



Grades 9-12: SAT & ACT Prep /
College Application Information

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1. *SAT Unlocked*, by Adam Piacente
2. *Up Your Score: The Underground Guide to the SAT* by Larry Berger, et al.
3. *The RocketReview Revolution: The Ultimate Guide to the New SAT and the PSAT*, by Adam Robinson.

IV. COLLEGE PREP READING LIST

A. Top Admission Strategy Guides

1. *College Admissions Trade Secrets*, by Andrew Allen. “A top private college counselor reveals the secrets, lies, and tricks of the college admissions process.”
2. *Admission Matters: What Students and Parents Need to Know About Getting Into College*, by Sally Springer and Marion Franck
3. *The Truth About Getting In*, by Katherine Cohen
4. *What High Schools Don't Tell You (And Other Parents Don't Want You to Know)*, by Elizabeth Wissner-Gross
5. *What Colleges Don't Tell You (And Other Parents Don't Want You to Know): 272 Secrets for Getting Your Kid into Top Schools*, by Elizabeth Wissner-Gross
6. *50 Successful Harvard Application Essays*, by the Staff of the Harvard Crimson.

B. Top College Guides

1. *Best 366 Colleges*, by The Princeton Review
2. *College Prowler Series*, by College Prowler Inc.
3. *Rugg's Recommendations on the Colleges*, by Frederick E. Rugg
4. *U.S. News & World Report Ultimate College Guide*
 - Up-to-Date College Profiles
 - US News Ranking on 11 Critical Factors
 - Index of Majors
 - College Planner and Advice
5. *Fiske Guide to Colleges*. “The top rated guide to the best colleges.”
 - Revised and expanded every year
 - Tips from current students
 - Academic, social and quality-of-life ratings

C. Publications with Frequent College Articles

1. *U.S. News & World Report*
2. *Newsweek*
3. *Time Magazine*
4. *The New York Times*
5. *Money Magazine*

D. Useful Internet Sites

1. www.collegeboard.com

2. www.act.org
3. www.commonapp.org
4. www.campustours.com
5. www.mcelroytutoring.com (Free SAT and ACT Prep Blog, Easy-to-Use Tutor Search Tools)
6. www.youtube.com/mcelroytutoring1 (Free SAT and ACT Prep Videos by Brian McElroy)
7. www.sat-tutors-blog.com (Free SAT prep Blog)
8. www.khanacademy.org (Free SAT Prep Math Videos by Salman Khan)

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- A. FAQ #1: What is the difference between your College Consultants and the Guidance Counselors at my student's high school?
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 3. We work for the student's best interest, not the school's.
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 - a. Exorbitant Rates, Well-Paid Tutors, Exceptional Tutors.
- B. Princeton Review, Kaplan, Ivy West etc.
 - 1. \$100 - \$400 / hr. Vast majority (~85%) of \$\$ goes to company, Moderately Selective Hiring (top 25% of scorers). "One size fits all" teaching method, Artificial Tests.
 - a. Overpriced Rates, Underpaid Tutors, Mediocre Tutors. Hundreds of Tutors per city.
 - b. These are not really Tutoring Companies--they are Book-Selling Companies.
- C. Tutor Search Engines and Online Tutoring Websites.
 - 1. \$10 - \$100 / hr. Non-Selective Hiring (no score requirements), No Personal Interview, Very Little Customer Support. Hundreds or even Thousands of Tutors per City.
 - a. Low Rates, Underpaid Tutors, Low-Quality Tutors.
- D. Hernandez College Consulting
 - 1. \$26,000-\$40,000 for 1-4 years of Full-Time Consulting.
 - a. Claims that 95% of her students are accepted at "one of their first choice colleges."

IX. MCELROY TUTORING

- A. Brian McElroy Resume
 - 1. Harvard Graduate, 99th percentile SAT, 10+ years tutoring experience.
- B. McElroy Tutoring Press Coverage
 - 1. *San Diego Union-Tribune*, Family Section (Front Page).
11/11/06
- C. Why Choose Us?
 - 1. \$35 - 200/hr. Vast majority (~90%) of \$\$ goes to tutor, Very Selective Hiring (top 10% of scorers, top 5% of applicants per city).
 - a. Reasonable Rates, Well-Paid Tutors, Exceptional Tutors.
 - b. The best materials in the business.
- D. College Consulting Rates and Packages
 - 1. \$3,600 - \$24,000 for 1-4 years of Full-Time Consulting
 - a. McElroy Students have been accepted to nearly all of America's best colleges, including every Ivy League School.

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- A. Client Agreement
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TEST PREP / COLLEGE APPLICATION PROCESS

I. SAT I / SAT Subject Tests / ACT

A. SAT I

This is the “reasoning test.”

The SAT is a required or preferred entrance exam for most colleges and universities. It is a 3 hour and 45-minute multiple-choice test designed to measure the applicant’s verbal and mathematical reasoning skills. The SAT is also designed to predict the applicant’s readiness for college-level studies. The test itself is organized into ten sections: three Critical Reading sections, three Math sections, three Writing sections, and a random section of experimental questions. The Critical Reading questions test the applicant’s ability to understand and analyze prose. The applicant’s vocabulary and deduction skills are also tested using sentence completions. The Math section tests problem-solving ability in arithmetic, algebra, geometry, and logic. The Writing section consists of a 25-minute essay and 2 sections of grammatical questions. The applicant will not know which section is the experimental section--it is used to test new questions and to help make statistical adjustments to the test. The experimental section (a 25-minute section) does not count toward the student’s score.

B. SAT II (Subject Tests)

These are one-hour tests in writing, math, languages, history or science. Any score in the 600 area or above is very good—remember that the students who take these tests are “self-selected,” so it is very difficult to exceed 90th percentile. You can also consult the percentile chart (in blue) at the beginning of this folder for more detailed information on scores. Only the top 20-25% of colleges require these tests, and many will accept the ACT with Writing instead. 2 SAT Subject tests in different subject areas are currently required by all UC Schools. Although most colleges that require SAT Subject Tests only require 2 tests, some (such as Harvard) require a minimum of 3. The SAT Subject tests have been shown to be a better predictor of one’s college grades than the SAT.

C. The ACT

This is the “curriculum test.”

The ACT is an alternative college admission test more commonly used in the Midwest, parts of the South and the West. Nearly all colleges will

accept ACT scores instead of, or in addition to, SAT scores. The ACT is a four-part, 3.5-hour exam that includes sections in English Grammar, Mathematics, Reading, and Science, as well as an optional 30-minute essay. Scores range from 1 to 36 (please see percentile chart at beginning of this packet for more information). There is no penalty for incorrect answers, and there are fewer questions that deliberately try to deceive the test-taker. The Science section, despite its name, requires almost no real science knowledge—it is mostly a test of data interpretation.

Advantages to taking the ACT: There is no reason not to at least try taking the ACT, because 1) percentile-wise, it is an easier test and 2) the ACT only releases the particular scores you wish to send to colleges. Thus, you can take the ACT as many times as you like, and submit to schools only your best score from any one test date. Many colleges and universities require that you take the essay (Writing) portion of the ACT, even though the ACT considers this section to be optional. We recommend that all of our students take the ACT with Writing.

II. So which Test(s) Should My Student Take?

Officially, many schools profess no preference as to which test you take. Nearly every college in the country will accept either the ACT or the SAT. (Although some colleges are “SAT and ACT optional,” this is only the case at small number of schools. In addition, failure to submit an SAT or ACT score is often assumed by admission committees to be a sign that the student has scored poorly on these tests.)

Unofficially, although it is always a good idea to take the ACT as a second option, many colleges would also prefer to also see an SAT score, because the SAT is a more difficult test, percentile-wise. Thus, a high SAT score is often more impressive than a high ACT score.

As a predictive test, colleges sometimes prefer the SAT over the ACT because the SAT is more of a logic test and thus less in line with one’s grades and the quality of one’s high school education. In general, because the makers of both tests allow you to take the test as many times you like and submit only your best score to colleges (in the case of the SAT, this “score choice” policy starts with the class of 2010), it makes sense for students to take these tests as many times as possible. There is always an element of luck in any standardized test, so the more opportunities you have to take the SAT and ACT, the better chance you have of obtaining an “outlier” score that is significantly higher than the rest.

Some schools (the entire UC system, for example) go so far as to accept both tests, and to convert your scores to a common number, so that admission officials are blind as to which tests were actually taken. (Please

see the “UC system” section of the folder for more information.) They do so in order to demonstrate that they have no preference between tests. This gives you all the more reason to take both tests as many times as possible, and to simply submit the highest score. Although most students end up submitting scores from only one test or the other, students should submit both scores if their best ACT and SAT scores are roughly equivalent.

In sum, the ACT is a great option to have, but if you are looking to apply to any schools outside of the UC system, or any of the nation’s top 50 colleges, the SAT is a benchmark that is best not to avoid. At the same time, however, taking the ACT can do nothing except bolster your chances of admission. Thus, most students would benefit from taking both the SAT and the ACT.

III. College Selection

A. Application Process

1. Common Applications v. College’s Own Application

Officially, the schools do not have a preference for their own form and essays over the common application. In fact, the colleges must sign a form promising not to give preference to the applicants who complete the school-specific application.

Unofficially, there is indeed a slight bias towards the candidates who complete the school-specific applications and answer the more customized essay questions.

B. Campus Visits

1. Visit Early/Visit Often (10-12 colleges)

You must thoroughly visit any college to which you are applying and have a great interest in being accepted to. Colleges are accepting a higher percentage of students who make contact. While webcams and DVDs can show a lot about the campus, nothing beats actually spending an afternoon or overnight and really soaking in the atmosphere and culture of the particular college. It’s also possible to schedule an interview with an admissions counselor for the same time.

The college interview is essential for borderline college applicants – because the applicant can use the interview to sell him/herself and impress someone in the admissions office.



Important considerations when visiting colleges:

- Visit during the academic year.
- Take the tour. (Applicant should call admissions office and make reservations.)
- Do your own tour.
- Spend a weekend (go to parties, frat houses, college events and plays).

SAT–ACT Score Comparisons

SAT to ACT		ACT to SAT	
SAT Score Verbal +Math	ACT Composite Score	ACT Composite Score	SAT Score Verbal +Math
1600	36	36	1600
1560–1590	35	35	1580
1510–1550	34	34	1520
1460–1500	33	33	1470
1410–1450	32	32	1420
1360–1400	31	31	1380
1320–1350	30	30	1340
1280–1310	29	29	1300
1240–1270	28	28	1260
1210–1230	27	27	1220
1170–1200	26	26	1180
1130–1160	25	25	1140
1090–1120	24	24	1110
1060–1080	23	23	1070
1020–1050	22	22	1030
980–1010	21	21	990
940–970	20	20	950
900–930	19	19	910
860–890	18	18	870
810–850	17	17	830
760–800	16	16	780
710–750	15	15	740
660–700	14	14	680
590–650	13	13	620
520–580	12	12	560
500–510	11	11	500

Points to Note

- Equivalent scores are those with the same percentile ranks for a common group of test-takers.
- A concordance table is dependent upon the sample used to establish the relationship between two sets of scores. Other available SAT—ACT tables use different samples of colleges and students than this table, resulting in slightly different equivalent scores. For this reason, the best concordance table is one that is established for and used by a specific institution.
- Data in this table are based on 103,525 test-takers who took both the SAT and the ACT between October 1994 and December 1996.
- SAT scores do not cover the full range of the ACT scale due to differences in how percentiles are distributed at the top and bottom of the two scales.
- Although the new SAT will have significant changes that will more closely align the test with current instructional practices, the new SAT field trial research has conclusively demonstrated that scores on the new critical reading section will be comparable to scores on the current verbal section, and scores on the new math section will be comparable to scores on the current math section. Therefore, current concordance tables can still be used to compare new SAT and ACT scores.

Source References:

“Concordance Between ACT Assessment and Recentered SAT I Sum Scores” by N.J. Dorans, C.F. Lyu, M. Pommerich, and W.M. Houston (1997), *College and University*, 73, 24-31; “Concordance between SAT and ACT Scores for Individual Students” by D. Schneider and N.J. Dorans, *Research Notes (RN-07)*, College Entrance Examination Board, New York: 1999; “Correspondences between ACT and SAT I Scores” by N.J. Dorans, *College Board Research Report 99-1*, College Entrance Examination Board, New York: 1999; *ETS Research Report 99-2*, Educational Testing Service, Princeton: 1999.



2-section (CR, M) SAT	3-section (CR, M,W) SAT	ACT Composite	Percentile Nationally		2-section (CR, M) SAT	3-section (CR, M,W) SAT	ACT Composite	Percentile Nationally		2-section (CR, M) SAT	3-section (CR, M, W) SAT	ACT Composite	Percentile Nationally
1600	2400	36	99.95%		1200	1800		79.07%		800	1200		14.34%
1590	2385		99.92%		1190	1785		77.77%		790	1185	15	13.3%
1580	2370	35	99.89%		1180	1770		76.4%		780	1170		12.31%
1570	2355		99.83%		1170	1755	24	74.98%		770	1155		11.35%
1560	2340	34	99.78%		1160	1740		73.51%		760	1140		10.46%
1550	2325		99.69%		1150	1725		72%		750	1125		9.63%
1540	2310		99.61%		1140	1710		70.4%		740	1110	14	8.83%
1530	2295		99.51%		1130	1695	23	68.8%		730	1095		8.08%
1520	2280	33	99.39%		1120	1680		67.15%		720	1080		7.38%
1510	2265		99.25%		1110	1665		65.44%		710	1065		6.74%
1500	2250		99.08%		1100	1650		63.69%		700	1050		6.13%
1490	2235		98.92%		1090	1635	22	61.98%		690	1035		5.56%
1480	2220	32	98.73%		1080	1620		60.23%		680	1020	13	5.03%
1470	2205		98.52%		1070	1605		58.45%		670	1005		4.53%
1460	2190		98.28%		1060	1590		56.64%		660	990		4.09%
1450	2175		98.01%		1050	1575	21	54.81%		650	975		3.67%
1440	2160	31	97.72%		1040	1560		52.97%		640	960		3.29%
1430	2145		97.39%		1030	1545		51.1%		630	945		2.94%
1420	2130		97.03%		1020	1530		49.23%		620	930		2.61%
1410	2115		96.63%		1010	1515	20	47.31%		610	915	12	2.31%
1400	2100	30	96.21%		1000	1500		45.42%		600	900		2.04%
1390	2085		95.79%		990	1485		43.63%		590	885		1.81%
1380	2070		95.31%		980	1470		41.83%		580	870		1.58%
1370	2055		94.83%		970	1455	19	40%		570	855		1.37%
1360	2040	29	94.27%		960	1440		38.23%		560	840		1.19%
1350	2025		93.67%		950	1425		36.46%		550	825		1.02%
1340	2010		93.01%		940	1410		34.69%		540	810	11	0.87%
1330	1995		92.33%		930	1395	18	32.96%		530	795		0.73%
1320	1980	28	91.6%		920	1380		31.25%		520	780		0.61%
1310	1965		90.79%		910	1365		29.61%		510	765		0.5%
1300	1950		89.95%		900	1350		27.94%		500	750		0.41%
1290	1935		89.11%		890	1335		26.39%		490	735		0.34%
1280	1920	27	88.21%		880	1320	17	24.82%		480	720	10	0.27%
1270	1905		87.25%		870	1305		23.37%		470	705	9	0.22%
1260	1890		86.26%		860	1290		21.92%		460	690	8	0.17%
1250	1875		85.2%		850	1275		20.53%		450	675	7	0.12%
1240	1860	26	84.09%		840	1260	16	19.19%		440	660	6	0.1%
1230	1845		82.9%		830	1245		17.91%		430	645	5	0.07%
1220	1830		81.68%		820	1230		16.67%		420	630	3	0.05%
1210	1815	25	80.4%		810	1215		15.47%		410	615	2	0.04%

SAT Subject Test Percentile Ranks

Score	English		History and Social Studies		Mathematics		Science				Languages—Listening						Languages—Reading						Score
	Writing (from 5/98)	Literature	U.S. History	World History	Math- ematics Level 1	Math- ematics Level 2	Ecological Biology	Molecular Biology	Chemistry	Physics	Chinese	French	German	Japanese	Korean	Spanish	French	German	Modern Hebrew	Italian	Latin	Spanish	
800	97	99	99	97	99+	88	99	97	96	93	61	90	92	82	65	96	91	95	85	85	94	90	800
790	96	99	98	96	99+	85	99	96	94	90	47	88	86	72	54	93	90	88	82	82	93	89	790
780	95	98	96	94	99	82	98	94	91	88	40	86	85	64	46	89	88	84	82	78	91	84	780
770	93	96	95	93	99	79	97	93	89	85	33	84	80	57	38	86	86	80	79	76	90	80	770
760	92	95	93	91	98	76	96	91	87	82	29	82	78	55	34	81	83	76	79	72	88	78	760
750	90	94	91	90	97	72	95	89	84	79	25	80	75	47	30	76	81	75	75	69	85	75	750
740	87	91	89	88	95	68	93	85	81	76	22	77	71	44	26	72	78	73	74	67	83	70	740
730	85	89	87	87	93	67	91	83	78	73	19	75	67	44	24	71	76	70	71	64	81	69	730
720	83	87	84	84	91	64	89	79	75	70	17	73	64	41	21	68	73	68	69	61	77	65	720
710	80	84	81	82	88	60	86	76	72	66	15	69	63	38	19	65	71	66	67	56	75	62	710
700	77	81	79	80	85	56	84	72	69	63	14	68	58	37	17	61	68	63	67	54	72	60	700
690	74	78	75	78	82	53	81	70	65	59	12	64	55	36	14	59	66	62	65	51	70	57	690
680	72	75	72	75	80	50	78	66	63	56	11	63	54	35	13	56	63	60	63	48	68	55	680
670	68	72	69	72	76	47	75	62	59	52	10	60	51	33	12	53	61	59	60	46	66	52	670
660	65	69	66	70	72	44	72	59	56	49	9	57	50	32	10	51	58	57	58	44	61	50	660
650	62	66	62	67	68	40	68	54	53	45	7	55	48	31	9	49	56	55	55	40	59	47	650
640	59	63	59	64	66	37	65	51	50	42	6	51	46	29	8	45	53	54	52	37	57	45	640
630	55	59	55	60	62	33	61	47	47	37	5	49	44	28	7	43	51	51	51	33	52	43	630
620	52	56	52	58	58	29	56	43	44	35	5	46	42	27	6	41	48	50	49	31	50	40	620
610	49	53	49	55	54	26	53	40	40	31	4	43	41	25	5	37	45	47	46	28	46	39	610
600	45	50	46	51	50	23	48	36	38	28	4	39	39	24	4	36	43	45	43	26	43	36	600
590	42	46	43	49	47	20	45	33	34	26	3	36	38	24	4	33	40	44	39	24	41	34	590
580	39	43	40	46	43	17	41	29	32	23	3	34	34	21	3	32	38	42	36	23	37	32	580
570	36	41	37	42	40	15	37	26	29	20	2	32	33	21	3	30	35	39	35	19	35	30	570
560	32	38	34	39	37	12	33	23	26	18	2	29	31	20	2	27	32	36	31	17	31	27	560
550	30	35	32	37	34	11	29	21	24	16	2	26	29	18	2	24	29	35	29	16	29	26	550
540	27	32	29	33	31	8	26	18	21	14	2	24	28	16	2	22	27	32	28	16	25	24	540
530	24	29	26	31	28	7	23	16	19	12	1	20	27	15	1	20	25	30	25	14	22	22	530
520	21	27	24	28	25	6	20	13	17	11	1	18	24	14	1	18	22	27	23	11	20	20	520
510	19	24	22	25	22	5	18	12	15	9	1	16	23	13	1	16	19	26	22	10	17	19	510
500	17	22	19	23	19	4	15	10	13	8	1	14	20	12	1	14	17	24	20	9	14	17	500
490	15	19	17	20	17	3	13	8	11	6	1	12	19	11	1	13	15	22	18	9	12	15	490
480	13	17	15	18	15	3	11	7	10	5	1	10	16	10	1-	11	13	20	16	9	10	14	480
470	11	15	13	15	13	2	10	6	8	4	1-	8	15	9	1-	10	11	18	15	7	8	12	470
460	10	13	11	13	11	2	8	5	7	4	1-	7	13	7	1-	9	9	16	14	7	6	11	460
450	8	11	9	11	9	1	7	4	6	3	1-	6	11	7	1-	7	8	14	12	6	5	9	450
440	7	10	8	9	8	1	6	3	4	2	1-	4	10	6	1-	7	7	12	11	4	3	7	440
430	6	8	7	8	7	1	5	3	4	2	1-	4	8	5	1-	5	5	10	9	4	2	6	430
420	5	7	5	6	5	1	4	2	3	1	1-	3	6	4	1-	4	4	9	8	4	1	5	420
410	4	5	4	5	4	1-	3	2	2	1	1-	2	4	3	1-	4	3	7	7	3	1	4	410
400	3	4	3	4	3	1-	3	1	1	1-	1-	2	3	3	1-	3	2	6	6	3	1-	4	400
390	2	3	2	3	3	1-	2	1	1	1-	1-	1	3	2	1-	2	2	5	5	2	1-	3	390
380	2	3	2	2	2	1-	2	1	1-	1-	1-	1	3	2	1-	2	1	4	5	2	1-	2	380
370	1	2	1	1	1	1-	1	1	1-	1-	1-	1	2	1	-	2	1	4	4	1	-	2	370
360	1	1	1	1	1	1-	1	1-	1-	1-	-	1-	1	1	-	1	1	3	3	1-	-	1	360
350	1	1	1	1	1	1-	1	1-	1-	-	-	1-	1	1	-	1	1-	2	2	1-	-	1	350
340	1-	1	1-	1-	1-	1-	1-	1-	1-	-	-	1-	1	1	-	1	1-	1	2	1-	-	1	340
330	1-	1-	1-	1-	1-	1-	1-	1-	1-	-	-	1-	1-	1	-	1	1-	1	2	1-	-	1	330
320	1-	1-	1-	1-	1-	1-	1-	1-	1-	-	-	-	1-	1	-	1-	1-	1	2	1-	-	1-	320
310	1-	1-	1-	1-	1-	1-	1-	1-	-	-	-	-	1-	1-	-	1-	-	1-	2	-	-	1-	310
300	1-	1-	1-	1-	1-	-	1-	1-	-	-	-	-	-	1-	-	1-	-	1-	1	-	-	1-	300
290	1-	1-	1-	1-	1-	-	1-	1-	-	-	-	-	-	1-	-	1-	-	1-	1	-	-	1-	290
280	1-	1-	1-	-	-	-	1-	1-	-	-	-	-	-	1-	-	1-	-	-	1	-	-	1-	280
270	1-	1-	1-	-	-	-	1-	-	-	-	-	-	-	1-	-	1-	-	-	1	-	-	1-	270
260	1-	1-	1-	-	-	-	-	-	-	-	-	-	-	1-	-	1-	-	-	1	-	-	1-	260
250	-	1-	-	-	-	-	-	-	-	-	-	-	-	1-	-	1-	-	-	1	-	-	-	250
240	-	-	-	-	-	-	-	-	-	-	-	-	-	1-	-	1-	-	-	1-	-	-	-	240
230	-	-	-	-	-	-	-	-	-	-	-	-	-	1-	-	1-	-	-	-	-	-	-	230
220	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1-	-	-	-	-	-	-	220
210	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	210
200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200
Number	240,364	54,935	83,070	10,988	159,947	94,609	32,489	35,344	44,849	26,527	5,062	2,542	830	1,465	3,240	5,656	9,093	714	617	471	2,579	25,289	Number
Mean	605	589	599	590	586	670	595	627	628	652	758	629	631	687	752	635	620	613	619	663	618	636	Mean
SD	107	109	108	113	99	95	96	98	107	100	65	114	132	128	67	118	119	137	137	115	106	126	SD
SEM	30	40	30	30	30	30	30	30	30	30	30	30	30	30	20	30	30	30	30	30	30	30	SEM
SED	50	50	40	40	50	40	40	40	40	40	40	40	50	40	30	40	40	40	50	40	50	50	SED

Points to Note

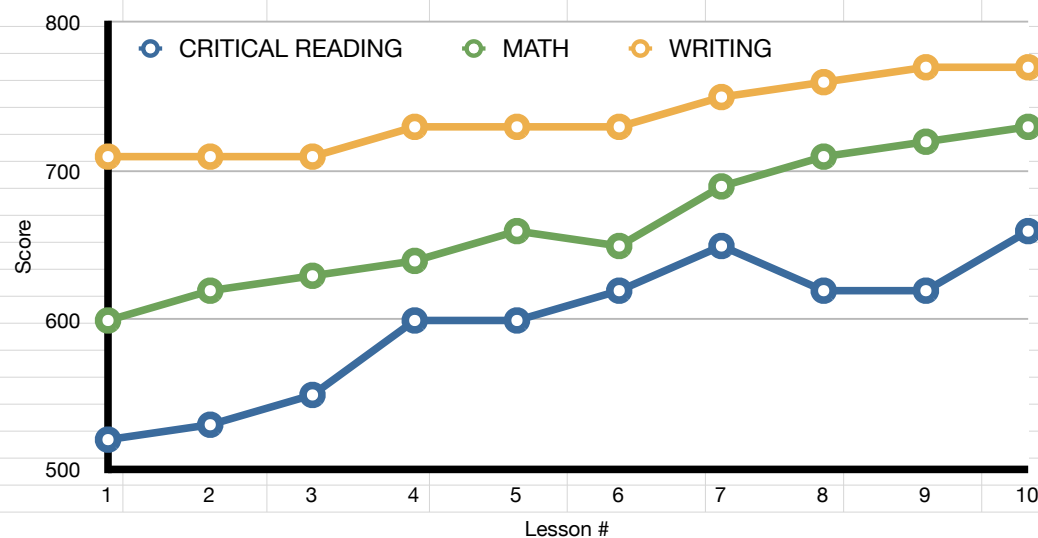
- These national percentile ranks for SAT Subject Test scores appear on the SAT Subject Test score reports for the 2005-06 test administrations.
- Percentile ranks are based on scores from the 2005 College-Bound Seniors cohort, except those for the Korean with Listening Test, which are based on the November 1998, 1999, 2000, 2001, 2002, 2003, and 2004 administrations. The Korean with Listening Test was rescaled in November 1998, so the percentile ranks here are not applicable to tests administered before that date.
- Language tests include scores of native speakers as well as students with additional language experience outside the classroom. In contrast, the table entitled *SAT Subject Tests in Languages—Total Score and Subscore Percentile Ranks for Students Who Studied a Language in High School* includes only scores earned by students with two to four years of study in a particular language.
- Data should not be compared across different Subject Tests because different groups of students take different tests.
- The Writing percentiles correspond to tests taken after May 1998. In May 1998, Writing Test scores were adjusted slightly. For the Writing Subject Test score scale adjustment, to adjust pre-May 1998 total score means: multiply the pre-May 1998 mean by 1.01353; then add 10.83088. This formula gives an estimate of the new total score mean. For greater precision, adjust each score individually before calculating the mean. Additional information (including how to adjust individual student scores) is provided in the Q and A and Conversion Tables.
- The final adminstration of the Writing Subject Test was in January 2005.

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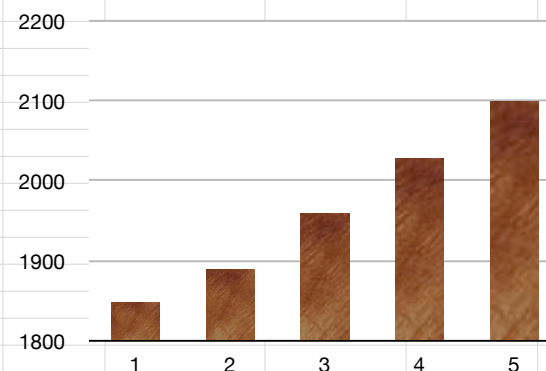
(Bold Numbers indicate new scores. Regular font indicates the most recent score.)

Lesson	Date	CRITICAL READING	MATH	WRITING	ESSAY	Total	Previous SATs or Full Practice SATs	Date	Test Version	Critical Reading	Math	Writing
1		520	600	710	8	1830	1850		Official Guide 8	520	620	710
2		530	620	710		1890	1890		Official Guide 7	550	630	710
3		550	630	710	8	1890	1960		OG 6	570	660	730
4		600	640	730		1970	2030		OG 5	610	690	730
5		600	660	730	10	1990	2100		OG 4	650	700	750
6		620	650	730		2000						
7		650	690	750		2090						
8		620	710	760	10	2090						
9		620	720	770		2110						
10		660	730	770	11	2160						
Average		597	665	737	9.4	1999	1966			580	660	726
Minimum		520	600	710	8	1830	1850			520	620	710
Maximum		660	730	770	11	2160	2100			650	700	750
Improvement		140	130	60	3	330	250			130	80	40

John Q. SAT Score improvement Chart - By Section



SAT Composite Score Improvements - Full Tests

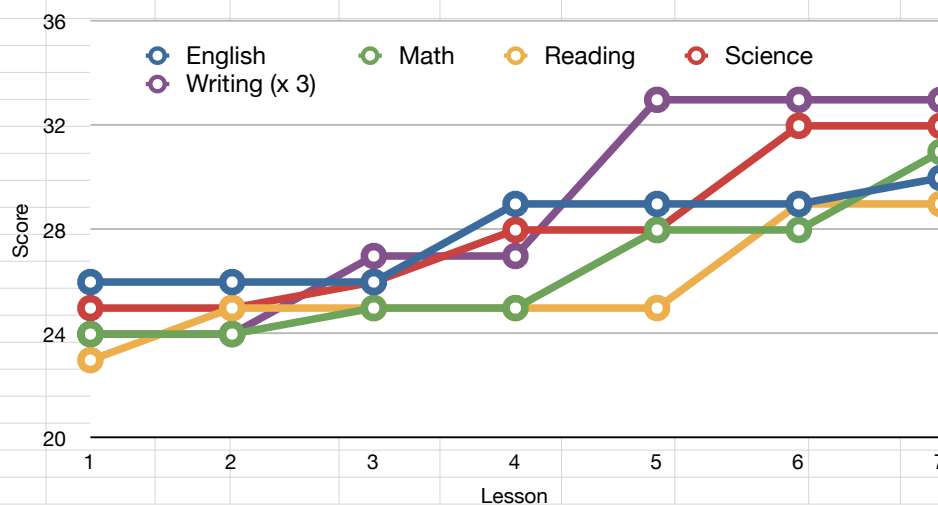


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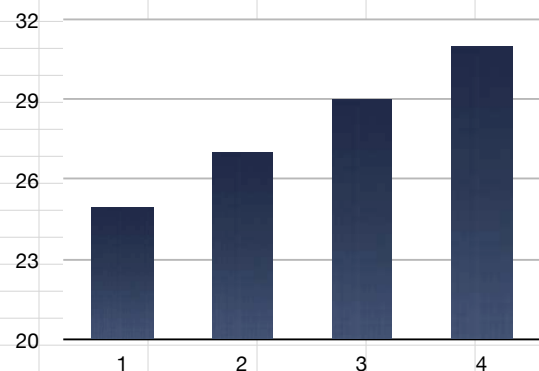
(Bold Numbers indicate new scores. Regular font indicates the most recent score.)

Lesson	English	Math	Reading	Science	Writing (x 3)	Composite	Previous ACTs or Full Practice ACTs	Date	Test Version	English	Math	Reading	Science	Writing (x 3)
1	26	24	23	25	24	25	25		December 07	26	24	23	25	24
2	26	24	25	25	24	25	27		Real ACT #1	26	25	25	26	27
3	26	25	25	26	27	26	29		Real ACT #2	29	28	25	28	33
4	29	25	25	28	27	27	31		Real ACT #3	30	31	29	32	33
5	29	28	25	28	33	28								
6	29	28	29	32	33	30								
7	30	31	29	32	33	31								
8														
9														
10														
Average	28	26	26	28	29	27	28			28	27	26	28	29
Minimum	26	24	23	25	24	25	25			26	24	23	25	24
Maximum	30	31	29	32	33	31	31			30	31	29	32	33
Improvement	4	7	6	7	9	6	6			4	7	6	7	9

Jane Q. ACT Improvement Chart - By Section



ACT Composite Score Improvements - Full Tests



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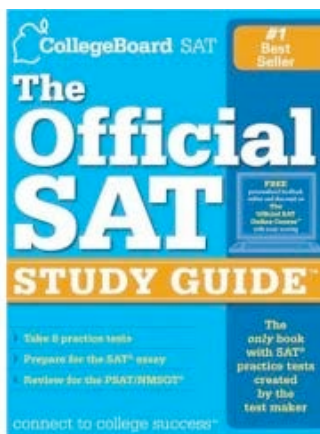
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SAT Homework Assignments (working toward June and October 2008 test dates)

**ALL ASSIGNMENTS ARE FROM THE OFFICIAL GUIDE TO THE SAT
by the College Board. This is the 8-week preparation plan.**

CR= Critical Reading, M= Math, W=Writing

WEEK 1

Assignment #1: Log onto www.youtube.com/mcelroytutoring1 and watch the following videos:

- 1) "An Overview of the SAT"
- 2) "The Scoring System, and When to Guess"
- 3) "Order of Difficulty: Is it Predictable?"
- 4) SAT Vocabulary Lesson: Extant
- 5) SAT Vocabulary Lesson: Mitigate

Then, please complete pp. 389-400 in the Official Guide to the SAT (Essay p. 389, Sec 2 CR, Sec 3 M).

(Please do not read any Essay questions until you are prepared to write the full essay. Always write your essays in the essay space provided in book. It is important that you learn how to fill the available space, so do not write your essays in a notebook or on a piece of loose-leaf paper.)

Assignment #2: Please read the following titles from the High School Information Packet:

- 1) "Brian's Critical Reading Tips"
- 2) "SAT Grammatical Errors"
- 3) "The SAT Math Formulas and Terms you Have to Know"
- 4) "More Mnemonic Vocabulary Tricks"

Then, please complete pp. 401-418 (Sec 5 CR, Sec 6 M, Sec 7 W)

WEEK 2:

Assignment #3: pp. 419-430 (Sec 8 CR, Sec 9 M, Sec 10 W)

Assignment #4: pp. 453-464 (Essay p. 453, Sec 2 CR, Sec 3 M)

WEEK 3:

DIAGNOSTIC TEST #1: Test #8, pp. 837-878.

(Please "bubble in" your answers on the Scantron Sheet for all Diagnostic Exams!)

Assignment #5: pp. 465-482 (CR Sec 5, M Sec 6, W Sec 7)

WEEK 4:

Assignment #6: pp. 483-494 (Sec 8 CR, Sec 9 M, Sec 10 W)

Assignment #7: pp. 517-529 (Essay p. 517, M Sec 2, CR Sec 3)

WEEK 5:

DIAGNOSTIC TEST #2: Test #7, pp. 773-814

Assignment #8: pp. 530-546 (Sec 4 M, Sec 6 W, Sec 7 CR)

WEEK 6:

Assignment #9: pp. 547-558 (Sec 8 M, Sec 9 CR, Sec 10 W)

Assignment #10: pp. 581- 593 (Essay p. 581, Sec 2 M, Sec 3 CR)

WEEK 7:

DIAGNOSTIC TEST #3: Test #6, pp. 709-750

Assignment #11: pp. 594-610 (Sec 4 CR, Sec 6 W, Sec 7 CR)

WEEK 8:

DIAGNOSTIC TEST #4: Test #5, pp. 645-687

Assignment #12: pp. 611-622 (Sec 8 M, Sec 9 CR, Sec 10 W)

DIAGNOSTIC TESTS SHOULD BE TAKEN IN ONE SITTING FOR THE MOST ACCURATE SCORE PREDICTIONS. PLEASE DO NOT SPLIT DIAGNOSTIC TESTS INTO PARTS UNLESS YOU HAVE NO OTHER CHOICE! FEEL FREE TO CONTACT US BY PHONE IF YOU PREFER TO TAKE A PROCTORED EXAM AT ONE OF OUR CLASSROOM LOCATIONS.

Students please note: Always time yourself and try to take sections all at once whenever possible (in other words—don't split up a section into parts, or complete 10 minutes of your homework during free period in school, and another 15 at home). If you run out of time before you finish, continue working on the questions but **MARK THE SPOT WHERE YOU RAN OUT OF TIME**. Please use pencils only, and I suggest **RED PENS** for corrections. That way, it's obvious which sections we've already covered. For math, **ALWAYS HAVE A CALCULATOR HANDY** and **TRY TO WRITE DOWN/UNDERLINE/CIRCLE AS MUCH AS POSSIBLE** in the book. The more you write down, the easier a problem becomes. Also, you have to remember less, you can quickly refresh your memory if you end up skipping the problem, and it's easier for your tutor to help you improve your score because the tutor can observe your process of thought. In short: the more you write down, the better.

If you get a question wrong, mark the number as incorrect, but **DO NOT MARK THE CORRECT ANSWER UNTIL YOU HAVE COVERED THAT PROBLEM WITH YOUR TUTOR**. This is very important!! If you know the answer to the question before we review the question, you won't learn as much when I teach you how to solve it, because of the subconscious, unavoidable and inherent bias you will have toward the answer that you know to be correct. If it's a careless error, I still want to go over it with you, because it's still an error and we need to discuss why you could have made that mistake.

If you leave a question blank, circle it. Remember that there is no penalty for wrong answers, and that incorrect answers lose you $\frac{1}{4}$ of a point. It's OK to leave a hard problem blank, but never be afraid to guess on ones that are medium-level or below. Remember, guessing doesn't hurt your score, but **spending too much time** on the wrong problems does hurt your score. Always guess aggressively, and always attack the easy problems first.

Name of Error	Example of Error	Correction(s)	Follow-Up Example	Correction	Author
Prepositional Idiom	My shoes are different than hers.	My shoes are different from hers.			Brian McElroy
Pronoun case	Stacey and me went to the beach.	Stacey and I went to the beach.	Would you like to come to the beach with Stacey and I?	Would you like to come to the beach with Stacey and me?	"
Verb tense	Last week I am taking too many tests.	Last week I took too many tests.			"
Subject-Verb agreement	Neither of us exercise very often on weekends.	Neither of us exercises very often on weekends.			"
Pronoun Agreement in number	If someone feels tired, then they should just take a nap	If anyone feels tired, he/she should take a nap. Or: If people feel tired, then they should just take naps.			"
Faulty Comparison (Apples and Oranges)	The players on my team are better than your team.	1) The players on my team are better than the players on your team. 2) The players on my team are better than those on your team.	I prefer the writings of Henry David Thoreau to Ralph Waldo Emerson.	I prefer the writings of Henry David Thoreau to those of Ralph Waldo Emerson.	"
Introductory Phrase	Hanging in the back of the closet, I noticed my missing jacket.	I noticed my missing jacket hanging in the back of my closet.	With over 80 years in business, no one can match our prices.	With over 80 years in business, we can match any price.	"
Redundancy	I believe that one of the most essential issues of the upcoming election will be America's foreign relations with other countries.	I believe that one of the most essential issues of the upcoming election will be America's foreign relations.	I have tutoring with Brian every Tuesday afternoon at 5:30 PM.	I have tutoring with Brian every Tuesday afternoon at 5:30.	"
Having and Being	Being a Saturday, there is no school today.	There is no school today because it's a Saturday.			"
Parallelism	I like snowboarding, skateboarding, and to play basketball.	I like snowboarding, skateboarding, and playing basketball.			"
Comparison in Number	Of these two pairs of shoes, I like this one the best.	Of these two pairs of shoes, I like this one better.			"
Adverb	It's cold, so you better dress warm.	It's cold, so you better dress warmly.			"
Ambiguous Pronoun	Mr Jones read a story to his son until he fell asleep.	Mr Jones read a story to his son until his son fell asleep.			"
Object Pronoun instead of Possessive Pronoun	My mother doesn't like me going out with my friends all the time.	My mother doesn't like my going out with all my friends all the time. (I know this sounds weird, but which one sounds correct, "My mother doesn't like me attitude," or "My mother doesn't like my attitude." Obviously it's the second one. It's not that your mother doesn't like you, it's that she doesn't like something that you do, an action of yours. Since that action belongs to you, that's why it's "my going.")			"
Noun agreement in Number	Tina and Jen are trying to earn a good grade for the semester.	Tina and Jen are trying to earn good grades for this semester.	Tina and Jen are looking for a date to the prom.	Tina and Jen are looking for dates to the prom (unless they are looking to take the same person!)	"
Pronoun agreement in Number	If someone feels tired, then they should just take a nap.	If someone feels tired, then he/she should just take a nap.			"
Verb Tense - Identifying Subjects as either Singular or Plural	Mike's charm and personality makes him a success at everything he does.	Mike's charm and personality make him a success at everything he does. (Try turning "charm and personality" into the pronoun "they.")			
If / then	If you don't do your homework, you won't perform well on the exam.	If you don't do your homework, then you won't perform well on the exam.			

HERE ARE THE MATH FORMULAS YOU MUST MEMORIZE FOR THE SAT:

- 1) Percentage and Percent Change ((Part/Whole) and (Difference/Original) x 100)
- 2) The Circle Proportionality Formula (Area of Slice/Area of Circle = Arc/Circumference = Measure of Inner Angle/360)
- 3) The Formula for a Line (standard $y=mx+b$ format as well as point-slope format: $y-y_1 = m(x-x_1)$, and the slope equation $(y_2-y_1) / (x_2-x_1)$).
- 4) All 3 Quadratic Identities (unfactored to factored form)

$$(x^2-y^2)=(x+y)(x-y)$$

$$x^2+2xy+y^2=(x+y)^2$$

$$x^2-2xy+y^2=(x-y)^2$$

- 5) The Third Side Rule for Triangles $(a-b) < c < (a+b)$ if c represents the “third side” and b and a represent the lengths of the other two sides.
- 6) Direct and Indirect Proportion ($(a_1/b_1)=(a_2/b_2)$ and $(a_1a_2 = b_1b_2)$
- 7) Average = (Total / Number of things)
- 8) Probability = (Desired Possibilities / Total Possibilities).
- 9) Surface Area of a Cube $=6s^2$
- 10) Distance = Rate x Time

--

That's all you need to know as far as formulas!

YOU SHOULD ALSO KNOW THE DEFINITIONS OF THE FOLLOWING TERMS:

-PEMDAS AND THE ORDER OF OPERATIONS. If you don't know what I'm talking about here, talk to your math teacher, pronto! Just a reminder...Parentheses, Exponents, Multiplication, Division, Addition, Subtraction. Also remember that a TI-83 (perfectly legal on this test) automatically performs PEMDAS so long as you enter the expression correctly.

- MEAN, MEDIAN, MODE. Mean is the same as average. Median is the number in the middle after rearranging from low to high. In the case that the list has no true middle because it has an even number of terms, find the average of the middle two. So the median of the list { 1 1 5 5 } is $(1+5)/2$ which equals 3. MODE is quite simply the number that appears the MOST. Ties don't count—the example I just listed, for example, has no mode.

-INTEGERS. Integers are whole numbers, including zero and negative whole numbers. Think of them as hash marks on the number line. (For those who don't know what hash marks are, picture the white yardage markings on the grass of a football field.) Don't forget that zero is an integer and that negative whole numbers are integers too. Remember that -3 is less than -2, not the other way arounds (sounds simple but is a common mistake. If I fooled you initially with that one, think of “greater than” as “further to the right” on a number line, and “less than” as “further

to the left.”

-PRIME NUMBERS. Prime numbers are positive integers that are only divisible by themselves and the number 1. Be able to list all the primes you between 1 and 50...remember that 1 is not a prime and there are no negative primes. By the way, 51 is not prime...that question actually showed up on a recent SAT. $17 \times 3 = 51$. What, you forgot your times tables for 17? ;)

2,3,5,7,11,13,17,19,23,29,31,37,41,43,47,53, etc...

Also, be able to use a factor tree and find all the factors of a number and perform a “prime factorization” of a number (this means you find a series of prime numbers that multiplies together to equal that number). The prime factorization of 18, for example, is $3 \times 3 \times 2$.

-PYTHAGOREAN TRIPLES. These are particular types of Right Triangles that just happen to have exact integers as sides. The SAT loves to use them, so know them by heart and save yourself the trouble of calculating all those roots. Here are the ones they use:

3/4/5, 5/12/13, 6/8/10, 7/24/25, 8/15/17

Please note that Pythagorean Triples are not the same as 45/45/90 and 30/60/90 triangles, which are provided for you at the beginning of each Math section.)

-“Y LESS THAN X”

(for example, “ $x-7$ ” is the correct mathematic translation of “7 less than x.” Be careful because many students will write this as “ $7-x$ ”, which is incorrect.)

-THE WORD “OF.” (“of” always means multiply.)

-DIGITS. Digits are to numbers what letters are to words. There are only 10 possible digits, 0 through 9.

-MULTIPLES. The MULTIPLES of x are the ANSWERS I get when I MULTIPLY x by another INTEGER. For example the multiples of 5 are 5,10,15,20 etc. as well as 0 (a multiple of everything because anything times zero is zero) as well as -5, -10, -15 and other NEGATIVE MULTIPLES.

-FACTORS. The factors of x are the answers I get when I divide x by another integer. For example the factors of 60 are 30, 20,15,12,10,6,5,4,3,2,1, as well as -5,-6,-10 etc.

-REMAINDER. Remainder is the whole number that’s left over after division. For example $8/3$ equals 2 remainder 2. Remainder is particularly helpful on pattern and sequence problems.

-CONSECUTIVE INTEGERS. Consecutive integers are integers in order from least to greatest, for example 1,2,3. The SAT may also ask for consecutive even or odd integers. For example -6,-4,-2, 0, 2, 4 etc (yes zero is even) or 1, 3, 5 etc.

-SUM. Sum means the result of addition. The sum of 3 and 5 is 8. I know, duh, but you'd be surprised how many students will say "15" if they are not paying close attention.

-DIFFERENCE. Difference is the result of subtraction.

-PRODUCT The result of multiplication. Do not confuse with sum!

-ODD AND EVEN NUMBERS. Even numbers are all the integers divisible by 2, and odd numbers are all the other integers.

-POSITIVE and NEGATIVE NUMBERS. Be aware that if the problem asks for "a negative number," that does not necessarily mean a negative INTEGER. -1.5 will do just fine. Zero is neither negative nor positive. Be aware of strange tricks with negatives, and that negatives taken to EVEN powers are positive and that negatives taken to ODD powers are negative.

In addition, you're going to have to remember basic geometrical concepts (vertical angles are congruent, perpendicular lines have slopes that are negative reciprocals of each other, etc.), and how to re-write expressions with negative or fractional powers. You WON'T need the distance formula, the Quadratic Equation, Trigonometric Identities, the equations for permutations/combinations, the equation of a circle, fancy programs for the calculator, or even the arithmetic/geometric sequence formulas. The fewer formulas you need to remember, the more you can focus on TECHNIQUE, and GOOD TECHNIQUE is the true key to an excellent SAT score. I don't teach my students unnecessary formulas because I can teach them to find the answers using a more LOGICAL approach to the problem.

"So why did I spend all those years in math class, memorizing formulas," you might ask, "when most of these formulas are unnecessary for the SAT?" Well, as I mentioned earlier, formulas are de-emphasized on the SAT because the SAT is meant to be a test of LOGIC more than a test of raw FACTS. All those formulas you learned in math class are fine to know, but if you respond to all the SAT Math problems in exactly the same way your math teacher taught you, you're probably going to run out of time, and you're most likely not going to get a very good score. This isn't Math class, where you have to show your work or use "proper" technique. This is the SAT, where the only thing that matters is that you get the correct answer as quickly as possible. So you can get away with shortcuts galore. This is why the Best SAT Math tutors focus on PROBLEM RECOGNITION, TECHNIQUE and LOGIC much more than they focus on pure memorization.

GENERAL CRITICAL READING TIPS FOR THE SAT **(adapted from Brian McElroy's Tutoring Blog)**

-EITHER SKIM THROUGH OR SKIP THE PASSAGE ENTIRELY THE FIRST TIME THROUGH. By now, almost everyone has heard some version of this piece of advice, but despite seeming too good to be true, it really is a fact! This is because reading the passage beforehand is usually little more than a huge waste of time. Students who do this usually read the passage line-by-line, focusing on every detail, only to realize by the time they've reached the end of the passage they don't remember much of anything! So when they finally move on to the actual questions, they have to go back to the passage and re-read the text anyway. Why not just go directly to the questions (or at least skim the passage quickly) and give yourself twice as much time to answer the questions? You'll also avoid getting "stuck" on a section of the passage that is unimportant—remember, there is a lot of information presented in the passages, but the questions only ask about some of this information, not all of it.

-Another good reason to skim or skip over the passage is that the questions appear in rough chronological order. That is, the first question refers to the beginning of the passage, the last question refers to the end of the passage, etc. So by answering the questions one at a time, and reading the corresponding passages, you are actually reading the entire passage anyway!

-Remember, Critical Reading has no order of difficulty, so you don't have to answer the questions in any particular order. Feel free to skip harder questions or questions that you don't understand. After all, if you don't understand the question or don't know the meaning of a key word in the question, you're probably not going to get it right anyway! The worst thing that can happen is that you skip too many and end up at the end of the section before time has expired. If this happens to you, it's no big deal—just backtrack and answer some of the questions you skipped.

-Questions with line references are generally the best questions to start with, because they tell you exactly where to look for the answer. However, remember that the key to the answer is not always in the EXACT lines that the question points you to. You often have to read a few lines above or below to find the answer. You should be able to determine whether to look above or below after reading the text.

-On the other hand, main idea or general questions should be saved for the end because they require knowledge of the entire passage. Other good questions to skip or at least save for later (because they are usually difficult and time-consuming) are the ROMAN NUMERAL questions (I, II, III etc.) and the "capital letter" (LEAST/EXCEPT/NOT) questions.

-Smart students: DON'T THINK SO HARD! Every year I see very intelligent students and excellent writers getting lousy scores on the SAT Critical Reading practice tests because they get too creative with the answers, and try to make too many

connections, imagining hypothetical situations that could SOMEHOW make the answer true. I hate to admit that this works so well, but for this test, DON'T THINK POSITIVELY AND CREATIVELY. Instead you should BE NEGATIVE (meaning try to DISPROVE answers, not CHOOSE answers), and look at things with a crucial eye, not an optimistic one. Think of it this way: 80% of the answers you consider are going to be WRONG, so it's better to distrust an answer than to trust it. This isn't called CRITICAL Reading for nothing, you know!!

-With the short passages, you can get away with reading the entire passage because it's so short that you usually will be able to retain everything. However, it makes sense to read the questions first, just to give yourself an idea of what you should be paying attention to. For example, if the first question asks you about lines 8-12, you can place a bracket in the margins next to those lines. This tells you to read that section carefully. If the question mentions any specific text, go ahead and underline that text as well. The truth is, most of the stuff you read you WON'T be tested on, so don't get stuck on minor details.

-The main reasons that students give when asked why they performed poorly on the Critical Reading section of the SAT are that they become "lost" in the passage, or frustrated, or confused, or just plain bored. This may seem like a lot of reasons, but in my opinion, they are all the result of one root cause: when students try to "bite off more than they can chew" by jumping straight to the answers after quickly reading the text. Critical Reading questions should not be seen as one long question—each question should be perceived as a number of small questions to answer. By breaking the process of answering the question into smaller bites, we make it much less stressful for the student, and you're much more likely to answer the question correctly. Because if you lose your train of thought (which happens frequently to students in this section), you will not have to start over from scratch. You will simply have to repeat the last step.

The secret is in realizing that within any Critical Reading question lie 6 ESSENTIAL STEPS the test-taker must take before choosing an answer. Here are my recommended steps for any critical reading question:

BRIAN'S PATENTED 6-STEP CRITICAL READING TECHNIQUE

1) READ THE QUESTION (I know, duh). If it's a long or complicated question, don't worry yet about what it's asking—just note the line reference and any specific language quoted from the text. ALL YOU NEED TO KNOW AT THIS POINT IS WHERE TO READ!

2) READ FOR UNDERSTANDING. Go to the specific lines that the question mentions and read that portion of the text. Some companies will suggest that you read "5 lines above to 5 lines below," but I find this technique to be unnecessarily confusing. Start with the EXACT LINES that the question refers to, then decide whether to read up or down for more information. You will usually be able to decide

this from the context of the passage. For example, if the passage mentions a pronoun such as “it,” that suggests you should read above to figure out what “it” is referring to!

During this step, you don’t need worry about answering the question just yet. Just worry about trying to understand what the passage is saying. Another useful tip when reading for understanding is to try reading the topic sentence of whatever paragraph to which the question is pointing. Good writers know that topic sentences should effectively summarize the message of the paragraph, so if you’re looking for the main idea of a line or lines, look at the topic sentence of that paragraph.

3) RE-READ THE QUESTION. This time, focus on what the question is truly asking. One of the things you’ll notice about Critical Reading questions is that they are rarely actual questions! Don’t take my word for it—look in the Official Guide to the SAT and see how many question marks you can find. Not many at all, right? This is because the vast majority of Critical Reading “questions” are not questions at all, but incomplete statements. And the answer choices are not answers—they are possible endings to the statement! So what does this mean for you? It means that you should usually **FOCUS ON THE END OF EACH QUESTION**, because this is where the question **CONNECTS TO EACH ANSWER CHOICE**.

Once you’ve got in mind what the question is truly asking for, another trick you can use is what I call “bringing the question to the passage.” This means writing a short summary of the question in the margin next to the passage, so your eyes (and your fingers when it’s on the other page!) don’t have to jump back and forth between the two. For example, if the question says “the author mentions the quote from Thoreau in order to...” you could write “why mention Thoreau?” in the margins next to the text. It only takes a second to write down and it saves you a lot of hassle and/or page turning.

(By the way, speaking of **TURNING PAGES**, that’s by far one of the **LOUDEST NOISES** you’re going to hear on test day, but it’s probably not the **ONLY ONE** that’s going to **DISTRACT YOU!** For more on the SAT and **HOW TO HANDLE TEST-DAY DISTRACTIONS**, [click here](#).)

4) RE-READ THE PASSAGE, LOOKING FOR THE ANSWER IN YOUR OWN WORDS, OR (EVEN BETTER!), THE ANSWER IN THE TEXT. UNDERLINE KEY TERMS (ADJECTIVES, ADVERBS, VERBS). This is a very important part of the process, and a very powerful technique. Most students skip this step completely, preferring to peek ahead at the answers. It is **VERY IMPORTANT THAT YOU DO NOT LOOK AT THE ANSWERS YET!** Just as with the sentence completions, you will just confuse yourself if you start looking at the answer choices before you even have an idea of what the answer is. Avoid this temptation at all costs.

Instead, see if you can answer the question in your own mind. If so, write it down so

you don't forget! Or, you may be able to find certain lines in the passage that provide the answer to the question. Underline these lines. Now, in the same way that you did with the SENTENCE COMPLETIONS, you have given yourself a SPECIFIC answer to look for (or at least as specific as possible!)

Now, finally, on to step 5...

5) PROCESS OF ELIMINATION. Now that you have an answer written down, or underlined on your page, you can go ahead and start looking at the answers. Some will obviously be wrong, and others will be more vague.

Again, it helps to think of the correct answer as the "HARDEST TO DISPROVE" instead of the "best" answer. When you look for the right answer, you start looking for reasons to make something true, and when that happens, that's where the SAT does a great job of TRICKING most students. You see, when you are trying to MAKE an answer choice work, you start getting CREATIVE (for life this is a good quality but for the SAT, not so much!), and try to think of ways that the question COULD possibly be right. This is not the best way!

Instead, you should be looking at the SPECIFICS of the question (strong adjectives, adverbs, verbs etc) and trying to determine why it COULD NOT be right. This explains why on many questions (especially MAIN IDEA questions), the more general question is the answer. For example, what's easier to disprove: that it SOMETIMES rains on cloudy days, or that rain is a DIRECT RESULT of thunder? Obviously the second one, right? Well that's because of the qualifying words "sometimes" and "relatively," as opposed to the stronger (and thus more committal) word, "direct."

Think about it: how could you ever DISPROVE that something "SOMETIMES" happens? It's nearly impossible because you would have to show that something NEVER HAPPENED EVEN ONCE, which is almost impossible. But to DISPROVE that something ALWAYS happens, well, all I need to do is find one example to the contrary and I've proved the theory wrong. And that's why the SAT is more about LOGIC than any other factor.

Allow me to provide an example. In the OFFICIAL SAT STUDY GUIDE, open your book to page 393, #19 and take a look at the question and answers. Give it a shot yourself.

What happens to many students in this scenario is that they eliminate it down to A and C. Many will choose C because it looks good and is in fact quite close to the answer (except it's the other way around—should be "...Europeans about Native Americans."). But think about it: answer choice A means exactly the same thing as answer choice C, except answer choice A is much more vague and therefore very HARD TO DISPROVE. Therefore A is the answer. Cool, huh? ☺

6) PROCESS OF SELECTION /ANSWER VERIFICATION. After process of elimination, you'll probably narrow it down to at least three answers, probably two, or maybe you've even found the answer that you suspect is the correct one. NOW you can finally focus on VERIFYING the correct answer. So how do you do this? It's all about LANGUAGE.

THE BEST ANSWER IS THE ANSWER WITH THE LANGUAGE CLOSEST TO THAT OF THE PASSAGE. LOOK FOR PARALLEL STRUCTURE AND MEANING BETWEEN THE ANSWER CHOICES AND THE TEXT YOU'VE UNDERLINED OR THE ANSWER YOU'VE WRITTEN DOWN IN THE BLANK SPACE AFTER THE QUESTION. DON'T BACKTRACK UNLESS YOU HAVE TO. TRUST THE TECHNIQUE, IT WORKS!!

SOME FINAL ADVICE FOR STUDENTS WHO OFTEN GET IT DOWN TO TWO ANSWERS BUT STILL ARE CHOOSING THE WRONG ONE:

Try not to choose answers that LOOK OR SOUND GOOD but are irrelevant to the question. Just because something is TRUE doesn't mean it's the right answer. Take another peek at the END OF THE QUESTION and the BEGINNING OF THE ANSWER, and remember that these are THE MOST ESSENTIAL PARTS TO ANY CRITICAL READING QUESTION.

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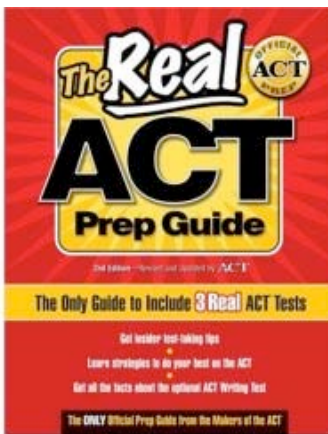
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5 main sections

Answer
every
question!!

English	45 min, 75 q.
Math	60 min, 60 q
Reading	35 min, 40 q.
Science	35 min, 40 q
Writing	30 min, 1 q

English

- similar to grammar section of SAT
- some questions ask about organization
- slightly different grammatical rules
- Pay attention to meaning/flow of passage

Math

- closer to high school math
- lots of trigonometry (SOHCAHTOA, right triangles etc)
- don't provide the formulas
- gets harder as it goes along

Reading

- unlike the SAT, you should at least skim the passage / take notes in margin before going to questions
 - why? Fewer line references,
- One of the most important tasks is finding the correct # for each question

- more of a "Where's Waldo" test
- most students will not make it to every question - this is OK!
- but, GUESS ANYWAY.
- so no need to rush, but at least try to finish 3rd passage.
(~ 1 question / minute)

Science

- You don't really need to understand Science to do well!
- generally gets more difficult toward the end
- Start with graphs, tables and figures, then move to text if you have to.
- Underline key terms in question and search for them.
- Make sure you pay close attention to where the question tells you to look!
- Focus only on the most important details, search for specifics.

Writing

(TRY TO REACH 3rd page)

Approx. 5 #
2 paragraphs/
page

- 30 min
- Usually a very straightforward question.
- Write as much as possible.
Opinions/Arguments for that opinion / Why? Human Nature

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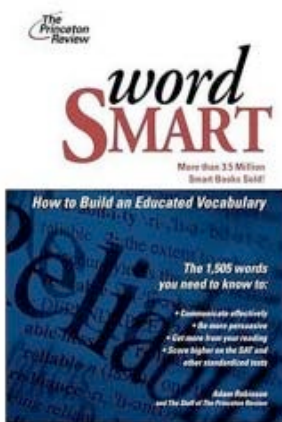
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Word	Part of Speech	Definition	Mnemonic Trick(s)	Author
dilatory	adj	one who procrastinates, delays tasks	"DILL - A" = DELAY or (my favorite), di - LATOR - y. (LATOR = "LATER") "A dilatory person delays things until later."	Brian McElroy
extant	noun	existent; not destroyed, lost, or extinct	EXIST-ANT. ""You may be much bigger than I, but I still exist!", exclaimed the ANT to the ElePHANT."	"
mitigate	verb	to make less severe	Think: a pair of MITTS and a SPIKED GATE. "The burglar's thick MITTS mitiGATED the pain as he climbed over the spiked gate that surrounded the mansion."	"
morose	adj	broodingly and sullenly unhappy	Think: a wilted ROSE. "A regular rose is happy; a wilted rose is morose."	"
eclectic	adj	varied	ECLECTIC SELECTIONS. "The iPod playlist I put together for my friend was full of eclectic selections: pop, rock, hip-hop, blues and even some jazz."	"
revere	verb	to worship	PAUL REVERE. "History books revere Paul Revere."	"
discriminate	verb	To recognize as being different: differentiate, discern, distinguish, know, separate, tell. See same/different/compare.	DIS' (THIS) CRIME. "THIS CRIME requires a jury that can discriminate between their assumptions and the facts of the case," said the lawyer for the accused.	"
didactic	adj	instructive; designed to impart information, advice, or some doctrine of morality or philosophy.	DID ACT TICKED. "The high schooler DID ACT "TICKED off" when his parents tried to tell him how to live his life. "Please don't be so didactic," he said. "I want to make my own decisions!"	"
prosaic	adj	commonplace or dull	ROSA'S PROSAIC MOSAIC. Rosa yawned as she wandered through the stone art exhibit at the museum. "If you ask me," she said, "those are some PROSAIC MOSAICS."	"
tout	verb	to increase or seek to increase the importance or reputation of by favorable publicity	TOUT HIS TROUT. "The braggadocious big-game fisherman loved to take pictures of all the fish he caught and put them up on the wall. He liked to TOUT the size of his TROUT."	"
bereft	adjective	1. Deprived of something. 2. Lacking something needed or expected	to be BE-REFT = to BE LEFT with nothing. "Gilligan never did make it back to civilization; he was BEREFT of a RAFT."	"

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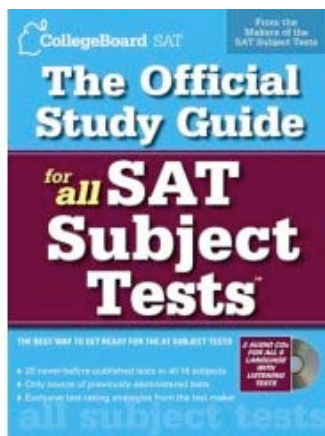
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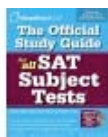
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About the SAT Subject Tests

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge.

Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year.

Many colleges use the Subject Tests for admissions, for course placement, and to advise students about course selection. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance.

Some colleges specify the Subject Tests they require for admissions or placement; others allow applicants to choose which tests to take.

Subject Tests fall into five general subject areas:

- English**

 - [Literature](#)
- Languages**

 - [Chinese with Listening](#)
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- History and Social Studies**

 - [U.S. History](#) (formerly American History and Social Studies)
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- Mathematics**

 - [Mathematics Level 1](#) (formerly Mathematics IC)
 - [Mathematics Level 2](#) (formerly Mathematics IIC)
- Science**

 - [Biology E/M](#)
 - [Chemistry](#)
 - [Physics](#)

All Subject Tests are one-hour, multiple-choice tests. However, some of these tests have unique formats:

- The **Subject Test in Biology E/M** contains a common core of 60 general-knowledge multiple-choice questions, followed by 20 multiple-choice questions that emphasize either ecological (Biology E) or molecular (Biology M) subject matter. Before testing begins, you must choose which test you will take, either the ecological or molecular. **Students are not allowed to take both tests in one sitting. If you do, your scores may be canceled.**
- The **Subject Tests in Mathematics (Level 1 and Level 2)** have some questions that require the use of at least a scientific or graphing calculator. Mathematics Subject Tests are developed with the expectation that most students will use a graphing calculator. There are no plans to discontinue or change the content of the Subject Tests in Mathematics Level

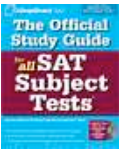
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1 or Mathematics Level 2.

- The **Subject Tests in Languages with Listening** (Chinese, French, German, Japanese, Korean, and Spanish) consist of a listening section and a reading section. Students taking these tests are required to bring an [acceptable CD player](#) with earphones to the test center.

For more detailed information, including recommended preparation, anticipated skills, test format, sample questions, and more, visit the [Subject Tests Preparation Center](#).

Which Subject Tests should you take?

Before deciding which tests to take, make a list of the colleges you're considering. Then review school catalogs, [College Search Engines](#), or [College Handbooks](#) to find out whether the schools require scores for admission and, if so, how many tests and in which subjects.

Use your list of colleges and their admissions requirements to help plan your high school course schedule. You may want to adjust your schedule in light of colleges' requirements. For example, a college may require a score from a Subject Test in a language for admission, or the college might exempt you from a freshman course requirement if you do well on a language Subject Test.

Many colleges that don't require Subject Test scores will still review them since they can give a fuller picture of your academic background.

If you're not sure which Subject Test to take from a subject area, talk to your teacher or school counselor and visit the [Subject Tests Preparation Center](#).

When should you take Subject Tests?

Most students take Subject Tests toward the end of their junior year or at the beginning of their senior year.

Take tests such as World History, Biology E/M, Chemistry, or Physics as soon as possible after completing the course in the subject, while the material is still fresh in your mind. For foreign language tests, you'll do better after at least two years of study.



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Frequently Asked Questions About SAT Registration

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Questions about Test Registration

Why do I have to register by mail if it's the first time I am registering for Sunday testing?

I signed up for three Subject Tests, but I only want to take two. What should I do?

I signed up for one (or two) Subject Test(s), and now I want to add another one (or two). What should I do?

Questions about Registering Online

How can I guarantee that I'll get my first choice of a test center when I register?

Do I have to complete the SAT Questionnaire each time I register?

Can parents or guardians register online on behalf of a child or children?

What if something goes wrong in the middle of registering online?

Can I cancel my online registration?

Why do I need a collegeboard.com password to register online?

Why doesn't my user name and/or password work when I try to log in?

Are there browser requirements to support online registration?

Is my personal information safe online?

What if I can't connect to online SAT registration?

Can I access my information when I register online if I've already registered for a previous test by mail?

Questions about Test Registration

Why do I have to register by mail if it's the first time I am registering for Sunday testing?

Sunday testing is only available if you cannot test on Saturday due to a religious observance. First time Sunday test takers must register by mail and use test center code 01000 for the first choice test center, leaving the second choice test center blank. A letter from a cleric on letterhead must also accompany any mailed Sunday registrations.

If you have tested previously on a Sunday, you can register online or use telephone re-registration for a fee.

[Back to top](#)**I signed up for three Subject Tests, but I only want to take two. What should I do?**

On test day, simply take the test(s) you want to take. There's no need to contact us.

[Back to top](#)**I signed up for one (or two) Subject Test(s), and now I want to add another one (or two). What should I do?**

If you are testing at a test center and want to add one or two Subject Tests (other than a Language Test with Listening) you do not have to contact us. The Subject Tests books contain all the Subject Tests given on that date. If you want to take a listening test (offered only in November), you must contact us by the late registration date. Students testing outside the United States must contact us by the regular registration date. You will be sent a bill for any additional test(s) you take.

SSD school-based test-takers need to contact Customer Service at least two weeks prior to the test date to make **any changes** to the Subject Tests they want to take. Only the Subject Tests selected at registration are sent.

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Questions about Registering Online

How can I guarantee that I'll get my first choice of a test center when I register?

Test center assignment is done on a "first come, first served" basis. So although we can't guarantee you'll get your first choice of test center when you register, registering early gives you the best chance of getting the test center you want. Remember that you can register in advance for any test date during the year, not just the next scheduled date.

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Do I have to complete the SAT Questionnaire each time I register?

Once you complete the SAT Questionnaire or SAT profile you don't have to fill it out again unless you need to update it. When you update a question, remember to answer the entire question. Your new answer will completely replace the old one.

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Can parents or guardians register online on behalf of a child or children?

A separate "My Organizer" and SAT profile must be created for each student registering online to take the SAT. Anyone with a Parent or Professional "My Organizer" account cannot register online for the SAT. Only student accounts can be used to complete the online SAT registration.

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What if something goes wrong in the middle of registering online?

If you experience technical problems while completing an online registration, most likely your information will still be saved. To complete your registration, simply return to "My SAT" and click "Finish Registering" next to the test date you were registering for, and continue filling out the form.

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Can I cancel my online registration?

If you have not yet submitted your registration, it remains incomplete until the late registration deadline. Incomplete registrations are deleted from the system after the late registration deadline.

Once you've submitted your registration (and received Confirmation or your Admission Ticket) it cannot be canceled and your test fees cannot be refunded. You may, for a fee, transfer your registration to a future test date by [contacting us](#).

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Why do I need a collegeboard.com password to register online?

You can use many collegeboard.com features without signing in, but you need to be able to sign in to register for the SAT online. That way, you can:

- Start a registration and return to it later.
- Check your test center assignment.
- Make corrections to your Admission Ticket.
- Print an Admission Ticket to use on test day.
- View your SAT scores online.
- Prepare for the SAT and use other customized collegeboard.com services.

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Why doesn't my user name and/or password work when I try to log in?

Remember that your user name and password are "case sensitive," so you must use the same capital or lowercase letters you used when you set up your user name and password. If you need to check them, you can use "[Forgot Your Password?](#)" to request that a hint or information be emailed to you.

If you created an SAT Registration, SAT Prep, or College Search account before April 03, 2001, your "old" password will not be recognized. You need to sign up again, in order to access all of your personal information on our site with one password.

When you use a service (such as SAT Registration or College Search) you'll be prompted to "sync up" your accounts. If you have forgotten your "old" user name and password, contact customer service by completing this [email inquiry form](#) or speak to a customer service representative at (866) 756-7346 (Domestic), (212) 713-7789 (International).

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Are there browser requirements to support online registration?

To register online for the SAT, we recommend using the following browser versions:

- Netscape 6.2.3 or higher
- Internet Explorer 5.0 or higher
- America Online 5.0 or higher

Please note: "Cookies" must be enabled to register online. WebTV cannot be used for online registration. We do not recommend that you use Netscape 6.0 or 6.1. If you are an AOL user with a Windows 95 or Windows 98 operating system, please verify that your MSIE browser version is 5.0 or greater by going to Keyword: Browser.

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Is my personal information safe online?

Any personal information you share is securely managed and protected. For more information, please review our [Privacy Policy](#). Netscape Navigator 4.7X, Microsoft Internet Explorer 5.0, and America Online version 5.0 (or later versions of all browsers) allow you to submit your personal information in a secure, encrypted form.

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What if I can't connect to online SAT registration?

Occasionally, due to updates or other routine maintenance, online registration may run slowly or may be inaccessible. If this is the case you should return later to begin your registration.

Sometimes the application runs slowly because of high volume. Busy periods include registration deadlines and the days approaching an SAT administration. If you register before deadline days, in the early morning, or afternoon, or on weekends, the site will be less busy.

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Can I access my information when I register online if I've already registered for a previous test by mail?

Yes. When you begin the online registration process, you are prompted to enter your previous registration number or the date you previously tested. The registration number can be found on your SAT Admission Ticket or SAT score report. You are not able to access your SAT records online without a valid registration number. If you have registered more than once via a paper form, you may enter any of your previous registration numbers.

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Making Changes

Changing your Test Center, Test Date, or Test Type

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You can make [corrections](#) to your personal information, such as your address and high school code. No fee applies to such corrections.

There is a fee if you are registered for a test and want to change the test center, test date, or which test you registered to take. To make changes, call us no later than the Wednesday that is $2\frac{1}{2}$ weeks before the test date to speak with a customer service representative.

- [Contact us](#) Monday through Friday, from 8 a.m. to 9 p.m. Eastern Time. Summer hours for SAT Program Customer Service (after the June administration through August) are Monday through Friday, from 9 a.m. to 7 p.m. Eastern Time. Try to avoid the busiest day (Monday), the busiest hours (3 p.m. to 6 p.m.), and registration deadline dates.
- A credit card (Visa, MasterCard, American Express, or Discover Card) is required to pay the [additional fee](#). When you call, be ready to tell the Customer Service representative your registration number and test date, your social security number, and the credit card number and expiration date.

If you miss the deadline for making a change, you can still try to make the change on the day of the test. Go early to the test center of your choice and explain the situation to the test supervisor. If space and materials are available, you will be admitted before standbys. You will be billed for the change fee.

Notes About Changes

Test Center Change

If your first- or second-choice test center is not listed on your Admission Ticket, chances are the center you requested when you registered was full and you were assigned to the next closest available test center.

Test Date Change/Absence on Test Day

If you were absent from a test for which you registered and want to test on another date, call Customer Service to transfer to a later date.

Test Change

You can change your test from SAT Reasoning Test to SAT Subject Tests or from SAT Subject Tests to SAT Reasoning Test. There is no charge for changing from one Subject Test to a different Subject Test. If you want to substitute one Subject Test for another, you should do that at the test center.

You may substitute any Subject Tests offered **except** the Language Tests with Listening. You cannot change to a listening test on test day because test centers do not have extra CDs. If you want to change to a listening test or from one listening test to another, you must do so by the late registration deadline.

Ways to Prepare

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Canceling Scores

[Print Full Article](#) **Canceling Scores at the Test Center**

Test and registration fees (including late fees and telephone re-registration fees) will not be refunded if you cancel your test scores.

SAT Reasoning Test

- When you cancel your scores, **all scores from all sections of the test are canceled** for that test day; this includes critical reading, mathematics, and writing sections. You cannot cancel scores on individual sections.
- If you want to cancel your scores on test day, you should ask the test supervisor for a Request to Cancel Test Scores Form. Complete the form immediately and return it to the test supervisor before leaving the room. **Once your request to cancel scores has been submitted, your scores cannot be reinstated and are not reported to you or your designated institutions.**

SAT Subject Tests

When you cancel your Subject Test scores, **all of the Subject Tests taken on that date are canceled**. If you begin taking a test and then decide that you are not prepared for it, you should cancel test scores for the day. If you try to erase all your responses to an individual Subject Test, the scores from all tests taken that day are canceled.

If your calculator or CD player fails during a Mathematics Level 1 or Level 2 test, or during a Language Test with Listening, you have the option to cancel just that test. You can still keep scores from other Subject Tests taken the same day. To do this you must:

- Report the equipment failure immediately to the room supervisor during the test.
- Fill out and sign a Request to Cancel Test Scores Form, checking off "Single Subject Test Equipment Failure."
- Return the completed form to the room supervisor before leaving.

Canceling Scores After You Leave the Test Center

You may decide to cancel your scores after you leave the test center. We must receive your request to cancel scores in writing by **11:59 p.m. Eastern Time, on the Wednesday after the test date**. You cannot submit cancellation requests by phone or email—your signature is required.

Please provide the following information:

- Your name, address, sex, birth date, social security number (optional), and registration number
- Test date
- Test center number
- Name of test you are canceling—either SAT Reasoning Test or Subject Test (please remember you cannot cancel scores for only one Subject Test)
- Your signature is required (if we do not have it, the cancellation is not processed and your score is released)

Where to Send the Cancellation Request

Please label your request "**Attention: SAT Score Cancellation**" and send it by one of the following:

Ways to Prepare[The Official SAT Question of the Day[™]](#)[Free Practice Questions](#)[Free Practice Test](#)[The Official SAT Online Course[™]](#)[The Official SAT Study Guide[™]](#)

Fax: (610) 290-8978

Overnight delivery via U.S. Postal Service Express Mail (U.S. only):

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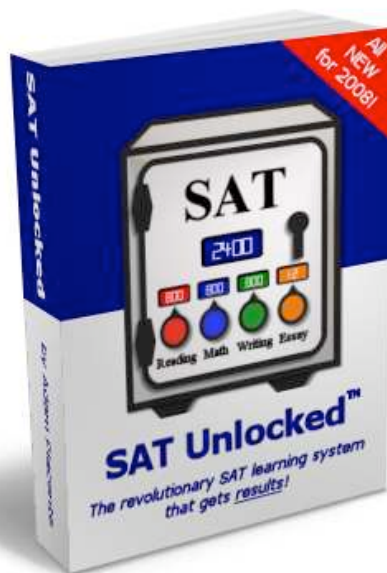
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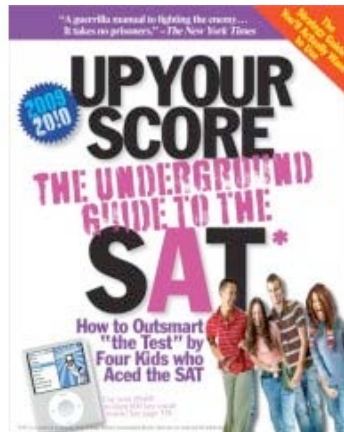
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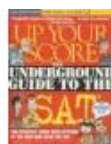
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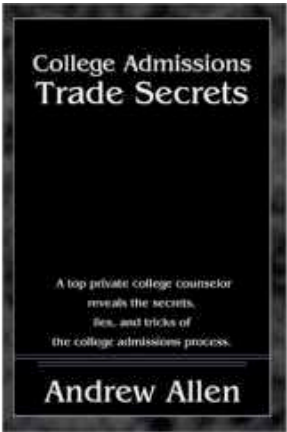
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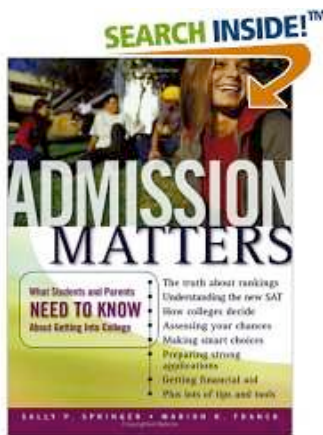
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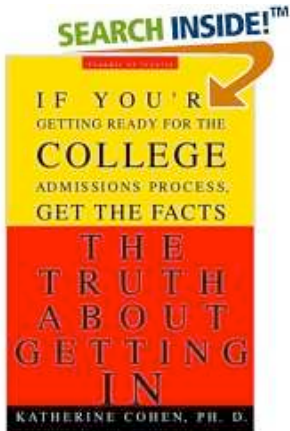
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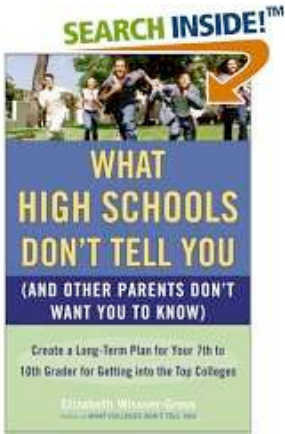
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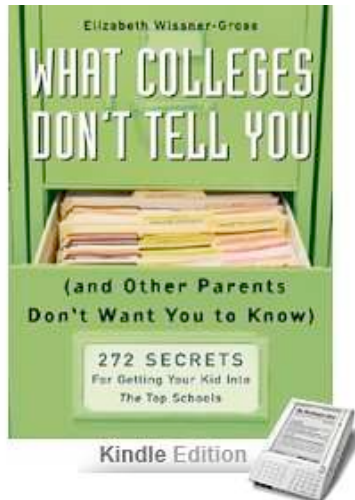
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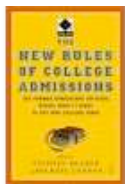
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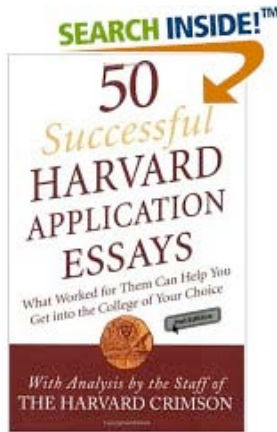
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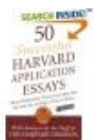
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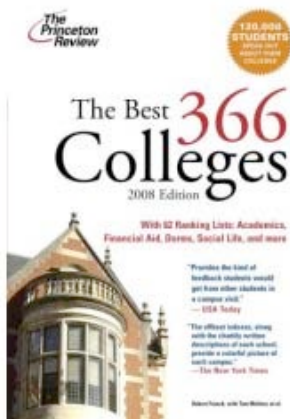
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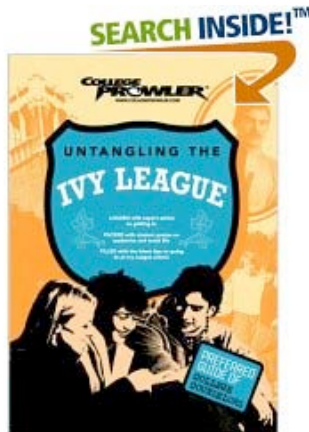
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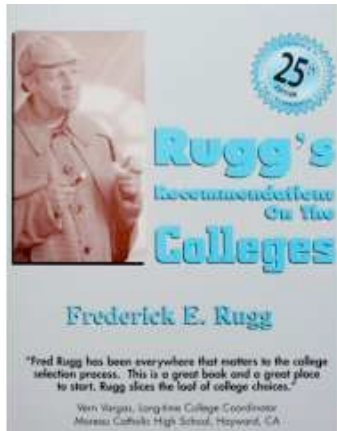
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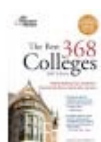
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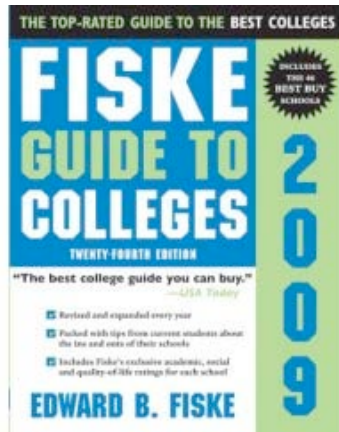
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Wednesday, Oct. 10, 2007

Are Private Schools Really Better?

By John Cloud

Harvard professor Martin Feldstein used to tell students in his introductory economics class that economists agree on 99% of the issues in the field. From the nature of monopolies to the basic laws of inflation, Feldstein asserted, economists of all political stripes are in accord on the same principles. He claimed that what we read about in the popular press are the 1% of economic issues where the data support no clear-cut conclusion.

I'm pretty sure Feldstein was exaggerating the 99-1 split in economics, but I have often thought that education research shows precisely the opposite ratio of agreement to disagreement. Education experts seem to concur on almost nothing. Research in the field is so politicized and contradictory that you can find almost any study to support your view. If economics is a 99-1 science, education is a 1-99 circus.

Still, I was intrigued to read of a well-designed study released today by the Center on Education Policy that challenges decades of research on the advantages of private schools. "Contrary to popular belief, we can find no evidence that private schools actually increase student performance," said Jack Jennings, the center's president and a former staffer in the Democratic-controlled House, in a press release. "Instead, it appears that private schools simply have higher percentages of students who would perform well in any environment based on their previous performance and background."

The study suggests vouchers for private schools are unnecessary because — once you control for socioeconomic status — students at private schools aren't performing any better than those at public schools. The study says that it is "the kinds of economic and resource advantages their parents can give [students]" — as well as the level of parental involvement in their kids' education — that determines success or failure in high school. That's a message the teachers' unions and Democrats in general love: The problem isn't in the schools; it's with social inequality.

Except that's not exactly what the data shows. It's true that controlling for socioeconomic status (SES)

eliminates most of the public-school/private-school differences in achievement-test scores in math, reading, science and history. But even after you control for SES, Catholic schools run by holy orders (not those overseen by the local bishop) turned out to perform better than other schools studied. True, as the study says, there are only a small number of religious-order schools. But the data suggests that the type of school a kid attends does affect how well he will do — and that we could learn something from how holy orders run their schools. The Center on Education Policy, however, is an advocacy group for public schools, so it didn't look into why holy-order schools are succeeding where others fail.

The center also downplays another finding: While controlling for SES eliminated most public school/private-school differences in *achievement* test scores, it did not eliminate differences in the most widely used test of *developed abilities*, the SAT. (As I explained more fully [here](#), developed abilities are those nurtured through schoolwork, reading, engaging a piece of art, and any other activities that spark critical thinking. Developed abilities aren't inborn traits but honed competencies, more akin to athletic skill gained through practice rather than raw IQ. By contrast, achievement tests measure the amount of material students have committed to memory in any particular field.) Combined with high-school grades, SAT scores are the best predictor of how kids will do in their freshman year of college. And the data in the new study shows that private-school students outperform public-school students on the SAT.

Isn't that just because richer private-school kids can afford to be coached more before the SAT? No — remember that this study carefully controlled for socioeconomic status. Rather, it appears private schools do more to develop students' critical-thinking abilities — not just the rote memorization required to do well on achievement tests.

In short, today's study shows that sending your kid to private school — particularly one run by a holy order like the Jesuits — is still a better way to ensure that he or she will get into college. Just don't expect all education experts to agree.

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Thursday, Apr. 24, 2008

Getting Off the College Waitlist

By Jeninne Lee-St. John

Nine colleges have offered Sarah Simon, of Wellesley, Mass., a spot in their class of 2012: Brown, Cornell, Dartmouth, Duke, Princeton, Stanford, University of Chicago, Vassar and Williams. But she's a dancer--ballet six times a week, modern twice, jazz once--and Columbia University in New York City would give her access not only to an exceptional ballet program at its sister school Barnard but also to the epicenter of the dance world. Unfortunately, Columbia has put her on the waitlist. Though she's not whining about her wealth of options, Simon, a senior at Noble and Greenough School, is holding out hope for Columbia, at least through mid-June. "I ended up getting into a lot of great schools," says Simon, "just not the one that would make me disregard all the others."

Lots of seniors are in the same predicament this spring for several reasons: the high school class of 2008 numbers nearly 3.4 million, the largest in U.S. history; there's a swell of kids submitting seven or more college applications; and Princeton and Harvard got rid of early admissions this year. More than 6.3 million applications were submitted to four-year colleges in the fall of 2006, and though the numbers aren't yet available, they most likely increased this school year. No surprise then that many schools are logging record-low admissions rates. Columbia, for example, let in 8.7% of applicants, compared with 10.4% in 2007. And more schools are hedging their bets by upping the number of applicants they put on the waitlist. That's because the most talented students will probably have offers from multiple schools, but they can attend, of course, only one.

Even the most selective colleges end up using the waitlist to fill out their classes. In 2006, colleges admitted on average 29% of students from the waitlist. For the schools, that's not a bad thing. Rather than assign waitlisters a numeric rank and pluck them from the top in order, most schools reassess the whole pool of kids to try to ensure a well-rounded campus. "It's a great way to shape the class and meet our institutional priorities," says Dick Nesbitt, director of admissions at Williams College. "Maybe we could use a few more artists or a few more math or science researchers." Williams waitlisted 1,000 applicants this year for a class of 538 and last year

admitted 52 from the list.

So what's the secret to getting in off the waitlist? Most colleges require students to decide where they want to go by May 1, after which they will re-evaluate the kids they've kept on hold. Given the odds, those who choose to remain on a waitlist should still accept an offer from--and, yes, probably pay a nonrefundable deposit to--another school, lest they have nowhere to attend in the fall. Some waitlisted students use the time to take action. Sam Davison, a senior at Highland Park High School in Texas, was waitlisted at his first choice, Vanderbilt University. To boost his chances, Davison had a family friend who is an alumnus write a letter on his behalf. And he is in touch with a Vanderbilt admissions officer. Vanderbilt, which waitlisted 25% more applicants this year than last for a class of 1,550, lets its reps speak frankly with students about their chances. "We try to humanize this experience," says Douglas Christiansen, dean of admissions, "because it's very emotional and stressful for the students and families."

But every school is different. Independent college counselor Jeannie Borin, founder of Los Angeles--based College Connections, tells waitlisted student-clients never to send anything extra to admissions offices without asking permission. Generally, colleges welcome updates on grades and achievements, which is what Sarah Brown-Campello, captain of the soccer and lacrosse teams at Thacher School in Ojai, Calif., is sending to her top choice, Dickinson College (she wants small classes and a chance to take Portuguese), along with a new teacher recommendation. Davison's classmate Jordan Vincent, whose heart is set on University of Virginia, has written a new essay on an unusual accomplishment: as a parliamentarian for the Texas Junior Classical League, a statewide group to promote study of Latin and Greek, Vincent worked with the IRS to revise the organization's bylaws so it could regain tax-exempt status.

For some, being waitlisted by their dream school can be a blessing in disguise. It can spur them to take a gap year or to take a closer look at their other academic options. If Vincent and Davison don't get into their preferred schools, they'll both go to University of Texas; Brown-Campello would go to University of Vermont; and Simon thinks she'd attend Princeton or Stanford. Kavya Rao, a freshman in the University of California at San Diego (UCSD) Medical Scholars Program who was waitlisted at Harvard last spring, thinks they will be just fine. "I would have loved to go to Harvard," she says. "Now I don't want to leave UCSD and all the people here who can help me become a doctor." College is what you make of it, no matter where you end up.

Jordan Vincent Waitlisted at: University of Virginia Strategy: The senior at Highland Park in Texas has written a new essay about how he helped his language club regain its tax-exempt status

Sam Davison Waitlisted at: Vanderbilt University Strategy: Davison, also an HP senior, had a Vandy alum write a recommendation. And he's keeping in touch with the admissions rep

Both accepted at: University of Texas Both Vincent and Davison have said yes to Texas--just in case

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Newsweek

The Writing On The Wall

Good penmanship is more than just a quaint skill. A new study shows that it's a key part of learning.

Raina Kelley**NEWSWEEK**

Updated: 4:32 PM ET Nov 3, 2007

For most people, the written thank-you is your best bet for an expression of warm, heartfelt thanks. The last thing you want is for someone to be disappointed when her hand-knit scarf is acknowledged with a loud, animated e-card." So says the Emily Post Institute, founded in 1946 and still an authority on principles of politeness in today's digital age. And while, in the era of Gawker and YouTube, its earnest advice may seem old-fashioned and out of touch, it does raise the question: does handwriting have a practical use today, or is it just a relic of a bygone era when children listened to their elders? Certainly, notes written by hand have the retro appeal of, say, a gift of homemade apple butter, but apart from the odd scribble of gratitude or condolence, do we really need it?

Many educators say yes, for reasons having nothing to do with thank-you notes. Handwriting is important because research shows that when children are taught how to do it, they are also being taught how to learn and how to express themselves. A new study to be released this month by Vanderbilt University professor Steve Graham finds that a majority of primary-school teachers believe that students with fluent handwriting produced written assignments that were superior in quantity and quality and resulted in higher grades—aside from being easier to read. The College Board recognized this in 2005 when it added a handwritten essay to the SAT—an effort to reverse the de-emphasis on handwriting and composition that may be adversely affecting children's learning all the way through high school and beyond.

How much instruction do kids need in cursive writing? In the 1960s and 1970s, the Zaner-Bloser Co., which has been publishing penmanship curriculum since 1904, recommended 45 minutes a day. By the 1980s, it was suggesting just 15 minutes. Today the average is more like 10 minutes, according to Handwriting Without Tears, whose penmanship curriculum is used by 5,000 school districts around the country. "We haven't added more hours to the school day or the school year, yet we've added more content, and something had to give," says Dennis Williams, national product manager for handwriting at Zaner-Bloser. In Zaner-Bloser's 2005 national survey, a majority of primary-school teachers said they spent an hour or less on handwriting a week. And Graham's study found that only 12 percent of teachers had actually taken a course in how to teach it. And, he says, educators are noticing a significant decline in the quality of students' handwriting and an increase in the frequency of problems such as letter reversals. We've forgotten one of the first rules of pedagogy: *mind your p's and q's*.

All this matters, educators say, because evidence is growing that handwriting fluency is a fundamental building block of learning. Emily Knapton, director of program development at Handwriting Without Tears, believes that "when kids struggle with handwriting, it filters into all their academics. Spelling becomes a problem; math becomes a problem because they reverse their numbers. All of these subjects would be much easier for these kids to learn if handwriting was an automatic process." That concern, in part, prompted the addition of a written essay to the SAT, which is graded for content, though not legibility. "If you put something like a writing test on the SAT, children's skill level will begin to be addressed," says Ed Hardin, a senior content specialist at the College Board. The trickle-down effect to middle schools should eventually reach third grade, where the trouble so often begins.

No one is predicting, or even recommending, a return to the days when children obsessively practiced the curlicues on their Palmer Method capitals. Beauty seems to be less important than fluidity and speed. Graham's work, and others', has shown that from kindergarten through fourth grade, kids think and write at the same time. (Only later is mental composition divorced from the physical process of handwriting.) If they have to struggle to remember how to make their letters, their ability to express themselves will suffer. The motions have to be automatic, both for expressive writing and for another skill that students will need later in life, note-taking. "Measures of speed among elementary-school students are good predictors of the quality and quantity of their writing in middle school," says Stephen Peverly, a professor of psychology and education at Columbia University's Teachers College. "I don't care about legibility."

Predictions of handwriting's demise didn't begin with the computer; they date back to the introduction of the Remington typewriter in 1873. But for at least a generation, penmanship has seemed a quaint and, well ... *schoolmarmish* subject to be emphasizing. Now, backed by new research, educators are trying to wedge it back into the curriculum. After all, no one has suggested that the invention of the calculator means we don't have to teach kids how to add, and spelling is still a prized skill in the era of spell check. If we stop teaching penmanship, it will not only hasten the dreaded day when brides acknowledge wedding gifts by e-mail; the bigger danger is, they'll be composed even more poorly than they already are.

URL: <http://www.newsweek.com/id/67956>

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COLLEGE PLANNING TIMELINE

September

Freshmen

Visit your Guidance counselor to map out a four-year curriculum that will put you into the most challenging courses you can handle.

Sophomores

Register for the PSAT or the PLAN if they are offered to sophomores at your school.

Juniors

Get serious about your schoolwork if you haven't already; junior-year grades are extremely important as is the rigor of your coursework. Be sure to register for the PSAT or the PLAN. Attend college fairs and gather information.

Seniors

Plan to work really hard this term. Your grades will be included on your transcript. If necessary, register to retake the SAT I or ACT. If SAT IIs are required by your colleges, sign up for those, too. Review your final list of colleges with your counselor, and start gathering applications. Once you've received the application forms, begin working on the essays. Thinking about applying early? You need to decide soon.

October

Freshmen

If you've been wanting to start something new, now is the time. Join the school paper, learn to play golf, or try out the trumpet.

Sophomores

Draw up a list of college majors that you think might intrigue you, and review your four-year course load with these majors in mind.

Juniors

Take the PSAT to practice for the SAT I and to qualify for scholarships from the National Merit Scholarship Corp. Talk to your parents about limits - e.g., financial or geographic - they may set on where you attend college. It may affect your decision about where to apply.

Seniors

Talk with your counselor about college application deadlines. Some state schools have late November deadlines. If you want to take the SAT I or ACT tests again, sign up now. The December administration might be your last chance. Mail early-action or early-decision applications. Request that your transcripts and test results be sent to colleges. Continue researching scholarships. Begin assembling documents for financial aid applications.

November

Freshmen

Remember to buckle down early, since even your ninth-grade A's (or D's) will count in the eyes of most college admissions officials.

Sophomores

College fairs can be a great way to "see" many schools at once. Try www.nacac.com, or talk to your guidance counselor.

Juniors

Talk with your parents about how you will finance your college costs and how much they expect you to pay. Remember: a private school that seems more expensive on paper may actually be more affordable than a public school once you figure in financial aid, and you won't know that until you get in.

Seniors

Finish writing your essays, and have them proof-read by a parent or teacher. Give out recommendation forms and stamped envelopes addressed to the colleges' admissions office.

December

Freshmen

It's best to take the SAT II's as soon as you complete a specific course, like biology or geometry, for example - even if that happens to be in ninth grade. You can sign up now for the spring administration.

Sophomores

Discuss your PSAT results with your guidance counselor, and figure out how to make improvements if needed. While it's probably too early for a test-prep class, you might want to do more reading in your free time, take more challenging courses, or practice on old tests.

Juniors

Review your PSAT results with your counselor, and decide whether you'd benefit from a prep course or from using test-prep software. You can also improve your score by practicing on previously administered exams.

Seniors

Mail applications, or turn them in at school. Begin working with your parents on the 2005-2006 Free Application for Federal Student Aid form. Apply at www.fafsa.ed.gov, or get forms from your high school or by calling 1-800-433-3243.

January

Freshmen

It's never too early to start saving for college. You might begin by laying aside any money you received over the holidays. Take some time to think about why you want to go to college, which may have a huge bearing on where you should apply.

Sophomores

Look into National Collegiate Athletic Association requirements if you think you may want to participate in sports in college. And consider whether your sports experience jibes with your college plans: Do schools that interest you field teams in your sport? Do you have a chance of playing on them?

Juniors

Identify the characteristics of a college that matter to you: size, geographical location, academic rigor, social environment, or diversity, to name some key examples. If you hope to play a sport and may qualify for an athletic scholarship, contact coaches at colleges you're considering.

Seniors

File all federal financial-aid forms, and apply for state aid. Verify that all your application materials have been received. Don't give in to "senioritis." Your admission is contingent upon your final grades.

February

Freshmen

Colleges want to see passion and commitment. If there is something that really excites you, explore it. Too often, students wait until junior or senior year and then hurriedly - and unconvincingly - pad their resumes.

Sophomores

Teacher's pet? You might want to keep it up. You will need teachers who know you well - and like you - to write your college recommendations.

Juniors

Check with your schools to see if they prefer - or require - the ACT, the SAT I, the SAT II, or none of the above. Most colleges will accept either the SAT I or the ACT.

Seniors

Check with schools to make sure that they have all the documentation they require. Also, be sure your high school sends your mid-year grades.

March

Freshmen

Thinking about college? Don't. Or at least don't think about it too much. Focus on your grades and your interests. If you learn how to handle school, extracurriculars, and a social life now, you'll be ready to apply to college senior year.

Sophomores

Decide if you want to take a SAT II subject test. It's often better to take the exam as soon as you've completed the relevant class, instead of waiting until later.

Juniors

With your parents or a counselor, make a list of schools to visit during spring break (or in the summer or fall). If possible, it's best to visit while schools are in session, so that you can visit classes and talk to students and professors.

Seniors

Continue to look for sources of financial aid. Try your place of worship, your school, your parents' employers, and free websites like www.fastweb.com.

April

Freshmen

Think about what classes you want to take next year. Besides four years of english and math, competitive colleges also look for advanced science and social science classes as well as some foreign language courses.

Sophomores

Talk to your guidance counselor and your parents about whether you should take summer-school classes to improve your grades, fit in a needed course, or further investigate a subject that appeals to you.

Juniors

Register for June SAT or ACT tests, especially if you plan to apply early. Also, sign up for the SAT II tests, if appropriate.

Seniors

By now you should have most of your decision letters. If you've been wait-listed by a top-choice college, contact the admissions office and show your continued interest. Evaluate your financial-aid offers. You'll have to make a deposit by May 1.

May

Freshmen

If you're old enough to get a summer job, try it. You can get good experience and save money for college. Not old enough? Consider volunteering or enrolling in an educational summer camp.

Sophomores

Figured out you don't need that summer school? Look around for other constructive ways to spend your time off. Find an interesting summer job, or try an academic or arts camp.

Juniors

Take AP tests if eligible; plan to take the June SAT or ACT if you want to apply early. Find a summer job that will boost your skills - or your savings. But leave enough time to visit a few colleges.

Seniors

You'll start receiving registration and orientation materials this month. Are you going to live on campus or off? Enroll in the meal plan? Remember that besides tuition, housing, and food, there will be books (and movies and pizza) to pay for.

June

Freshmen

Research careers and talk to your parents or other adults about your interests and goals. Find opportunities to meet people working in the professions that you think may interest you.

Sophomores

Take the ACT or the June SAT II's, if appropriate. But remember, once you request that your SATs be sent to a college, that school will see every SAT II test you've ever taken.

Juniors

Start researching scholarships. You may find useful information in your school or public library and online at www.finaid.com, www.fastaid.com, and www.usnews.com. Start thinking about your college essays and teacher recommendations.

Seniors

Have your high school send your final transcript to your college.

July

Freshmen

Read for pleasure, and while you're at it, learn the unfamiliar words. Vocabulary skills come in very handy on the SAT I - and in college, too.

Sophomores

Spend some time researching colleges. Can you begin to narrow down a list of some types of schools that are appealing to you? Urban or rural? Big or small? Public or private?

Juniors

Compile a resume of activities, honors, leadership positions, and jobs. You'll need this information for applications and scholarship forms.

Seniors

Notify the financial aid office if there have been any changes in your family's circumstances that might make you eligible for additional aid. Perhaps one of your parents was laid off, or there was a major illness in the family.

August

Freshmen

It's ok to take some time off and relax, especially if you've been having a productive summer.

Sophomores

If you're close to a university, consider dropping by and walking around. Even an hour long visit will give you a feel for a college. You'll also get a sense of your own likes and dislikes.

Juniors

If you haven't already been to campus, visiting schools now will help you create a list. Map an itinerary, and set up admissions interviews. Counselors advise entering senior year with three or four schools in mind that are apt to accept you, plus a "safety" and one or two "reach" schools.

Seniors

Make sure you know when tuition and room and board payments are due so that they're paid on time. Make a list of what you'll need for your new dorm room. It's time to go to college!

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. The member colleges and universities fully support the use of this form. No distinction will be made between this form and a college's own. Please type or print in black ink. Be sure to follow the instructions on the cover page of the Common Application booklet to complete, copy, and submit your application to one or more of the member institutions.

Optional Declaration of Early Decision/Early Action/Restrictive Early Action. Complete this section **ONLY** if you are applying to one or more colleges under an early plan. It is your responsibility to follow that college's instructions regarding early admission, including obtaining and submitting any ED/EA/REA form provided by that college. **Do NOT complete this ED/EA/REA section on copies of your application submitted to colleges for Regular Decision or Rolling Admission.**

College Name _____ Deadline _____ ☐ Early Decision ☐ Early Action ☐ Restrictive Early Action

PERSONAL DATA

Legal name _____ ☐ Female
Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc. ☐ Male

Preferred name, if not first name (choose only one) _____ Former last name(s) if any _____

I am applying for the term beginning _____ Birth date _____
mm/dd/yyyy

E-mail address _____ IM address _____

Permanent home address _____
Number and Street Apartment #

City or Town State/Province Country ZIP/Postal Code

Permanent home phone (_____) _____ Cell phone (_____) _____
Area Code Area Code

If different from above, please give your mailing address for all admission correspondence.

Mailing address (from _____ to _____)
(mm/dd/yyyy) (mm/dd/yyyy) Number and Street Apartment #

City or Town State/Province Country ZIP/Postal Code

If your mailing address is a boarding school, include name of school here: _____

Phone at mailing address (_____) _____
Area Code

Citizenship

☐ US citizen

☐ Dual US citizen

☐ US permanent resident visa Alien registration number _____

☐ Other citizenship Visa Type _____

Please list any non-US countries of citizenship

If you are not a US citizen and live in the United States, how long have you been in the country? _____

Possible area(s) of academic concentration/major(s) _____

Possible career or professional plans _____

Do you intend to apply for financial aid? ☐ Yes ☐ No If yes, be sure to carefully review all financial aid instructions and deadlines for each institution to which you are applying.

The following items are optional. No information you provide will be used in a discriminatory manner.

Place of birth _____
City State/Province Country

Social Security Number (if any) _____

First language, if other than English _____

Primary language spoken at home _____

US Armed Services veteran? ☐ Yes ☐ No

Marital status: ☐ Never married ☐ Separated
☐ Married ☐ Divorced (date _____)
☐ Widowed mm/dd/yyyy

If you wish to be identified with a particular ethnic group, please check all that apply:

☐ African American, African, Black

☐ Native American, Alaska Native (date enrolled _____)
Tribal affiliation _____

☐ Asian American (countries of family's origin _____)

☐ Asian, incl. Indian Subcontinent (countries _____)

☐ Hispanic, Latino (countries _____)

☐ Mexican American, Chicano ☐ Native Hawaiian, Pacific Islander

☐ Puerto Rican ☐ White or Caucasian

☐ Other (specify _____)

EDUCATIONAL DATA

Secondary school you now attend (or from which you graduated) _____ Date of entry _____
mm/dd/yyyy

Date of secondary graduation _____ Type of school ☐ public ☐ independent ☐ religious ☐ home school
mm/dd/yyyy

Address _____ CEEB/ACT Code _____
Number and Street Apartment #

City or Town State/Province Country ZIP/Postal Code

Counselor's name (Mr./Ms./Dr., etc.) _____ Counselor's e-mail _____

Title _____ Phone (_____) _____ Fax (_____) _____
Area Code Number Ext. Area Code Number

List all other secondary schools, including summer schools as well as summer and other programs, you have attended, beginning with 9th grade.

Name of School	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____
_____	_____	_____
_____	_____	_____

List all colleges/universities at which you have taken courses for credit; list names of courses taken and grades earned on a separate sheet. Please have an official transcript sent from each institution as soon as possible.

Name of College/University & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended (mm/yyyy)	Degree(s) Earned
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____

If any of the following apply to your secondary school education, please check the appropriate box and provide details on the lines below or on a separate sheet:

☐ graduated early ☐ graduated late ☐ will not graduate, will receive GED ☐ will not graduate, will not receive GED

If you received a GED, list date: _____ (Official scores must be sent from the testing agency.)
mm/yyyy

TEST INFORMATION

Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please self-report your test scores below. *If you would **also** like to self-report your AP or IB scores, use the Academic Honors section.*

ACT

Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing

SAT I or SAT Reasoning Tests

Date taken/ to be taken	Verbal/ Critical Reading	Math	Writing	Date taken/ to be taken	Verbal/ Critical Reading	Math	Writing	Date taken/ to be taken	Verbal/ Critical Reading	Math	Writing
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SAT II or Subject Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score

Test of English as a Foreign Language (TOEFL) or Other Exam

Test	Date taken/ to be taken	Score	Test	Date taken/ to be taken	Score
------	----------------------------	-------	------	----------------------------	-------

FAMILY

Please list the adults who have legal rights and responsibilities toward you. If a minor, this is usually one or both biological parents when living. If you wish, you may list on an attached sheet step-parents and/or other adults with whom you reside, or who otherwise help care for you. You may also list additional deceased parents.

Parents' Marital Status (relative to each other): ☐ Never married ☐ Married ☐ Widowed ☐ Separated ☐ Divorced (date _____)
mm/dd/yyyy

With whom do you make your permanent home? ☐ Parent/Guardian 1 ☐ Parent/Guardian 2 ☐ Both ☐ Other _____

Is Parent/Guardian 2 living? ☐ Yes ☐ No (Date deceased _____)
mm/dd/yyyy

Parent/Guardian 1: ☐ Mother ☐ Father ☐ Legal Guardian

Parent/Guardian 2: ☐ Mother ☐ Father ☐ Legal Guardian ☐ Unknown
(if applicable)

Last/Family First/Given Middle Title (Mr., Ms., Dr., etc.)

Home address if different from yours

Home phone (_____) _____
Area Code

E-mail _____

Occupation _____

Name of employer _____

College (if any) _____

Degree _____ Year _____

Graduate school (if any) _____

Degree _____ Year _____

Last/Family First/Given Middle Title (Mr., Ms., Dr., etc.)

Home address if different from yours

Home phone (_____) _____
Area Code

E-mail _____

Occupation _____

Name of employer _____

College (if any) _____

Degree _____ Year _____

Graduate school (if any) _____

Degree _____ Year _____

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them on an attached sheet.

Name/Relationship	Institution Attended	Degree Earned	Dates (yyyy-yyyy)

ACADEMIC HONORS

Briefly list or describe any scholastic distinctions or honors you have won since the 9th grade (e.g., National Merit, Cum Laude Society).

EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES (INCLUDING SUMMER)

Please list your **principal** extracurricular, community, and family activities and hobbies **in the order of their interest to you**. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Activity	Grade level or post-graduate (PG)					Approximate time spent		Positions held, honors won, or letters earned	Do you plan to participate in college?
	9	10	11	12	PG	Hours per week	Weeks per year		
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>

WORK EXPERIENCE

Please list principal jobs you have held during the past three years (including summer employment).

Specific nature of work

Employer

Approximate dates
(mm/yyyy - mm/yyyy)

Approximate # of hours
spent per week

SHORT ANSWER

Please briefly elaborate on one of your activities (extracurricular, personal activities, or work experience). Attach your response on a separate sheet (150 words or fewer).

PERSONAL ESSAY

This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. It will demonstrate your ability to organize your thoughts and express yourself. We are looking for an essay that will help us know you better as a person and as a student. Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below. **Please indicate your topic by checking the appropriate box.**

- ☐ ① Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- ☐ ② Discuss some issue of personal, local, national, or international concern and its importance to you.
- ☐ ③ Indicate a person who has had a significant influence on you, and describe that influence.
- ☐ ④ Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- ☐ ⑤ A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- ☐ ⑥ Topic of your choice.

Attach your essay to the last page on a separate sheet(s) (same size please). You must put your full name, date of birth, and name of secondary school on each sheet.

OTHER REQUIRED INFORMATION

- ① Have you ever been found responsible for a disciplinary violation at an educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? ☐ Yes ☐ No
- ② Have you ever been convicted of a misdemeanor, felony, or other crime? ☐ Yes ☐ No

If you answered yes to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident and explains the circumstances.

APPLICATION FEE PAYMENT

☐ Online Payment ☐ Mailed Payment ☐ Pre-Approved Online Fee Waiver ☐ Pre-Approved Mailed Fee Waiver

ADDITIONAL INFORMATION: If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please attach a separate sheet with more details.

REQUIRED SIGNATURE

Your signature is required whether you are an ED, EA, REA, Regular Decision, or Rolling Admission candidate.

I certify that all information submitted in the admission process—including the application, the Personal Essay, any supplements, and any supporting materials—is my own work, factually true, and honestly presented. I understand that I may be subject to disciplinary action, including admission revocation or expulsion, should the information I've certified be false.



Signature

Date

- IF APPLYING UNDER AN EARLY PLAN** (1) Complete the Optional ED/EA/REA Declaration (at the top of page 1) for your early application(s) only.
- (2) Submit the Common Application ED Agreement form if the college or university requires one.

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. The member colleges and universities fully support the use of this form. No distinction will be made between this form and a college's own. Please type or print in black ink. Be sure to follow the instructions on the cover page of the Common Application booklet to complete, copy, and submit your application to one or more of the member institutions.

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. Please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Birth date _____ Social Security No. _____
mm/dd/yyyy *(Optional)*

Legal name _____
*Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc.*

☐ Female
☐ Male

Address _____
Number and Street Apartment # City or Town State/Province Country ZIP/Postal Code

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester

Please detach along perforation

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA) you WILL have access to your recommendation after you matriculate UNLESS at least one of the following is true:

1. The institution does not save recommendations post-matriculation (*see list at www.commonapp.org/FERPA*).
2. You waive your right to access below, regardless of the institution to which it is sent:

☐ Yes, I *do* waive my right to access, and I understand I will never see this recommendation.

☐ No, I *do not* waive my right to access and may someday choose to review this recommendation if the institution at which I'm enrolling saves it after I matriculate.



Signature _____

Date _____

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use page 2 to complete your evaluation for this student. Be sure to sign below.

Counselor's name (Mr./Ms./Dr., etc.) _____
Please print or type



Signature _____ Date _____

Title _____ School _____

School address _____
City or Town State/Province Country ZIP/Postal Code

Counselor's phone (_____) _____ Counselor's fax (_____) _____
Area Code Number Ext. Area Code Number

Secondary school CEEB/ACT code _____ Counselor's e-mail _____

Please use this page to provide all available information for this candidate. Don't forget your signature is required on page 1.

Class rank: _____ Class size: _____ Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

The rank is ☐ weighted ☐ unweighted. How many students share this rank? _____
☐ We do not rank.
Instead, please indicate quartile _____ quintile _____ decile _____.

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

This GPA is ☐ weighted ☐ unweighted. The school's passing mark is _____.

Highest grade/GPA in class _____ Graduation date _____
(mm/dd/yyyy)

Percentage of graduating class attending: _____ four-year _____ two-year institutions

Are classes taken on a block schedule?
☐ Yes ☐ No

If yes, in what year did block scheduling begin?

If you offer AP courses, do you limit the number a student can take? ☐ Yes ☐ No

In comparison with other college preparatory students at your school, the applicant's course selection is:
☐ most demanding ☐ average
☐ very demanding ☐ less than demanding ☐ demanding

RATINGS

Compared to other students in his or her class year, how do you rate this student in terms of:

No basis		Below average		Average		Good (above average)		Very good (well above average)		Excellent (top 10%)		Outstanding (top 5%)		One of the top few encountered in my career	
<input type="checkbox"/>	Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Extracurricular accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Personal qualities and character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION

Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student?

- ① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? ☐ Yes ☐ No
- ② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? ☐ Yes ☐ No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

☐ Check here if you would prefer to discuss this over the phone with each admission office.

I recommend this student: ☐ No basis ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Enthusiastically

1. Adelphi University	159. Merrimack College
2. Agnes Scott College	160. Miami University (OH) *
3. Albertson College of Idaho	161. Middlebury College
4. Albion College	162. Mills College
5. Albright College	163. Millsaps College
6. Alfred University	164. Moravian College
7. Allegheny College	165. Morehouse College
8. American University	166. Mount Holyoke College
9. Amherst College	167. Muhlenberg College
10. Arcadia University	168. Naropa University
11. Assumption College	169. Nazareth College
12. Augsburg College	170. New College of Florida *
13. Augustana College (IL)	171. New England College
14. Augustana College (SD)	172. New York University
15. Austin College	173. Nichols College
16. Babson College	174. Northeastern University
17. Baldwin-Wallace College	175. Northland College
18. Bard College	176. Northwestern University
19. Barnard College	177. Notre Dame de Namur University
20. Bates College	178. Oberlin College
21. Belmont University	179. Occidental College
22. Beloit College	180. Oglethorpe University
23. Bennington College	181. Ohio Wesleyan University
24. Bentley College	182. Pace University
25. Berry College	183. Pacific University
26. Bethany College	184. Pitzer College
27. Binghamton University (SUNY) *	185. Pomona College
28. Birmingham Southern College	186. Presbyterian College
29. Boston College	187. Prescott College
30. Boston University	188. Princeton University
31. Bowdoin College	189. Providence College
32. Bradley University	190. Quinnipiac University
33. Brandeis University	191. Randolph College
34. Bryant University	192. Randolph-Macon College
35. Bryn Mawr College	193. Reed College
36. Bucknell University	194. Regis College
37. Burlington College	195. Regis University
38. Butler University	196. Rensselaer Polytechnic Institute
39. CalTech (California Institute of Technology)	197. Rhodes College
40. California Lutheran University	198. Rice University
41. Carleton College	199. Richard Stockton College of New Jersey *
42. Carnegie Mellon University	200. Rider University
43. Carnegie Mellon University in Qatar	201. Ripon College
44. Case Western Reserve University	202. Rochester Institute of Technology
45. Catholic University of America	203. Roger Williams University
46. Cazenovia College	204. Rollins College
47. Centenary College	205. Sacred Heart University
48. Centre College	206. Saint Anselm College
49. Champlain College	207. Saint Joseph's College of Maine
50. Chatham University	208. Saint Joseph's University
51. Claremont McKenna College	209. St. Lawrence University

52. Clark University	210. Saint Leo University
53. Clarkson University	211. Saint Louis University
54. Coe College	212. Saint Mary's College (IN)
55. Colby College	213. Saint Mary's College of California
56. Colby-Sawyer College	214. Saint Michael's College
57. Colgate University	215. St. Norbert College
58. College of Mount Saint Vincent	216. St. Olaf College
59. College of New Jersey *	217. Saint Peter's College
60. College of Notre Dame of Maryland	218. Saint Vincent College
61. College of Saint Benedict and Saint John's University	219. Salem College
62. College of Santa Fe	220. Salve Regina University
63. College of the Atlantic	221. Santa Clara University
64. College of the Holy Cross	222. Sarah Lawrence College
65. College of William and Mary *	223. Scripps College
66. College of Wooster	224. Seattle University
67. Colorado College	225. Seton Hall University
68. Colorado State University *	226. Seton Hill University
69. Concordia College	227. Sewanee (Univ of the South)
70. Connecticut College	228. Siena College
71. Converse College	229. Simmons College
72. Cornell College	230. Skidmore College
73. Cornell University	231. Smith College
74. Creighton University	232. Southern Methodist University
75. Dartmouth College	233. Southern New Hampshire University
76. Davidson College	234. Southwestern University
77. Denison University	235. Spelman College
78. DePauw University	236. Spring Hill College
79. Dickinson College	237. Stanford University
80. Dominican University of California	238. Stetson University
81. Drew University	239. Stevens Institute of Technology
82. Drexel University	240. Stonehill College
83. Duke University	241. Suffolk University
84. Earlham College	242. Susquehanna University
85. Eckerd College	243. Swarthmore College
86. Elizabethtown College	244. Sweet Briar College
87. Elmira College	245. Syracuse University
88. Emerson College	246. TCU (Texas Christian University)
89. Emmanuel College	247. Thiel College
90. Emory University	248. Thomas College
91. Eugene Lang College	249. Transylvania University
92. Fairfield University	250. Trinity College (CT)
93. Fisk University	251. Trinity University (TX)
94. Florida Southern College	252. Tufts University
95. Fordham University	253. Tulane University
96. Franklin and Marshall College	254. Union College
97. Franklin Pierce University	255. University at Albany (SUNY) *
98. Furman University	256. University of Dallas
99. Geneseo College (SUNY) *	257. University of Dayton
100. George Fox University	258. University of Delaware *
101. George Washington University	259. University of Denver
102. Gettysburg College	260. University of Findlay

103. Gonzaga University	261. University of La Verne
104. Goucher College	262. University of Maine *
105. Green Mountain College	263. University of Maine at Farmington *
106. Grinnell College	264. University of Mary Washington *
107. Guilford College	265. University of Massachusetts - Amherst *
108. Gustavus Adolphus College	266. University of Miami
109. Hamilton College	267. University of New Hampshire *
110. Hampden-Sydney College	268. University of New Haven
111. Hampshire College	269. University of Pennsylvania
112. Hanover College	270. University of Portland
113. Hartwick College	271. University of Puget Sound
114. Harvard College	272. University of Redlands
115. Harvey Mudd College	273. University of Richmond
116. Haverford College	274. University of Rochester
117. Hendrix College	275. University of San Diego
118. Hillsdale College	276. University of San Francisco
119. Hiram College	277. University of Scranton
120. Hobart and William Smith Colleges	278. University of Southern Maine *
121. Hofstra University	279. University of Tampa
122. Hollins University	280. University of the Pacific
123. Illinois Institute of Technology	281. University of Tulsa
124. Illinois Wesleyan University	282. University of Vermont *
125. Iona College	283. Ursinus College
126. Ithaca College	284. Utica College
127. John Carroll University	285. Valparaiso University
128. Johns Hopkins University	286. Vanderbilt University
129. Juniata College	287. Vassar College
130. Kalamazoo College	288. Villanova University
131. Kenyon College	289. Wabash College
132. Keystone College	290. Wagner College
133. Knox College	291. Wake Forest University
134. La Roche College	292. Washington & Jefferson College
135. La Salle University	293. Washington & Lee University
136. Lafayette College	294. Washington College
137. Lake Forest College	295. Washington University in St. Louis
138. Lawrence Technological University	296. Webster University
139. Lawrence University	297. Wellesley College
140. Le Moyne College	298. Wells College
141. Lehigh University	299. Wesleyan University
142. Lesley College	300. Westminster College (MO)
143. Lewis and Clark College	301. Westminster College (PA)
144. Linfield College	302. Westminster College (UT)
145. List College, Jewish Theological Seminary	303. Wheaton College (MA)
146. Loyola College in Maryland	304. Wheelock College
147. Loyola University New Orleans	305. Whitman College
148. Luther College	306. Whittier College
149. Macalester College	307. Willamette University
150. Manhattan College	308. William Jewell College
151. Manhattanville College	309. Williams College
152. Marietta College	310. Wilson College
153. Marist College	311. Wittenberg University

154. Marlboro College	312. Wofford College
155. Marquette University	313. WPI (Worcester Polytechnic Institute)
156. Massachusetts College of Pharmacy & Health Sciences	314. Xavier University
157. McDaniel College	315. Yale University
158. Meredith College	

* *public institution*



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Selecting the Right Campus

Any UC campus you pick will offer you a strong academic foundation and a wide range of learning opportunities. But that doesn't mean every campus will be the right one for you. Think about your goals, your likes and dislikes, and then look at each campus to find the one that seems to fit you best. For example, ask yourself:

- Which campuses have academic programs that most interest you?
- Do you want to be on a large urban campus or a smaller, more intimate one?
- Do you want to be close to home?
- Are you a hiker, skier or surfer? Or is being near shopping and museum-hopping more important to you than the great outdoors?

The [campus descriptions](#) will give you a glimpse of student life, academic offerings and the personality of each campus. Review the [freshman admission profiles](#) to get an idea of recent students' academic background. If you can, visit the campuses you're interested in and take a tour. Counselors in the admissions offices can answer many of your questions. As you begin your search, keep an open mind. A campus that doesn't seem a good match for you at first glance may turn out to be just what you're looking for.


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SEPTEMBER 2007	September 10	Registration deadline for Oct. 6 SAT Reasoning Test and SAT Subject Tests
	September 15	ACT Assessment plus Writing Test
	September 21	Registration deadline for Oct. 27 ACT Assessment plus Writing Test
OCTOBER 2007	October 1-31	Filing period for applicants for spring quarter 2008 (all campuses except Berkeley and Merced). See Open/Closed Majors for campus openings.
	October 2	Registration for November 3 SAT Reasoning Test and SAT Subject Tests
	October 6	SAT Reasoning Test and SAT Subject Tests
	October 27	ACT Assessment plus Writing Test
	October 30	Registration for December 1 SAT Reasoning Test and SAT Subject Tests (last date for fall 2008 freshman applicants to take tests)
NOVEMBER 2007	November 1-30	Filing period for applicants for fall 2008
	November 2	Registration deadline for Dec. 8 ACT Assessment plus Writing Test (last date for fall 2008 freshman applicants to take test)
	November 3	SAT Reasoning Test and SAT Subject Tests
DECEMBER 2007	December 1	SAT Reasoning Test and SAT Subject Tests (last date for fall 2008 freshman applicants to take tests)
	December 8	ACT Assessment plus Writing Test (last date for fall 2008 freshman applicants to take test)
	December 26	Registration for Jan. 26 SAT Reasoning Test and SAT Subject Tests
JANUARY 2008	January 1	Filing period opens for applicants for all terms to submit FAFSA and Cal Grant GPA Verification Form (filing period open through March 2).
	January 4	Registration for Feb. 9 ACT Assessment plus Writing Test
	January 8	(Date tentative) Transfer applicants report final fall grades and any in-progress or planned coursework online .
	January 26	SAT Reasoning Test and SAT Subject Tests
	January 29	Registration deadline for March 1 SAT Reasoning Test (Reasoning Test only)
FEBRUARY 2008	February 9	ACT Assessment plus Writing Test

MARCH 2008	March 1	Notification of fall 2008 admission decisions begins; continues through March 31 for freshman applicants and through May 1 for transfer applicants.
	March 1	SAT Reasoning Test (Reasoning Test only)
	March 2	Deadline for applicants for all terms to submit FAFSA and Cal Grant GPA Verification Form
	March 7	Registration deadline for April 12 Assessment plus Writing Test
APRIL 2008	April 1	Registration deadline for May 3 SAT Reasoning Test and SAT Subject Tests
	April 12	ACT Assessment plus Writing Test
MAY 2008	May 1	Deadline for admitted freshmen to submit Statement of Intent to Register online; postmark date for mailed forms
	May 3	SAT Reasoning Test and SAT Subject Tests
	May 6	Registration for June 7 SAT Reasoning Test and SAT Subject Tests
	May 9	Registration for June 14 ACT Assessment plus Writing Test
	May 10	Analytical Writing Placement Exam for fall-term freshmen who have not yet satisfied the Entry Level Writing Requirement
JUNE 2008	June 1	Deadline for admitted transfer students to submit Statement of Intent to Register online; postmark date for mailed forms
	June 7	SAT Reasoning Test and SAT Subject Tests
	June 14	ACT Assessment plus Writing Test
JULY 2008	July 1-31	Filing period for applicants for winter quarter 2009 (spring semester 2009 for Merced; Berkeley does not accept new applicants for spring semester)
	July 15	Final official transcripts due at campus admissions office for students admitted for fall 2008
OCTOBER 2008	October 1-31	Filing period for applicants for spring quarter 2009 (all campuses except Berkeley and Merced)

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The Examination Requirement

1. If a prospective student has a GED but left high school before the change in testing policy, does he still have to take the tests that are required now for UC eligibility?
2. Is it valid to submit an SAT II score in a language that is a bilingual student's native tongue, or could doing so work against the student and be perceived as a cop-out?
3. If an applicant takes SAT Subject Tests in French and Spanish, or World History and U.S. History, will she satisfy the requirement that the tests be in two different subjects?
4. Does UC still accept the SAT Subject Test in Math Level 1?
5. Is the SAT Subject Test: Math Level 2 a requirement for freshman admission, or can an applicant take any two Subject Tests?
6. Do scores from the two SAT Subject Tests have to be from the same sitting?
7. Is it necessary for a student who wants to major in biology or chemistry to take the SAT Subject Test: Math Level 2?
8. Does UC average the SAT Reasoning Test scores if an applicant has taken the test more than three times?
9. Is a student who takes the ACT required to take the writing section?

If a prospective student has a GED but left high school before the change in testing policy, does he still have to take the tests that are required now for UC eligibility?

A student who graduated from high school in or whose GED is dated spring 2005 or earlier has to report scores for the old SAT I (or ACT) and three SAT IIs (one in Writing, one in Mathematics and one in a subject of the student's choice). Applicants who graduated after spring 2005 must fulfill the testing requirements that are in place now: the ACT or SAT Reasoning Test, and two SAT Subject Tests.

Applicants must meet the eligibility requirements in effect at the time of high school graduation. If there is no high school graduation date, UC will use the date of the GED. Also, if the student has completed any college work following the GED date, he must apply for admission as a transfer student.

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Is it valid to submit an SAT II score in a language that is a bilingual student's native tongue, or could doing so work against the student and be perceived as a cop-out?

A student would not be penalized for taking an SAT Subject Test in his or her native language.

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If an applicant takes SAT Subject Tests in French and Spanish, or World History and U.S. History, will she satisfy the requirement that the tests be in two different subjects?

Applicants are required to take two SAT Subject Tests in *two different areas*: English (literature only), history and social studies, mathematics (Level 2 only), science and language other than English.

French and Spanish are from the same area, so taking both of these tests would not fulfill the examination requirement. Nor would World History and U.S. History meet the requirement.

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Does UC still accept the SAT Subject Test in Math Level 1?

The University no longer accepts the Math Level 1 exam for admission. (For 2006 only, UC accepted the Math Level 1 exam — with a score of 570 or better — to satisfy the “c” requirement.)

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Is the SAT Subject Test: Math Level 2 a requirement for freshman admission, or can an applicant take any two Subject Tests?

Applicants are not required to take the Math Level 2 exam. They must take two SAT Subject Tests in two different areas chosen from the following: English (literature only), history and social studies, mathematics (Level 2 only), science and language other than English.

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Do scores from the two SAT Subject Tests have to be from the same sitting?

No. SAT Subject Test scores may be from different sittings.

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Is it necessary for a student who wants to major in biology or chemistry to take the SAT Subject Test: Math Level 2?

The test is not required, but it is strongly recommended. Applicants to the following UC campus schools, colleges or majors are strongly encouraged to take the SAT Subject Test: Math Level 2 and an SAT Subject Test in a science (Biology E/M, Chemistry or Physics) that is closely related to the applicant's intended major:

Berkeley | Colleges of Chemistry and Engineering

Irvine | Applicants to the Henry Samueli School of Engineering are strongly encouraged to take the SAT Subject Test: Math Level 2 as one of the two required SAT Subject Tests.**Los Angeles** | Henry Samueli School of Engineering and Applied Science

Riverside | Marlan and Rosemary Bourns College of Engineering

San Diego | Jacobs School of Engineering; also recommended for students considering a major in the biological or physical sciences

Santa Barbara | Engineering and Computer Science majors

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Does UC average the SAT Reasoning Test scores if an applicant has taken the test more than three times?

For students who take the SAT Reasoning Test, the University uses the highest combined score in critical reading, math and writing from a single sitting.

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Is a student who takes the ACT required to take the writing section?

Yes. Students who take the ACT must take the Writing Test to meet UC's Examination Requirement. The ACT organization calls the writing section "optional"; students who apply to schools that don't require it don't have to take it.

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Eligibility by Examination Alone

You may qualify for admission to the University by earning high scores on the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests.

To qualify this way, you must achieve a minimum UC Score Total—calculated according to the instructions below—of 410 (425 for nonresidents). In addition, you must earn a minimum UC Score of 63 on each component of the ACT or SAT Reasoning Test and on each SAT Subject Test.

You may not use an SAT Subject Test to meet these requirements if you have completed a transferable college course in that subject with a grade of C or better.

Calculating the UC Score Total

To convert your test scores to UC Scores, follow these instructions:

If you took the SAT Reasoning Test: Convert your highest scores in critical reading, math and writing from a single sitting and your two highest SAT Subject Tests from different subject areas to equivalent UC Scores (see the translation table below). Then add all five UC Scores to produce your UC Score Total. Example: critical reading + math + writing + Subject Test 1 + Subject Test 2) = UC Score Total.

If you took the ACT plus Writing exam: Convert your highest math, reading, science and combined English/writing score from a single sitting to equivalent UC scores (see the translation table below). Multiply the sum of your converted math, reading and science scores by two-thirds, then add the converted English/writing score. Add this subtotal to your two highest SAT Subject Test scores from two different subject areas, which are also converted to equivalent UC Scores. Example: (math + reading + science) x 0.667 + English/writing + Subject Test 1 + Subject Test 2) = UC Score Total.

Graduate Admissions

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SAT Test Score Translation				ACT Test Score Translation			
SAT Score	UC Score	SAT Score	UC Score	ACT Score	UC Score	ACT Score	UC Score
800	100	490	48	36	100	20	47
790	98	480	47	35	97	19	43
780	97	470	45	34	93	18	40
770	95	460	43	33	90	17	37
760	93	450	42	32	87	16	33
750	92	440	40	31	83	15	30
740	90	430	38	30	80	14	27
730	88	420	37	29	77	13	23
720	87	410	35	28	73	12	20
710	85	400	33	27	70	11	17

700	83	390	32
690	82	380	30
680	80	370	28
670	78	360	27
660	77	350	25
650	75	340	23
640	73	330	22
630	72	320	20
620	70	310	18
610	68	300	17
600	67	290	15
590	65	280	13
580	63	270	12
570	62	260	10
560	60	250	8
550	58	240	7
540	57	230	5
530	55	220	3
520	53	210	2
510	52	200	0
500	50		

26	67	10	13
25	63	9	10
24	60	8	7
23	57	7	3
22	53	1-6	0
21	50		



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General Information

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Graduate Admissions

Paying for UC

Scholarship Requirement

The Scholarship Requirement defines the grade point average (GPA) you must earn in the "a-g" subjects and the test scores you must achieve to be eligible for admission to UC. The University uses an Eligibility Index — a combination of GPA and test scores — to determine if you meet this requirement. **Beginning with fall 2007 applicants, the minimum GPA is 3.0 for California residents, 3.4 for nonresidents.**

To see whether you meet the Scholarship Requirement, refer to the index and detailed information below, or use the preliminary eligibility calculator at right.



UC Eligibility Index

Experiencing technical difficulties? [Contact us.](#)

Below are the combinations of GPA and UC Score Totals that meet UC's minimum requirements.

California Residents

"A-G" GPA	Minimum UC Score Total
3.00 – 3.04	223
3.05 – 3.09	210
3.10 – 3.14	198
3.15 – 3.19	187
3.20 – 3.24	175
3.25 – 3.29	165
3.30 – 3.34	157
3.35 – 3.39	152
3.40 – 3.44	147
3.45 & above	143

Non California Residents

3.40 – 3.44	147
3.45 & above	143

Form to Calculate Preliminary Freshman Eligibility

Grade Point Average

To determine your eligibility, the University calculates your GPA in the "a-g" subjects by assigning point values to the grades you earn, totaling the points and dividing the total by the number of "a-g" courses. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points. (Pluses and minuses are not calculated in the grade point average.)

Only the grades you earn in "a-g" subjects in the 10th and 11th grades - including summer sessions - are used to calculate your preliminary GPA. Courses you took in ninth grade can be used to meet the Subject Requirement if you earned a grade of C or better, but they will not be used to calculate your GPA.

Honors Courses: The University assigns extra points for up to eight semesters of University-certified honors-level and Advanced Placement courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two yearlong UC-approved honors level courses taken in the 10th grade may be given extra points. A grade of D in an honors or advanced placement course does not earn extra points.

The courses must be in the following "a-g" subjects: history/social science, English, advanced mathematics, laboratory science, language other than English, and visual and performing arts. Also, they must be certified as honors courses by the University. In these subjects, as well as in computer science, acceptable honors-level courses include Advanced Placement courses, Higher Level and designated Standard Level International Baccalaureate courses, and college courses that are transferable to the University.

D and F Grades: If you have earned a D or F in an "a-g" course, you must repeat the course with a grade of C or better in order to apply it toward your Subject Requirement. The original D or F grade will not be included in the GPA calculation, and the new grade will be used. If you repeat a course in which you initially earned a grade of C, the second grade will not be used.

UC Score Total

The University calculates your UC Score Total as follows:

If you took the SAT Reasoning Test: The University converts your highest scores in critical reading, math and writing from a single sitting and two SAT Subject Tests from different subject areas to equivalent UC Scores (see translation table below). Then all five UC Scores are added together to produce your UC Score Total (critical reading + math + writing + subject test 1 + subject test 2).

If you took the ACT plus its Writing exam: The University takes your highest math, reading, science and combined English/writing score from a single sitting and converts them to equivalent UC scores (see the translation table at right). To give the ACT writing component equal weight to the SAT writing exam, the University multiplies the sum of your converted math, reading and science scores by two-thirds, then adds the converted English/writing score. This subtotal is then added to your two highest SAT Subject Test scores from two different subject areas, which are also converted to equivalent UC Scores, to reach your UC Score Total $([\text{math} + \text{reading} + \text{science}] \times 0.667 + \text{English/writing} + \text{subject test 1} + \text{subject test 2})$.

SAT Test Score Translation			
SAT Score	UC Score	SAT Score	UC Score
800	100	490	48
790	98	480	47
780	97	470	45
770	95	460	43
760	93	450	42
750	92	440	40
740	90	430	38
730	88	420	37
720	87	410	35

ACT Test Score Translation			
ACT Score	UC Score	ACT Score	UC Score
36	100	20	47
35	97	19	43
34	93	18	40
33	90	17	37
32	87	16	33
31	83	15	30
30	80	14	27
29	77	13	23
28	73	12	20

710	85	400	33
700	83	390	32
690	82	380	30
680	80	370	28
670	78	360	27
660	77	350	25
650	75	340	23
640	73	330	22
630	72	320	20
620	70	310	18
610	68	300	17
600	67	290	15
590	65	280	13
580	63	270	12
570	62	260	10
560	60	250	8
550	58	240	7
540	57	230	5
530	55	220	3
520	53	210	2
510	52	200	0
500	50		

27	70	11	17
26	67	10	13
25	63	9	10
24	60	8	7
23	57	7	3
22	53	1-6	0
21	50		

 next: [examination requirement](#)

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Last updated: October 8, 2007



UNIVERSITY OF CALIFORNIA APPLICATION FOR FRESHMAN ADMISSION AND SCHOLARSHIPS 2008–09

Please include the required nonrefundable fee of \$60 per campus
(\$70 per campus for international applicants).
Make check or money order payable to: The Regents of the University of California.

FOR UC USE ONLY

(a) ☐ UC (d) ☐ W
(b) ☐ CB (e) ☐ N
(c) ☐ EO (f) ☐ E 10/07

Type or print in black or dark blue ink.

I. APPLICATION INFORMATION

♦1 APPLICATION TERM Check one box only. Winter/Spring applicants: Check with the campus admissions office to ensure that applications are being accepted.

(1) ☐ FALL QUARTER—September 2008
or FALL SEMESTER—August 2008

(2) ☐ WINTER QUARTER
or SPRING SEMESTER—January 2009

(3) ☐ SPRING QUARTER—March 2009
(all campuses except Berkeley and Merced)

♦2 APPLICANT CATEGORY—EXPECTED LEVEL AT TIME OF ENROLLMENT AT UC Use this application only if you are a freshman (first-year) applicant. If you are applying as a transfer, second-baccalaureate or limited status applicant, please use the transfer application for admission and scholarships. For definitions of applicant categories, see page 10 of the freshman application instructions.

(1) ☒ FRESHMAN

II. STUDENT INFORMATION

♦3 FULL LEGAL NAME Insert a comma after your last and first names.

LAST (FAMILY) FIRST MIDDLE SUFFIX (Jr., III, etc.)

4 NAME ON PREVIOUS ACADEMIC RECORDS, IF DIFFERENT FROM ABOVE Insert a comma after your last and first names.
If you have more than one additional name, add it to Item 174 on page 7 of this form.

LAST (FAMILY) FIRST MIDDLE SUFFIX (Jr., III, etc.)

♦5 E-MAIL ADDRESS Campuses use e-mail to send critical, time-sensitive correspondence to applicants.
You must provide an e-mail address that you check regularly and plan to keep until you enroll in college.

♦6 PERMANENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX (Home Country Address for International Applicants)

CITY STATE ZIP CODE

U.S. TELEPHONE (Area Code/Number) UC USE ONLY COUNTRY (if not the United States) INTERNATIONAL POSTAL CODE

♦7 CURRENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX Enter only if different from your permanent address.

CITY STATE ZIP CODE

U.S. TELEPHONE (Area Code/Number) Enter if different from Item 6. COUNTRY (if not the United States) INTERNATIONAL POSTAL CODE

♦8 U.S. MILITARY SERVICE (If applicable)* Check all boxes that apply to your current status.

(1) ☐ ON ACTIVE MILITARY DUTY (2) ☐ VETERAN OF U.S. ARMED FORCES (3) ☐ RESERVES OR NATIONAL GUARD

9 HAVE YOU LIVED IN CALIFORNIA FOR AT LEAST THE LAST 12 MONTHS?

(1) ☐ YES SINCE MONTH DAY YEAR (2) ☐ NO

10 IS YOUR CURRENT/MOST RECENT SCHOOL A CALIFORNIA HIGH SCHOOL, OR HAVE YOU ATTENDED A CALIFORNIA HIGH SCHOOL FOR TWO OR MORE YEARS?

(1) ☐ YES (2) ☐ NO

11 CALIFORNIA SSID NUMBER* If you have attended a California high school, provide your Statewide Student ID number. You can locate your ID number through your school counselor or registrar's office.

12 YOUR PLACE OF BIRTH

CITY STATE COUNTRY (if not the United States)

13 DATE OF BIRTH MONTH DAY YEAR

14 ARE YOU A U.S. CITIZEN?

(1) ☐ YES Go to Item 19. (2) ☐ NO Go to Item 15.

♦15 COUNTRY OF CITIZENSHIP (if not the United States) UC USE ONLY

♦16 COUNTRY OF PERMANENT RESIDENCE UC USE ONLY

17 INDICATE YOUR IMMIGRATION STATUS AS OF THE DATE YOU SUBMIT THIS APPLICATION.
You can give additional information about your citizenship and/or immigration status in Item 174 on page 7.
Check only if you have obtained permanent resident status in the United States.

(1) ☐ IMMIGRANT/U.S. PERMANENT RESIDENT (2) ☐ REFUGEE (3) ☐ NONIMMIGRANT Complete Item 18.

♦18 NONIMMIGRANT VISA If applicable, fill in both (1) and (2) below; otherwise, respond only to (2). See page 11 of the freshman application instructions for visa codes.

IF CURRENTLY IN THE UNITED STATES, TYPE OF VISA YOU HOLD (1) VISA CODE

FOR YOUR STUDIES AT THE UNIVERSITY, TYPE OF VISA FOR WHICH YOU HAVE APPLIED OR PLAN TO APPLY (2) VISA CODE

19 LANGUAGE(S) YOU LEARNED TO SPEAK FIRST

(1) ☐ ENGLISH ONLY

(2) ☐ ENGLISH AND ANOTHER LANGUAGE PLEASE SPECIFY

(3) ☐ ANOTHER LANGUAGE PLEASE SPECIFY

♦20 FOSTER CARE STATUS* Indicate if you have ever been in foster care (e.g., foster home, group home or placed with a relative by the court).

(1) ☐ YES (2) ☐ NO

IV. EDUCATIONAL HISTORY

V. ACTIVITIES AND AWARDS

List and describe briefly the most significant awards you have received and activities you have been involved in since 9th grade. **See page 12** of the freshman application instructions for additional information including examples of the sorts of activities an applicant might list under specific categories listed below.

♦49 AWARDS AND HONORS										AWARD OR HONOR TYPE		DATE RECEIVED
AWARD OR HONOR		DESCRIPTION OF AWARD OR HONOR								Academic	Other	MO./YR.
										<input type="checkbox"/>	<input type="checkbox"/>	
										<input type="checkbox"/>	<input type="checkbox"/>	
										<input type="checkbox"/>	<input type="checkbox"/>	
										<input type="checkbox"/>	<input type="checkbox"/>	
										<input type="checkbox"/>	<input type="checkbox"/>	

♦50 COURSEWORK OTHER THAN "A-G" List the courses you took during high school, other than those approved for UC admission (which you report on pages 4–5), that demonstrate a particular focus or interest (e.g., language immersion courses or career-technical education courses).										YEAR(S) OF ENROLLMENT					HOURS PER WEEK	WEEKS PER YEAR
COURSE		DESCRIPTION OF COURSE								9th	10th	11th	12th	After 12th Years		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

♦51 EXTRACURRICULAR ACTIVITIES										YEAR(S) OF INVOLVEMENT					HOURS PER WEEK	WEEKS PER YEAR
ACTIVITY		DESCRIPTION OF ACTIVITY <i>Note any leadership positions.</i>								9th	10th	11th	12th	After 12th Years		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

♦52 VOLUNTEER AND COMMUNITY SERVICE <i>List unpaid work only.</i>										YEAR(S) OF INVOLVEMENT					HOURS PER WEEK	WEEKS PER YEAR
ORGANIZATION		DESCRIPTION OF SERVICE OR WORK <i>Note any leadership positions.</i>								9th	10th	11th	12th	After 12th Years		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

♦53 EDUCATIONAL PREPARATION PROGRAMS List your participation in educational or academic preparation programs that are designed to help students prepare for university study. These programs may include academic enrichment programs sponsored by colleges/universities, research programs and study-abroad programs. <i>Refer to page 12 of the freshman application instructions for codes.</i>										YEAR(S) OF INVOLVEMENT					HOURS PER WEEK	WEEKS PER YEAR
PROGRAM CODE	PROGRAM NAME		DESCRIPTION OF PROGRAM							9th	10th	11th	12th	After 12th Years		
<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

♦54 EMPLOYMENT <i>List paid work only.</i>						BEGIN MO./YR.	END MO./YR.	HOURS PER WEEK	PERIOD OF INVOLVEMENT			YEAR(S) OF INVOLVEMENT				
POSITION		RESPONSIBILITIES							Year-Round	Summer Only	School Year Only	9th	10th	11th	12th	After 12th Years
									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

To what use have you or will you put your earnings?*

◆ VI. FRESHMAN SELF-REPORTED ACADEMIC RECORD

BEFORE YOU COMPLETE THIS SECTION: Read pages 13–15 of the freshman application instructions and review the sample Freshman Self-Reported Academic Record on page 14. Refer to your high school transcript to complete this section. If you are not sure which courses are considered academic subject courses and UC-approved honors/AP/IB courses, refer to the UC-approved certified course list for your school (California high schools only). Lists are available online (www.ucop.edu/doorways). If your academic record changes after you submit your application, you must notify in writing the admissions office at each campus where you have applied. **DO NOT ATTACH YOUR TRANSCRIPT.**

ACADEMIC SUBJECTS “A-G” Requirements	9TH GRADE			10TH GRADE			
	COURSE TITLE	FIRST-SEMESTER GRADE	SECOND-SEMESTER GRADE	COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST-SEMESTER GRADE	SECOND-SEMESTER GRADE
◆55 “a” History/Social Science U.S. History; Civics; American Government; World History, Cultures and Geography; European History	(01)			(01)			
	(02)			(02)			
	(03)			(03)			
◆56 “b” English (Language of Instruction) Composition, Literature (American, English, World, etc.)	(04)			(04)			
	(05)			(05)			
	(06)			(06)			
◆57 “c” Mathematics Algebra, Geometry, Advanced Algebra, Trigonometry, Precalculus, Integrated Math, Calculus, Statistics, Math Analysis (Do not include arithmetic and pre-algebra.)	(07)			(07)			
	(08)			(08)			
	(09)			(09)			
◆58 “d” Laboratory Science Biology, Chemistry, Physics, Integrated Science with Lab, Marine Biology, Physiology, Anatomy, etc.	(10)			(10)			
	(11)			(11)			
	(12)			(12)			
◆59 “e” Language Other Than English (Second Language) French, German, Spanish, Latin, Mandarin Chinese, Japanese, etc.	(13)			(13)			
	(14)			(14)			
	(15)			(15)			
◆60 “f” Visual and Performing Arts Dance, Drama/Theater, Music, Visual Arts	(16)			(16)			
	(17)			(17)			
◆61 “g” College-Preparatory (Academic) Electives List only UC-approved college-preparatory electives, such as social science (Anthropology, Economics, Psychology, Sociology, etc.), Computer Science and ninth-grade laboratory science. (Do not list courses such as PE, typing, drivers' education, health or pep squad.)	(18)			(18)			
	(19)			(19)			
	(20)			(20)			
	(21)			(21)			
	(22)			(22)			
TOTAL NUMBER OF SEMESTER COURSES	◆63 9TH-GRADE COURSE TOTALS Enter the number of courses listed above for each semester of ninth grade. <div>1ST SEM. <input type="text"/> 2ND SEM. <input type="text"/></div>			◆64 10TH-GRADE COURSE TOTALS Enter the number of courses listed above for each semester of 10th grade. <div>1ST SEM. <input type="text"/> 2ND SEM. <input type="text"/></div>			

68 GRADES 7 AND 8 MATHEMATICS COURSEWORK <input type="text"/> Enter the number of terms of algebra, geometry or more advanced mathematics you completed with a grade of C or better during grades 7 and 8. Do not include arithmetic or pre-algebra. List only courses equivalent to those on your high school's UC-certified course list. Each semester counts as one term. SPECIFY COURSE(S) <input type="text"/>	69 GRADES 7 AND 8 LANGUAGE OTHER THAN ENGLISH COURSEWORK <input type="text"/> Enter the number of terms of language other than English (such as French, Spanish, Chinese, Japanese, etc.) you completed during grades 7 and 8 with a grade of C or better. List only courses equivalent to those on your high school's UC-certified course list. Each semester counts as one term. SPECIFY COURSE(S) <input type="text"/>
70 TERM SYSTEM Select the term type(s) used by the school you attended for grades 10 and/or 11. If the term types are unfamiliar, use the number of grades you received for a yearlong course as your guide. If you are on the block system, check off the box that corresponds to the number of final grades you received per course. You may select more than one box. (1) <input type="checkbox"/> SEMESTER (two final grades per year) (3) <input type="checkbox"/> QUARTER (four final grades per year) (2) <input type="checkbox"/> TRIMESTER (three final grades per year) (4) <input type="checkbox"/> FULL (one final grade per year)	71 GRADING SYSTEM <input type="checkbox"/> Check the box if any school you attended for grades 10 or 11 used a grading system other than A-B-C-D-F. If your school uses the A-B-C-D-F grading system and you received “Pass/Fail,” “Credit/No Credit,” “Incomplete” or “Withdrawal,” do NOT check this box.

ACADEMIC SUBJECTS “A-G” requirements	11TH GRADE				12TH GRADE				GRADES SEMESTER COURSE TOTAL
	Enter 11th-grade courses and your grades. Include courses completed during the summer following 10th and 11th grades.				Enter the courses you are taking now and those you plan to take. If you already have completed a course, enter the grade(s) earned under the appropriate term.				
	UC-APPROVED HONORS STATUS CODES								
	AP Advanced Placement CL Transferable college course HL Honors Level (List the college name after IB UC-designated the course title.) International Baccalaureate								
	COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST- SEMESTER GRADE	SECOND- SEMESTER GRADE	COURSES IN PROGRESS FIRST SEMESTER	UC- APPROVED HONORS COURSE STATUS	COURSES PLANNED SECOND SEMESTER	UC- APPROVED HONORS COURSE STATUS	
“a” History/Social Science		(01)							♦55 “a” courses
		(02)							TOTAL SEMESTER COURSES
		(03)							
“b” English (Language of instruction)		(04)							♦56 “b” courses
		(05)							TOTAL SEMESTER COURSES
		(06)							
“c” Mathematics		(07)							♦57 “c” courses
		(08)							TOTAL SEMESTER COURSES
		(09)							
“d” Laboratory Science		(10)							♦58 “d” courses
		(11)							TOTAL SEMESTER COURSES
		(12)							
“e” Language Other Than English		(13)							♦59 “e” courses
		(14)							TOTAL SEMESTER COURSES
		(15)							
“f” Visual and Perf. Arts		(16)							♦60 “f” courses
		(17)							TOTAL SEM. COURSES
“g” College-Preparatory (Academic) Electives		(18)							♦61 “g” courses
		(19)							TOTAL SEMESTER COURSES
		(20)							
		(21)							
		(22)							
	♦65	11TH-GRADE COURSE TOTALS							♦66
		Enter the number of courses listed above for each semester of 11th grade.		1ST SEM.	2ND SEM.				12TH-GRADE FIRST- SEMESTER (IN PROGRESS) COURSE TOTAL
									♦67
									12TH-GRADE SECOND- SEMESTER (PLANNED) COURSE TOTAL
									♦62
									TOTAL 55–61
									Total number of semesters of courses listed (should equal total of items 63–67)

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SPECIALIZED CURRICULUM

Check the appropriate box(es) if you participated in a specialized-curriculum program in high school. To provide admissions evaluators with more information about your involvement in this program, you may discuss the scope of your participation in your personal statement.

- (1) ☐ MAGNET (2) ☐ HOME SCHOOL (3) ☐ INDEPENDENT STUDY (4) ☐ CAREER PATHWAY/ ACADEMY
- (5) ☐ OTHER IF OTHER, SPECIFY CURRICULUM PROGRAM

If you have attended a high school on a year-round schedule, check the “Year-Round System” box and specify your track (Track A,B,C, etc.); if your year-round schedule changed, also indicate your previous track and note your grade level(s) for each track — for example, “Track A (11th, 12th), Track B (9th, 10th).”

- (6) ☐ YEAR-ROUND SYSTEM SPECIFY YEAR-ROUND TRACK

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GAPS IN EDUCATION

Did you graduate from high school before October 2007?

(1) ☐ YES

If “yes,” please describe what you have been doing since graduation. If you have attended college, include the college’s name and your date of enrollment.

(2) ☐ NO

◆ VII. TEST SCORES AND DATES — Required for all applicants graduating after spring 2005

(If you graduated from high school in spring 2005 or earlier, skip to Section VIII.) Freshman applicants who graduated from high school after spring 2005 must report completed test dates and scores (or planned test dates) for: (1) Either the ACT Assessment plus Writing or the SAT Reasoning Test, AND (2) Two SAT Subject Tests from two different subject areas. Record your scores exactly as reported by the testing agency. If you have taken the ACT or the SAT Reasoning Test more than once, record your highest set of scores from a single test date. For the SAT Subject Tests, report all exams you have taken. (UC will use your highest scores from two different subject areas.) See page 15–16 of the freshman application instructions for Subject Test codes (the English Literature and Mathematics codes have been entered for you). If you have taken an exam but have not yet received your score, list the date you took the test under the appropriate "Planned Test Date." If you are unable to take the required SAT or ACT examinations, explain why in Item 174 on page 7 of this form. Not taking required examinations may affect your admission to UC.

SAT REASONING TEST

TEST DATE	CRITICAL READING SCORE	MATHEMATICS SCORE	WRITING SCORE
MO. YR. ◆74	◆75 0	◆76 0	◆77 0
◆78 TOTAL SCORE	◆79 PLANNED SAT REASONING TEST DATE MO. YR.		

ACT ASSESSMENT PLUS WRITING

TEST DATE	English	Mathematics	Reading	Science Reasoning	English/Writing
MO. YR. ◆80	◆81				
◆82 COMPOSITE SCORE	◆83 PLANNED ACT ASSESSMENT PLUS WRITING TEST DATE MO. YR.				

SAT SUBJECT TESTS See page 14 of the freshman application instructions for Subject Test codes.

TEST CODE	TEST DATE	SCORE
ENGLISH LITERATURE ◆84 L R	◆85 MO. YR.	◆86 0
Planned Test Date for English Literature ◆87	MO. YR.	
MATHEMATICS — Level 2 (formerly Math IIC) ◆88 M 2	◆89 MO. YR.	◆90 0
Planned Test Date for Math Level 2 ◆91	MO. YR.	
SCIENCE ◆92	◆93 MO. YR.	◆94 0
Planned Test Date for Science ◆95	MO. YR.	
SCIENCE ◆96	◆97 MO. YR.	◆98 0
Planned Test Date for Science ◆99	MO. YR.	
SCIENCE ◆100	◆101 MO. YR.	◆102 0
Planned Test Date for Science ◆103	MO. YR.	

TEST CODE	TEST DATE	SCORE
HISTORY/SOCIAL STUDIES ◆104	◆105 MO. YR.	◆106 0
Planned Test Date for History/Social Studies ◆107	MO. YR.	
HISTORY/SOCIAL STUDIES ◆108	◆109 MO. YR.	◆110 0
Planned Test Date for History/Social Studies ◆111	MO. YR.	
LANGUAGES ◆112	◆113 MO. YR.	◆114 0
Planned Test Date for Languages ◆115	MO. YR.	
LANGUAGES ◆116	◆117 MO. YR.	◆118 0
Planned Test Date for Languages ◆119	MO. YR.	
LANGUAGES ◆120	◆121 MO. YR.	◆122 0
Planned Test Date for Languages ◆123	MO. YR.	

◆ VIII. TEST SCORES AND DATES — Required for all applicants who graduated in spring 2005 or earlier

(If you graduated from high school after spring 2005, ignore this section and fill out Section VII above.) Freshman applicants who graduated from high school in spring 2005 or earlier must report completed test dates and scores (or planned test dates) for: (1) Either the ACT or the SAT I, AND (2) Three SAT II: Subject Tests (Writing, Mathematics and a third test) All exams must have been taken before you graduated from high school. Record your scores exactly as reported by the testing agency. If you took a test more than once, record your highest set of scores from a single test date. See page 15–16 of the freshman application instructions for Subject Test codes. If you were unable to take the required SAT or ACT examinations, explain why in item 174 on page 7 of this form. Not taking required examinations may affect your admission to UC.

SAT I: REASONING TEST

TEST DATE	VERBAL SCORE	MATH SCORE	TOTAL SCORE
MO. YR. ◆124	◆125 0	◆126 0	◆127 0

ACT

TEST DATE	English	Mathematics	Reading	Science Reasoning	COMPOSITE SCORE
MO. YR. ◆128	◆129				◆130

SAT II: SUBJECT TESTS

TEST DATE	SCORE
MO. YR. ◆131	◆132 0
WRITING (or English Composition)	
MO. YR. ◆133	◆134 0
MATHEMATICS — Level I or IC	
MO. YR. ◆135	◆136 0
MATHEMATICS — Level IIC	

THIRD TEST

Enter in Item 137 the SAT II code that corresponds to your third SAT II test. See page 20 of the freshman application instructions for codes.

TEST CODE	MO. YR.	SCORE
◆137	◆138 MO. YR.	◆139 0

IX. OTHER EXAMINATIONS

140 TOEFL CBT OR PBT, TOEFL iBT OR IELTS

If not applicable, go to Item 143.

Check the appropriate box to indicate that you have taken or plan to take exam.

(1) ☐ TOEFL CBT or PBT (2) ☐ TOEFL iBT (3) ☐ IELTS

141 TOEFL CBT OR PBT, TOEFL iBT OR IELTS
TEST DATE (completed or planned)

MONTH

YEAR

142 TOEFL CBT OR PBT, TOEFL iBT OR IELTS EXAM SCORE

◆ ADVANCED PLACEMENT EXAMINATIONS

List the name, corresponding two-digit code and test date of any College Board Advanced Placement examination you have taken or plan to take. List scores for completed examinations. See page 16 of the freshman application instructions for additional information and codes.

AP EXAM CODE	AP EXAM NAME	TEST DATE	SCORE	AP EXAM CODE	AP EXAM NAME	TEST DATE	SCORE
143		MO. YR.		152		MO. YR.	
144				153			
145				154			
146				155			
147				156			
148				157			
149				158			
150				159			
151				160			

◆ INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS

List the name, corresponding one-digit code, IB Level — SL (Standard Level) or HL (Higher Level), and test date of the UC-accepted IB exams you have taken or plan to take. List scores for completed exams. See page 16 of the freshman application instructions for additional information and codes.

IB EXAM CODE	IB LEVEL SL OR HL	IB EXAMINATION NAME	TEST DATE	SCORE	IB EXAM CODE	IB LEVEL SL OR HL	IB EXAMINATION NAME	TEST DATE	SCORE
161			MO. YR.		167			MO. YR.	
162					168				
163					169				
164					170				
165					171				
166					172				

173 ☐ Check this box if you have completed or plan to complete the International Baccalaureate diploma.

◆ X. PERSONAL STATEMENT

You must respond to the two prompts listed on page 16 of the freshman application instructions using a maximum of 1,000 words total. You may allocate the word count as you wish. If you choose to respond to one prompt at greater length, we suggest your shorter answer be no less than 250 words.

All applicants must submit a personal statement. Use 8.5 x 11" white paper, writing or typing on one side of each sheet. Before beginning your essay, review all personal statement information on page 16 of the freshman application instructions.

XI. ADDITIONAL COMMENTS *

174 Use this space only to clarify or expand on other information as directed earlier in the application (e.g., to list additional names, explain citizenship/visa issues, etc.) or to tell us anything else you want us to know about you or your academic record that you have not had the opportunity to describe elsewhere in the application.

XII. ADMISSION AND SCHOLARSHIP CHOICES

♦175 CAMPUS, MAJOR AND ALTERNATE MAJOR CHOICES

Check the boxes of the campus(es) to which you wish to apply and enter a major code and name for each. Indicate an alternate major code and name where appropriate. Be sure to use the correct codes for each campus. See page 17 of the freshman application instructions for additional information.

CAMPUS	MAJOR CODE	MAJOR NAME	ALTERNATE MAJOR CODE	ALTERNATE MAJOR NAME
(1) <input type="checkbox"/> BERKELEY ▶			NOT AVAILABLE AT UCB	NOT AVAILABLE AT UCB
(2) <input type="checkbox"/> DAVIS ▶				
(3) <input type="checkbox"/> IRVINE ▶				
(4) <input type="checkbox"/> LOS ANGELES ▶				
(5) <input type="checkbox"/> MERCED ▶				
(6) <input type="checkbox"/> RIVERSIDE ▶				
(7) <input type="checkbox"/> SAN DIEGO ▶				
(8) <input type="checkbox"/> SANTA BARBARA ▶				
(9) <input type="checkbox"/> SANTA CRUZ ▶				

♦176 SAN DIEGO COLLEGE RANKING

See page 17 of the freshman application instructions. Rank UCSD colleges in order of preference from 1 to 6.

<input type="checkbox"/> SIXTH COLLEGE	<input type="checkbox"/> ELEANOR ROOSEVELT	<input type="checkbox"/> THURGOOD MARSHALL	<input type="checkbox"/> EARL WARREN	<input type="checkbox"/> REVELLE	<input type="checkbox"/> JOHN MUIR
--	--	--	--------------------------------------	----------------------------------	------------------------------------

♦177 SCHOLARSHIPS*

Read pages 30–39 of the freshman application instructions for information on qualifying and applying for various scholarships. Additionally, to be considered for “restricted” scholarships, enter the appropriate codes below. See pages 40–41 of the freshman application instructions for codes. Some scholarships are available only to U.S. citizens and permanent residents.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

♦178 EDUCATIONAL OPPORTUNITY PROGRAM*

☐ Check the box to apply to the Educational Opportunity Program. The program is for students from disadvantaged backgrounds.

To apply to the Educational Opportunity Program, you must also complete Items 23–34 on page 2 of this form, and discuss your reasons for applying in your personal statement. The program is open only to California residents and American Indians from any state. See page 17 of the freshman application instructions for additional information.

♦179 ELIGIBILITY IN THE LOCAL CONTEXT (ELC)

If you received an ELC ID number, enter it here.

E									
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XIII. RELEASE AUTHORIZATION

♦180 ☐ I authorize the University of California to release application information, including copies of my application and test scores, to outside agencies that award scholarships.*

♦181 ☐ I authorize the University of California to release to my parents, legal guardian or spouse information regarding my application, including test scores, transcripts and other supporting documents, as well as my admission and scholarship status.*

♦182 ☐ I authorize the University of California to release to my school counselor/ counseling office (or sponsoring agency) information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.*

♦183 ☐ I authorize the University of California to release biographical information from my application to recognized UC student organizations and alumni groups that may wish to contact me.*

♦ XIV. STATISTICAL INFORMATION

Information in Section XIV will be used for purposes of statistical analysis only; it is not used in the admissions process and will have no bearing on your admission status. Providing this information is voluntary.

184 GENDER* (1) <input type="checkbox"/> FEMALE (2) <input type="checkbox"/> MALE	185 ETHNIC IDENTITY* Indicate your ethnic identity by checking the appropriate boxes. See page 22 of the freshman application instructions for more information. (01) <input type="checkbox"/> AFRICAN AMERICAN/BLACK (02) <input type="checkbox"/> AMERICAN INDIAN/ALASKA NATIVE PLEASE SPECIFY TRIBAL AFFILIATION (03) <input type="checkbox"/> CHINESE/CHINESE AMERICAN (04) <input type="checkbox"/> EAST INDIAN/PAKISTANI (05) <input type="checkbox"/> FILIPINO/FILIPINO AMERICAN (06) <input type="checkbox"/> JAPANESE/JAPANESE AMERICAN (07) <input type="checkbox"/> KOREAN/KOREAN AMERICAN (08) <input type="checkbox"/> MEXICAN/MEXICAN AMERICAN/CHICANO (09) <input type="checkbox"/> PACIFIC ISLANDER (Includes Micronesian, Polynesian, other Pacific Islanders) (10) <input type="checkbox"/> VIETNAMESE/VIETNAMESE AMERICAN (11) <input type="checkbox"/> WHITE/CAUCASIAN (Includes Middle Eastern)	(12) <input type="checkbox"/> OTHER ASIAN (Not including Middle Eastern) PLEASE SPECIFY (13) <input type="checkbox"/> OTHER SPANISH AMERICAN/LATINO (Includes Cuban, Puerto Rican, Central American, South American) PLEASE SPECIFY (14) <input type="checkbox"/> OTHER PLEASE SPECIFY
--	---	---

XV. SIGNATURE AND SOCIAL SECURITY NUMBER

♦186 YOUR SIGNATURE IS REQUIRED BELOW. Without your signature, your application is not complete and cannot be processed.

I certify that all the information provided in my application, all supporting documentation and subsequent communications are complete and accurate. I also certify that I am the author of the attached personal statement. I understand that the University of California may verify any information I have provided in my application, including my personal statement, and may deny me admission or enrollment if any information is found to be incomplete or inaccurate. By filing this application, I am authorizing the University of California to release application information, including copies of my application and test scores, to any UC campus for admission or scholarship consideration.

U.S. SOCIAL SECURITY NUMBER	SIGNATURE OF APPLICANT (in ink)	DATE OF APPLICATION
<input type="text"/>	<input type="text"/>	<input type="text"/>

♦ XVI. RESIDENCY INFORMATION FOR TUITION PURPOSES

Providing the following information is optional. It will not affect your admission to the University. After admission, the UC campus at which you plan to enroll may use this information to expedite financial aid and to assess your California residency status for tuition purposes (this is determined by different criteria than your residency for admission).

187 IS YOUR FATHER [†] A U.S. CITIZEN? * (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO (3) <input type="checkbox"/> Deceased	188 IS YOUR MOTHER [†] A U.S. CITIZEN? * (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO (3) <input type="checkbox"/> Deceased
189 HAVE YOU BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? * <i>If you attended school or accepted employment outside California during the last three years, answer "no."</i> (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO	
190 HAS YOUR FATHER BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? * <i>If your father attended school or accepted employment outside California during the last three years, answer "no."</i> (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO (3) <input type="checkbox"/> Deceased	
191 HAS YOUR MOTHER BEEN PHYSICALLY PRESENT IN CALIFORNIA FOR THE LAST 3 YEARS, EXCLUDING BRIEF ABSENCES FOR VACATION PURPOSES? * <i>If your mother attended school or accepted employment outside California during the last three years, answer "no."</i> (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO (3) <input type="checkbox"/> Deceased	

[†] In this section, "father" and "mother" are defined as biological or adoptive parents only, and do not include stepparents, guardians or other individuals.

Application Checklist for Freshman Applicants

DO NOT SEND THIS CHECKLIST WITH YOUR APPLICATION.

It is provided for your information only.

HAVE YOU...

- ☐ Read the freshman application instructions, which provide important information for completing the application form?
- ☐ Provided all required information and signed the application form?
- ☐ Enclosed a check or money order for the appropriate application fees? Make your check or money order payable in U.S. dollars to The Regents of the University of California.
- ☐ Written your name and date of birth on your check or money order?
- ☐ Enclosed your personal statement with your name, your date of birth and the words "Personal Statement" printed in the top right corner of each page?
- ☐ Affixed adequate postage to your envelope? As an estimate for first-class mailing within the United States, the average cost of mailing an application is \$1.17. If mailing from outside the United States, use airmail with the correct amount of airmail postage.

DO NOT use certified or registered mail or an express delivery service to send your application. This will delay processing of your application.

YOU SHOULD...

- ☐ Keep copies of your application and personal statement.
- ☐ Send your application to University of California Undergraduate Application Processing Service, P.O. Box 4010, Concord, CA 94524-4010.
- ☐ Mail only the original application form, fees and personal statement to the processing service address. Do not include letters of recommendation, transcripts, test score reports or other supporting documentation, such as awards, photographs, poetry, etc., in your envelope. They will not be forwarded, returned or retained.



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2008 & 2009 Exam Calendars

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2008 Exam Calendar - Week 1

	Morning - 8 a.m.*	Afternoon - 12 noon*
Monday, May 5	Government and Politics: United States	Government and Politics: Comparative** French Language**
Tuesday, May 6	Computer Science A** Computer Science AB** Spanish Language**	Statistics
Wednesday, May 7	Calculus AB Calculus BC	Chinese Language and Culture
Thursday, May 8	English Literature** German Language**	Japanese Language and Culture** French Literature**
Friday, May 9	United States History	European History Studio Art (portfolios due)

2008 Exam Calendar - Week 2

	Morning - 8 a.m.*	Afternoon - 12 noon*	Afternoon - 2 p.m.
Monday, May 12	Biology** Music Theory**	Physics B** Physics C: Mechanics**	Physics C: Electricity and Magnetism†
Tuesday, May 13	Environmental Science** Chemistry**	Psychology	
Wednesday, May 14	Italian Language and Culture** English Language**	Art History	
Thursday, May 15	Macroeconomics** World History**	Microeconomics	
Friday, May 16	Human Geography** Spanish Literature**	Latin Literature** Latin: Vergil**	

2009 Exam Calendar - Week 1

	Morning - 8 a.m.*	Afternoon - 12 noon*
Monday, May 4	Government and Politics: United States	Government and Politics: Comparative** French Language**
Tuesday, May 5	Computer Science A** Computer Science AB** Spanish Language**	Statistics
Wednesday, May 6	Calculus AB Calculus BC	Chinese Language and Culture
Thursday, May 7	English Literature** German Language**	Japanese Language and Culture** French Literature**
Friday, May 8	United States History	European History Studio Art (portfolios due)

2009 Exam Calendar - Week 2			
	Morning - 8 a.m.*	Afternoon - 12 noon*	Afternoon - 2 p.m.
Monday, May 11	Biology** Music Theory**	Physics B** Physics C: Mechanics**	Physics C: Electricity and Magnetism†
Tuesday, May 12	Environmental Science** Chemistry**	Psychology	
Wednesday, May 13	Italian Language and Culture** English Language**	Art History	
Thursday, May 14	Macroeconomics** World History**	Microeconomics	
Friday, May 15	Human Geography** Spanish Literature**	Latin Literature** Latin: Vergil**	

*Schools in Alaska must begin the morning exam administration between 7 and 8 a.m. and the afternoon exam administration between 11 a.m. and 12 noon.

**Coordinators should order late-testing exams for students who would like to take exams that are scheduled for the same slot.

†This exam must begin between 2 and 3 p.m. In Alaska, the exam must begin between 1 and 2 p.m.

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SAT[®]

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Calendar Dates & Fees

2008-09 Test Dates and Registration Deadlines

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2008-09 Test Dates	Test	U.S. Registration Deadlines*		International Registration Deadlines**	
		Regular	Late (a fee applies)	Early (International only)	Regular
October 4, 2008	SAT & Subject Tests	September 9, 2008	September 16, 2008	August 26, 2008	September 9, 2008
November 1, 2008	SAT & Subject Tests	September 26, 2008	October 10, 2008	September 10, 2008	September 26, 2008
December 6, 2008	SAT & Subject Tests	November 5, 2008	November 18, 2008	October 15, 2008	November 5, 2008
January 24, 2009	SAT & Subject Tests	December 26, 2008	January 6, 2009	December 3, 2008	December 26, 2008
March 14, 2009	SAT only	February 10, 2009	February 24, 2009	N/A	N/A
May 2, 2009	SAT & Subject Tests	March 31, 2009	April 9, 2009	March 11, 2009	March 31, 2009
June 6, 2009	SAT & Subject Tests	May 5, 2009	May 15, 2009	April 15, 2009	May 5, 2009

Important Information for All Test-Takers

- Sunday administrations occur the day after each Saturday test date, for students who cannot test on Saturday due to religious observance.
- The Language Tests with Listening are offered only in November.

* U.S. Registration Deadlines Important Information

- U.S. deadlines apply to students testing in the United States, U.S. Territories, and Puerto Rico.
- U.S. registration materials that are mailed must be postmarked by the U.S. deadlines.
- On March 14, only the SAT Reasoning Test[™] is offered.

** International Registration Deadlines Important Information

- International deadlines apply to anyone testing outside of the United States, U.S. Territories, and Puerto Rico.

- International registration materials **must be received** by the international deadlines.
- There is no late registration for international testing. Online and telephone registrations must be completed by the international deadline dates listed above.
- Students registering through [International Representatives](#) must submit their paper registration with full payment by the early registration deadline.
- On March 14, the SAT **is not offered** outside of the United States, U.S. Territories, and Puerto Rico.



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2008-2009 ACT Test Dates

For the United States, U.S. Territories, Puerto Rico, and Canada

[For other countries](#)

Test Date	Registration Deadline	(Late Fee Required)
September 13, 2008*	August 12, 2008	August 13 – 22, 2008
October 25, 2008	September 19, 2008	September 20 – October 3, 2008
December 13, 2008	November 7, 2008	November 8 – 20, 2008
February 7, 2009**	January 6, 2009	January 7 – 16, 2009
April 4, 2009	February 27, 2009	February 28 – March 13, 2009
June 13, 2009	May 8, 2009	May 9 – 22, 2009



* The September 13, 2008, test date is available only in Arizona, California, Florida, Georgia, Illinois, Indiana, Maryland, Michigan, Missouri, Nevada, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Washington, and West Virginia.

** Due to the special requirements of legislation in effect in New York, a February 2009 test may not be scheduled in that state.

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Tutors Hold Key to Higher Test Scores, for a High Fee

By HOPE REEVES

Published: June 1, 2005

Adam Fisher remembers walking home from elementary school thinking not about Mister Softee or Ms. Pac Man but about Ms. Grace, his third-grade teacher. Why, he wondered, had she explained a new math concept in such a roundabout way? If only she had laid it out like this, he recalls thinking, reworking the lesson in his head, then we would have understood it immediately.

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Chester Higgins Jr./The New York Times

Adam Fisher in his apartment office at Broadway and 73rd Street in Manhattan.

This was not the first time Mr. Fisher had pondered the art of teaching and learning. In fact, he had been tutoring his classmates since the previous year, having discovered that he had a knack for explaining concepts so the other kids understood them.

A slender fellow with a goatee and a mass of curly hair, Mr. Fisher, 34, still tutors students. Only today his

students are seeking higher test scores - and his tutorials cost \$375 to \$425 an hour.

Mr. Fisher is among about 100 tutors working for Advantage Testing Inc., an Upper East Side test preparation firm. He joined nine years ago, with no formal teaching experience but a master's degree in music from Juilliard and a Harvard physics degree, and is now one of the firm's most senior tutors. He says he consistently raises SAT scores by more than 200 points and achieves similar results in graduate

school exams.

The faculty members, as Advantage calls its tutors, have made a profession of preparing students for tests like the SAT's and SAT II Subject Tests, the Graduate Record Exam, the Graduate Management Admission Test and the law school and medical college admissions tests.

To apply for the job each had to meet the firm's prerequisite of scoring, cold, in the 99th percentile or above on any test in which they intended to tutor - for Mr. Fisher, the law school and graduate management test and the SAT. Tutors are paid \$165 to \$685 for a 50-minute session, depending on seniority. (Lower rates are offered to needy students, and the firm does some pro bono work.)

But while Mr. Fisher earns over \$100,000 a year, he insists he is not in the job just for the money. And a visit to the sparsely furnished Upper West Side apartment he shares with his wife and infant daughter lends credence to his claim.

Sitting in his home office at Broadway and 73rd Street, his prized cello balanced against the bare wall, he says he tutors for three reasons: because he wants to be able to live comfortably in the city, he wants time to practice and perform his music and, most important, he loves to teach. "I earn enough to raise a family in Manhattan," he said. "I'm a teacher who gets paid equitably. I don't feel guilty about that."

In fact, Mr. Fisher feels pretty good about what he does. He argues that test-prep can be much more than rote learning aimed at achieving a superficial score. To him, studying for a school entrance exam is an opportunity for a student to learn not only facts and procedures but also a systematic approach to learning itself.

"My job is not to teach a student the trick to getting a high score; my job is getting a student to make the knowledge theirs so it becomes part of them," Mr. Fisher said.

"I view standardized tests not as a number that gets you into college but as a tool that prepares you for the rest of your life.

"When, not if, my students learn the 3,000 to 4,000 words for the SAT verbal section," Mr. Fisher added, betraying a determination his students must quickly pick up on, "those words become part of their life, something they can use forever."

Mr. Fisher's students seem to agree.

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Steve Feldman, a 23-year-old Manhattan resident, said that the three months Mr. Fisher tutored him for the law school exam prepared him well for the mental rigors of the law. Originally scoring in the 16th percentile, Mr. Feldman ended up in the 85th percentile. He was accepted to his first-choice school, Tulane University, and credits much of his success to his tutor's method and disposition.

"Even though he's a lot smarter than I am, he never made me feel that way," Mr. Feldman said. "He was so laid-back and patient, I instantly felt comfortable with him, and my score kept going up."

Mr. Feldman started with another Advantage tutor but switched to Mr. Fisher because he felt a quicker connection, he said, adding that he was impressed by how Mr. Fisher organized the sessions and by how well he understood the test.

"He knows the LSAT inside and out," Mr. Feldman said. "He would sit and watch me take a practice test and figure out, just by watching me, what I was having trouble with. Then we'd work on that until I had it down."

Though Mr. Feldman estimates that his two months of tutoring twice a week cost him "three-quarters of a year's tuition" (Tulane Law charges \$33,000 a year in tuition and fees), it was worth it, he said.

"This was an investment in my future."

Vanessa Gottlieb, on the other hand, started out with a high SAT score. Still, Mr. Fisher helped her raise it enough to gain early admission to Georgetown University.

"He's great at breaking down the fundamentals and brought my math to a whole new level," she said.

Ms. Gottlieb's mother, Shannon Such, said her daughter enjoyed the sessions. Possibly more impressive, she said, was how much Mr. Fisher seemed to care. "I got the feeling he really enjoyed his work and liked helping these kids," Ms. Such said.

Indeed, Mr. Fisher glows when he talks of the mental gymnastics he must perform, confessing that his favorite part of the job is when a student gets really stuck. It is then, he says, that he gets to exercise his creativity. How to get this technique through to this kid? How to break down a complicated concept so each part is small enough to digest?

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That's what excites him.

"You can't imagine how rewarding it is to see a kid finally get it," he said. "They get that giddy feeling. You can see it on their faces, and half the time they wind up walking out of my office so distracted they forget their coat."

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All tier 1 packages include unlimited time for parents and students from start (collecting materials and writing an in-depth evaluative report) to finish, culminating with completion of college applications and acceptance letters. Packages are priced by the year the student begins: 8th grade, 9th grade, 10th grade, and 11th grade. Students and parents will work directly with Dr. Hernandez. Price Range: \$26,000 - \$40,000. For more information **Contact: (877) 659-4204 or go to our Contact Page.**

Tier II Services

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Application Boot Camp™ Workshop is an intensive summer program for rising seniors. Early enrollment is available in November of the student's junior year to receive a discount, regular enrollment after January 1st of junior year. These intensive four-day events focus on completing all the components of college applications. 2008 workshops will be held in Cambridge, MA and New York City in August. Services include an in-depth evaluative report in January-March of junior year and the four day workshop (10am-4pm each day). The goals of ABC™ are to help students finish all their college application materials, optimize their odds of admissions and pick target schools that are within range. Students will work directly with Dr. Michele Hernandez and Mimi Doe. For more information **Contact: (877) 659-4204 or go to our Contact Page.**

- *Special Senior Package (Rising Seniors)**

For those unable to attend the four-day live program or who want more ongoing consulting, we offer the Special Senior Package program. We work one-on-one via telephone and internet. Students work directly with both Dr. Michele Hernandez and Mimi Doe and this packages includes the initial report and application support. For more information please Contact: (877) 659-4204 or

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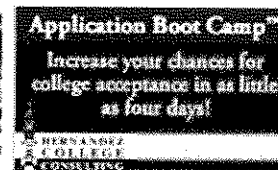


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Brian R. McElroy - Resume

Education: B.A., Harvard University (class of '02). *Cum laude* degree in Government, with a citation in Spanish. Dean's list. Harvard college scholarship for academic distinction. Currently working toward a Master's degree in Nonprofit Leadership and Management.

Standardized Test Specialist (SAT, ACT, ISEE, GRE): 4 years as a private tutor/classroom teacher for Get Ready, a Harvard-based, nonprofit SAT preparation program focused on inner-city youth in Boston (part-time while completing degree from Harvard college). 4 months as a private SAT tutor/classroom teacher for The Princeton Review, in Providence RI. 7 years as a self-employed private tutor / college consultant in Providence (1 year) and San Diego, California (6 years). Over 10,000 hours of private tutoring and classroom experience.

Languages: English Grammar Expert. Proficient in Spanish. 6 semesters of Spanish study at Harvard, and 3 full summers spent living and working in San Sebastian, Spain.

College Admissions Consultant: Expert Essay Editor and College Admissions Strategist. College application essay featured in a national publication--*50 Successful Harvard Application Essays* (published by the Harvard Crimson, 2nd edition). College consulting services featured on the front page of the *San Diego Union-Tribune's* Family Section. Students have been admitted to nearly all of America's Best Colleges, including every Ivy League University.

High School (1994-1998, Classical High School, Providence RI): National Merit Scholar Finalist. Class President for two years. Co-editor in chief of school newspaper. Jazz Ensemble. All-State selection in baseball. Lettered in three varsity sports (volleyball, basketball, baseball) and captained two. SAT combined score 2270 (710 Math/770 Critical Reading/790 Writing, all on first attempt--99.3% nationally). Also 750 Math IIC, 790 Literature, 1540 PSAT (out of 1600 pts. total--99.6% nationally). Admitted to several of the nation's top colleges, including Brown, Dartmouth, UNC/Chapel Hill, Duke, University of Virginia, Williams, and Harvard. Inducted into Classical High School Athletic Hall of Fame, May 2008.

Other interests: Brian is an avid guitarist, singer-songwriter and composer of electronic and computer music. He also loves outdoor sports such as bodysurfing, beach volleyball, basketball, running, hiking, and bicycling. He is currently devoting much of his free time to reading about current events, writing songs on guitar, teaching himself new computer skills (Apple computers), writing his first book and learning more about politics/environmental issues. Finally, he hopes to one day start a nonprofit SAT and ACT tutoring company, to own and operate a recording studio, and to coach a Little-League baseball team.

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Higher (education) anxiety

Students and their parents feel stressed as application time rolls around

By Jane Clifford
UNION-TRIBUNE FAMILY EDITOR

November 11, 2006

Mariana Delgado is a young woman on a mission. She strides through the large room in the Scottish Rite Temple in Mission Valley, stopping at this booth or that, collecting brochures, asking for information.

Mariana Delgado is determined to be the first in her family to go to college.

That reality is daunting enough, but added to it is the overall stress that she and most every other high school senior is feeling right now.

It's college application season, and the pressure is on. From school guidance counselors, from peers, from parents. California's state universities close the door on applicants at the end of the month. No time to waste.

And despite the hoopla surrounding Harvard's announcement in September that it would drop its early admission program next fall – a variation on a theme begun by University of North Carolina in 2002 and now involving Princeton, Yale, University of Virginia and others – little steam has been let out of the college admissions pressure cooker. The competition never has seemed more intense, the stress on students never higher, the anxiety in parents never more pronounced.

“Fear never helped anybody, and when we become afraid, our kids become afraid,” says Arlene Matthews, author of “Getting in Without Freaking Out,” described as “a humorous and realistic approach to helping parents understand what is – and isn't – important when their kids apply to college.”

Her message to parents of this year's applicants: “Since they've been toddlers, they've taken their cues from you. They look to you. You have to calm down.”

The former psychotherapist and college psychology instructor founded Your College Coach, an admissions advising service, after realizing “college-bound kids and their families needed emotional as well as practical guidance.”



EARNIE GRAFTON / Union-Tribune
Elsa Delgado (right) talked with Sgt. Garon Vega of the Army National Guard, after she and daughter Mariana (left) met with him at San Diego High School. Mariana is considering ROTC as an option as she prepares to be the first in her family to go to college.

The weight of SAT scores, GPAs, essays, school choices and the money to pay for it all come bearing down on even the most emotionally healthy families.

“Parents receive the message that if their children are not well prepared, well balanced and high achieving, they will not get a desired spot in higher education. Even parents who wish to take a lower-key approach to child rearing fear slowing down when they perceive everyone else is on the fast track,” wrote Dr. Kenneth R. Ginsburg in “The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds,” a report released last month by the American Academy of Pediatrics.

Like Matthews, Ginsburg, in his report, more or less urges parents to seek balance when it comes to scheduling their kids' lives, planning their future.

Alexa Zigman likes that word, balance. The 17-year-old is sitting at a small table at Javanican, a comfy coffee shop on the corner of Cass Street and Grand Avenue in Pacific Beach. In the chair next to her is Kirk Avery, fellow Francis Parker High School senior, hunched over a copy of “The Princeton Review 2007.” They are here this afternoon to meet with Brian McElroy, the 26-year-old founder of McElroy Tutoring in San Diego. He graduated cum laude from Harvard in 2002; now he's helping other kids get into college.



JIM BAIRD / Union-Tribune

Brian McElroy (left) met with Kirk Avery at Javanican, a Pacific Beach coffee shop, to go over more information with the high school senior on the college application process.

Alexa, 17, says she senses the pressures her peers feel, but she can't buy into it. Just in case she's a little too laid back about the whole thing, her parents hired McElroy for a little motivation. Alexa says he's helped her identify what schools might feed her passion for photography, activism and a change from the Southern California lifestyle.

“My first choice is Evergreen State College,” she says. Her parents aren't pushing her to any particular school, and she will apply to more than just the Olympia, Wash., liberal arts institution. “I'll probably do nine or 10 schools.”

There will be UCLA, her father's alma mater, and several other UC campuses. In the end, she's pretty sure she'll get into one of the schools on her list.

Mariana, a student in the International Baccalaureate program at San Diego High School, seems to be keeping her cool, too.

“I'm confident,” she says.

Her eyes are on her prize: a degree in international relations. Her first-choice school is Richmond University in London. Second, UC Davis. Next are Cal State Chico, University of Tulsa and the newest state campus, UC Merced. And maybe UC Riverside and Humboldt State. And USC.

Elsa Delgado's eyes are on her daughter. They are full of emotion – pride, apprehension, love.

“She knows what she wants,” Elsa Delgado says, wistfully, thinking of being separated from her firstborn by a continent plus an ocean. “She has to learn to fly.”

She and Mariana are clutching pamphlets they've collected at the college fair, sponsored by CAL-Soap, the California Student Opportunity and Access Program. It's designed to serve students from

low-income families, those who would be the first in their families to attend college, from high schools or geographic areas with documented low eligibility or college participation rates.

Elsa Delgado, who came here from Mexico, says, "I don't understand the process. It makes me worry if I am well-informed enough to help her."

Matthews is not surprised.

"Even when you want to be more low-key, it's very difficult," she says, "because the pressure is ramping up, and you think, 'My child will be left in the dust.' Statistically, that's absurd. About 70 percent of schools take more than half of the kids who apply. The other thing to know is that most kids get into their first-or second-choice college – if they have reasonable expectations."

Still, that's not enough reassurance for some parents.

"They come to me asking, 'Are we involved in the right activities? How should we spend our summers? What schools should we be applying to?' They see other parents starting to panic."

They come through the door in sophomore year to improve their child's grades through subject tutoring, and for SAT and ACT test preparation. He charges \$195 an hour and meets with some students for 30 or 40 hours, others just three or four during application season. To be accessible to other families, he has a staff of tutors and consultants whose experience is not as in-depth but whose fees are lower. And he's attempting to find donors who would fund tutoring and consulting services for families who can't afford them.

"I would like to combat the stereotype that parents who come to college consulting are more controlling," McElroy says. "They come to me because they'd rather have me interacting with their kids."

"In the end, it's the student's decision as to where and how to apply," he says, "and I encourage my students to be self-sufficient and to fill out their applications independently. I do, however, provide guidance throughout the process, and I often act as an arbitrator between parents and students and reaching compromises between them, for example, when a kid says, 'OK, I'll apply to Stanford if you let me major in music.'"

He and Matthews are adamant that the goal should be more than just getting into college; it should be helping students get in the place that's the best fit. That school becomes the "best" school for your child. That's what the application process is all about.

"I tell them, 'Imagine yourself in college, an imaginary college that has all the things you want.' I tell them to make a list of all those things that matter to them. I tell them to do all this before any particular college comes to mind. Only when that list is made do we start looking. College is not about what you should be doing, but what you want to be doing."

Sometimes, the list the student compiles is not the list the parents have in mind. McElroy will explain the reason and stand by it.

"I try to stay neutral and keep the student's best interest in mind. I'm not afraid to tell the truth to parents if I think they're making the wrong decisions during the college application process," he says. "They don't have to follow my advice, but I'm certainly going to give it to them. That's what they're hiring me for."

Kirk will apply to Stanford, his father's alma mater, and to his mother's, USC. But his first choice is University of Virginia, and that application is in the mail. His parents are aware of his preference, and he's aware that he needs to have several options. So, he'll apply to Boston College, Vanderbilt, University of Pennsylvania and Southern Methodist University.

“The only thing I can do is put everything into my applications,” he says, glancing again at “The Princeton Review.”

He finishes his tea, plays with an empty potato chip bag.

“I'm going to go surfing in the morning before school,” he says, softly. “I haven't done much surfing lately.”

Find this article at:

<http://www.signonsandiego.com/news/features/20061111-9999-lz1c11anxiety.html>

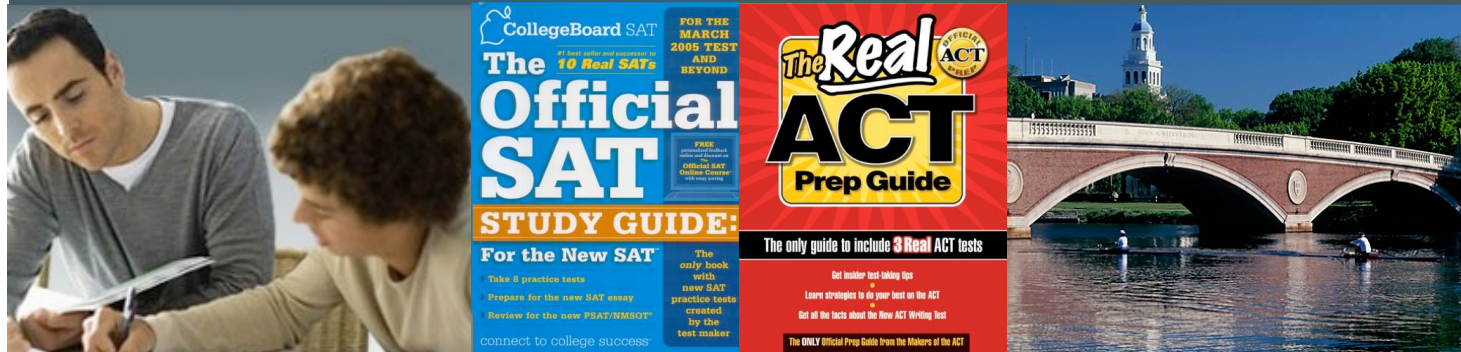


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Private Tutoring Packages- All Subjects

Junior Tutors

Package	Pay as you go	5 hours	10 hours	15 hours	20 hours	25 hours
Hourly Rate	50/hr	47/hr	45/hr	42/hr	40/hr	35/hr
Approximate Discount	0%	5%	10%	15%	20%	25%
Cost	Varies	\$235	\$450	\$630	\$800	\$875
You Save:		\$15	\$50	\$120	\$200	\$375

Senior Tutors (Average 3-5 years experience)

Package	Pay as you go	5 hours	10 hours	15 hours	20 hours	25 hours
Hourly Rate	75/hr	71/hr	67/hr	63/hr	59/hr	55/hr
Approximate Discount	0%	5%	10%	15%	20%	25%
Cost	Varies	\$355	\$670	\$945	\$1,180	\$1,375
You Save:		\$20	\$80	\$180	\$320	\$500

Master Tutors (Minimum 5+ years experience)

Package	Pay as you go	5 hours	10 hours	15 hours	20 hours	25 hours
Hourly Rate	100/hr	95/hr	90/hr	85/hr	80/hr	75/hr
Approximate Discount	0%	5%	10%	15%	20%	25%
Cost	Varies	\$475	\$900	\$1,275	\$1,600	\$1,875
You Save:		\$25	\$100	\$225	\$400	\$625

Executive Tutors (Average 10+ years experience)

Package	Pay as you go	5 hours	10 hours	15 hours	20 hours	25 hours
Hourly Rate	150/hr	142/hr	135/hr	127/hr	120/hr	112/hr
Approximate Discount	0%	5%	10%	15%	20%	25%
Cost	Varies	\$710	\$1,350	\$1,900	\$2,400	\$2,800
You Save:		\$40	\$150	\$350	\$600	\$950

Founding Tutors (Brian McElroy, Chris Guo)

Package	Pay as you go	5 hours	10 hours	15 hours	20 hours	25 hours
Hourly Rate	200/hr	190/hr	180/hr	170/hr	160/hr	150/hr
Approximate Discount	0%	5%	10%	15%	20%	25%
Cost	Varies	\$950	\$1,800	\$2,550	\$3,200	\$3,750
You Save:		\$50	\$200	\$450	\$800	\$1,250

College Admissions Consulting Packages

Executive Consultants (Brian McElroy, Gloria Sandrino)

Package	Pay as you go	Application Only	Senior Package	Junior Package	Sophomore Package	Freshman Package
Hourly Rate	200/hr	190/hr	180/hr	170/hr	160/hr	150/hr
Approx. Discount	0%	5%	10%	15%	20%	25%
Average Hours Per Week	unlimited	5	1	1	1	1
Hours Total	unlimited	20	40	80	120	160
Save		\$200	\$800	\$2,400	\$5,000	\$8,000
Cost	Varies	\$3,800	\$7,200	\$13,600	\$19,000	\$24,000

Master Consultants

Package	Pay as you go	Application Only	Senior Package	Junior Package	Sophomore Package	Freshman Package
Hourly Rate	150/hr	142/hr	135/hr	127/hr	120/hr	112/hr
Approx. Discount	0%	5%	10%	15%	20%	25%
Average Hours Per Week	unlimited	5	1	1	1	1
Hours Total	unlimited	20	40	80	120	160
Save		\$160	\$600	\$1,850	\$3,625	\$6,000
Cost	Varies	\$2,840	\$5,400	\$10,150	\$14,375	\$18,000

Senior Consultants

Package	Pay as you go	Application Only	Senior Package	Junior Package	Sophomore Package	Freshman Package
Hourly Rate	100/hr	95/hr	90/hr	85/hr	80/hr	75/hr
Approx. Discount	0%	5%	10%	15%	20%	25%
Average Hours Per Week	unlimited	5	1	1	1	1
Hours Total	unlimited	20	40	80	120	160
Save		\$100	\$400	\$1,200	\$2,400	\$4,000
Cost	Varies	\$1,900	\$3,600	\$6,800	\$9,600	\$12,000



McELROY TUTORING CLIENT AGREEMENT

Thank you for choosing McElroy Tutoring, Inc. We are proud of our tutors' success, and it is our goal to provide your student with an exceptional tutoring / college consulting experience. Feedback is always appreciated!

Client agrees to provide adult supervision for any tutoring session that is not conducted in our office or a public location during business hours. Client understands that although we do provide training and materials, and we are very thorough and selective when evaluating tutor applications, all tutors are independent contractors and thus ultimately responsible for their own performance. If you are unhappy with your first tutor, we will be happy to find you someone else. If you have any questions about your student's progress, you should always feel free to contact your tutor by phone or email. However, please keep in mind that your tutor has many other students and clients. We ask that you please limit any phone conversations with your tutor(s) to approximately five minutes in duration, and try to reserve other questions for the actual tutoring session. You can also call our office anytime (office hours 9 AM to 4 PM PST) and we will respond promptly to your inquiries.

Payment: Although we never require that you pay for more than one lesson at a time, lessons must be paid for at least 24 hours in advance. We accept Mastercard, Visa, PayPal, Google Checkout, and personal checks. If you prefer to pay by check, then you must purchase a minimum of 10 hours up-front. We also offer package discounts: for every 5 hours of tutoring you pay for in advance, you will receive approximately 5% off the total cost, all the way up to 25% off for 25 hours. Our tutors and consultants have varying hourly rates, but we will not raise anyone's rates without notifying you in advance. For inquiries as to a tutor's hourly rates or billing accuracy, please do not hesitate to call our office. If you ever discover an error in your billing, then we will be happy to adjust your account accordingly. All package deals are refundable; however, refund amount owed will be calculated at the tutor's standard rate. College consulting packages are not refundable, but the balance may be transferred to another consultant.

24-hour cancellation policy: Any lesson may be canceled or postponed, so long as the tutor is given 24 hours advance notice. However, if notice is not provided to the tutor at least 24 hours before the start of the lesson, client agrees to pay for full price of the scheduled lesson. We understand that this is a harsh penalty to pay if the absence is unavoidable, but this policy has proven to be necessary in order to protect our tutors. Younger students have a tendency to be unreliable, so it is the parent's responsibility to make sure the student arrives prepared and on time for each lesson. If the student cancels the lesson, we will consider this a cancellation. If the student is more than 30 minutes late to the lesson, we will also consider this a cancellation. We suggest keeping the tutor's cell phone number on hand, as the best way to contact tutors is directly by phone. The sooner you cancel, the sooner the tutor can try to fill that time slot and prevent losing his/her income for the day. Please keep in mind that our tutors can usually fill your time slot with another student if given sufficient notice. If you prefer, you may call our office to cancel during business hours.

Study Materials/Miscellaneous Charges: We are happy to provide any necessary books and materials for your student. All books/materials will be billed for at the current Amazon.com retail price. If you purchase a pre-paid package of 15 hours or more, then we will include your materials for free (up to a \$30 value). We are also happy to ship these books to your home address at no extra charge. Miscellaneous charges may include photocopy fees (20 cents per page) and/or diagnostic exam proctoring fees (\$20 per hour of testing).

Phone/email consultation charges: Brian McElroy is our CEO and Director of Tutoring/College Consulting. His consulting rate (consulting is defined as any business not conducted in person, such as email or phone conversations) is \$200 per hour, after the free 15-minute initial consultation. Please call Brian McElroy directly at 866-584-8886, extension 4, or email him at mcelroy@post.harvard.edu. If you would prefer that he respond by phone, please include a phone number in your email. Otherwise, he will respond via email and bill you for the time it takes him to respond. If you would like to put a cap on Brian's response time, please mention this in your email. If you choose to work with another one of our College Consultants, the same policies will apply at their respective hourly rates. Our office staff is also available during business hours to answer any other questions you may have, at no extra charge. You can email us at staff@mcelroytutoring.com, call us toll-free at 1-866-584-8886, or call us locally at 858-273-8886.

STUDENT NAME

CLIENT NAME

DATE

CLIENT'S SIGNATURE

Please sign and date this contract and keep the enclosed copy for your records. Please mail the original to McElroy Tutoring or fax it to us at (866) 584-8886. Thank you.

McElroy Tutoring – Tutor Rating Form

Student Name: _____

Tutor Name: _____

ABOUT THIS FORM: We encourage all of our students to fill out these Tutor Rating Forms, because they help your tutor to learn how to improve his/her performance. If your tutor has done a great job, please tell us about it--the more positive ratings our tutors receive from you, the more they will succeed with our company! Please feel free to be honest--we respect the privacy of our clients, and absolutely no student names will be publicly included alongside any of these ratings or comments.

Please Rate your Tutor from 1 (worst) to 5 (best) in the following 5 categories, and circle your responses. In order to receive your \$5 credit toward tutoring, you must either fill out this form online, or send a signed paper version to our office (see mailing address below).

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1 1.5 2 2.5 3 3.5 4 4.5 5

COMMUNICATION SKILLS:

1 1.5 2 2.5 3 3.5 4 4.5 5

PUNCTUALITY / PREPAREDNESS:

1 1.5 2 2.5 3 3.5 4 4.5 5

ADAPTABILITY:

1 1.5 2 2.5 3 3.5 4 4.5 5

ATTITUDE:

1 1.5 2 2.5 3 3.5 4 4.5 5

Free Response (strongly encouraged--this helps your tutor immensely): What do you like about your tutor? Is there anything that your tutor could do better? Are you happy with the way your lessons are progressing?

Student Signature: _____

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STUDENTS: You may fill out one of these "Tutor Rating" forms after each lesson with your tutor. For every form you successfully complete, you will receive a \$5 credit toward the cost of your next lesson. Or save up your credits over time and earn a free lesson!