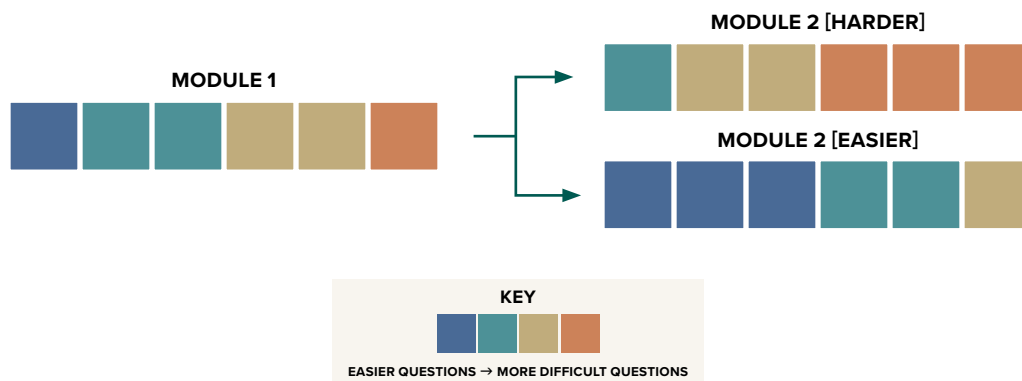


STUDENT B — 500 SCORE



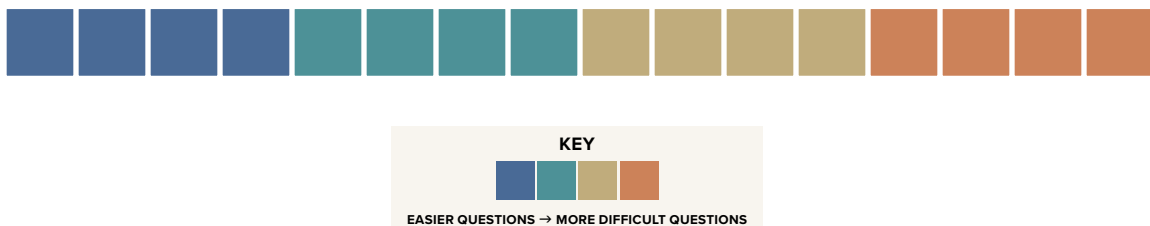
ADAPTIVE DIFFICULTY

An adaptive test evolves in response to a student's performance to allow for a more precise measure of student skills with fewer questions. The first section is a standard mix of easy, medium, and hard difficulty questions, which generally get harder as you go. The harder second module can include very difficult questions early in the section, while the easier second module can have easy questions even at the very end of the section.



With a traditional linear format, questions vary significantly in difficulty throughout the test. Some questions may be too simple or too difficult for a student. Many questions are needed so that one standardized test form can provide enough data to generate an accurate score for students across different skill levels. This linear structure is simple but relatively inefficient. This is the linear structure students with accommodations will see if they opt to take the longer, paper version of the SAT.

LINEAR (PAPER) STRUCTURE



THE PSAT

The College Board SAT Suite of Assessments consists of the PSAT 8/9 for 8th and 9th graders, the PSAT 10 for 10th graders, the PSAT/NMSQT for 11th graders (optional for 10th graders), and the SAT as the anchor test. All versions of the PSAT are administered digitally and follow the adaptive format of the SAT; for more information on adaptive testing as it pertains to the College Board SAT Suite of Assessments, please see page 20.

All of the tests in the SAT Suite of Assessments have the same timing, same number of questions, and similar content, but each matches the coursework students are engaged in at each grade level. For example, the PSAT 8/9 will have more reading questions that require straightforward comprehension and more math questions that can be solved in one step, whereas the SAT will have more reading questions that require inferences and more multistep math questions.

This alignment of content between the SAT and the PSAT allows for a common scoring scale. For example, if a student achieves a Math score of 500 on the PSAT/NMSQT, they would have likely achieved the same score on a SAT taken on that same day.

For more information on the SAT Suite of Assessments' common scoring scale, see page 25.

PSAT/NMSQT

The PSAT/NMSQT serves multiple purposes. It provides a realistic test-taking experience in preparation for the SAT. It is an early indicator of strengths and areas for improvement. It also gives students a sense for how they would score on the SAT. The National Merit Scholarship Corporation uses PSAT/NMSQT scores to select candidates for Merit Scholarship awards.

PSAT 10

The PSAT 10 matches the PSAT/NMSQT in structure and content but is not used to determine National Merit eligibility. Schools may elect to administer the PSAT 10 because it offers flexibility with test administration dates, allowing schools to choose a date within one of the spring windows from March to April.

PSAT 8/9

The PSAT 8/9 establishes a baseline for students' performance as they enter high school and serves as an early indicator of college readiness. Schools can administer the PSAT 8/9 in October or from March through April.

CONTENT AND SCORING

	PSAT 8/9	PSAT 10 & PSAT/NMSQT
TOTAL TESTING TIME	2 hours and 14 minutes	2 hours and 14 minutes
COMPONENTS	1. Reading and Writing 2. Math	1. Reading and Writing 2. Math
TOTAL SCORE RANGE	240–1440	320–1520
INDIVIDUAL SECTION SCORE RANGE	120–720	160–760
TEST DATES	October 1–October 31, 2024 March 3–April 30, 2025 <i>Source: satsuite.collegeboard.org/psat-8-9/psat-8-9-test-dates</i>	PSAT 10: March 3–April 30, 2025 PSAT/NMSQT: October 1–October 31, 2024* <i>Source: satsuite.collegeboard.org/psat-10/test-dates</i> <i>Source: satsuite.collegeboard.org/psat-nmsqt/test-dates</i>

*October 12, 2024 and October 26, 2024 are the only Saturday test dates.

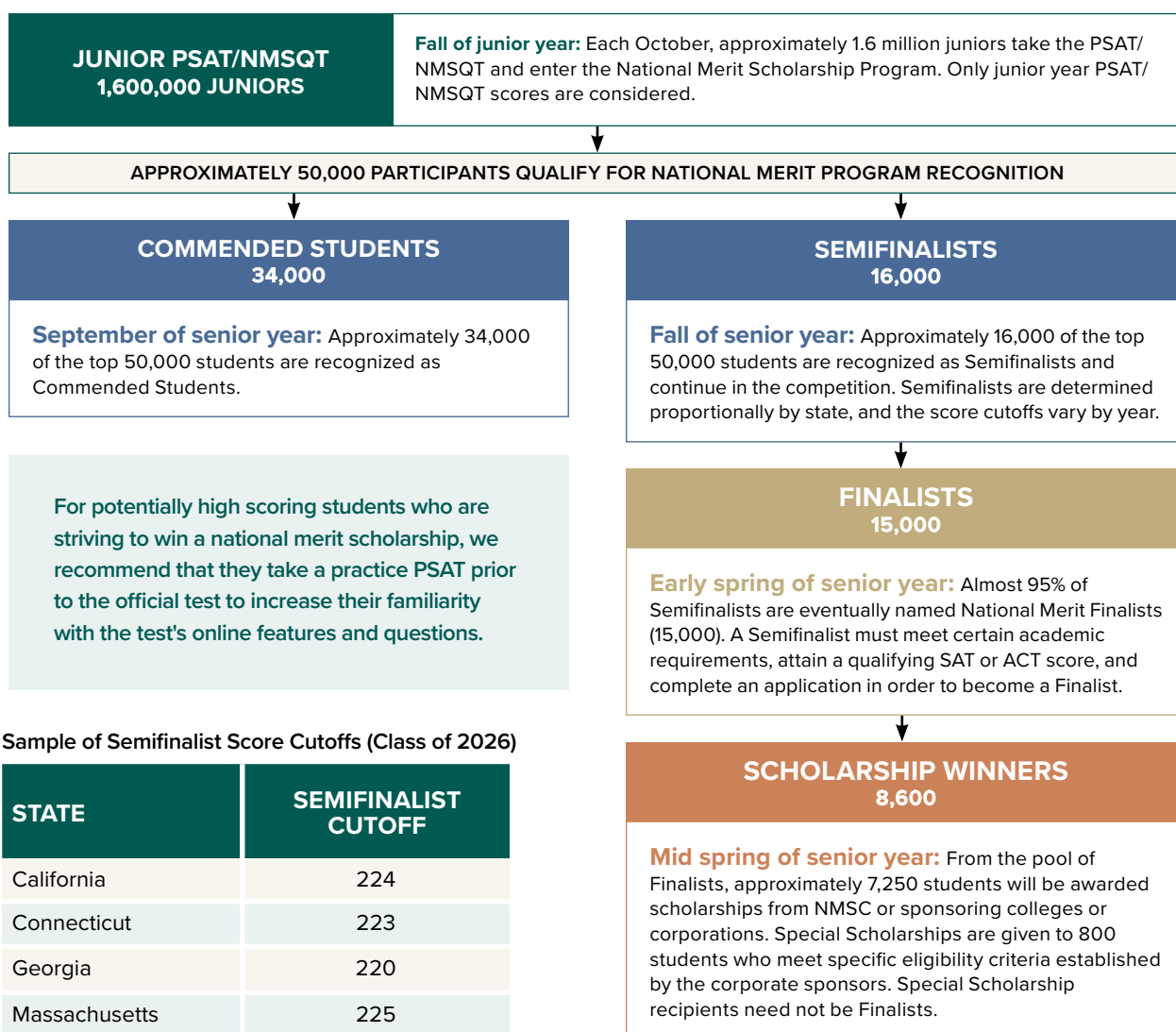
NATIONAL MERIT SCHOLARSHIP PROGRAM

The PSAT is not used directly as an admission test by colleges. However, the junior year PSAT/NMSQT is used to determine eligibility for honors and scholarships via the National Merit Scholarship Program. The various stages in the selection process are outlined below. Until students progress beyond the Semifinalist stage, honors are based exclusively on the student's PSAT scores.

The PSAT/NMSQT Selection Index (SI) score used to determine eligibility for the National Merit Scholarship Program is calculated using the following formula:

$$SI \text{ Score} = (2RW + M) / 10.$$

NATIONAL MERIT SCHOLARSHIP PROGRAM



*More information can be found at nationalmerit.org.

VERTICAL SCORING

The SAT and PSAT assessments all share a common, continuous scoring scale that allows educators to track a student's progress from one test to the next and to predict a student's SAT score. Note that each SAT will have a slightly different scale, which accounts for any small differences between tests so that no test form can be said to be easier or harder than any other.

SCORE RANGES

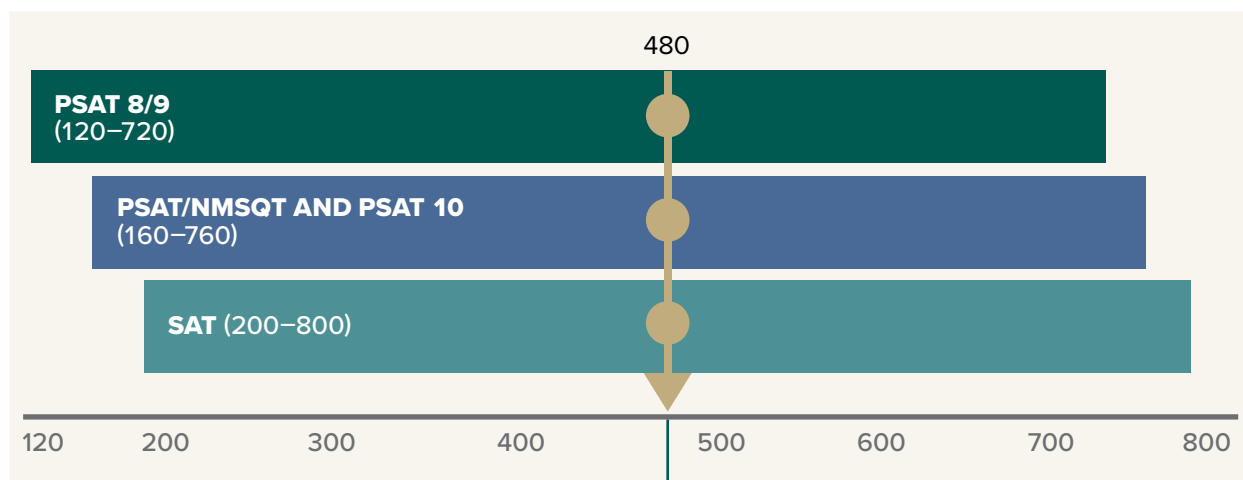
Because students learn new concepts and become more skilled over time, the assessments grow in difficulty from the PSAT 8/9 to the SAT. This progression is reflected in the score ranges for each test. For example, the PSAT 8/9 has the least challenging content, so it also has the lowest score

range (120–720 per section). Similarly, the SAT tests higher level concepts, so it has the highest score range (200–800 per section). Although the PSAT 8/9 is an overall easier test than the SAT, a score of 500 on the PSAT 8/9 indicates the ability to score a 500 on any of the assessments at that point in time.

BENCHMARK SCORES

As stated by the College Board, a Reading & Writing Score of 480 and a Math Score of 530 are the benchmarks of college and career readiness. Score reports for the PSAT 8/9, PSAT 10, and PSAT/NMSQT will indicate whether students are on track to meet these benchmarks.

VERTICAL SCORING EXAMPLE



BENCHMARK SCORES	RW SECTION SCORE	MATH SECTION SCORE
8th Grade	390	430
9th Grade	410	450
10th Grade	430	480
11th Grade	460	510
College and Career Readiness	480	530

A 10th grader who scores 480 on the Math Section of the PSAT 10 would have achieved the same score on the Math Section of the SAT taken at the same time.

Source: collegeboard.org

SAT READING AND WRITING OVERVIEW

The SAT Reading and Writing section uses short texts of 25–150 words to measure your skills in comprehension, rhetoric, and use of language. Texts range in complexity from grade 6 to early college and cover topics in history, humanities, science, and literature (including prose fiction, poetry, and plays). Each text is accompanied by a single question.

Questions ask students to understand the meaning and purpose of texts, as well as to revise texts to improve their grammar and clarity.

The SAT Reading and Writing questions are divided into four content areas:

CONTENT AREA	QUESTION TYPES
Craft And Structure 13–15 Questions	Words in Context Text Structure and Purpose Cross-Text Connections
Information and Ideas 12–14 Questions	Central Ideas and Details Command of Evidence Inferences
Standard English Conventions 11–15 Questions	Boundaries • fragments and run-ons • semicolons and colons • commas Form, Structure, and Sense • pronouns • subject-verb agreement • verb tense • modifiers
Expression of Ideas 8–12 Questions	Transitions Rhetorical Synthesis

The ordering of question types within each Reading and Writing module is consistent. Question types follow the order presented in the table above (with the exception of Standard English Conventions question types, which appear in random arrangements). When there are multiple questions of the same type, they generally increase in difficulty.

The Reading and Writing section consists of two modules, each containing 27 questions. Two questions per module will be unscored "experimental" questions (also known as "pretest" questions). There is no reliable way to identify "pretest" questions, so you should not attempt to skip them.

You have an average of 1 minute and 11 seconds to read each text and answer the accompanying question.

SAMPLE MODULE — 32 MINUTES

CRAFT AND STRUCTURE						
1	2	3	4	5	6	7
INFORMATION AND IDEAS						
8	9	10	11	12	13	14
STANDARD ENGLISH CONVENTIONS						
15	16	17	18	19	20	21
EXPRESSION OF IDEAS						
22	23	24	25	26	27	

Modules do not necessarily contain this exact number of questions per content area, but this table represents a typical structure.

Two unscored "experimental" questions are highlighted above. On the test, you cannot determine which questions are "experimental."

SAT READING AND WRITING SAMPLE

The following example represents the length and complexity of typical Reading and Writing questions:

Section 1, Module 1: Reading and Writing		31:59	Annotate	More
Through the process of photosynthesis, plants remove carbon dioxide from the atmosphere, but much of that carbon dioxide gets released when the plant decomposes. Researchers at UC Berkeley are developing a way to grow crops explicitly to sequester carbon from the atmosphere. Their solution is to grow plants capable of high-yield carbon dioxide absorption, then bury them after harvest in a bioland-fill. To limit decomposition and the subsequent release of carbon, the team determined that adding salt will create an environment that limits microbial decomposition, effectively locking away the absorbed carbon indefinitely.	8 Mark for Review Which choice best states the main purpose of the text? (A) To unveil a new theory and reveal some of its potential shortcomings (B) To underscore the importance of reducing carbon dioxide from the atmosphere and highlight a common method of doing so (C) To explain a potential solution to a problem and detail steps necessary for its success (D) To convey appreciation for a hypothesis and argue for its implementation			
Gallium is a type of elemental metal that is in a liquid state at room temperature. Unlike mercury, another liquid metal, gallium is non-toxic, which makes it applicable for technology in close proximity to human bodies. Researchers are experimenting with gallium to make wearable technology more flexible. Mechanical engineer Carmel Majidi is testing one application: filling rubber tubes with gallium, instead of traditional copper wire, to create an electrical connection that cannot crimp or become frayed.	9 Mark for Review Which finding, if true, would most directly support the validity of Majidi's experiment? (A) Gallium stays liquified in the rubber tubes even at extremely cold temperatures. (B) The gallium filled tubes maintain electrical connections that cause copper wire filled tubes to fail. (C) Gallium is proved to have none of the toxic qualities of mercury. (D) The invention of a new wire design allows copper wire to be more flexible.			

Answers: C, B

TEST STRATEGY

Look at the question first and let it guide your reading.

The SAT will always format Reading and Writing questions with the text on the left and the question on the right. Always begin by reading the question on the right, determining what is being asked, and then reading through the text

Use Process of Elimination.

Rather than trying to prove answer choices correct, which can lead to getting stuck on multiple choices, focus on proving the answer choices *incorrect* until you are left with the best answer.

SAT MATH OVERVIEW

The SAT Math section measures your skills in pre-algebra, statistics, algebra, and geometry. Questions appear in two formats: multiple choice and student-produced response. Unlike multiple-choice (MC) questions, student-produced response (SPR) questions do not provide answer choices, so students must type in their own answer. Calculators are allowed throughout the Math section, and a Desmos-based graphing calculator is provided within the Bluebook app. You can find an overview of the calculator app on page "SAT MATH CALCULATOR APP" on page 31.

This section requires a deep understanding of a relatively small number of math topics, testing fluency, conceptual understanding, and application. The successful student will not only understand how to solve an algebraic equation (fluency) but will also be able to create an algebraic equation or graph to model and solve a real-world problem (conceptual understanding and application).

THE SAT MATH QUESTIONS ARE DIVIDED INTO FOUR CONTENT AREAS:

ADVANCED MATH

13–15 Questions

- Identify and create equivalent algebraic expressions
- Create, interpret, and solve absolute value, quadratic, polynomial, rational, radical, or other nonlinear equations or systems of equations
- Interpret and graph exponential, quadratic, and other nonlinear functions

PROBLEM SOLVING & DATA ANALYSIS

5–7 Questions

- Create and analyze relationships using ratios, proportions, percentages, and units
- Represent, analyze, and interpret statistical data
- Find and apply probabilities in context

GEOMETRY & TRIGONOMETRY

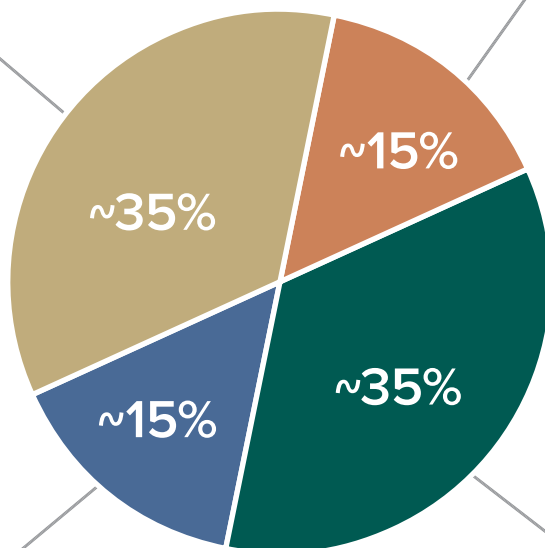
5–7 Questions

- Solve area and volume problems
- Apply definitions and theorems of lines, angles, triangles, and circles
- Solve problems involving right triangles and right-triangle trigonometry

ALGEBRA

13–15 Questions

- Analyze and solve linear equations and systems of linear equations
- Create linear equations and inequalities to represent relationships between quantities
- Understand the relationship between linear equations and their graphs



Approximately 30% of the SAT Math section is made up of in-context word problems, which can appear within the backdrop of a science, social studies, or other real-world related scenario. Such questions are often accompanied by informational graphics (tables, charts, or graphs) which students must interpret to solve problems.

The SAT Math section consists of two modules, each containing 22 questions. Two questions per module are unscored "experimental" questions (also known as "pretest" questions). There is no reliable way to identify "pretest" questions, so you should not attempt to skip them.

SAT Math questions are arranged in rough order of difficulty within each module. You have an average of 1 minute and 35 seconds to read and answer each question. Approximately three-quarters of the questions are multiple-choice questions with four options each, while the remaining quarter are student-produced response questions. These types of questions are mixed throughout both modules.

SAMPLE MODULE – 35 MINUTES (CALCULATOR ALLOWED THROUGHOUT)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MC	MC	SPR	SPR	MC	SPR	MC	MC	MC	MC	MC	MC	SPR	MC	MC	MC	MC	MC	SPR	MC	MC	MC
Easy		→ Easy/Medium				→ Medium						→ Hard									

Note this is a sample module, and question types can appear in any order. Student-produced responses (SPR) can appear anywhere in the module.

Two unscored "experimental" questions are highlighted above. On the test, you cannot determine which questions are "experimental."

SAT MATH SAMPLE

SAT math questions are phrased precisely and concisely. Most word problems are phrased plainly in 50 words or less. Simple language is used to minimize the impact of reading comprehension in determining a student's ability to answer a math question, while still presenting certain questions within real-world contexts.

The following examples represent the length and complexity of typical Math questions:

3

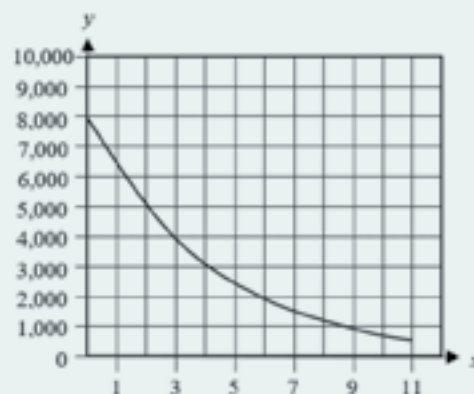
If $y = 10x - 13$, what is the value of y when x is 1?

12

Triangle ABC is similar to triangle DEF , where angle A corresponds to angle D and angles B and E are right angles. If $\cos(C) = \frac{65}{97}$, what is the value of $\cos(F)$?

- A) $\frac{65}{97}$
- B) $\frac{72}{97}$
- C) $\frac{97}{72}$
- D) $\frac{97}{65}$

18



The graph gives the estimated number of bacterial cells in a sample y , in millions, where x represents the number of hours immediately following the administration of an antibiotic agent to the sample, where $0 \leq x \leq 11$. Which statement is the best interpretation of the y -intercept?

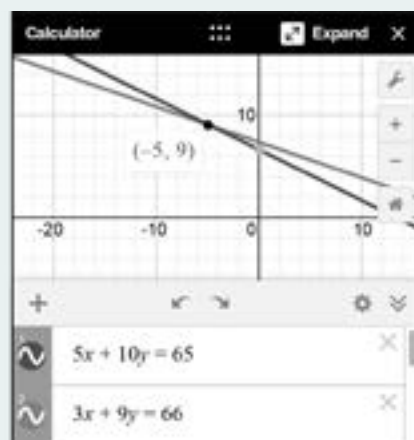
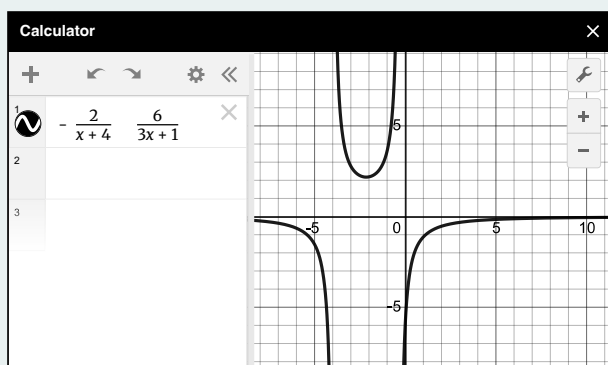
- A) The average number of bacterial cells in the sample for the first 11 hours is 8,000.
- B) The average number of bacterial cells in the sample for the first 11 hours is 8,000,000,000.
- C) The number of bacterial cells in the sample immediately upon the administration of the antibiotic agent was 8,000.
- D) The number of bacterial cells in the sample immediately upon the administration of the antibiotic agent was 8,000,000,000.

Answers: 3. -3, 12. A, 18. D

SAT MATH CALCULATOR APP

The use of a graphing calculator is permitted throughout the Math section. The Bluebook application even includes a built-in calculator that is almost identical in design to Desmos—a free, advanced graphing calculator which many students are already familiar with from their classrooms. While a personal graphing calculator is very powerful and can always be used for this test, the built-in calculator is often more efficient. Perhaps more importantly, the in-app calculator provides a way to work out solutions side-by-side with the problems as they appear on the screen.

The application is incredibly versatile. It can convert between decimal and fraction values, graph multiple functions in one plot, find points of intersection and intercepts, model linear equations, and do much more. However, just like with any tool, a student must practice with Desmos or the in-app calculator regularly to learn how to use it best. The calculator will not be helpful for every single SAT math question, but it can often provide a back-up approach to a challenging problem or offer a quick way to check a student's work.



TEST STRATEGY

- If you can't make progress on a tricky problem, flag it for review and move on to the next question. If you have time at the end of the module, come back to it with fresh eyes.
- The built-in Desmos calculator can be a great tool to tackle even the most challenging questions. Consider plugging in answer choices, choosing numbers on your calculator, or using a graphing approach if you feel stuck. Using a calculator can also be a quick and effective way to check your answer on a tough problem. Make sure to practice with Desmos and its features well before test day. Anytime you work through SAT Math problems, be sure to pull up Desmos to practice your calculator skills.

THE COLLEGE BOARD BLUEBOOK APP

Students take the SAT through the College Board's official testing app: Bluebook. The Bluebook app offers several basic tools to help you mark questions, eliminate answers, and add notes. Keep in mind that you can also use scratch paper during the test. It's important to practice using the digital test's different functionalities before the official test so you will be more confident and save time on test day.

Directions – These general instructions are the same on every SAT. Familiarize yourself with the instructions before you take the test. At test time, you can skip the instructions and focus on the questions. For example, these are the instructions for the SAT's Reading and Writing section:

DIRECTIONS The questions in this section address a number of important reading and writing skills. Each question includes one or more passages, which may include a table or graph. Read each passage and question carefully, and then choose the best answer to the question based on the passage(s).

All questions in the section are multiple-choice with four answer choices. Each question has a single best answer.



Mark for Review – Above each question is a flag button that can label the question for easy reference when you want to check your answers or return to challenging problems. At the bottom middle of the Bluebook app is an index of questions, which will also show the flag symbol for any marked questions.



Answer Eliminator – Above each question is a strikethrough button that will enable the answer eliminator tool. With this tool enabled, you can cross out any answer choices that you believe are incorrect.



Annotate – Near the top left of the Bluebook app is an annotation button that will allow you to highlight text and make notes. Before you use this tool, you must select some text. With this done, click the annotation button to highlight the text and open a new text box that will let you enter a note. You can change the highlight color, underline the selected text, and save or delete notes.



More – At the top left of the Bluebook app is a button to access more tools. You can take an emergency break and access a Help tool that explains test features and functionality.



Desmos Calculator – On the Math section of the SAT, you will have access to a graphing calculator within Bluebook. The calculator is based on the Desmos app, which is available at www.desmos.com/calculator. You can find an overview of the Desmos calculator and tips for using it during your test on page 31.

OUR DIGITAL TESTING PLATFORM

The College Board offers a few practice tests, which require a student account and offer limited score feedback. We provide additional practice tests that match the structure and scoring of the official SAT, while also offering more detailed data on your test performance.

We recommend using our testing platform for your initial diagnostic test, additional practice, and deeper analysis of your performance in our detailed score reports. You can sign up for a free practice test with Summit on our website at <https://mytutor.com/take-a-free-practice-test>.

BLUEBOOK CHECKLIST

Look carefully through the following list and work through each step as you prepare to take the SAT through the Bluebook app.

1. Before you can use the Bluebook app, you will need a student account with the College Board. Your school's guidance counselor may already have an account prepared for you. If you do not have a College Board account yet, you can set yours up at <https://mysat.collegeboard.org/login>.
2. Once you have the login information for your student account with the College Board, you can download the Bluebook app at <https://bluebook.app.collegeboard.org/>. When you have the app installed, you can access it with your College Board student account.
3. Using the Bluebook app, you can preview the testing tools, take official practice tests, and see your schedule for upcoming official test administrations.
4. If you are using a personal device to take the official SAT, you will need to download the Bluebook app beforehand. The day before your test, you should access the app to make sure that it is fully updated.



Screenshot of digital test interface

TIP

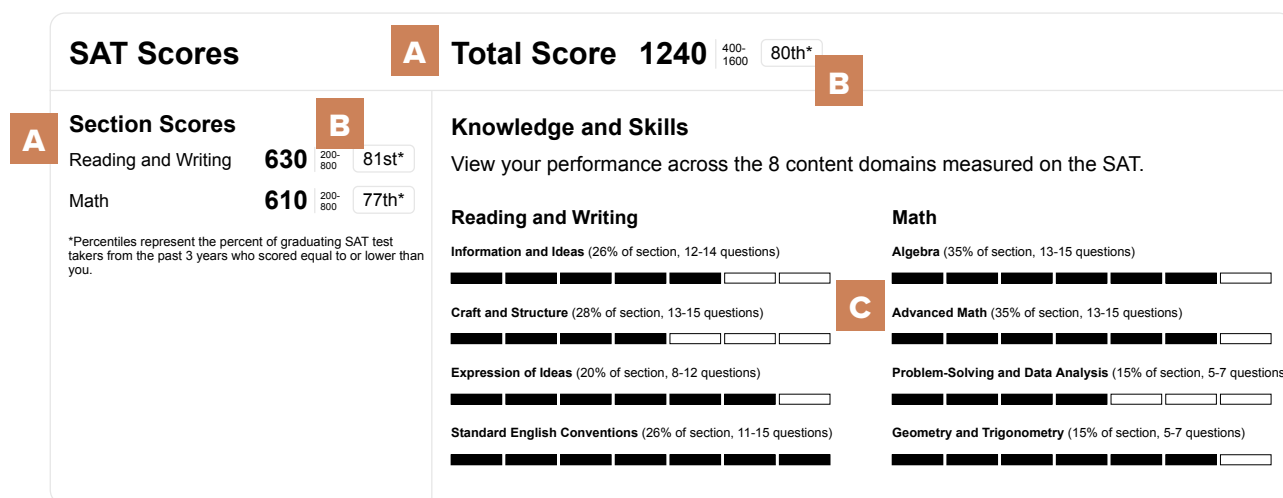
- Students are required to download Bluebook onto the device they will be using for the official test, and their devices should be fully charged on test day. Students may also bring a portable charger and cable, as well as a backup device.
- If the original device crashes or fails during the exam, the student may switch to their backup device by logging back onto Bluebook with the backup. All progress in Bluebook should be saved so that the testing experience is not too disrupted.

SAT SCORE REPORT

Students receive a score report showing total score, section scores, and percentile information. They'll also find a "Knowledge and Skills" section that shows performance across the 8 content domains for Reading & Writing and Math. These bars give a rough idea of how well students demonstrated understanding of each domain.

Note that earning full bars (7/7) for a domain does not mean that you have answered all of the related questions correctly. According to the College Board, each bar (or "score band") is related to a certain type and difficulty of questions; students in a score band should have a high probability (at least a two-thirds' chance) of correctly answering questions related to that band's skills and knowledge. As such, students have not necessarily mastered the skills and knowledge related to their current score band. Even if you have earned the full set of bars, you may have room for improvement. Again, these bars do not directly reflect the number of questions answered correctly, but instead they more abstractly represent your performance across content areas.

SAMPLE SCORE REPORT



A The **Total Score** (400–1600) and **Section Scores** (200–800) are the most important scores when applying to college.

B **Percentiles** show your relative standing among other students. The percentile is based on actual scores of students who took the SAT over the last three years.

C **Knowledge and Skills** This section is designed to give students some information on how they performed in various domains within the Reading and Writing and Math sections. This information is not used in college admissions decisions.

Source: College Board, SAT Score Report

THE ACT & PREACT



THE PREACT

The PreACT is offered to 10th graders and serves a similar purpose to the PSAT 10. It provides schools and districts a tool for tracking progress, gives students a realistic testing experience, and predicts performance on the ACT. The PreACT replaces the discontinued Plan test and is distinct from Aspire, a system of assessments spanning grades 3–7.

As an early indicator of strengths and areas for improvement, PreACT can be a useful tool in creating a test prep plan and choosing between the ACT or SAT.

In fall 2026, the PreACT shifted to a new blueprint aligned to the Enhanced ACT specifications.

The range of PreACT scaled scores is 1–35. The PreACT scores can be compared directly to the ACT's scores on the 1–36 scale. For example, a score of 25 on the PreACT indicates the ability to score a 25 on the ACT at that point in time. The PreACT score report also includes predictive scores, which estimate how 10th grade students will perform on the ACT 12–18 months later.

PreACT Secure is an online version of the PreACT with increased security, making it a better option for districts that want to administer high-stakes assessments. The PreACT and PreACT Secure have the same content and scoring data, but the test formats differ slightly.

	PREACT	PREACT Secure	ACT
TESTING TIME	2 hours and 40 minutes	2 hours and 40 minutes	2 hours and 5 minutes (3 hours and 25 minutes with optional Science and Writing sections)
COMPONENTS	English Test Math Test Reading Test Science Test	English Test Math Test Reading Test Science Test	English Test Math Test Reading Test Science Test (optional) Writing Test (optional)
TOTAL SCORE RANGE	1–35	1–35	1–36
SECTION SCORE RANGE	1–35	1–35	1–36 for English, Math, and Reading 1–36 for Science (optional) 1–12 for Writing (optional)
GRADES	10	10	11–12
SCHOLARSHIPS	Does not qualify you for scholarships	Does not qualify you for scholarships	May be used to qualify for various merit scholarships.

THE ACT

All U.S. colleges accept either the ACT or SAT interchangeably. Although most students score comparably on the competing exams, some students perform better on the ACT (as some do on the SAT).

The ACT is made up of tests in English, Math, and Reading, as well as optional Science and Writing (essay) tests. Like the SAT, the ACT serves as both a college admission test and, for some states, an assessment test. Colleges use the ACT Composite score and Test scores for admission decisions, while high schools, districts, and states use reporting categories to monitor student progress and inform curricular decisions.

Recently, the ACT introduced a new format for the exam, which offers more time per question and makes the Science test optional. This “Enhanced ACT” format became the standard for digital administrations in April 2025 and for all major administrations (including pencil-and-paper and international) in September 2025. School-Day and District testing administrations moved to the Enhanced ACT format in spring 2026.

Each ACT section includes some unscored experimental (or “field test”) questions. Performance on experimental questions will not affect scores. There is no indication of which questions are experimental, so students should assume that all questions are equally important.

1 COMPOSITE SCORE 1–36 Scale Average of 3 core Test Scores	ENHANCED ACT CORE TEST 2 hours, 5 minutes		
	ENGLISH 50 questions 35 minutes	MATH 45 questions 50 minutes	READING 36 questions 40 minutes
3 TEST SCORES 1–36 Scale	Production of Writing 38–43%	Preparing for Higher Math 80%	Key Ideas and Details 44–52%
	Knowledge of Language 18–23%	Integrating Essential Skills 20%	Craft and Structure 26–33%
	Conventions of Standard English 38–43%	Modeling >20%	Integration of Knowledge and Ideas 19–26%
	EXPERIMENTAL Unscored questions	10 questions	4 questions
OPTIONAL Not factored into Composite Score	SCIENCE 40 questions, 40 minutes 1–36 scale		
	WRITING 1 prompt, 40 minutes 2–12 scale		

ACT SCORING

RAW SCORES AND GUESSING

Your raw score is the total number of correctly answered questions. The ACT does not penalize you for incorrect answers, so don't leave any answer blank.

Experimental questions (also known as "field test items") do not contribute to your raw score.

SCALED SCORES AND TEST RELIABILITY

Your raw scores are converted to scaled scores through the use of a conversion table. **Each ACT will have a slightly different scale to account for small differences in difficulty among tests.** The truncated conversion table to the right shows an approximate relationship between raw scores and scaled scores.

CALCULATING YOUR COMPOSITE SCORE

The ACT Composite score is the average of your 3 core Test scores: English, Math, and Reading. The ACT rounds your Composite score to the nearest whole number, and fractions of one-half or more are rounded up. Your Composite score and your individual Test scores are typically what matter most to colleges.

The Writing and Science scores are not factored into your Composite score.

SAMPLE RAW SCORE CONVERSION TABLE

RAW SCORE	ENGLISH TEST SCORE	MATH TEST SCORE	READING TEST SCORE	SCIENCE TEST SCORE
41		36		
40	36	36		
39	35	35		
38	35	34		
37	34	34		
36	32	33		
35	30	32		
34	29	31		36
33	28	30		35
32	26	29		34
31	25	28		33
30	24	27		31
29	24	27		30
28	23	26		29
27	22	25	36	28
26	22	24	35	27
25	21	23	33	26
24	20	22	31	25
23	20	21	30	25
22	19	21	28	24
21	18	20	26	24
20	17	19	25	23
19	16	18	24	22
18	15	18	23	22
17	15	17	22	21
16	14	17	21	20
15	13	17	20	19
14	12	16	19	18
13	12	16	17	17
12	11	15	16	16
11	10	15	15	16
10	10	14	14	15

SCORE CALCULATION EXAMPLE

A student correctly answers 29 English questions, 20 Math questions, and 18 Reading questions (not counting unscored "experimental" questions).

Raw scores:

29 on English, 20 on Math, and 18 on Reading.

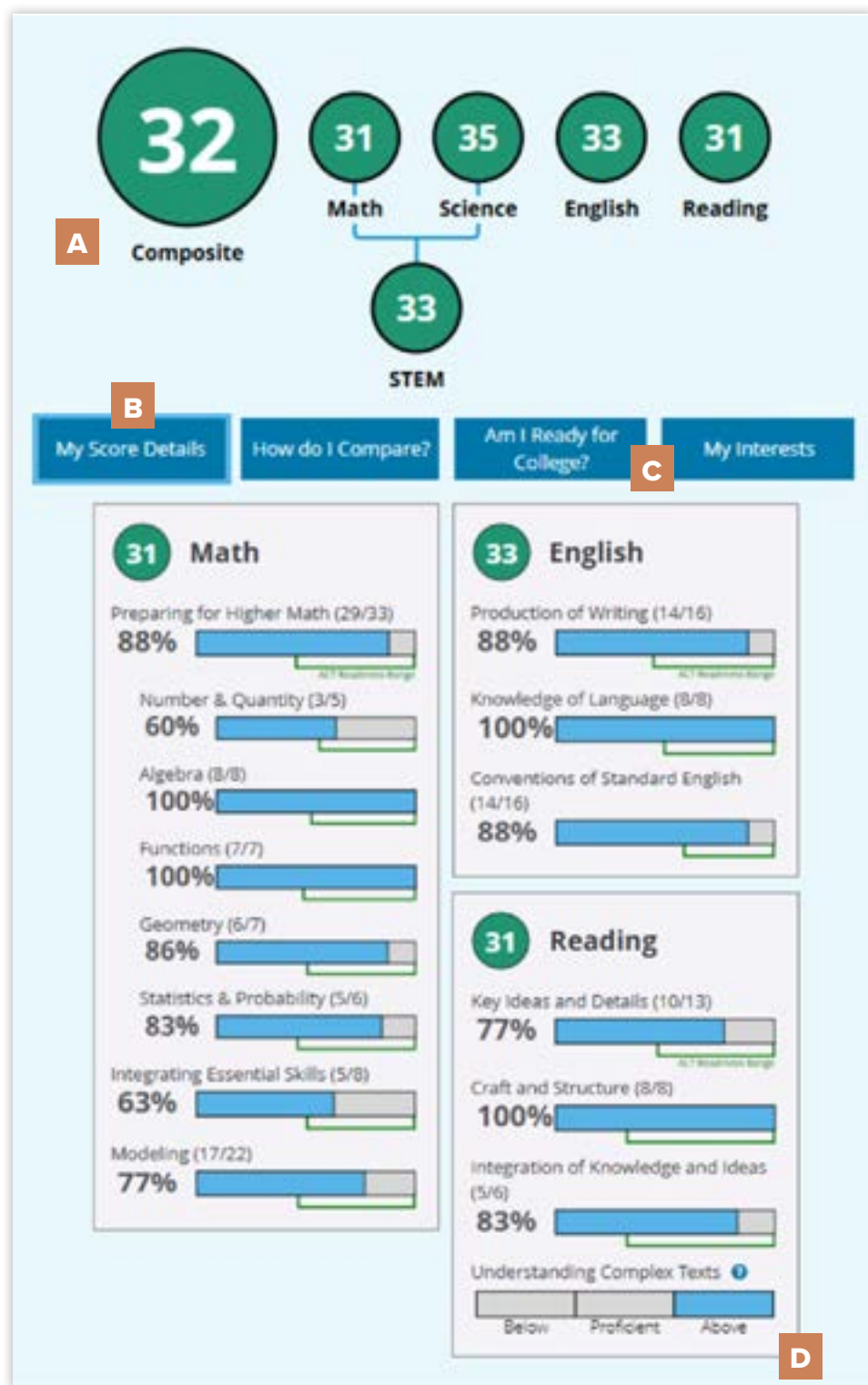
Test scores (based on conversion table):

24 on English, 19 on Math, and 23 on Reading.

Composite Score:

$(24 + 19 + 23) \div 3 = 22$

ACT SCORE REPORT



Source: ACT, Inc. Score Report

A The **Composite** is the average of your 3 core Test scores: English, Math, and Reading.

If you take the optional Science test, you get a **STEM** score averaging Math and Science.

If you take the optional Writing test, you get an **ELA** score, which uses English, Reading, and Writing scores.

STEM and ELA are mainly used for state and district assessments.

B Your **Score Details** provide a breakdown of your performance in each subject area. Each score includes an indicator on the **ACT Readiness Range**, measuring your likelihood of success in college courses.

C "How do I Compare?" will show your percentile rank when comparing your test scores to those of other students. "Am I Ready for College?" shows whether your test scores meet the ACT's College Readiness Benchmarks. "My Interests" uses your Interest Inventory to show potential career paths that suit your strengths and values.

D "Understanding Complex Texts" shows your ability to find the central meaning of complex texts needed to succeed in college courses.

ACT ENGLISH OVERVIEW

The ACT English Test assesses your ability to edit and revise essays. The test consists of 6–7 passages, each of which is accompanied by 5 or 10 questions. Each test will contain 3 or 4 medium-length passages, approximately 340 words long, with 10 questions each, and 2 or 4 short-length passages, approximately 185 words long, with 5 questions each, for a total of 50 questions.

40 of the 50 English questions will be scored, while the remaining 10 will be unscored "experimental" questions (also known as "field test items"). These 10 unscored questions will be related to a single medium-length passage or 2 short-length passages. Students will not be notified which questions are unscored.

English questions fall into 3 main categories:

- Conventions of Standard English (grammar and usage, sentence structure, and punctuation)
- Knowledge of Language (appropriate and precise word usage)
- Production of Writing (organization, relevance, and strategy)

With 35 minutes to complete the English Test's 50 questions, you have an average of 42 seconds to answer each question.

35 MINUTES TOTAL FOR ENGLISH

PASSAGE 1									
1	2	3	4	5	6	7	8	9	10
PASSAGE 2									
11	12	13	14	15	16	17	18	19	20
PASSAGE 3					PASSAGE 4				
21	22	23	24	25	26	27	28	29	30
PASSAGE 5 (EXPERIMENTAL)									
31	32	33	34	35	36	37	38	39	40
PASSAGE 6									
41	42	43	44	45	46	47	48	49	50

Neither passages nor questions are in order of difficulty.

Either 1 medium-length or 2 short-length passages contain unscored "experimental" questions (highlighted above). On the English Test, you cannot determine which passages contain "experimental" questions.

TEST STRATEGY

Shorter Is Often Better

The ACT prefers writing that is precise and concise. Answer choices with convoluted or redundant writing will be incorrect. On the English Test, the shortest answer is often the correct answer.

ACT ENGLISH SAMPLE

The following is a portion of a typical ACT English passage. A full-length passage is roughly 3 times as long and contains 15 questions.

Its₁ surprising that Academy-Award winning actor Bing Crosby was so influential in the invention and use of magnetic tape recording. Crosby was not only an actor, but also a performer for radio shows across the country. These shows were performed several times for listeners whom live₂ in different time zones, but Crosby used his knowledge from Hollywood to create a simpler solution.

Rather, then₃ perform live radio shows multiple times, he recorded one performance and replayed the show later. To promote his idea, Crosby invested large amounts of money in companies at the cutting edge of recording technology. Crosby's innovation and passion contributed to the development of early computers, VHS, and cassette tapes.

1. A. **No Change**
B. Its
C. It's
D. That's
2. F. **No Change**
G. who lived
H. whom lived
J. who lives
3. A. **No Change**
B. Rather then
C. Rather than
D. Rather,

Answers: 1. C, 2. G, 3. C

TEST STRATEGY

Learn to Recognize Question Types

While the ACT doesn't repeat exact questions from test to test, it does repeat question types. After all, it is a standardized test. The ability to recognize question types allows you to be a proactive, rather than reactive, test-taker. For example, if you see an underlined verb, you should check for errors with tense, parallelism, or agreement. As you prepare for the test, pay close attention to the types of questions that appear frequently on your practice tests and note which types are particularly tricky or challenging.

ACT READING OVERVIEW

The ACT Reading Test measures proficiency in reading comprehension, requiring students to understand what's explicitly stated and what's implied in a broad range of texts.

Each test contains 4 passages, each of which is accompanied by 9 questions and is representative of the complexity of texts commonly seen in first-year college curricula. 2 passages will be approximately 750 words long, and 1 passage will be approximately 650 words long. 1 passage will be a literary narrative, and 2 passages will be informational, including subjects from humanities, natural sciences, or social sciences. 1 passage will comprise either an informational passage and visual data (such as a table or graph) or a pair of related, shorter passages. Additionally, each test will include an unscored "experimental" passage (also known as "field test") that can be any length, topic, and format. Students will not be notified which questions are unscored.

Reading questions fall into 3 main categories:

- Key Ideas and Details (main ideas, cause and effect, and comparative relationships)
- Craft and Structure (contextual meaning, tone, and point of view)
- Integration of Knowledge and Ideas (author claims and connections between texts)

With 40 minutes to complete the Reading Test's 36 questions, you have an average of about 67 seconds to answer each question.

40 MINUTES TOTAL FOR READING

LITERARY NARRATIVE								
1	2	3	4	5	6	7	8	9
INFORMATIONAL								
10	11	12	13	14	15	16	17	18
INFORMATIONAL (EXPERIMENTAL)								
19	20	21	22	23	24	25	26	27
INFORMATIONAL								
28	29	30	31	32	33	34	35	36

Neither passages nor questions are in order of difficulty.

1 passage contains unscored "experimental" questions (highlighted above). On the Reading Test, you cannot determine which passage contains "experimental" questions.

1 of the scored passages includes either a pair of related passages or a passage with visual data.

TEST STRATEGY

Map the Passage

Do not skim through the reading or skip directly to the questions. As you read, focus on understanding the main idea of each paragraph. Create an organized map of the passage to help you understand how it is structured and how the overall main idea is developed. If you are taking the computer-based version of the test, use the highlighter tool to highlight key ideas and sentences. Mapping the passage will ultimately save you time and improve your score. With a better understanding of the passage, you will answer the questions with more speed and accuracy.

ACT READING SAMPLE

The following sample represents a typical ACT Reading passage's length and complexity.

SOCIAL SCIENCE: This passage is adapted from the article "Living Long & Living Well?" by Donald Cutler.

Impatience is one characteristic of advancing old age. As a writer I have been looking ahead to deadlines my entire career, but there is now another deadline looming, all too aptly named, the one that Time's winged chariot is heading for. I can never get enough done. There is not enough time to do everything that matters to me, and at the end of every day I always think of one more page I should have written or one more person I should have seen.

Old age has had a mixed press but (as so often in literature and in life) the negative side is more strongly emphasized than the positive. Shakespeare judged that "when age is in, the wit is out." Even Goethe, whose wit was never out, remarked that, far from bringing us wisdom, the passing years make it hard for us to preserve what wisdom we may have acquired. In a restaurant the other day, I listened to a young woman speculating about "how miserable it must be to be old." I am here to tell you that I am old and I am not miserable. Writers tend not to retire, though they may fade slowly away. I am still working; I still have my family and friends. I have no complaints about old age that are any worse than the complaints I had about every other age I lived through – from childhood on upwards. They have each been difficult in their own particular way and each rewarding like no other.

What has happened to social conventions about aging? This question cannot be answered without comparing how things are today with how things were before industrialization, when society was really no more than the family on a large scale, and the family straddled all ages. There was very little specialization by age and indeed people might not even know how old they were unless they were able to use a well-known public event, such as a war or a coronation, for a reference point. As society has progressed to our highly organized modern world, people have been turned into numbers. The time a person has been on this earth is used to slot each of us into the general chronology of society. People's birthdays have become rites of passage, allowing one to go to school, buy alcohol, marry, vote, and much else besides. People born at a particular time are expected to behave in important respects like other people born with the stamp of that same year upon them. Parents introduce their children to these standards when they compare them with other children of the same age, noticing they are growing faster, walking earlier, or talking more. The adult world is also propped up by notions of age

and attainment, with timetables defining when a person may be considered "too old" to marry or begin a career. This all adds up to what I call "the cult of age-measurement," and these social conventions, I would argue, foster anxiety in most of us and inhibit our ability to make the most of the time that is given to us.

I guess what I resent the most is the constant comparison our society makes between one age and another. We have a habit of thinking of people in terms of numbers. We insist on estimating whether someone is happy on the basis of their age, as if people were happiest as infants. There should be a more intrinsic, more personal approach to deciding whether someone is happy that has more to do with how they live their lives, the work they do, and the people they know and love.

- Which of the following statements best describes the approach the author takes to aging?
 - He discusses it on the basis of his own experience and in relationship to social changes.
 - He surveys the attitudes of specific people he knows.
 - He examines its relationship to literary periods.
 - He analyzes children's experiences in school.
- In the passage, the author can best be characterized as someone who:
 - wishes he could return to the simpler times of his youth.
 - has grown too old to enjoy his many interests.
 - is active and satisfied in his old age.
 - regrets not making accomplishments at certain ages.
- By his statement in lines 2-5, the author most nearly means:
 - he is tired of the pressures of his career.
 - he senses that he will not live much longer.
 - he feels as if he is in a hopeless career.
 - he has a history of procrastinating.

Answers: 1. A, 2. H, 3. B

ACT MATH OVERVIEW

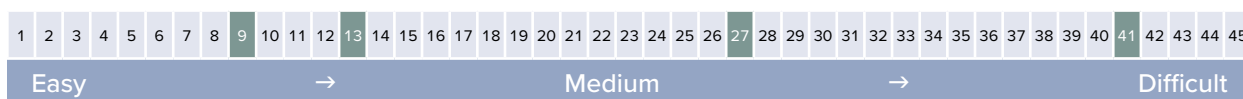
The ACT Math Test measures comprehensive knowledge of math concepts and problem-solving skills. The ACT tests concepts from pre-algebra, algebra, geometry, advanced algebra, and trigonometry.

Of the 45 questions on the Math Test, 4 will be unscored "experimental" questions (also known as "field test items").

Math questions are arranged in rough order of difficulty. For example, question 45 will be much harder than question 5. In the latter half, questions are more likely to require multiple steps and involve more advanced concepts such as conic sections and trigonometry.

With 50 minutes to complete the Math Test's 45 questions, you have an average of about 67 seconds to answer each question.

50 MINUTES TOTAL FOR MATH



4 unscored "experimental" questions are highlighted above. On the Math Test, you cannot determine which questions are "experimental."

EASY SAMPLE PROBLEM

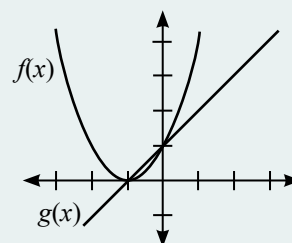
Jen and her friends decide to sell lemonade on their street corner. They use 4 pounds of lemons to make 3 pitchers of lemonade. Later, Jen decides that she and her friends will try to sell 6 more pitchers of lemonade before it is time for supper. How many pounds of lemons will be needed to make the additional 6 pitchers?

- A. 4
- B. $4\frac{1}{2}$
- C. 6
- D. 8

Answer: D

DIFFICULT SAMPLE PROBLEM

The functions $f(x) = x^2 + 2x + 1$ and $g(x) = x + 1$ are graphed in the standard (x, y) coordinate plane below. Which of the following is true?



- F. $f(0) = g(-1)$
- G. $f(-2) = g(1)$
- H. $f(x) = g^2(x)$
- J. $f(x) = g(g(x))$

Answer: H

TEST STRATEGY

Use a Two-Pass Approach

On your first pass through a Math section, answer all of the questions you can, but don't get bogged down on an individual question. If you're stuck, mark it and move on. Remember: each question is worth the same amount: one raw point. Next, make a second pass through the test, starting from the first question you skipped and marked. Focus on the ones you think you have the best chance on. Use all of your math strategies. Finally, with one minute remaining, guess on all the remaining questions. Since there is no penalty for wrong answers, do not leave any blank.

ACT MATH: BROAD & SHALLOW

Like the SAT, the ACT spans math content from pre-algebra through basic trigonometry. The ACT requires a relatively basic understanding of a wide range of topics, while the SAT requires a deep understanding of a set of core concepts.

Success on the ACT Math Test requires that you identify early those areas in which you're strong and those areas in which you need improvement. Take a practice test, assess your needs, and then spend your study time accordingly.

41 TOTAL SCORED QUESTIONS	
PREPARING FOR HIGHER MATH 33 QUESTIONS, 80%	INTEGRATING ESSENTIAL SKILLS 8 QUESTIONS, 20%
Number & Quantity (4–5 questions, 10–12%) • Real and complex number systems • Vectors • Matrices Algebra (8 questions, 20%) • Linear equations • Polynomials • Radical and exponential relationships • Systems of equations • Matrices Functions (8 questions, 20%) • Function notation • Logarithms • Graphs of functions Geometry (8 questions, 20%) • Triangles • Circles • Conic sections • Trigonometry Statistics & Probability (4–5 questions, 10–12%) • Center and spread of distributions • Data collection methods • Data relationships • Probabilities	• Fractions • Rates and percentages • Proportional relationships • Angles • Area • Surface area and volume • Average and median
MODELING > 8 QUESTIONS, > 20%	
In addition to being categorized under Integrating Essential Skills and Preparing for Higher Math categories, questions can be categorized as Modeling. In a Modeling question, mathematical models are used to describe actual, empirical situations. These questions involve producing, interpreting, understanding, evaluating, and improving mathematical models.	

ACT SCIENCE OVERVIEW

With the shift to the Enhanced ACT format, the ACT Science Test has become optional, and the Science Test score is no longer factored into your Composite. Note that some schools may require a Science Test score in applications.

The ACT Science Test measures interpretation, analysis, evaluation, and problem-solving skills. Although it uses scientific language and reasoning, it is not designed as a science achievement test. Only a few questions (5–8) per test require any specific knowledge from science classes.

The content of the Science Test includes biology, chemistry, physics, and Earth/space sciences (such as geology, oceanography, and astronomy).

Passages appear in three types: Data Representation, Research Summaries, and Conflicting Viewpoints. Each test contains 7 passages with 5 or 6 questions each. 1 of these will be an unscored "experimental" passage (also known as "field test") that can be any type. Students will not be notified which passage is unscored.

Questions fall into three main categories:

- Interpretation of Data (recognize trends, translate data, and reason mathematically)
- Scientific Investigation (understand experimental tools and procedures, and compare, extend, and modify experiments)
- Evaluation of Models, Inferences, and Experimental Results (judge the validity of information and formulate conclusions and predictions)

With 40 minutes to complete the Science Test's 40 questions, you have an average of 60 seconds to answer each question.

40 MINUTES TOTAL FOR SCIENCE

PASSAGE TYPE	PASSAGES	CHARACTERISTICS
DATA REPRESENTATION	2	Scientific information is presented in charts, graphs, tables, and diagrams. Questions require interpretation and analysis of the information.
RESEARCH SUMMARIES	3	One or more related experiments are described, with the results of the experiment(s) typically summarized in graphs/tables. Questions cover design, execution, and results.
CONFLICTING VIEWPOINTS	1	Two or more incompatible theories, hypotheses, or viewpoints on a specific observable phenomenon are offered. Questions will evaluate your ability to analyze and compare the different viewpoints.

TEST STRATEGY

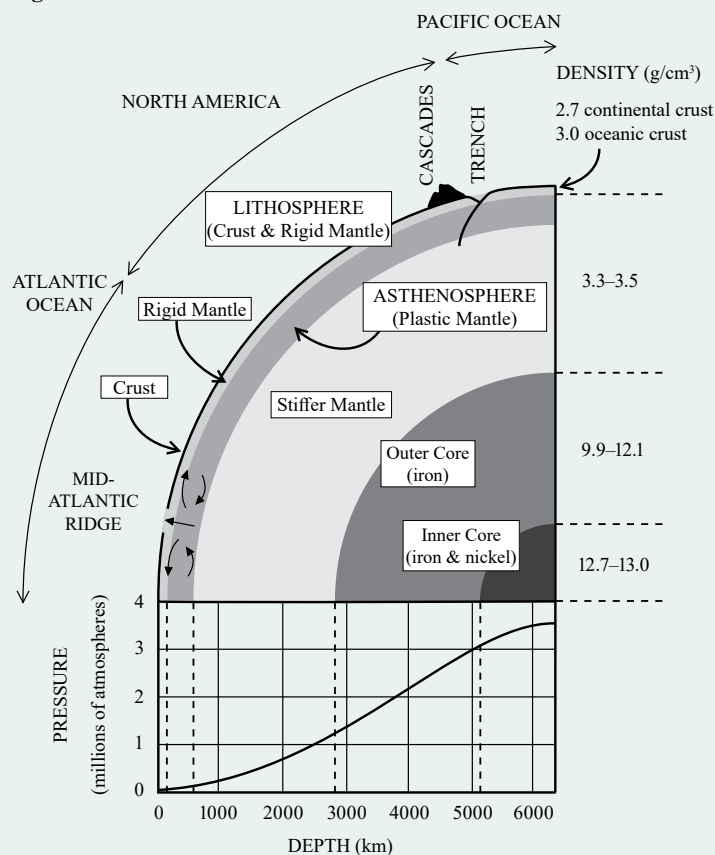
Don't Worry If You're Unfamiliar with the Topic of a Passage.

Usually, all of the information you need about a topic will be contained within the passage. Each Science Test only has a few questions that require outside knowledge of science facts, and you can usually solve these questions by applying a basic understanding of biology, chemistry, or physics.

ACT SCIENCE SAMPLE

Below is an abridged passage from the ACT Science Test.

Figure 1



1. Based on the data presented in Figure 1, which of the following correctly lists layers of the Earth's interior from lowest to highest density?

- A. Inner Core, Outer Core, Oceanic Crust, Continental Crust, Stiffer Mantle
- B. Inner Core, Outer Core, Stiffer Mantle, Rigid Mantle, Continental Crust
- C. Asthenosphere, Oceanic Crust, Lithosphere, Outer Core, Inner Core
- D. Continental Crust, Oceanic Crust, Asthenosphere, Outer Core, Inner Core

2. According to Figure 1, which layer of the Earth's interior is found to have a pressure of 1 million atmospheres?

- F. Stiffer Mantle at a depth of 1500 km
- G. Stiffer Mantle at a depth of 2500 km
- H. Inner Core at a depth of 4000 km
- J. Inner Core at a depth of 2500 km

Answers: 1. D, 2. G

TEST STRATEGY

Let Each Question Guide You

In each question, pay attention to the key terms, which will tell you where to look in the charts and graphs of the passage. The answer choices may also provide more clues about where to find information.

ACT WRITING OVERVIEW

The ACT Writing Test is an optional 40-minute essay and appears at the end of the test. You are presented with three perspectives on a given issue and are asked to create an essay that establishes your own perspective. You must analyze the relationship between your perspective and at least one other. The ACT Writing Test calls for your personal opinion and allows for outside information in the development of your arguments.

While the ACT continues to offer the optional ACT Writing section, very few universities still require it for admission. Our general advice is that students should not take the Writing section and instead should focus their efforts on the multiple-choice section of the test. Students have other and better ways to showcase their mastery of essay writing (e.g., application essays).

HOW TO ALLOCATE YOUR TIME

2–3 MINUTES	Analyze the Issue	Read the issue in the prompt, and brainstorm relevant topics that you might use as examples to support your arguments.
3–5 MINUTES	Assess Perspectives	Read the three perspectives, and consider how they relate to the issue and each other. Assess the strengths and weaknesses of each perspective. Decide on a perspective you will defend, or develop an original thesis.
3–6 MINUTES	Plan and Outline	Develop an outline that plans what supporting examples you will use and how you will address each of the perspectives in the prompt.
25–30 MINUTES	Write	Write your essay. Pay attention to how much time you have remaining, and adjust the depth of your analysis accordingly.
1–2 MINUTES	Review and Edit	Quickly review your essay for any errors or weaknesses. Correct spelling or grammar mistakes, and make quick improvements.

For students testing on the West Coast, test center availability can sometimes be an issue. When this occurs, it may be easier to find a test center by registering for an ACT test with an optional Writing Test and dropping the Writing Test before the test administration (unless the student would like to take the optional Writing Test).

SAMPLE ACT WRITING PROMPT

INTELLIGENT MACHINES

Many of the goods and services we depend on daily are now supplied by intelligent, automated machines rather than human beings. Robots build cars and other goods on assembly lines, where once there were human workers. Many of our phone conversations are now conducted not with people but with sophisticated technologies. We can now buy goods at a variety of stores without the help of a human cashier. Automation is generally seen as a sign of progress, but what is lost when we replace humans with machines? Given the accelerating variety and prevalence of intelligent machines, it is worth examining the implications and meaning of their presence in our lives.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the increasing presence of intelligent machines.

PERSPECTIVE ONE

What we lose with the replacement of people by machines is some part of our own humanity. Even our mundane daily encounters no longer require from us basic courtesy, respect, and tolerance for other people.

PERSPECTIVE TWO

Machines are good at low-skill, repetitive jobs, and at high-speed, precise jobs. In both cases they work better than humans. This efficiency leads to a more prosperous and progressive world for everyone.

PERSPECTIVE THREE

Intelligent machines challenge our long-standing ideas about what humans are or can be. This challenge is good because it pushes both humans and machines toward new, unimagined possibilities.

ESSAY TASK

Write a unified, coherent essay in which you evaluate multiple perspectives on the increasing presence of intelligent machines. In your essay, be sure to:

- clearly state your own perspective on the issue and analyze the relationship between your perspective and at least one other perspective
- develop and support your ideas with reasoning and examples
- organize your ideas clearly and logically
- communicate your ideas effectively in standard written English

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different.

ACT WRITING SCORING GUIDE (RUBRIC)

Each ACT essay is evaluated by two essay readers who independently grade on a 1–6 scale in each of four domains: Ideas and Analysis, Development and Support, Organization, and Language Use. Each domain score

represents the sum of two readers' scores. Your domain scores are then averaged to generate a Writing Test score from 2–12.

SCORE	IDEAS AND ANALYSIS	DEVELOPMENT AND SUPPORT	ORGANIZATION	LANGUAGE USE
6	- The writer critically engages with multiple perspectives on the given issue. - The thesis reflects nuance and precision in thought. - The analysis examines complexities, and/or underlying values and assumptions.	- Development of ideas and support for claims deepen insight and broaden context. - An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument.	- The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. - Transitions between and within paragraphs strengthen the relationships among ideas.	- The use of language enhances the argument. - Sentence structures are consistently varied and clear. - While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
5	- The writer productively engages with multiple perspectives on the given issue. - The thesis reflects precision in thought. - The analysis addresses complexities, and/or underlying values and assumptions.	- Development of ideas and support for claims deepen understanding. - A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument.	- The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. - Transitions between and within paragraphs consistently clarify the relationships among ideas.	- The use of language works in service of the argument. - Sentence structures are clear and varied often. - While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.
4	- The writer engages with multiple perspectives on the given issue. - The thesis reflects clarity in thought. - The analysis recognizes complexities, and/or underlying values and assumptions.	- Development of ideas and support for claims clarify meaning and purpose. - Lines of clear reasoning and illustration adequately convey the significance of the argument.	- The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. - Transitions between and within paragraphs clarify the relationships among ideas.	- The use of language conveys the argument with clarity. - Sentence structures are clear and demonstrate some variety. - While errors in grammar, usage, and mechanics are present, they rarely impede understanding.
3	- The writer responds to multiple perspectives on the given issue. - The thesis reflects some clarity in thought. - Analysis is simplistic or somewhat unclear.	- Development of ideas and support for claims are mostly relevant but are overly general or simplistic. - Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.	- The response largely coheres, with most ideas logically grouped. - Transitions between and within paragraphs sometimes clarify the relationships among ideas.	- The use of language is basic and only somewhat clear. - Sentence structures are usually clear but show little variety. - Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.
2	- The writer weakly responds to multiple perspectives on the given issue. - The thesis, if evident, reflects little clarity in thought. - Attempts at analysis are incomplete or consist primarily of restatement of the issue and its perspectives.	- Development of ideas and support for claims are weak, confused, or disjointed. - Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.	- Grouping of ideas is inconsistent and often unclear. - Transitions between and within paragraphs are misleading or poorly formed.	- The use of language is inconsistent and often unclear. - Sentence structures are sometimes unclear. - Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.
1	- The writer fails to generate an argument that responds intelligibly to the task. - The writer's intentions are difficult to discern. - Attempts at analysis are unclear or irrelevant.	- Ideas lack development, and claims lack support. - Reasoning and illustration are unclear, incoherent, or largely absent.	- The response does not exhibit an organizational structure. - There is little grouping of ideas. - When present, transitional devices fail to connect ideas.	- The use of language fails to demonstrate skill in responding to the task. - Sentence structures are often unclear. - Errors in grammar, usage, and mechanics are pervasive and often impede understanding.

Source: abridged from ACT

COMPARING THE SAT & ACT



EVOLUTION OF THE SAT & ACT

1926 —● **SAT FIRST ADMINISTERED**

1959 —● **ACT FIRST ADMINISTERED**

1974 —● **SCHOLASTIC APTITUDE TEST** October 1974–January 1994

- Maximum score is 1600. Verbal: 200–800. Math: 200–800.
- With question types like Analogies and Quantitative Comparisons, the test lives up to its name as an aptitude test, in many ways disconnected from what students are learning in school.
- Roughly 70% of the Verbal items (Antonyms, Analogies, and Sentence Completions) are vocabulary-based. High scores require mastery of challenging words like *antediluvian* and *insentient*.

1989 —● **ACT** October 1989–December 2004

- Maximum composite score is 36. English: 1–36. Math: 1–36. Reading: 1–36. Science: 1–36.
- The Reading Test replaces the Social Studies Test, and the Science Test replaces the Natural Science Test.
- Math content is increased to include pre-algebra and trigonometry.

1994 —● **SAT I: REASONING TEST** March 1994–January 2005

- Maximum score is 1600. Verbal: 200–800. Math: 200–800.
- Math questions become more curriculum-based, Antonyms are removed, and reading-based items are now 50% of the Verbal test. The SAT is beginning its gradual transition from a test of aptitude to a test that is more connected to what students are learning in school.

2005 —● **ACT** February 2005–June 2015

- 30-minute, optional Writing section added.

—● **SAT REASONING TEST** March 2005–January 2016

- Maximum score is 2400. Critical Reading: 200–800. Math: 200–800. Writing: 200–800.
- The test now includes a separately scored Writing section comprised of an essay and multiple-choice grammar and usage questions.
- The two most aptitude-based test items (Analogies and Quantitative Comparisons) are removed, reading-based items now account for 70% of the Critical Reading portion of the test, and new, curriculum-based math topics are included. The SAT is more aligned than ever with national learning standards.

FUN FACTS

Perfect Scores

1990 SAT: 1 in 120,000 students

2005 SAT: 1 in 5,000 students

2020 ACT: 1 in 5,600 students

Calculators

1994: Calculators are allowed on the SAT.

1996: Calculators are allowed on the ACT.

2016: Calculators are prohibited on one of the two Math sections on the SAT

2024: SAT includes a graphing calculator

2024: ACT includes a graphing calculator

Recentering

1994: SAT scores are recentered. In the early '90s, the average Verbal score was about 425 and the average Math was about 475. For the class of 1996, after recentering, the average Verbal was 505, and the average Math was 508. The average scores are now closer to each other and closer to the midpoint of the 200–800 scale.

ACT Accepted Everywhere

In **2007**, Harvey Mudd College announces that it will accept the ACT. Now all 4-year colleges will accept either the SAT or ACT.

Summer Test Dates

In **August 2017**, the College Board administers the first summer SAT. Going forward, August will replace the January test date.

In **July 2018**, ACT administers its first summer ACT.

2016 —● **SAT March 2016–Present**

- Maximum score reverts back to 1600. Reading & Writing: 200–800. Math: 200–800.
- The Verbal test is now comprised of two sections: a Reading Test and a Writing & Language test. Sentence Completions are eliminated, and gone are the last vestiges of the SAT as a vocabulary test.
- Math content is totally aligned to national school math standards.
- The SAT is now definitively a curriculum-based test.
- The essay is made optional.

2021 —● **SAT January 2021**

- Subject Test administrations are eliminated.
- The SAT essay is eliminated for both U.S. and international students.

2023 —● **SAT March 2023**

- International test centers transition to the Digital SAT.
- All students take the digital PSAT 8/9, PSAT 10, and PSAT/NMSQT starting in October 2023.

2024 —● **ACT February 2024**

- ACT begins offering an online testing option in select testing centers.
- The paper format of the ACT is still available.

SAT March 2024

- U.S. schools and test centers transition to the Digital SAT.

2025 —● **ACT Spring 2025–Present**

- ACT changes to a new Enhanced format, offering more time per question and making the Science section optional.
- Enhanced ACT is introduced first for online tests on National dates in Spring 2025.
- In September 2025, this new ACT format extends to pencil-and-paper tests on National dates and to international administrations. At this point, all Superscored Composites no longer factor in Science scores, even if students have not taken an ACT with the Enhanced format.

% of Students Scoring 700+ on the SAT

	1990	2024
VERBAL	1%	8%
MATH	4.5%	9%

VERBAL 700S ARE 8 TIMES MORE COMMON TODAY THAN IN 1990. MATH 700S ARE TWICE AS COMMON.

College Comparison: 2025 versus 1990

	Boston University		Northeastern University	
	1990	2025	1990	2025
Tuition plus Room & Board	\$21,145	\$95,334	~\$18,000	\$90,038
# of Applicants	23,880	76,776	20,700	105,092
Admit Rate	55%	12%	53%	5%
SAT MID-50%	1090–1310	1430–1510	830–1130	1480–1540

COMPARISON OF THE SAT AND THE ACT

	SAT	ACT	KEY DIFFERENCES
FORMAT & LENGTH	• 2 sections, 2 modules per section • Reading & Writing; Math • Testing time: 2 hours, 14 minutes • Digital, adaptive format	• 3 sections (plus 2 optional) • English; Math; Reading; Science (optional); Writing (optional) • Testing time: 2 hours, 5 minutes (not including 40-minute Science or 40-minute Writing sections) • Linear format	Due to its adaptive format, the SAT adjusts difficulty halfway through both sections. The ACT is linear (not adaptive) and offers optional additional sections. The SAT provides more time per question than the ACT does, but SAT questions are generally more challenging. Some students may prefer one test over the other, but most students score comparably.
SCORING	• Total score: 400–1600 (sum of 2 Section scores) • Reading & Writing: 200–800 • Math: 200–800	• Composite score: 1–36 (average of 3 core Test scores) • English: 1–36 • Math: 1–36 • Reading: 1–36 • Science (not averaged into Composite score) : 1–36 • Writing (not averaged into Composite score): 2–12	The ACT Composite score is the average of your 3 core Test scores, so a change in one Test score may not be reflected in the Composite. The SAT Total score is the sum of the Section scores. Within each ACT section, each question is worth the same scoring value. On the SAT, questions have different scoring values based on their difficulty and the skills required to solve them.
SAT READING & WRITING / ACT READING AND ENGLISH	Reading & Writing Section • 1 question per short text (25–150 words) • 64 total minutes (32 minutes per module) • 25–29 Reading questions • 19–27 Writing questions • Consistent question type order	Reading Section • 40 minutes for 36 questions • 4 longer texts (~650–750 words each) English Section • 35 minutes for 50 questions • 3–4 medium-length texts (~340 words each) • 2–4 short-length texts (~185 words each)	The ACT has separate sections for Reading and English, whereas the SAT combines the same assessment into one section (Reading & Writing). The ACT Reading and English sections are passage-based, with 5–10 questions per longer text. The SAT is paragraph-based, with only 1 question per shorter text. The SAT offers about 37% more time per question but requires more complex analysis of texts.
MATH	• Pre-algebra through basic trigonometry • Heavy emphasis on advanced algebra skills • Basic formulas provided • About 25% of questions are “student-produced responses” that do not offer answer choices	• Pre-algebra through basic trigonometry • Extensive range of concepts tested • Formulas not provided	The SAT and ACT Math tests cover similar ranges of concepts. The ACT requires a broad, basic knowledge of many concepts. The SAT requires a deep knowledge of a core set of concepts, particularly algebra. The SAT offers about 42% more time per Math question than the ACT does.
EXPERIMENTAL QUESTIONS	• All SAT tests include 8 total experimental (“pretest”) questions • 2 questions are mixed into each of the test’s 4 modules	• All sections (except the optional Writing) have experimental questions blended throughout • English and Reading have full passages with all experimental questions	Experimental questions test the viability of questions that may appear on future tests. They do not count toward a student’s official score. On both the SAT and ACT, there is no indication of which questions are experimental, so students should take every question seriously and not attempt to identify experimental questions.
SCIENCE	• The SAT does not have a stand-alone Science section and does not directly assess science knowledge	• The ACT’s optional Science section is primarily a reasoning test, but it occasionally requires prior science knowledge	The ACT Science Test measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. The test requires outside scientific knowledge on a few questions per test. The SAT does not include a Science section.
ESSAY	• The SAT does not have an essay	• The ACT essay section is optional. • 40 minutes to evaluate three perspectives on a contemporary issue	The ACT essay emphasizes crafting and comparing arguments. Most students will not need to take the ACT essay because it is not required for most college applications. The SAT does not include an essay section.

SAT PERCENTILES

Percentiles show your relative standing among other students. The College Board reports two types of percentile ranks:

- Your “Nationally Representative” percentile is based on data for all U.S. students in grades 11 and 12, including students who did not take the SAT.

- Your “SAT User” percentile compares your performance against those of every college-bound SAT-taker in the 11th and 12th grades. Importantly, it is not based on your standing among students on a specific test date. Rather, your percentile is based on the performance of a larger, prior cohort.

Percentiles are not typically used in college admission decisions.

SAT NATIONAL PERCENTILES FOR TOTAL SCORES

TOTAL SCORE	NATIONALLY REPRESENTATIVE SAMPLE	SAT USER
1600	99+	99+
1590	99+	99+
1580	99+	99+
1570	99+	99+
1560	99+	99+
1550	99+	99
1540	99+	99
1530	99+	99
1520	99+	98
1510	99	98
1500	99	98
1490	99	97
1480	99	97
1470	99	97
1460	99	96
1450	99	96
1440	98	95
1430	98	95
1420	98	94
1410	97	94
1400	97	93
1390	97	92
1380	96	93
1370	96	91
1360	95	90
1350	94	90
1340	94	89
1330	93	88
1320	93	87
1310	92	87
1300	91	86
1290	90	85
1280	89	84
1270	88	83
1260	87	82
1250	86	81
1240	85	80
1230	84	78
1220	83	77
1210	82	76
1200	81	75

TOTAL SCORE	NATIONALLY REPRESENTATIVE SAMPLE	SAT USER
1190	80	73
1180	78	72
1170	77	71
1160	76	69
1150	74	68
1140	73	66
1130	71	65
1120	70	63
1110	69	61
1100	67	60
1090	65	58
1080	63	57
1070	61	55
1060	60	53
1050	58	51
1040	56	50
1030	54	48
1020	52	46
1010	50	45
1000	48	43
990	46	41
980	44	40
970	42	38
960	40	36
950	38	35
940	36	33
930	35	32
920	33	30
910	31	28
900	29	27
890	27	25
880	26	24
870	24	22
860	23	21
850	21	19
840	20	18
830	18	17
820	17	15
810	16	14
800	14	13
790	13	11

TOTAL SCORE	NATIONALLY REPRESENTATIVE SAMPLE	SAT USER
780	11	10
770	10	9
760	9	8
750	8	7
740	7	6
730	6	5
720	5	4
710	4	3
700	4	3
690	3	2
680	2	2
670	2	1
660	1	1
650	1	1
640	1	1
630	1	1
620	1-	1-
610	1-	1-
600	1-	1-
590	1-	1-
580	1-	1-
570	1-	1-
560	1-	1-
550	1-	1-
540	1-	1-
530	1-	1-
520	1-	1-
510	1-	1-
500	1-	1-
490	1-	1-
480	1-	1-
470	1-	1-
460	1-	1-
450	1-	1-
440	1-	1-
430	1-	1-
420	1-	1-
410	1-	1-
400	1-	1-

Source: SAT Understanding Scores 2022.

ACT PERCENTILES

Percentiles show your relative standing among other students. For example, if a student's score is in the 65th percentile, 65% of students achieved scores at or below that student's score. ACT reports both national and state percentiles.

Your national percentile rank is not based on your standing among students on a specific test date. Rather, your percentile is based on the performance of a larger, prior cohort.

Percentiles are not typically used in college admission decisions.

ACT NATIONAL PERCENTILES

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

Source: National Norms for ACT Test Scores 2022–23.

SAT/ACT CONCORDANCE TABLE

In June 2018, the College Board, ACT, and NCAA released an updated concordance between SAT and ACT. The SAT's 2024 update and ACT's 2025 update did not alter their scoring scales, so this concordance has remained unchanged.

Concordance tables are necessary to compare scores between different tests. SAT and ACT concordance tables are used by a variety of stakeholders, including school counselors, admissions officers, and families, to convert measurements of student performance between the two tests.

School counselors and families might use concordance tables in two ways:

1. For students who have taken both the SAT and ACT, the concordance table can be used to compare scores to determine which to send to colleges.
2. The concordance table allows students to compare SAT and ACT practice test scores to focus their test prep on one test or the other.

SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1320	28	1050	20	770	13
1590*		1310*		1040*		760*	
1580		1300		1030		750	
1570	35	1290	27	1020	19	740	12
1560		1280*		1010*		730	
1550		1270		1000		720	
1540*		1260		990		710*	
1530	34	1250	26	980	18	700	11
1520		1240*		970*		690	
1510		1230		960		680	
1500*		1220		950		670*	
1490	33	1210*	25	940	17	660	10
1480		1200		930*		650	
1470		1190		920		640	
1460*		1180*		910		630*	
1450	32	1170	24	900	16	620	9
1440		1160		890*		610	
1430*		1150		880		600	
1420		1140*		870		590*	
1410	31	1130	23	860	15	580	N/A
1400*		1120		850*		570	N/A
1390		1110*		840		560	N/A
1380		1100		830			
1370*	30	1090	21	820	14		
1360		1080*		810			
1350		1070		800*			
1340*	29	1060		790			
1330				780			

Source: College Board Guide to the 2018 ACT/SAT Concordance Table.

* Use this score when a single score point comparison is needed. For instance, a 26 ACT score corresponds to an SAT range of 1230 to 1250.

If a single score point comparison is needed, the 26 is equivalent to a 1240.

N/A scores occur when there is not enough data to generate a scaled score.

“Our Summit tutor was very knowledgeable and was able to connect with our son. The tutor had only had a few weeks to work with him and had a great impact on him and his score.”

Marie W., Parent

“I have used Summit for my two daughters and have been very pleased. Program Director Margaret is excellent! She follows up quickly with any questions that I have. I have recommended Summit to numerous friends (some of whom have already signed up with Summit for their child's tutoring). I plan to use Summit for my son (rising 7th grader) when the time comes.”

Monisha P., Parent

“The experience was excellent in every aspect. The communication with parents regarding the learned materials, areas for improvement, and suggestions for students was wonderful. This is my third child who has used Summit, and if I had more children, I would definitely choose Summit to prepare them for any upcoming standardized tests.”

Alice W., Parent

“Working with Summit was seamless and both of my daughters enjoyed working with their tutors. They found a fit to each learning personality making them feel comfortable and motivated.”

Sage E., Parent

AP TESTS



AP EXAM OVERVIEW

THE GROWING IMPORTANCE OF AP IN THE COLLEGE ADMISSION PROCESS

Historically, AP exams have served as tools for high school students to earn college-level credit. Although they were not originally intended to play a role in college admissions, AP exams are increasingly becoming an important factor in the college admission process. Now that many colleges are test-optional and SAT Subject Tests have been eliminated, many students have turned to APs as a way to demonstrate course rigor and mastery in specific content areas.

As more students receive As and Bs due to accelerating grade inflation, APs offer another opportunity to stand out in an increasingly crowded field of college applicants. Given the relatively small number of students who are able to achieve 4s and 5s on some exams (see the chart on page 71 for more details on AP grade distribution), APs can be considered “grade-inflation proof.” These factors help explain the dramatic rise in popularity of AP exams in recent years. In 2021, students across the U.S. and around the world combined to take more than 4.5 million AP exams, a 32% increase over 2011.*

AP STUDENT SCORE DISTRIBUTIONS

The chart on page 61 provides the percentage breakdown of students who achieved scaled scores of 1, 2, 3, 4, or 5 on each AP exam. As the chart shows, it can be extremely difficult to earn a 5 on some exams. For example, on the English Language and Composition exam, one of the most popular APs, less than 10% of all students scored a 5. Since AP classes represent college-intro level courses, solid preparation and planning are necessary to do well on AP exams.

WHAT ARE AP EXAMS?

Typically, AP exams consist of two sections. The first section is comprised primarily of Multiple-Choice questions, and the second section is comprised of Free-Response questions that require students to write answers to prompts. Free-Response questions are hand scored by a panel of College Board trained content experts.

AP exams are scored on a 5-point scale, with scores of 3 or above indicating that a student is qualified in that particular subject. To view the list of colleges that provide course credit for AP (and their cutoff scaled score requirements), visit College Board’s AP Credit Policy search page: <https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/36>.

*Source: AP Data Archive

SCORE	RECOMMENDATION	COLLEGE GRADE EQUIVALENT
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	
1	No recommendation	

Source: College Board AP Score Scale Table

ADVICE FOR STUDENTS

In general, students’ Advanced Placement classes in school will provide adequate preparation for the AP exams. However, in situations where students are looking for a competitive edge or require additional support, we offer AP tutoring with trained AP content experts.

Given the importance of a student’s AP scaled score in earning college credit and demonstrating content mastery, we recommends that students take full-length practice AP exams prior to testing in May.

PRACTICE AP EXAMS

We offer convenient in-person and online AP exam practice testing options (including personalized feedback from trained experts on free-responses) throughout AP testing season from late winter through April. It is always advisable for students to take their initial AP practice exams early in the season (February or March are best) to allow for enough time to focus on areas in need of improvement prior to the May testing schedule.

As of this writing, we offer practice AP testing with free-response scoring in the following subjects:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP Human Geography
- AP Physics C – Mechanics
- AP Physics C – Electricity and Magnetism
- AP Statistics
- AP U.S. Government and Politics
- AP U.S. History
- AP World History – Modern

AP STUDENT SCORE DISTRIBUTIONS

AP TEST	TEST-TAKERS	PERCENT OF STUDENTS ACHIEVING EACH SCORE				
		1	2	3	4	5
Art and Design 2-D	43,854	2	14.4	40.7	31.5	11.5
Art and Design 3-D	7,505	4.4	23.5	39.9	25.2	7.1
African American Studies	-	8	19	28	30	15
Art History	24,624	11.6	23.8	27	23.8	13.8
Biology	239,470	12	23.6	27.2	23	14.3
Calculus AB	273,987	20.3	21.7	19.4	16.2	22.4
Calculus BC	135,458	6.3	15.2	19	15.9	43.5
Calculus BC Calc. AB Subscore	135,458	6.6	8.6	18.8	19.6	46.4
Chemistry	139,448	8	16.9	32	27.1	16
Chinese Lang. (Total Group)	16,495	6.6	5	15.4	18.8	54.2
Chinese Lang. & Culture	4,020	19.3	14.5	30	17.1	19.2
Comparative Gov't & Politics	23,611	13	16.2	31.2	23.2	16.4
Computer Science A	94,438	22.5	9.5	18.8	22.4	26.8
Computer Science Principles	164,505	16.4	20.5	31.1	20.6	11.5
Drawing	22,555	13.1	36.1	32.9	15.7	
English Lang. & Composition	562,328	14.4	29.5	26.1	19.7	10.3
English Literature & Composition	356,043	8.4	14.4	34.5	27.8	14.9
Environmental Science	209,757	19.9	26.4	17	28.4	8.3
European History	81,788	11.6	29	25.2	21.3	12.9
French Lang. (Total Group)	18,655	5.5	19.8	36.4	25.1	13.2
French Lang. & Culture (Standard)	13,570	6	22.6	40.4	22.9	8.1
German Lang. (Total Group)	4,375	12.8	19.2	24.9	21.3	21.8
German Lang. & Culture	2,968	16.1	24.8	30.2	21.2	7.7
Human Geography	247,043	31.6	14	18.4	20	16
Italian Lang. (Total Group)	2,034	10.1	17.1	26.9	22.8	23.2
Italian Lang. & Culture (Standard)	1,456	11.3	19.9	31.9	25	11.9
Japanese Lang. (Total Group)	3,089	14.9	8.2	17.5	8.6	50.8
Japanese Lang. & Culture (Standard)	1,294	29.8	15.8	28.9	9.6	15.8
Latin	4,533	18.4	24.9	28	16.5	12.3
Macroeconomics	148,836	13.7	21.6	24.7	22.9	17.1
Microeconomics	94,772	12.1	19.9	20.6	26	21.3
Music Theory	17,834	15.2	24.1	24	16.9	19.8
Music Theory Aural Subscore	17,834	15	24.4	23.4	17.2	20
Music Theory Nonaural Subscore	17,834	15.2	24.6	23.5	16.6	20.1
Physics 1	159,582	26.4	28	18.5	18.3	8.8
Physics 2	20,453	6.4	23.8	34.9	18.5	16.5
Physics C: Electricity & Magnetism	24,179	11.9	17.9	13.1	23.5	33.6
Physics C: Mechanics	55,602	12.5	14	20.7	26.3	33.6
Precalculus (2024 Overview)	-	10	15	26	24	25
Psychology	321,329	28	12.4	19.5	23.2	16.9
Research	28,402	3	12.5	44.7	26.4	13.3
Seminar	73,334	3.8	11.2	53.9	19.7	11.4
Spanish Lang. (Total Group)	164,434	2	13.5	29.6	30	24.3
Spanish Lang. & Culture	46,503	3	16.4	35.1	29.1	16.1
Spanish Literature & Culture	22,860	10.1	22.5	35.6	23.3	8.5
Statistics	242,929	23.8	16.2	22.7	22.2	15.1
U.S. Government & Politics	329,132	26.8	24	25.1	11.3	12.8
United States History	467,975	29.8	22.7	22.1	14.8	10.6
World History (Modern)	350,353	13	22.3	27.4	21.9	15.3

*Source: AP Data Archive

AP EXAM SCHEDULE

AP exams are administered over two weeks in May. Most are administered in school on computers.

2027 AP EXAM SCHEDULE		
WEEK 1	MORNING: 8 A.M. (Local Time)	AFTERNOON: 12 NOON (Local Time)
MONDAY MAY 3, 2027	- Human Geography - Physics C: Mechanics	- Biology - Italian Language and Culture
TUESDAY MAY 4, 2027	- Business with Personal Finance - United States Government and Politics	- European History - Microeconomics
WEDNESDAY MAY 5, 2027	- Cybersecurity - English Literature and Composition	- Physics 1: Algebra-Based - Physics C: Electricity and Magnetism
THURSDAY MAY 6, 2027	- French Language and Culture - Physics 2: Algebra-Based - World History: Modern	- African American Studies - Chemistry
FRIDAY MAY 7, 2027	- German Language and Culture - United States History	- Macroeconomics - Networking (2026-27 pilot schools only)
	Art and Design: Friday, May 7, 2027 (11:59 p.m. ET), is the deadline for AP Art and Design digital portfolios to be submitted to the AP Program.	

WEEK 2	MORNING: 8 A.M. (Local Time)	AFTERNOON: 12 NOON (Local Time)
MONDAY MAY 10, 2027	- Calculus AB - Calculus BC	- Music Theory - Seminar
TUESDAY MAY 11, 2027	- Japanese Language and Culture - Precalculus	Statistics
WEDNESDAY MAY 12, 2027	English Language and Composition	- Art History - Computer Science A
THURSDAY MAY 13, 2027	Spanish Language and Culture	- Chinese Language and Culture - Environmental Science
FRIDAY MAY 14, 2027	- Comparative Government and Politics - Computer Science Principles - Spanish Literature and Culture	- Latin - Psychology

April 30, 2027 (11:59 p.m. ET), is the deadline for students to submit personal projects and tasks for the following programs: AP Art and Design, Computer Science Principles, Seminar, Research, and World Languages and Cultures.

LATE TESTING

Late testing using an alternate form of the AP exam is allowed under only special circumstances and may require an additional fee. Makeup dates are typically scheduled over a three-day window approximately one week after the last regular AP testing day. Contact your school's AP Coordinator for additional information on late testing.

AP EXAM DESCRIPTIONS

AP 2D ART & DESIGN

TIMING	FORMAT	CONTENT
N/A Portfolio Submission (Sustained Investigation and Selected Works)	Sustained Investigation 15 digital images (60% of score) Selected Works 5 digital images of 5 works (40% of score)	Sustained Investigation submissions require 15 digital images that demonstrate skills in practice, experimentation, and revision within works of 2-Dimensional art as well as documentation of the student's process. Selected Works may be physical or printed reproductions. Students will be assessed on their use of 2-D materials, processes, and ideas, as well as understanding of elements such as shape, form, space, texture, and color.

AP 3D ART & DESIGN

TIMING	FORMAT	CONTENT
N/A Portfolio Submission (Sustained Investigation and Selected Works)	Sustained Investigation 15 digital images (60% of score) Selected Works 10 works (40% of score)	Sustained Investigation submissions require 15 digital images that demonstrate skills in practice, experimentation, and revision within works of 3-Dimensional art as well as documentation of the student's process. Selected Works consist of 10 digital images (2 views each of 5 works) that demonstrate students' skill with 3-Dimensional materials, processes, and ideas, as well as understanding of shape, form, space, texture, and color.

AP AFRICAN AMERICAN STUDIES

TIMING	FORMAT	CONTENT
2 hours, 45 minutes - Multiple-choice section (1 hour, 10 minutes) - Project Validation (10 minutes) - Free-response section (1 hour, 25 minutes)	Section I 60 multiple-choice questions (60% of score) Section IB - Project Validation Question (1.5% of score) Section II 2 short-answer questions 1 document-based question (30% of score) Individual Student Project (Separate from exam) (8.5% of score)	Multiple-choice questions appear in sets of three or four questions and include one or two sources which serve as stimulus material. Each set includes question(s) that focus on the source material explicitly, as well as question(s) that move beyond the source. Project Validation Question presents the opportunity to respond in writing to one of the project oral defense questions. Students will be asked to provide analysis, reflection, comparison, or evaluation of at least one of the sources they used for their course project. Short-answer questions ask students to directly assess a source, make thematic connections, or provide examples related to a thematic concept. Document-based question presents five documents offering various perspectives on a historical development or process. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP ART HISTORY

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour) - Free-response section (2 hours)	Section I 80 multiple-choice questions (50% of score) Section II 2 long essay questions (35 minutes and 25 minutes) 4 short essay questions (15 minutes each) (50% of score)	Multiple-choice questions assess students' ability to identify works, artists, and cultures from 250 works of art, apply art historical skills to make deductions about unfamiliar works of art, and demonstrate critical analysis skills while applying an understanding of art historical concepts. Essay questions ask students to demonstrate understanding of complex issues, discuss aspects of artworks, and analyze relationships among works of art. All free-response questions include images of works of art or a list of works. Administration: This is a fully digital exam. You'll complete multiple-choice and free-response questions in the Bluebook testing app, with all responses automatically submitted at the end of the exam.

AP BIOLOGY

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 30 minutes) - Free-response section (1 hour, 30 minutes)	Section I 60 multiple-choice questions (50% of score) Section II 2 long free-response questions 4 short free-response questions (50% of score)	Section I consists of multiple-choice questions focusing on biological concepts, processes, models, diagrams, flow charts, the scientific method, mathematical calculations to analyze data, and claims with evidence. Section II focuses on interpretation and evaluation of experiment results, graph and data analysis, understanding lab investigations, prediction of change in a biological system, and analysis of a visual of a biological phenomenon. Administration: This is a hybrid exam. You'll complete multiple-choice questions and view free-response questions in the Bluebook testing app. You'll handwrite your free-response answers in paper exam booklets.

AP BUSINESS WITH PERSONAL FINANCE

TIMING	FORMAT	CONTENT
2 hours, 40 minutes - Multiple-choice section (1 hour, 10 minutes) - Free-response section (1 hour, 30 minutes)	Section I 60 multiple-choice questions (60% of score) Section II - Part A — 1 free-response question (25 minutes) - Part B — 3 free-response questions (65 minutes) (40% of score)	Section I consists of multiple-choice questions about concept application, entrepreneurship, decision making, and communication. Section II consists of free-response questions that require students to explain the execution of their Business Canvas Project, analyze an individual's financial situation and suggest actions to achieve goals, strategically plan for a fictional business, and compare two courses of action for a business. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP CALCULUS AB/BC

TIMING	FORMAT	CONTENT
3 hours, 15 minutes - Multiple-choice section (1 hour, 40 minutes) - Free-response section (1 hour, 30 minutes)	Section I - Part A — 29 multiple-choice questions (62 minutes) - Part B — 13 multiple-choice questions (38 minutes) (50% of score) Section II - Part A — 2 free-response questions (30 minutes) - Part B — 4 free-response questions (60 minutes) (50% of score)	Section I consists of multiple-choice questions designed for broad coverage of AP Calculus. Section I, Part A, does not permit use of a graphing calculator. Section I, Part B, permits use of a graphing calculator. Section II consists of free-response questions that require students to articulate the reasoning and methods that support their answers. Some questions will ask students to justify an answer or discuss whether a theorem can be applied. At least 2 questions incorporate a real-world context or scenario. Section II, Part A, permits use of a graphing calculator. Section II, Part B, does not. Both sections (on BC exam only) also test equations and functions that use parameters, polar coordinates, vectors, infinite sequences, and series. Administration: This is a hybrid digital exam. Multiple-choice questions are completed in BlueBook. Free-response questions are viewed in Bluebook and answers are hand-written on paper.

AP CHEMISTRY

TIMING	FORMAT	CONTENT
3 hours, 15 minutes - Multiple-choice section (1 hour, 30 minutes) - Free-response section (1 hour, 45 minutes)	Section I 60 multiple-choice questions (50% of score) Section II 3 long free-response questions 4 short free-response questions (50% of score)	Section I consists of multiple-choice questions, either discrete or in sets, that represent the AP Chemistry knowledge and science practices. Section II consists of free-response questions that pertain to experimental design, analysis of authentic lab data and observations to identify patterns or explain phenomena, creating or analyzing atomic and molecular views to explain observations, articulating and translating between representations, and following a logical/analytical pathway to solve a problem. Administration: This is a hybrid exam. Multiple-choice questions are completed in BlueBook. Free-response questions are hand-written in booklets.

AP CHINESE LANGUAGE & CULTURE

TIMING	FORMAT	CONTENT
2 hours - Multiple-choice section (1 hour, 20 minutes) - Free-response section (41 minutes)	Section I - Part A — 25–35 audio multiple-choice questions (20 minutes) - Part B — 35–40 print multiple-choice questions (60 minutes) (50% of score) Section II - Part A — 2 written free-response questions (30 minutes) - Part B — 2 spoken free-response questions (11 minutes) (50% of score)	Section I consists of 70 multiple-choice questions, including questions with a listening selection stimulus and questions with a reading selection stimulus. The Chinese test includes rejoinders. Section II consists of free responses. The Chinese test includes a story narration, email response, conversation, and cultural presentation. Administration: The exam is administered in schools on computers. Students read text on the screen, listen through a headset, type using the keyboard, and speak into a microphone.

AP COMPARATIVE GOVERNMENT & POLITICS

TIMING	FORMAT	CONTENT
2 hours, 30 minutes - Multiple-choice section (1 hour) - Free-response section (1 hour, 30 minutes)	Section I 55 multiple-choice questions (50% of score) Section II 4 free-response questions (50% of score)	Section I consists of multiple-choice questions covering quantitative analysis and text-based analysis. Questions focus on the core countries of the course: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Section II consists of free-response questions covering conceptual analysis, quantitative analysis, comparative analysis, and an argument essay. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP COMPUTER SCIENCE A

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 30 minutes) - Free-response section (1 hour, 30 minutes)	Section I 42 multiple-choice questions (55% of score) Section II 4 free-response questions (45% of score)	The two sections require students to demonstrate their ability to solve problems, including their ability to design, write, and analyze programs and subprograms. All responses involving code must be written in Java. Questions cover content in primitive types, using objects, Boolean expressions, iteration, writing classes, Array, inheritance, and recursion.

AP COMPUTER SCIENCE PRINCIPLES

TIMING	FORMAT	CONTENT
12 hours - End-of-Course Exam (2 hours) - Create Performance Task (10 hours)	Exam 70 multiple-choice questions (62 single-select and 8 multiple-select) (70% of score) Performance Task - Create computer program (9 hours in-class and 1 hour exam) (30% of score)	Exam questions cover creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Create Performance Task requires students to create a performance task code, video, and Personalized Project Reference throughout the school year. Students will then complete an end-of-course exam by responding to two questions (with four prompts) related to the code in their Reference.

AP CYBERSECURITY

TIMING	FORMAT	CONTENT
2 hours, 10 minutes - Multiple-choice section (1 hour, 20 minutes) - Free-response section (50 minutes)	Section I 60 multiple-choice questions (70% of score) Section II 1 free-response question (30% of score)	Section I consists of multiple-choice questions on analyzing and mitigating risks and detecting attacks. Section II consists of a free-response question with several simulated sources, such as policies, permissions, and firewall configurations, about a single digital device. Students must identify security issues, detect evidence of attacks, describe how changes would affect the device and users, and evaluate how security controls influence network traffic and device behavior.

AP DRAWING

TIMING	FORMAT	CONTENT
N/A - Portfolio Submission (Sustained Investigation and Selected Works)	Sustained Investigation 15 digital images (60% of score) Selected Works 5 digital images of 5 works (40% of score)	Sustained Investigation submissions require 15 digital images that demonstrate skills in practice, experimentation, and revision within drawing and documentation of the student's process Selected Works may be physical or printed reproductions. Students will be assessed on their use of drawing materials, processes, and ideas, as well as their understanding of elements such as shape, form, space, texture, and color.

AP ENGLISH LANGUAGE & COMPOSITION

TIMING	FORMAT	CONTENT
3 hours, 15 minutes - Multiple-choice section (1 hour) - Free-response section (2 hours, 15 minutes)	Section I 45 multiple-choice questions (45% of score) Section II 3 essay prompts (55% of score)	Section I features excerpts from nonfiction texts that ask students to read, analyze, and consider revising the text. Section II consists of three essay prompts that require students to address an issue by synthesizing texts, analyzing rhetoric, or composing an argument supported by evidence and reasoning from observations and experiences. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP ENGLISH LITERATURE & COMPOSITION

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour) - Free-response section (2 hours)	Section I 55 multiple-choice questions (45% of score) Section II 3 essay prompts (55% of score)	Section I consists of 5 sets of questions that test students' critical reading of selected prose fiction, drama, and poetry passages. Section II consists of essay prompts that require writing as a direct measure of students' ability to read and interpret literature. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP ENVIRONMENTAL SCIENCE

TIMING	FORMAT	CONTENT
2 hours, 40 minutes - Multiple-choice section (1 hour, 30 minutes) - Free-response section (1 hour, 10 minutes)	Section I 80 multiple-choice questions (60% of score) Section II 3 free-response questions (40% of score)	Section I features questions that ask students to explain environmental concepts; analyze visuals, text sources, research studies, and data; use math to solve problems; and propose and justify solutions to environmental problems. Section II consists of free-response questions that require students to demonstrate reasoning and analytical skills and synthesize material from several sources. This section requires students to design an investigation and analyze environmental problems and propose solutions.

AP EUROPEAN HISTORY

TIMING	FORMAT	CONTENT
3 hours, 15 minutes - Multiple-choice and short-answer section (1 hour, 35 minutes) - Free-response section (1 hour, 40 minutes)	Section I - Part A — 55 multiple-choice questions (55 minutes) - Part B — 3 short-answer questions (40 minutes) (60% of score) Section II - Part A — 1 document-based question (60 minutes, includes 15-minute reading period) - Part B — 1 long essay question (40 minutes) (40% of score)	Section I, Part A asks students to respond to a primary or secondary source, such as texts, images, charts, graphs, or maps, reflecting historic material. Section I, Part B consists of 3 short-answer questions. Short-answer question 1 includes one or more secondary text sources, question 2 includes a primary text source, and question 3 includes a primary or secondary non-text source. Each question focuses on a different historical period. Section II, Part A includes an essay question (between 1600–2001) and measures ability to develop an argument using historical material as evidence. Section II, Part B asks students to respond to a broad prompt with their own thesis, relevant historical context, and multiple historical examples as evidence. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP FRENCH/GERMAN/ITALIAN/JAPANESE LANGUAGE & CULTURE (SEPARATE TESTS, SAME FORMAT)

TIMING	FORMAT	CONTENT
3 hours, 3 minutes - Multiple-choice section (1 hour, 35 minutes) - Free-response section (1 hour, 28 minutes)	Section I - Part A — 30 print multiple-choice questions (40 minutes) - Part B — 35 audio multiple-choice questions (55 minutes) (50% of score) Section II - Part A — 2 written free-response questions (1 hour, 10 minutes) - Part B — 2 spoken free-response questions (18 minutes) (50% of score)	Section I consists of multiple-choice questions based on a variety of print and audio materials to assess interpretive communication. Section II requires students to read and reply to an email message, write a persuasive essay based on multiple sources with different viewpoints on a topic, respond to questions as part of a simulated conversation, and make a presentation in response to a prompt on a cultural topic. Administration: Multiple-choice and free-response questions are completed on paper. Spoken responses are recorded by a school-supplied device.

AP GERMAN LANGUAGE & CULTURE

TIMING	FORMAT	CONTENT
3 hours, 3 minutes - Multiple-choice section (1 hour, 35 minutes) - Free-response section (1 hour, 28 minutes)	Section I - Part A — 30 print multiple-choice questions (40 minutes) - Part B — 35 audio multiple-choice questions (55 minutes) Section II - Part A — 2 written free-response questions (1 hour, 10 minutes) - Part B — 2 spoken free-response questions (18 minutes)	Section I consists of multiple-choice questions based on a variety of print and audio materials to assess interpretive communication. Section II requires students to read and reply to an email message, write a persuasive essay based on multiple sources with different viewpoints on a topic, respond to questions as part of a simulated conversation, and make a presentation in response to a prompt on a cultural topic.

AP HUMAN GEOGRAPHY

TIMING	FORMAT	CONTENT
2 hours, 15 minutes - Multiple-choice section (1 hour) - Free-response section (1 hour, 15 minutes)	Section I 60 multiple-choice questions (50% of score) Section II 3 free-response questions (50% of score)	Section I consists of multiple-choice questions on analyzing geographic concepts and processes, visual data, and geographic scales. Section II consists of free-response questions that ask students to explain and apply geographic concepts while analyzing relationships and outcomes. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP ITALIAN LANGUAGE & CULTURE

TIMING	FORMAT	CONTENT
3 hours, 3 minutes - Multiple-choice section (1 hour, 35 minutes) - Free-response section (1 hour, 28 minutes)	Section I - Part A — 30 print multiple-choice questions (40 minutes) - Part B — 35 audio multiple-choice questions (55 minutes) Section II - Part A — 2 written free-response questions (1 hour, 10 minutes) - Part B — 2 spoken free-response questions (18 minutes)	Section I consists of multiple-choice questions based on a variety of print and audio materials to assess interpretive communication. Section II requires students to read and reply to an email message, write a persuasive essay based on multiple sources with different viewpoints on a topic, respond to questions as part of a simulated conversation, and make a presentation in response to a prompt on a cultural topic.

AP JAPANESE LANGUAGE & CULTURE

TIMING	FORMAT	CONTENT
2 hours - Multiple-choice section (1 hour, 20 minutes) - Free-response section (40 minutes)	Section I - Part A — 30-35 audio multiple-choice questions (20 minutes) - Part B — 35-40 print multiple-choice questions (60 minutes) Section II - Part A — 2 written free-response questions (30 minutes) - Part B — 2 spoken free-response questions (10 minutes)	Section I consists of 70 multiple-choice questions, including questions with a listening selection stimulus and questions with a reading selection stimulus. Section II consists of free responses. The Japanese test includes a text chat, compare and contrast article, conversation, and cultural perspective presentation. Administration: The exam is administered in schools on computers. Students read text on the screen, listen through a headset, type using the keyboard, and speak into a microphone.

AP LATIN

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour) - Free-response section (2 hours, including a 15-minute reading period)	Section I 50 multiple-choice questions Section II 5 free response questions (including Translation, Analytical Essay, and Short Answer)	Section I consists of 50 multiple-choice questions that test reading and comprehension as well as a student's ability to place texts within Roman historical, cultural, and literary contexts. Section II consists of 2 free-response questions focused on translation, 1 analytical essay in which students must perform textual analysis to compare two passages, and 2 short-answer question sets that assess argumentation, contextualization, and reading and comprehension.

AP MACROECONOMICS

TIMING	FORMAT	CONTENT
2 hours, 10 minutes - Multiple-choice section (1 hour, 10 minutes) - Free-response section (1 hour, beginning with a 10-minute reading period)	Section I 60 multiple-choice questions Section II 1 long free-response essay 2 short free-response essays	Section I requires students to apply economics content knowledge and reasoning to define economic principles and models; explain given economic outcomes; and determine the outcomes of specific economic situations. Section II asks students to make assertions about and explain economic concepts, principles, models, outcomes, and/or effects; perform numerical analysis and calculation; and create graphs or visual representations. Administration: This is a hybrid exam; multiple-choice and free-response questions are displayed in Bluebook. Free-response answers are hand-written.

AP MICROECONOMICS

TIMING	FORMAT	CONTENT
2 hours, 10 minutes - Multiple-choice section (1 hour, 10 minutes) - Free-response section (1 hour, beginning with a 10-minute reading period)	Section I 60 multiple-choice questions Section II 1 long free-response essay 2 short free-response essays	Section I requires students to use economics content knowledge and reasoning to define economic principles and models; explain given economic outcomes; and determine the outcomes of specific economic situations. Section II asks students to make assertions about and explain economic concepts, principles, models, outcomes, and/or effects; perform numerical analysis and calculations; create graphs or visual representations; and answer questions about given graphs and visuals. Administration: This is a hybrid exam; multiple-choice and free-response questions are displayed in Bluebook. Free-response answers are hand-written.

AP MUSIC THEORY

TIMING	FORMAT	CONTENT
2 hours, 40 minutes - Multiple-choice section (1 hour, 20 minutes) - Free-response section (1 hour, 20 minutes)	Section I 75 multiple-choice questions (both aural and non-aural) Section II - Part A — 7 written free-response questions - Part B — 2 sight singing free-response questions	Section I - Questions based on aural stimulus test a student's listening skill, and knowledge about theory largely in the context of historical examples. - Other questions focus on harmonic procedures, terms, melodic organization and developmental procedures, rhythmic/metric organization, texture, and formal devices. Section II consists of free-response questions on dictation, writing from figured bass and Roman numerals, harmonization, and sight-singing.

AP PHYSICS 1: ALGEBRA-BASED

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 20 minutes) - Free-response section (1 hour, 40 minutes)	Section I 40 multiple-choice questions Section II 4 free-response questions	Section I consists of discrete questions or question sets, in which students are provided with a stimulus or a set of data and a series of related questions. Section II consists of free-response questions on mathematical routines, translation, experimental design and analysis, and translation. Administration: This is a hybrid exam. You'll complete multiple-choice questions and handwrite free-response answers in booklets.

AP PHYSICS 2: ALGEBRA-BASED

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 25 minutes) - Free-response section (1 hour, 35 minutes)	Section I 40 multiple-choice questions Section II 4 free-response questions	Section I consists of discrete questions or question sets, in which students are provided with a stimulus or a set of data and a series of related questions. Section II consists of free-response questions on mathematical routines, translation, experimental design and analysis, and translation. Administration: This is a hybrid exam. You'll complete multiple-choice questions and handwrite free-response answers in booklets.

AP PHYSICS C: ELECTRICITY & MAGNETISM

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 25 minutes) - Free-response section (1 hour, 35 minutes)	Section I 40 multiple-choice questions Section II 4 free-response questions	Section I questions provide students with a stimulus or set of data points and several related discrete or question sets. Section II assesses students' understanding of mathematical routines, experimental design and analysis, and qualitative/quantitative translation. Administration: This is a hybrid exam. You'll complete multiple-choice questions and handwrite free-response answers in booklets.

AP PHYSICS C: MECHANICS

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 25 minutes) - Free-response section (1 hour, 35 minutes)	Section I 40 multiple-choice questions (now with 5 options instead of 4) Section II 4 free-response questions	Section I emphasizes the breadth of the students' knowledge and understanding of the basic principles of physics. Section II emphasizes the application of physics principles in greater depth in solving more extended problems through 4 free-response question types: mathematical routines; translation between representations; experimental design and analysis; and qualitative/quantitative translation. Administration: This is a hybrid exam. You'll complete multiple-choice questions and handwrite free-response answers in booklets.

AP PRECALCULUS

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (2 hours) - Free-response section (1 hour)	Section I - Part A — 28 multiple-choice questions (1 hour, 20 minutes) (Calculator not permitted) - Part B — 12 multiple-choice questions (40 minutes) (Graphing calculator required for some) Section II - Part A — 2 free-response questions (Graphing calculator required) - Part B — 2 free-responses questions (Calculator not permitted)	Section I includes questions on general functions (non-analytical), polynomial and rational functions, exponential and logarithmic functions, and trigonometric and polar functions. Representations can be graphical, numerical, analytical, and verbal; items in a real-world context; and items involving modeling. Section II Part A features one question on function concepts and one on modeling a non-periodic context. Part B features one question on modeling a periodic context and one on symbolic manipulations.

AP PSYCHOLOGY

TIMING	FORMAT	CONTENT
2 hours, 40 minutes - Multiple-choice section (1 hour, 30 minutes) - Free-response section (1 hour, 10 minutes)	Section I 75 multiple-choice questions Section II 2 free-response questions	Section I questions cover the five units of Biological Bases of Behavior, Cognition, Development and Learning, Social Psychology and Personality, and Mental & Physical Health. This section also assesses three Practices: Concept Application, Research Methods and Design, and Data interpretation. Section II assesses all four Practices and asks students to engage with peer-reviewed research through an Article Analysis Question (AAQ) and an Evidence-Based Question (EBQ). Administration: This is a fully digital exam. All multiple-choice and free-response questions will be viewed and submitted in the Bluebook testing app.

AP SPANISH LANGUAGE & CULTURE

TIMING	FORMAT	CONTENT
3 hours, 3 minutes - Multiple-choice section (1 hour, 35 minutes) - Free-response section (1 hour, 28 minutes)	Section I - Part A — 30 print multiple-choice questions (40 minutes) - Part B — 35 audio multiple-choice questions (55 minutes) Section II - Part A — 2 written free-response questions (1 hour, 10 minutes) - Part B — 2 spoken free-response questions (18 minutes)	Section I consists of multiple-choice questions based on a variety of print and audio materials to assess interpretive communication. Section II requires students to read and reply to an email message, write an argumentative essay based on multiple sources with different viewpoints on a topic, respond to questions as part of a simulated conversation, and make a presentation in response to a prompt on a cultural topic.

AP SPANISH LITERATURE & CULTURE

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 20 minutes) - Free-response section (1 hour, 40 minutes)	Section I - Part A — 15 multiple-choice questions (20 minutes) - Part B — 50 multiple-choice questions (1 hour) Section II - Part A — 2 short-answer questions (suggested 30 minutes) - Part B — 2 long essay question (suggested 70 minutes)	Section I, Part A consists of multiple-choice questions that ask students to understand and interpret audio poems, interviews, and lectures, addressing theme, tone, character, inference, and connection with Spanish culture. Section I, Part B consists of multiple-choice questions that ask students to understand and interpret written texts on theme, tone, character, and inference, as well as their connection to non-literary texts or aspects of Spanish culture. Section II, Part A consists of 2 short-answer questions that test a student's ability to identify and analyze arguments, language conventions, cultural references, and theme within prose, poetry, and art. Section II, Part B consists of 2 essays (one single text and one text comparison) assess students' skills with text representation of larger ideas, rhetorical devices, the impact of literary figures, and thematic comparisons in both Spanish and Latin American literature from various centuries.

AP STATISTICS

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 30 minutes) - Free response section (1 hour, 30 minutes)	Section I 40 multiple-choice questions Section II - Part A: 5 free-response questions - Part B: 1 investigative task	Section I consists of multiple-choice questions, either as discrete questions or sets of questions based on a shared prompt that assess student understanding of content from all 9 units of study and ability to apply all 4 course skills. Section II Part A tests skill in communicating explanations or justifications using evidence from data, definitions, or statistical inference. Part B's "Investigative Task" assesses multiple skill categories and content areas by applying statistical skills to new contexts or in nonroutine ways. Administration: This is a hybrid digital exam. You'll complete multiple-choice questions and view free-response questions in the Bluebook testing app. You'll handwrite your free-response answers in paper exam booklets.

AP UNITED STATES GOVERNMENT & POLITICS

TIMING	FORMAT	CONTENT
3 hours - Multiple-choice section (1 hour, 20 minutes) - Free-response section (1 hour, 40 minutes)	Section I 55 multiple-choice questions Section II 4 free-response questions	Section I consists of questions that require students to compare political concepts; interpret quantitative, text-based, and visual sources; and apply concepts, documents, and Supreme Court decisions in real-world contexts. Section II requires students to apply concepts in real-world scenarios, analyze quantitative data, compare the decisions of Supreme Court cases, and develop an argument using documents. It is recommended to spend 20 minutes on each of the first three questions and 40 minutes on the final question. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP UNITED STATES HISTORY

TIMING	FORMAT	CONTENT
3 hours, 15 minutes Section I - Multiple-choice and short answer (1 hour, 35 minutes) Section II - Free Response (1 hour, 40 minutes)	Section I - Part A — 55 multiple-choice questions (55 minutes) - Part B — 3 short-answer questions (40 minutes) Section II - Part A — 1 document-based question (suggested 60 minutes) - Part B — 1 long essay question (suggested 40 minutes)	Section I, Part A consists of multiple-choice questions organized into sets of three to four questions. Questions ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps. Section I, Part B consists of 3 short-answer questions. Short-answer question 1 includes one or more secondary text sources, question 2 includes a primary text source, and question 3 includes a primary or secondary non-text source. Each question focuses on a different historical period. Section II, Part A asks students to develop and support an argument using historical source material as evidence. Section II, Part B asks students to respond to a broad prompt with their own thesis, relevant historical context, and multiple historical examples as evidence. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

AP WORLD HISTORY: MODERN

TIMING	FORMAT	CONTENT
3 hours, 15 minutes Section I - Multiple-choice and short answer (1 hour, 35 minutes) Section II - Free Response (1 hour, 40 minutes)	Section I - Part A — 55 multiple-choice questions (55 minutes) - Part B — 3 short answer questions (40 minutes) Section II - Part A — 1 document-based question (suggested 60 minutes) - Part B — 1 long essay question (suggested 40 minutes)	Section I, Part A consists of multiple-choice questions organized into sets of three to four questions. Questions ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps. Section I, Part B consists of 3 short-answer questions. Short-answer question 1 includes one or more secondary text sources, question 2 includes a primary text source, and question 3 includes a primary or secondary non-text source. Each question focuses on a different historical period. Section II, Part A asks students to develop and support an argument using historical source material as evidence. Section II, Part B asks students to respond to a broad prompt with their own thesis, relevant historical context, and multiple historical examples as evidence. Administration: This is a fully digital exam. All multiple-choice and free-response questions are viewed and submitted in the Bluebook testing app.

TEST DATES & POLICIES



UPCOMING TEST DATES

SAT TEST DATES

You can register at collegeboard.org

SAT DATE	REGISTRATION DEADLINE	LATE REGISTRATION DEADLINE (LATE FEE REQUIRED)	SCORES FIRST POSTED ONLINE
AUGUST 22, 2026	August 7, 2026	August 11, 2026	September 4, 2026
SEPTEMBER 12, 2026	August 28, 2026	September 1, 2026	September 25, 2026
OCTOBER 3, 2026	September 18, 2026	September 22, 2026	October 16, 2026
NOVEMBER 7, 2026	October 23, 2026	October 27, 2026	November 20, 2026
DECEMBER 5, 2026	November 20, 2026	November 24, 2026	December 18, 2026
MARCH 6, 2027	February 19, 2027	February 23, 2027	within 2 weeks after test date
MAY 1, 2027	April 16, 2027	April 20, 2027	within 2 weeks after test date
JUNE 5, 2027	May 21, 2027	May 25, 2027	within 2 weeks after test date

Source: College Board

PSAT TEST DATES*

PSAT/NMSQT	REGISTRATION
OCTOBER 1–30, 2026*	Test date and registration determined by high school
PSAT 10	REGISTRATION
MARCH 1–APRIL 30, 2027	Test date and registration determined by high school

Source: College Board *Saturday, October 17, 2026 is the Saturday date for PSAT/NMSQT testing.

ACT TEST DATES[†]

You can register at act.org

ACT DATE	REGISTRATION DEADLINE	REGISTRATION DEADLINE (LATE FEE REQUIRED)	MULTIPLE-CHOICE SCORES FIRST POSTED ONLINE	WRITING SCORE RELEASE DATE
SEPTEMBER 19, 2026*	August 14, 2026	September 1, 2026	October 6, 2026	Writing Scores are normally available about 2 weeks after multiple-choice scores.
OCTOBER 17, 2026	September 11, 2026	September 29, 2026	October 27, 2026	
DECEMBER 12, 2026*	November 6, 2026	November 29, 2026	December 22, 2026	
FEBRUARY 27, 2027*	January 22, 2027	February 9, 2027	March 16, 2027	
APRIL 10, 2027*	March 5, 2027	March 23, 2027	April 20, 2027	
JUNE 12, 2027*	May 7, 2027	May 25, 2027	June 22, 2027	
JULY 10, 2027**	June 4, 2027	June 22, 2027	July 20, 2027	

Source: ACT.org [†]Test Information Release dates ^{**}No test centers are scheduled in New York for the July test date.

SCHOOL DAY TESTING

College Board and ACT now offer individual schools, districts, and states the ability to administer the SAT and/or ACT during the school day. There are two main reasons for school day testing: 1) In response to various state and federal testing requirements, some states have adopted the SAT and/or ACT as their state assessment tests. 2) States aim to increase accessibility, so school day tests are usually provided to students free of charge.

Below are examples of a school, district, and two states that offer school day testing for different purposes. To find out if your state, school district, or individual school is offering school day testing, check with your school's counseling office.

WORCESTER ACADEMY IN WORCESTER, MA

Many schools such as Worcester Academy offer SAT School Day for their entire junior class, affording students the convenience of taking the SAT during weekday school hours.

NEW YORK CITY PUBLIC SCHOOLS IN NY

New York City offers the SAT on SAT School Day for free to all public school juniors as a means of increasing accessibility for students. The exam is not used in lieu of the state exams, the NY Regents, which students must pass in order to graduate.

CONNECTICUT

Connecticut offers the SAT on SAT School Day as a grade 11 state assessment exam, specifically for English Language Arts (ELA) & Mathematics. The exam is required for all 11th graders attending public school, but scores do not affect graduation eligibility.

NEVADA

Nevada requires all 11th graders attending public school to take the ACT with Writing, free of charge, as the state's College and Career Readiness assessment. While a student's score will not determine eligibility for graduation, students must take the test in order to graduate.

In addition to school day testing, Nevada also guarantees that students who achieve college readiness benchmark scores for the ACT or SAT and fulfill certain school requirements are directly placed into college-level math and English courses if attending one of seven Nevada System of Higher Education universities or colleges.

SAT SCHOOL DAY AND ACT DISTRICT TESTING DATES

SAT SCHOOL DAY TESTING	SCORE RELEASE	ACT DISTRICT TESTING (ONLINE & PAPER)	ACT DISTRICT TESTING (ONLINE ONLY)	SCORE RELEASE
OCT 1–30 2026*	within 2–4 weeks after test date	PAPER: OCT 13, 2026 PAPER: OCT 27, 2026 ONLINE: OCT 13–16, 2026 ONLINE: OCT 19–23, 2026 ONLINE: OCT 27–30, 2026 ONLINE: NOV. 2–6, 2026	SEP 14–OCT 2, 2026 OCT 5–9, 2026	within 3–8 weeks following receipt of examinee test responses
MARCH 1–APRIL 30, 2027*	within 2–4 weeks after test date	PAPER: MAR 9, 2027 PAPER: MAR 23, 2027 ONLINE: MAR 9–12, 2027 ONLINE: MAR 15–19, 2027 ONLINE: MAR 23–26, 2027 ONLINE: MAR 29–APR 2, 2027	FEB 23–26, 2027 MAR 1–5, 2027	

*The SAT School Day Test can be offered on any date during this window and will be administer digitally.

For more information on SAT School Day Testing: satsuite.collegeboard.org/sat-school-day

For more information on ACT State and District Testing: act.org/content/act/en/products-and-services/the-act-educator/states-and-districts.html

TESTING FEES & POLICIES

POLICY OR FEE	SAT	ACT
STANDARD FEE	\$68	\$70 \$25 Writing add-on \$5 Science add-on
LATE REGISTRATION FEE	\$38	\$42
CANCEL REGISTRATION	\$34	\$49
CHANGE TEST CENTER	\$34	\$49
SCORES RELEASED	Varies by test date. Typically available by 2 weeks after test date.	Varies by test date. Average is 2–8 weeks after test. Writing scores are posted two weeks later.
SCORE REPORTS INCLUDED WITH REGISTRATION	4	4
ADDITIONAL REPORTS	\$15 each; \$31 for Rush reports	\$20 each
SCORE CHOICE	Per test date	Per test date
CANCEL SCORES	Until 11:59 p.m. (ET) one week after the test date	Until noon (CT) Thursday after the test date
REMOVE SCORES	Not offered	Upon written request
CALCULATOR	Students may use the Desmos-based calculator in the Bluebook testing platform. Students may also bring their own calculator. Acceptable calculators include most graphing calculators, all scientific calculators, and all four-function calculators (not recommended). Only non-CAS (computer algebra system) calculators are allowed. For current information on calculator policy, visit: satsuite.collegeboard.org/sat/what-to-bring-do/calculator-policy	Students may use any four-function, scientific, or graphing calculator, as long as it is not on the prohibited list. For current information on calculator policy, visit: act.org/calculator-policy.html
WAITLIST POLICY	Waitlist registration is not available	Standby requests can only be submitted during a limited period after the late deadline and you must meet other registration requirements (such as uploading a photo) to be considered. Test centers admit standbys on a first-come, first-admitted basis and only if there are available seats, test materials, and staff after all registered students have been admitted for their test option. Standby testing is only available for paper testing.
SUNDAY TESTING FOR RELIGIOUS REASONS	Available	Available

Source: CollegeBoard.org and ACT.org websites

ORDERING THE TEST BOOKLET

On certain ACT test dates, students can order a digital copy of the test questions as well as a score report. The College Board no longer offers this service for the SAT. We encourage students whose testing plans include these ACT dates to take advantage of this service.

	ACT	SAT
	ACT MY ANSWER KEY (FORMERLY "TIR")	SAT QUESTION-AND-ANSWER SERVICE (QAS)
DETAILS	Includes: • A digital copy of the ACT questions and a report, showing your answers • The answer key Students who take the ACT Writing Test will also receive the following: • A copy of the writing prompt • The scoring rubric • The scores assigned to your essay	No longer offered
PRICE	\$36 if ordered before the test \$44 after the test	N/A
TEST DATES	Available for the following test dates: • October 2026 • December 2026 • April 2027 • June 2027	N/A
TIMING	• The TIR can be ordered during registration or up to six months after your test date by clicking "Add TIR" under that test date in your MyACT account.	N/A

CALCULATOR POLICIES

Certain types of calculators are permitted on the ACT Math Test and SAT Math Section. Check the ACT and SAT websites for what's allowable. While a calculator is not necessary for all math problems, if used properly and skillfully, it can help you maximize your math score.

SAT POLICIES

For the SAT Math Section, students are encouraged to use the Desmos calculator built into the SAT Bluebook app. Students are also permitted to bring in their own handheld four-function, scientific, or graphing calculator, as long as it meets specific requirements and restrictions. Most notably, only non-CAS calculators may be used, and all solving programs on a calculator must be removed. Prohibited calculators and all calculator restrictions are listed on the College Board website.

satsuite.collegeboard.org/sat/what-to-bring-do/calculator-policy

ACT POLICIES

For the ACT Math Test, students may use any four-function, scientific, or graphing calculator, as long as it is not on the prohibited list and it is modified if needed. Calculators with built-in or downloaded computer algebra system functionality are prohibited, including the TI-Nspire CAS (non-CAS is permitted) and all models beginning with TI-89 or TI-92.

The ACT's online testing platform does not include a built-in graphing calculator. Students must bring their own approved handheld calculator, regardless of whether they are testing on a computer or paper.

ACT no longer requires testing staff to check for prohibited calculators prior to the start of the ACT Math Test. However, testing staff will continue to monitor students during the test to ensure examinees are using only permitted calculators, and dismissing any examinee found to be using a prohibited calculator during the testing.

act.org/content/act/en/products-and-services/the-act/test-day/calculator-policy.html

EFFECTIVE USE OF CALCULATORS

Use a calculator you're comfortable with, preferably the same calculator you've used in school and during your test preparation. Prior to taking the test, make sure your calculator works properly and has fresh batteries.

While you cannot and should not rely on your calculator to carry you through these math tests, it can be a very effective tool when used well. A calculator can help you check your work, compute more efficiently and accurately, and solve more advanced math questions. Questions containing complicated division, unfamiliar square roots, and intimidatingly large numbers can be solved quickly with a calculator. A graphing calculator can also assist you in solving some of the following types of advanced math questions:

- complex numbers
- permutations
- matrices
- logarithms
- quadratic equations
- unit circle
- trigonometric functions

As you prepare for the SAT and ACT, learn to identify how and when a calculator is most useful. Remember, it's a tool, and it is not always the right tool for the job. Before reaching for your calculator, make sure you understand the question and how to solve it.

REFERENCES & RESOURCES



RESOURCES

TESTING INFORMATION

THE COLLEGE BOARD (SAT/PSAT)

collegeboard.org

866-630-9305 Customer Service and General Inquiries
866-756-7346 SAT Customer Service
844-255-7728 Students with Disabilities
888-SAT-HELP SAT/PSAT/AP Educator Information Hotline
888-477-7728 PSAT K–12 Professionals
866-433-7728 Student Helpline

ACT

act.org

319-337-1270 ACT Student Services
319-337-1332 ACT Accommodations

THE AP (ADVANCED PLACEMENT) PROGRAM

apstudents.collegeboard.org

888-225-5427 Students and Parents
877-274-6474 K–12 Educators

INTERNATIONAL BACCALAUREATE (IB)

ibo.org

301-202-3025

FAIRTEST (THE NATIONAL CENTER FOR FAIR AND OPEN TESTING)

fairtest.org

FairTest has an openly anti-testing agenda, but it also has useful information, such as lists of colleges with test-optional policies.

KHAN ACADEMY

khanacademy.org

Free online SAT preparation, including official College Board tests, practice questions, and video lessons.

ACT ACADEMY

academy.act.org

Free, personalized practice for the ACT.

COLLEGE INFORMATION

NCAA CLEARINGHOUSE

ncaa.org

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

COMMON APPLICATION

commonapp.org

Simplify your application process by taking a look at the common application used by nearly 800 colleges.

U.S. NEWS & WORLD REPORT EDUCATION PAGE

usnews.com/education

Whether you believe in rankings or think they are misleading, the *U.S. News* survey has an impact on how colleges, counselors, and students shape the debate. Lots of objective information apart from the “sound-bite” rankings.

COLLEGES THAT CHANGE LIVES

ctcl.org

A companion to the book of the same name. Profiles of quality schools that may not have the “prestige” or cut-throat competitiveness of “name” schools.

NATIONAL SURVEY OF STUDENT ENGAGEMENT

nsse.indiana.edu

The NSSE’s goal is to show the link between student engagement and a high-quality undergraduate experience. The site offers a searchable database of the scores earned by individual institutions.

NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING

nacacnet.org

NACAC membership includes college admissions teams and high school college counselors.

INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

iecaonline.com

IECA is a professional membership of educational consultants with placement specializations ranging from schools to colleges to graduate programs.

HIGHER EDUCATION CONSULTANTS ASSOCIATION

hecaonline.org

HECA is a professional membership of educational consultants dedicated exclusively to higher education college placement.

RECOMMENDED STUDY, READING, AND REFERENCES

The Official SAT Study Guide by the College Board. Good source of practice SAT exams written by the test makers.

The Official ACT Prep Guide by ACT. Sample ACTs with essays from the test makers. Minimal test-taking strategies.

Fiske Guide to Colleges by Edward B. Fiske.
A subjective guide to competitive colleges based on student interviews and research.

The College Admissions Mystique by Bill Mayher.
A fair, low-pressure guide for handling the college search and admission process.

The Gatekeepers: Inside the Admissions Process of a Premier College by Jacques Steinberg. A fascinating read and a useful reminder that admissions officers are human too.

Admission Matters: What Students and Parents Need to Know About Getting Into College by Sally P. Springer, Joyce Vining Morgan, and Jon Reider. A guide to college admission that details the competitiveness of college applications, the keys to a good application, and how to prepare for the college admission tests.

What You Don't Know Can Keep You Out of College: A Top Consultant Explains the 13 Fatal Application Mistakes and Why Character Is the Key to College Admissions by Don Dunbar with G.F. Lichtenberg. In this book, Dunbar explains what to do, and what not to do, to navigate the college admission process successfully.

The Early Admissions Game: Joining the Elite by Christopher Avery, Andrew Fairbanks, and Richard Zeckhauser. A study of Early Action and Early Decision programs at elite schools and the consequences of such programs.

The Shape of the River by William G. Bowen and Derek Bok. Bowen and Bok are former presidents of Princeton and Harvard, respectively. They take a probing and comprehensive look at the use of affirmative action in college admission.

Admission by Jean Hanff Korelitz. A novelist's entertaining take on an admissions officer's life at Princeton University and the protagonist's attempt to "build a better fruit basket."

Making it Into a Top Ten College: 10 Steps to Gaining Admission to Selective Colleges and Universities by Howard and Matthew W. Greene. A proven, ten-step program offering a comprehensive inside view of the state of college admissions today.

FINANCIAL AID

FEDERAL STUDENT AID

studentaid.gov

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

FAFSA

studentaid.gov/h/apply-for-aid/fafsa

Some colleges require this form for awarding non-government aid.

CSS/FINANCIAL AID PROFILE

cssprofile.collegeboard.org

A required stop for students applying for non-federal financial aid.

FINAID.ORG AND FASTWEB.COM

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

LEARNING DIFFERENCES

COLLEGE BOARD SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

accommodations.collegeboard.org

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

ACT SERVICES FOR STUDENTS WITH DISABILITIES

act.org/content/act/en/products-and-services/the-act/registration/accommodations.html

ASSOCIATION ON HIGHER EDUCATION AND DISABILITY (AHEAD)

ahead.org

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

ALL KINDS OF MINDS

allkindsofminds.org

This organization founded by Dr. Mel Levine provides excellent resources for parents, students, and educators.

LD ONLINE

ldonline.org

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

TESTING GUIDE EDITORIAL TEAM



MICHAEL DEAN
VP, Academic Services

Michael received a B.A. in Film from Emerson College and an M.A. in Library and Information Science from Simmons College. He has held several different management

positions during his 15+ years at Summit, and his customer service focus and integrity make him well suited to his latest role as Executive Director. Michael is highly regarded among school and independent counselors throughout New England and New York as a trusted test prep partner who does all he can on behalf of his clients.



DREW HEILPERN
Chief Brand Ambassador

Drew graduated *cum laude* from Duke University with degrees in Biology and Education. After teaching middle school science, Drew earned his Ph.D. in

Immunology from Tufts University. Soon after, Drew began tutoring for Summit, where his enthusiasm as an educator quickly made him one of Summit's most requested tutors. As Summit's Chief Brand Ambassador, he gets to pursue his passion of helping to guide educational consultants, school counselors, and families through the standardized testing process.



CHARLIE O'HEARN
Founder

While an undergraduate at Yale University, Charlie provided personalized, in-home tutoring services to students in the New Haven area. Seeing a

need for one-on-one, in-home tutoring and test preparation, he launched Summit Educational Group in Wellesley, MA, in 1988. Charlie has written a number of highly regarded test preparation books, which are used by tutoring companies and schools nationwide. He is a frequent speaker and panelist at education conferences, forums, and schools around the country.

"Ben engaged extremely well with our ten year old son and held his attention for weekly 90-minute sessions. Our son's scores improved substantially with practice, and we also noted improvement in his general school work and study habits."

Peter H., Parent



AUBREY ELSON

Summit Tutor & Admissions
Test Expert

Aubrey just finished her MFA in Theatre from Florida Atlantic University. With a BA in Theatre and a minor in International Relations

from the University of Southern California, Aubrey has balanced her passion for teaching, kids, and academia with her love and interest in the arts. Because of her artistic background, Aubrey's teaching style is empathetic, fun, patient, supportive, and enthusiastic, and relies on tailoring her communication of ideas to fit each individual students' needs and learning style. With virtually perfect GPAs in high school, college, and graduate school, Aubrey understands and helps guide her students through learning and study techniques that ensure success.



MICHAEL SINGER

Summit Tutor & Admissions
Test Expert

Michael joined Summit in 2015 and has happily tutored many one-on-one and classroom programs since then. Throughout his multi-decade

teaching career, Michael has taught reading to children and adults of all ages, religious school to children and teens, ESL/ELL to undergraduate and graduate students of all ages, and biblical studies to adults. He holds a BA in History from Franklin & Marshall College (go Dips!), an MA from Brandeis University, and has completed work toward a PhD, also at Brandeis. When not sharing his love of learning with people of all abilities and ages, Michael enjoys spending time with his family, reading, cooking, listening to podcasts, classic video gaming, and playing sports.



ZDENKA STURM

Assistant Director of
Curriculum, Instruction,
and Training

Zdenka graduated with an Anthropology BA from Harvard, where she was recognized with

a Detur Prize and a Center for European Studies Grant. She joined Summit as a tutor in 2007. She is an enthusiastic educator and more recently worked as an Adjunct Instructor in Biology at Cambridge College. In her current role, she assists in the development of Summit's new curriculum, instruction, and training materials. Zdenka is especially passionate about mathematics and enjoys studying abstract algebra and number theory in her spare time.



JOSHUA WHITE

Director of Curriculum,
Instruction, and Training

Joshua oversees the development and implementation of Summit's curriculum, instruction, and training.

Prior to his role as Director of

Curriculum, Joshua spent 3 years as a Summit tutor and classroom teacher, preparing students for the SAT, ACT, SSAT, ISEE, and essay writing. With over 10 years of tutoring experience, Joshua has taught students from kindergarteners to senior citizens in everything from cooking to computers.

“Claire is amazing!! She's taught the perfect blend of skills and strategy and delivered it wrapped in so much encouragement and positivity. My daughter is very confident in the test and in her abilities. The personal touch is top-notch!”

Cheryl S., Parent

“Don taught our daughter so much about test taking strategies and content. I heard her telling her friends that he had taught her some of the material being covered in their AP English class, which made that class easier for her as well.”

Doris F., Parent

“John worked hard to not only teach my daughter the math concepts but to boost her confidence in math and her love for math, in general. John genuinely cared for her well-being and was able to bring humor and great anecdotes to his learning which made my daughter much more interested in the topic. John is extremely knowledgeable in the topic.”

Erica G., Parent

“Chris was a fantastic tutor, very clear and straightforward to understand, has very practical advice on both execution and strategy. Excellent team, the initial getting to know you process was efficient, complete, and knowledgeable. The tutor was a great fit with needs and personality. Scheduling was easy, having free proctored tests was a big plus.”

Iva T., Parent

“My son and Taylor were an excellent match by Summit. The two worked together very easily online each week. Taylor provided a structured path to work on the areas that were most needed to boost the overall scores. A weekly recap by Taylor to the parents was also greatly appreciated. The SAT/ACT process can be overwhelming to new parents of high school students. Summit leads you through the process very smoothly from the beginning.”

Kim K., Parent

“David was fabulous! My son enjoyed working with him — he looked forward to the meetings, and got a lot out of each one. David also sent a very thorough review of what they went over together, complete with next steps that he discussed with my son. Very pleased!”

Meredith T., Parent

COMPETITIVE LANDSCAPE



THE COMPETITIVE LANDSCAPE

The following is a sampling of admission statistics for well-known colleges. The information was reported by colleges for their incoming class.

Schools with test optional policies give students the choice of submitting or not submitting standardized testing scores as part of their applications. If scores are sent, most schools will consider the scores; note that admissions offices focus on positive signs to admit students rather than looking for reasons to reject applications. Schools that are test blind do not consider standardized testing scores even if scores are sent.

It is important to note that while many schools have test-optional policies, most of the more selective and larger state schools require standardized testing scores.

Colleges that accept self-reporting of scores do not require official score reports until after the student is admitted in order to verify their self-reported scores.

College selectivity is often measured by the school's Acceptance Rate. Yield is a measure of the school's ability to enroll its accepted candidates. While some of the most selective schools yield a very high percentage of candidates, many competitive schools enroll fewer than half of their admitted candidates.

Students submitting scores indicate the percentage of first-time, first-year, enrolled students that submitted the SAT, ACT, or both.

College testing requirements are constantly shifting. Check college websites or contact admission offices for updates and specific requirements. For our most updated information, check our online resources at <http://mytutor.com/college-admissions-testing-guide>.



SCHOOL	ACCEPTANCE RATE	YIELD	SAT TOTAL 25TH-75TH PERCENTILE	ACT TOTAL 25TH-75TH PERCENTILE	% STUDENTS SUBMITTING SAT SCORES	% STUDENTS SUBMITTING ACT SCORES	SUPER-SCORING	SCORE CHOICE	TEST OPTIONAL? (Yes/No/Extended to HS Class Yr)	ACT SCIENCE	SELF-REPORTING SAT/ACT SCORE
American University	62%	16%	1300-1430	29-32	22%	8%	Yes	Yes	Yes	Optional	Yes
Amherst College	9%	39%	1500-1560	33-35	39%	22%	Yes	Yes	Yes	Optional	Yes
Arizona State University	90%	22%	NA	NA	NA	NA	No	Yes	Yes	Optional	No
Babson College	17%	39%	1410-1500	31-34	22%	3%	Yes	Yes	Yes	Optional	Yes
Bard College	52%	12%	NC	NC	NC	NC	Yes	Yes	Yes	Optional	Yes
Barnard College	8%	76%	1450-1550	32-34	33%	17%	Yes	Recommends all	2027	Optional	Yes
Bates College	13%	37%	1410-1490	30-33	15%	5%	Yes	Yes	Yes	Optional	Yes
Baylor University	51%	14%	1160-1340	25-31	44%	23%	Yes	Yes	2026	Optional	Yes
Beloit College	63%	9%	1260-1430	24-30	8%	7%	Yes	Yes	Yes	Optional	Yes
Bennington College	45%	12%	1300-1375	30-32	10%	4%	Yes	Yes	Yes	Optional	Yes
Bentley University	45%	21%	1290-1400	28-31	19%	2%	Yes	Yes	2026	Optional	Yes
Boston College	16%	41%	1430-1540	33-34	28%	16%	Yes	Yes	Yes	Optional	Yes

*Percentage of first-time, first-year, enrolled students that submitted the SAT, ACT, or both. Sources: Common Data Set, College Board's BigFuture, National Center for Education Statistics, and individual college websites

SCHOOL	ACCEPTANCE RATE	YIELD	SAT TOTAL 25TH-75TH PERCENTILE	ACT TOTAL 25TH-75TH PERCENTILE	% STUDENTS SUBMITTING SAT SCORES	% STUDENTS SUBMITTING ACT SCORES	SUPER-SCORING	SCORE CHOICE	TEST OPTIONAL? (Yes/No/Extended to HS Class Yr)	ACT SCIENCE	SELF-REPORTING SAT/ACT SCORE
Boston University	11%	37%	1430-1510	32-34	33%	10%	Yes	Recommends all	2029	Required	Yes
Bowdoin College	7%	54%	1470-1540	33-35	31%	17%	Yes	Yes	Yes	Optional	Yes
Brandeis University	40%	17%	1415-1510	31-34	30%	10%	Yes	Yes	Yes	Optional	Yes
Brown University	5%	65%	1510-1560	34-35	61%	24%	Yes	Yes	No	Optional	Yes
Bryn Mawr College	29%	32%	1290-1490	29-33	64%	21%	Yes	Yes	Yes	Optional	Yes
Bucknell University	29%	30%	1170-1380	26-32	68%	19%	Yes	Yes	2027	Optional	Yes
California Institute of Technology	3%	61%	Not Collected	Not Collected	Not Collected	Not Collected	Yes	Yes	No	Recommended	Yes
Carleton College	20%	35%	1470-1540	32-35	34%	25%	Yes	Yes	Yes	Optional	Yes
Carnegie Mellon University	12%	46%	1510-1560	34-35	53%	22%	SAT only	Recommends all	2026	Optional	Yes
Case Western Reserve University	38%	12%	1450-1530	32-35	46%	23%	Yes	Yes	Yes	Optional	Yes
Chapman University	65%	16%	1280-1410	28-31	14%	5%	SAT only	Recommends all	Yes	Optional	Yes
Claremont McKenna College	10%	54%	1490-1550	33-35	26%	13%	Yes	Yes	2027	Optional	Yes
Clark University	40%	11%	1300-1450	30-33	16%	5%	Yes	Recommends all	Yes	Optional	Yes
Clemson University	38%	21%	1250-1400	28-32	35%	20%	Yes	Yes	Yes	Optional	No
Colby College	7%	50%	1440-1550	32-34	36%	18%	Yes	Yes	Yes	Optional	Yes
Colgate University	14%	29%	1480-1540	33-35	Not Collected	Not Collected	Yes	Yes	2027	Optional	Yes
College of the Holy Cross	17%	50%	1250-1410	27-32	Not Collected	Not Collected	Yes	Yes	Yes	Optional	Yes
College of William and Mary	34%	27%	1400-1530	32-34	43%	16%	Yes	Yes	Yes	Optional	Yes
Colorado College	18%	30%	1240-1440	29-33	29%	16%	SAT only	Yes	Yes	Optional	Yes
Columbia University	4%	64%	1510-1560	34-36	44%	17%	Yes	Yes	Yes	Optional	Yes
Connecticut College	37%	15%	1160-1400	28-32	54%	12%	SAT only	Yes	Yes	Optional	Yes
Cooper Union for the Advancement of Science and Art	13%	52%	1400-1520	33-35	Not Collected	Not Collected	Yes	Recommends all	Yes - Art and Architecture; No - Engineering	Recommended	Yes
Cornell University	8%	64%	1510-1560	33-35	15%	15%	SAT only	Yes	No	Optional	Yes
Dartmouth College	5%	70%	1510-1560	33-35	Not Collected	Not Collected	Yes	Yes	No	Optional	Yes
Davidson College	13%	48%	1420-1510	31-34	28%	23%	Yes	Recommends all	Yes	Optional	Yes

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Denison University	22%	25%	1250-1440	29-32	28%	26%	Yes	Yes	Yes	Optional	Yes
DePaul University	76%	11%	1090-1300	24-30	42%	14%	Yes	Yes	Yes	Optional	Yes
Dickinson College	42%	21%	1330-1430	30-33	23%	13%	Yes	Yes	Yes	Optional	Yes
Duke University	6%	59%	1500-1570	34-35	48%	30%	Yes	Yes	2026	Recommended	Yes
Elon University	66%	13%	1130-1320	24-30	32%	19%	Yes	Recommends all	Yes	Optional	Yes
Emerson College	43%	19%	1250-1430	30-32	22%	8%	Yes	Yes	Yes	Optional	No
Emory University	10%	40%	1480-1540	32-35	43%	20%	Yes	Recommends all	2026	Optional	Yes
Fordham University	59%	10%	1340-1470	30-33	18%	6%	Yes	Yes	Yes	Optional	Yes
Franklin and Marshall College	28%	17%	1330-1430	30-33	25%	9%	Yes	Yes	Yes	Optional	Yes
George Washington University	47%	19%	1360-1470	30-33	27%	12%	Yes	Yes	Yes	Optional	No
Georgetown University	13%	47%	1400-1540	31-35	78%	30%	SAT only	No	No	Required	No
Gettysburg College	38%	16%	1270-1460	29-32	Not Collected	Not Collected	Yes	Yes	Yes	Optional	Yes
Gonzaga University	82%	17%	1200-1385	27-31	22%	7%	Yes	Recommends all	Yes	Optional	No
Grinnell College	15%	31%	1430-1520	31-34	29%	21%	Yes	Yes	2026	Optional	No
Hamilton College	14%	39%	1460-1530	33-35	34%	16%	Yes	Recommends all	Yes	Optional	Yes
Harvard University	4%	84%	1510-1580	34-36	54%	19%	SAT only	Yes	No	Optional	Yes
Harvey Mudd College	13%	36%	1510-1560	34-36	52%	16%	Yes	Recommends all	2026	Optional	Yes
Haverford College	12%	43%	1470-1540	33-35	39%	17%	Yes	Recommends all	Yes	Optional	Yes
Indiana University, Bloomington	78%	18%	1180-1390	27-33	Not Collected	Not Collected	Yes	Yes	Yes	Yes	Yes
Johns Hopkins University	6%	47%	1530-1560	34-36	50%	18%	Yes	Recommends all	No	Optional	Yes
Kalamazoo College	84%	13%	1210-1370	Not Collected	Not Collected	Not Collected	Yes	Yes	Yes	Optional	No
Kenyon College	31%	18%	1370-1470	31-33	11%	10%	Yes	Recommends all	2026	Optional	Yes
Lafayette College	31%	22%	1370-1490	31-33	23%	10%	Yes	Yes	2026	Optional	Yes
Lawrence University	64%	17%	1240-1420	24-31	21%	33%	Yes	Yes	Yes	Optional	Yes
Lehigh University	26%	28%	1380-1490	31-34	30%	9%	Yes	Yes	Yes	Optional	Yes

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Lewis & Clark College	78%	10%	Test Free	Test Free	Test Free	5%	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind
Loyola Marymount University	45%	15%	1280-1400	28-32	18%	8%	SAT only	Yes	Yes	Optional	Yes
Loyola University Chicago	82%	9%	1180-1350	27-32	23%	15%	Yes	Recommends all	Yes	Optional	Yes
Loyola University Maryland	72%	13%	1210-1370	28-32	14%	3%	Yes	Yes	Yes	Optional	Yes
Loyola University New Orleans	93%	12%	1030-1230	20-26	6%	46%	No	No	Yes	Optional	No
Marquette University	81%	14%	1220-1350	26-31	14%	26%	Yes	Yes	Yes	Optional	Yes
Massachusetts Institute of Technology	5%	86%	1520-1580	35-36	78%	32%	Yes	Yes	No	Optional	Yes
Michigan State University	85%	18%	1100-1310	24-30	52%	8%	No	Yes	Yes	Optional	Yes
Middlebury College	11%	44%	1450-1530	33-35	28%	18%	Yes	Recommends all	2026	Optional	Yes
Mount Holyoke College	36%	27%	1410-1510	32-35	13%	2%	Yes	Yes	Yes	Optional	Yes
Muhlenberg College	64%	15%	1230-1390	28-31	Not Collected	Not Collected	Yes	Yes	Yes	Optional	Yes
New College of Florida	73%	19%	1060-1240	21-27	70%	36%	Yes	Recommends all	No	Optional	Yes
New York University	9%	55%	1480-1550	34-35	28%	10%	Yes	Yes	2026	Optional	Yes
Northeastern University	5%	54%	1450-1520	33-35	24%	7%	Yes	Yes	Yes	Optional	Yes
Northwestern University	8%	55%	1510-1560	34-35	46%	23%	SAT only	Yes	Yes	Optional	Yes
Oberlin College	34%	20%	1370-1500	31-34	31%	17%	Yes	Yes	2026 (encouraged to submit*)	Optional	Yes
Occidental College	44%	18%	1400-1500	31-34	20%	8%	Yes	Yes	Yes	Optional	Yes
Ohio State University – Main Campus (Columbus)	61%	22%	1280-1430	26-32	24%	40%	Yes	Yes	No	Optional	No
Penn State, University Park	61%	17%	1250-1410	27-32	31%	5%	No	Recommends all	2026	Optional	No
Pepperdine University	63%	12%	1300-1440	29-32	18%	10%	Yes	Yes	Yes	Optional	Yes
Pitzer College	25%	36%	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind (through 2026)	Test Blind	Test Blind
Pomona College	7%	50%	1500-1550	33-35	36%	14%	Yes	Recommends all	Yes	Required	Yes
Princeton University	5%	75%	1500-1560	34-35	56%	21%	SAT only	Recommends all	2026	Optional	No
Providence College	51%	19%	1100-1310	25-31	49%	8%	SAT only	Recommends all	Yes	Optional	Yes

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Quinnipiac University	72%	11%	1160-1300	24-29	Not Collected	Not Collected	SAT only	Recommends all	Yes	Optional	Yes
Reed College	25%	13%	1310-1490	30-34	52%	21%	Test Blind	Test Blind	Test Blind (through 2026)	Test Blind	Test Blind
Rensselaer Polytechnic Institute	63%	12%	1390-1500	30-34	49%	11%	SAT only	Yes	2026	Optional	Yes
Rhodes College	50%	12%	1350-1480	28-32	17%	33%	Yes	Yes	Yes	Optional	Yes
Rice University	8%	44%	1510-1560	34-35	48%	22%	Yes	Recommends all	Yes ("recommended")	Optional	Yes
Rollins College	48%	13%	1210-1340	25-30	25%	15%	SAT only	Yes	Yes	Optional	Yes
Rutgers University – New Brunswick	58%	21%	Not Collected	28-33	Not Collected	Not Collected	SAT only	Recommends all	2026	Optional	No
Santa Clara University	48%	18%	1360-1480	31-33	24%	10%	Yes	Yes	2026	Optional	Yes
Sarah Lawrence College	62%	15%	1270-1440	28-31	9%	4%	Yes	Yes	Yes	Optional	Yes
Scripps College	38%	26%	1450-1520	31-34	24%	16%	Yes	Yes	Yes	Optional	Yes
Skidmore College	21%	27%	1350-1450	31-34	23%	10%	Yes	Yes	Yes	Optional	Yes
Smith College	21%	35%	1450-1520	32-35	29%	14%	Yes	Yes	Yes	Optional	No
St. Lawrence University	54%	13%	1280-1380	30-33	15%	5%	Yes	Yes	Yes	Optional	Yes
St. Mary's College of Maryland	69%	17%	1160-1320	26-31	28%	5%	SAT only	Recommends all	Yes	Optional	Yes
St. Mary's College of California	89%	11%	Not Collected	Not Collected	Not Collected	Not Collected	Yes	Recommends all	Yes	Optional	Yes
St. Olaf College	48%	27%	1310-1460	28-32	11%	29%	Yes	Yes	Yes	Optional	Yes
Stanford University	4%	82%	1510-1570	34-35	50%	19%	Yes	Yes	No	Optional	Yes
Stevens Institute of Technology	48%	21%	1390-1490	31-34	36%	6%	Yes	Yes	2026	Optional	Yes
SUNY, Stony Brook University	49%	15%	1340-1480	29-33	34%	3%	SAT only	Recommends all	Yes	Optional	No
SUNY, Geneseo	66%	10%	1210-1340	26-31	12%	1%	Yes	Yes	Yes	Optional	Yes
SUNY, Binghamton University	39%	16%	1360-1480	31-34	44%	9%	Yes	Yes	Yes	Optional	Yes
Swarthmore College	7%	44%	1500-1550	33-35	39%	16%	Yes	Yes	2026	Optional	Yes
Syracuse University	46%	19%	1290-1420	29-32	Not Collected	Not Collected	Yes	No	2026	Optional	No
Texas A & M University	57%	40%	1160-1390	25-31	71%	19%	No	Yes	Yes ("encouraged to submit")	Optional	No

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Texas Christian University	44%	25%	1150-1340	26-31	22%	21%	Yes	Recommends all	2026	Optional	Yes
The College of New Jersey	62%	20%	1140-1320	26-31	39%	3%	SAT only	Yes	2026	Optional	No
Trinity College (CT)	26%	20%	1300-1470	30-34	33%	15%	Yes	Yes	Yes	Optional	Yes
Tufts University	11%	46%	1480-1540	33-35	38%	18%	Yes	Yes	Yes	Optional	Yes
Tulane University	14%	40%	1410-1500	31-34	13%	28%	Yes	Yes	Yes	Optional (in SuperScore if provided)	Yes
Union College	44%	14%	1310-1480	29-33	32%	11%	Yes	Yes	Yes	Optional (included in superscore)	Yes
United States Air Force Academy	14%	78%	1240-1430	26-33	Not Collected	Not Collected	Yes	Yes	No	Required	No
United States Coast Guard Academy	22%	66%	1250-1390	27-32	Not Collected	Not Collected	Yes	Yes	No	Optional	Yes
United States Military Academy	12%	78%	1210-1420	27-33	Not Collected	Not Collected	Yes	Yes	No	Optional	Yes
United States Naval Academy	9%	84%	1210-1420	26-31	Not Collected	Not Collected	Yes	No	No	Required	No
University of Arizona	86%	18%	1130-1340	21-28	11%	18%	No	Yes	Yes	Optional	No
University of Chicago	4%	88%	1510-1560	34-35	49%	27%	Yes	Recommends all	Yes	Optional	Yes
University of Colorado, Boulder	76%	14%	1180-1390	27-30	25%	7%	Yes	Recommends all	Yes	Not Considered	Yes
University of Connecticut	52%	15%	1220-1420	28-33	36%	5%	Yes	Yes	2026	Optional	No
University of Florida	24%	42%	1330-1470	29-33	80%	40%	Yes	Yes	No	Optional	Yes
University of Georgia	38%	38%	1220-1400	26-32	70%	46%	Yes	Yes	No	Optional	No
University of Illinois at Urbana – Champaign	42%	29%	1390-1520	30-34	41%	14%	Yes	Yes	Yes	Optional	Yes
University of Maryland, College Park	45%	22%	1410-1520	32-35	37%	6%	Yes	Yes	2027	Optional	No
University of Massachusetts, Amherst	60%	18%	1330-1480	30-33	22%	3%	Yes	Yes	Yes	Optional	No
University of Miami (FL)	19%	24%	1340-1450	30-33	33%	19%	Yes	Recommends all	No	Optional	Yes
University of Michigan, Ann Arbor	16%	47%	1360-1530	31-34	51%	18%	Yes	Yes	2026	Optional	Yes

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University of North Carolina, Chapel Hill	15%	45%	1400-1530	28-34	28%	41%	Yes	Yes	Yes	Optional	Yes
University of Notre Dame	11%	62%	1470-1540	33-35	Not Collected	Not Collected	Yes	Yes	2026	Optional	Yes
University of Pennsylvania	5%	68%	1510-1570	34-36	50%	17%	Yes	Recommends all	No	Optional	Yes
University of Puget Sound	72%	11%	1160-1390	27-31	31%	10%	Yes	Yes	Yes	Optional	Yes
University of Redlands	83%	16%	1130-1330	21-28	Not Collected	Not Collected	Yes	Recommends all	Yes	Optional	Yes
University of Richmond	22%	23%	1430-1510	33-35	19%	14%	Yes	Yes	2026	Optional	Yes
University of Rochester	40%	15%	1420-1500	32-34	19%	6%	Yes	Yes	Yes	Optional	Yes
University of San Diego	52%	12%	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind	Test Blind	2026	Test Blind	Test Blind
University of San Francisco	62%	6%	1200-1380	25-30	12%	3%	Yes	Recommends all	Yes	Optional	Yes
University of Southern California	10%	43%	1450-1530	32-35	Not Collected	Not Collected	Yes	No	Yes	Optional	No
University of Texas at Austin	27%	47%	Not Collected	Not Collected	Not Collected	Not Collected	No	Recommends all	No	Optional	No
University of Texas at Dallas	65%	20%	1170-1390	24-32	78%	13%	Yes	No	Yes	Optional	Yes
University of the Pacific	71%	14%	1190-1470	23-32	21%	5%	Yes	Recommends all	Yes	Optional	Yes
University of Virginia	17%	40%	1410-1520	32-35	46%	14%	Yes	Yes	2026	Optional	Yes
University of Washington at Seattle	39%	27%	1330-1500	28-33	15%	4%	Yes	Yes	Yes	Optional	Yes
University of Wisconsin at Madison	45%	29%	1370-1490	29-33	15%	35%	No	Recommends all	2027	Optional	No
Ursinus College	92%	13%	1220-1390	Not Collected	Not Collected	Not Collected	Yes	No	Yes	Optional	Yes
Vanderbilt University	6%	61%	1510-1560	34-35	27%	25%	Yes	Recommends all	2027	Optional	Yes
Vassar College	19%	29%	1460-1520	33-35	31%	12%	Yes	Yes	Yes	Optional	Yes
Villanova University	27%	28%	1410-1490	32-34	19%	9%	Yes	Recommends all	2026	Optional	Yes
Wake Forest University	22%	36%	1420-1500	32-34	22%	26%	Yes	Recommends all	Yes	Optional	Yes
Washington and Lee University	14%	41%	1430-1540	33-34	24%	20%	Yes	Recommends all	2026	Optional	Yes
Washington University in St. Louis	12%	47%	1500-1570	33-35	29%	28%	Yes	Recommends all	2026	Optional	Yes

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Webb Institute	15%	NC	1430-1530	32-34	NC	NC	Yes	Yes	No	Optional	Yes
Wellesley College	14%	48%	1470-1550	33-35	43%	18%	Yes	Yes	2026	Optional	Yes
Wesleyan University (CT)	16%	35%	1300-1500	31-34	41%	17%	Yes	Yes	Yes	Optional	Yes
Wheaton College (MA)	68%	13%	1230-1380	29-33	Not Collected	Not Collected	Yes	Yes	Yes	Optional	Yes
Williams College	8%	43%	1500-1560	34-35	35%	17%	Yes	Yes	Yes	Optional	Yes
Worcester Polytechnic Institute	60%	18%	Not Collected	Not Collected	Not Collected	Not Collected	Yes	Yes	Yes	Optional	Yes
Yale University	4%	70%	1480-1560	33-35	61%	25%	Yes	Yes	No - Test Flexible (any ST/AP/IB accepted)	Optional	Yes

