



**Observer**

# **Editorial Comments**

*"I may disapprove of what you say, but I will defend to the death your right to say it." —Voltaire*

## **Pre-College Testing Unfair**

BY BARBARA BAETZ

After working four long, hard years in high school, a three-hour test is all it may take to make or break a student when it comes to college admissions.

Because colleges are open to students from all over the country, it's impossible for each college to know each high school's reputation, so most require prospective students to take a pre-college test.

The pre-college tests that concern most DHS students are the American College Test (ACT), Scholastic Aptitude Test (SAT), and the Achievement Tests. The ACT and Achievement Tests are used for placement while the SAT is used to verify high school records.

With all the importance placed on the tests, the test system as it is now leaves much to be desired. In the first place, the tests are given on Saturdays so the students are already tired out from the past week of school. The material in the tests is dull and the reading selections are just plain boring so this makes it even more of a chore to read them.

Pressure builds up because the tests are timed so students hurry along, sometimes answering two or three questions a minute. The answers are multiple choice or, in many cases, multiple guess.

In applying to more than one college, a student may find that one requires the SAT while the other requires the ACT. Instead of different colleges requiring different tests, there should be one test accepted by all. This should be given during a school day early in the week instead of on a Saturday.

Material on the test should be more practical. If a student doesn't know the opposite of placate, for example, or the square root of 2,209, does it mean he isn't of college caliber? Or does it simply mean he hasn't been exposed to a word that isn't used much or a math problem that would probably never come up any way.

Students go to college to learn, so if the purpose of a pre-college test is to see if a student will make it in college or how he will fit in, it should measure his ability and potential--not how many little-known facts he knows.

## CORRECTION FORM

LAST NAME	FIRST NAME	M.I.
GUINN	STANLEY	W

SEX	BIRTH DATE	
	MONTH	DAY
M	06	09

REGISTRATION NUMBER	
0758587	
DEC 70	230765
TEST DATE	SCHOOL CODE

SCHOOL NAME, CITY, AND STATE
DEARBORN HIGH SCHOOL
DEARBORN MI 48124
<del>GUINNS</del>

Information above was obtained from your Registration Form. If there are any errors, print the correct information beneath the incorrect item. PLEASE SEE THE REVERSE SIDE OF THIS CORRECTION FORM FOR FURTHER INSTRUCTIONS.

## ADMISSION TICKET COLLEGE ENTRANCE EXAMINATION BOARD

CENTER NUMBER	TEST DATE	DAY	REGISTRATION NUMBER	TESTS REGISTERED
6565	DEC 05 70	SATUR	0758587	X

SAT.	ACH.	LISTENING READING
		SEE REVERSE SIDE

TEST CENTER NAME AND ADDRESS
DEARBORN HS-19501 OUTER DRIVE DEARBORN-MICHIGAN

\*If asterisk appears in box at right, it was impossible to assign you to center requested.

SCORE REPORTING CODES
R1631 R1836
R3514 R
R R

Please see reverse side of attached Transcript Request Form for information.

REPORTING TIMES: 8:30 a. m. and 1:30 p.m.
STANLEY W. GUINN
417 N BRADY RD
DEARBORN MI 48124

In any further correspondence with the College Board specify name of test date of test your Registration Number your name as shown above and your birth date.

## CORRECTION FORM

LAST NAME	FIRST NAME	M.I.
GUINN	STANLEY	W

SEX	BIRTH DATE	
	MONTH	DAY
M	06	09

REGISTRATION NUMBER	
4100540	
MAR 71	230765
TEST DATE	SCHOOL CODE

SCHOOL NAME, CITY, AND STATE
DEARBORN HIGH SCHOOL
DEARBORN MI 48124
GUINSA

Information above was obtained from your Registration Form. If there are any errors, print the correct information beneath the incorrect item. PLEASE SEE THE REVERSE SIDE OF THIS CORRECTION FORM FOR FURTHER INSTRUCTIONS.

## ADMISSION TICKET COLLEGE ENTRANCE EXAMINATION BOARD

CENTER NUMBER	TEST DATE	DAY	REGISTRATION NUMBER	TESTS REGISTERED		
6565	MAR 06 71	SATUR	4100540		X	
				SAT.	ACH.	LISTENING READING
				SEE REVERSE SIDE		

TEST CENTER NAME AND ADDRESS
DEARBORN HS-19501 OUTER DRIVE DEARBORN-MICHIGAN

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R 1631 R 1836
R 3514 R
R R

Please see reverse side of attached Transcript Request Form for information.

REPORTING TIMES: 8:30 a. m. and 1:30 p. m.
STANLEY W. GUINN
417 N BRADY RD
DEARBORN MI 48124

In any further correspondence with the College Board, specify name of test date of test, your Registration Number, your name as shown above, and your birth date.

**PRIOR TO THE TEST DATE:** Obtain from your school the College Board booklet(s) describing the test(s) you are to take and become familiar with the contents.

**ON THE TEST DATE:**

- Report to the Test Center listed on the reverse side of this ticket at:

**(NO ONE WILL BE ADMITTED AFTER A TEST HAS BEGUN!)**

8:30 A.M. for Scholastic Aptitude Test, and in May, for Achievement Tests  
1:30 P.M. for Achievement Tests except in May

Amer. Hist. & Soc. Stu. Biology Chemistry English Composition Mathematics Level I Physics	} offered -	December	} Reading: French	} offered - January				
		January			} German	} offered - May outside U.S. and		
		March					} Spanish	} Puerto Rico <u>ONLY</u>
		May						
		July						
December	} Listening-Reading:	} offered - May in U.S. and						
January			} French	} Russian				
May					} German	} Spanish		
January							} Italian	
May								

Mathematics Level II	offered -	December	Reading: Hebrew	offered -	January
		January			
		May			

Eur. Hist. & World Cult. Latin Reading Literature	} offered -	January
		May

**MAY ACHIEVEMENT TESTS:** One of the codes at the right will be shown under "TESTS REGISTERED" on the reverse side to indicate the listening-reading foreign language test you designated on your Registration Form.

FR = French  
GM = German  
IT = Italian  
RN = Russian  
SP = Spanish

- Bring your Admission Ticket with the attached Correction Form and some form of positive identification to the Test Center.
- Bring a mechanical pencil with soft lead and a good eraser, or 3 or 4 sharpened #2 pencils with erasers. **NO PENCILS WILL BE SUPPLIED.**
- You will be expected to have determined in advance if daylight saving time is observed on the test date in the city where you will be tested.
- Closing times: Approximately 12:30 p.m. for the morning session  
Approximately 5:45 p.m. for the afternoon session



Because of space limitations, letters may be missing from the end of your first or last name. Do NOT add the missing letters to your Correction Form. Also, it is not possible to have "Jr." or "III" added to your name.

The school identified on this Correction Form has the code number you provided on your Registration Form. If this is NOT your school, or if the information is MISSING, print the name, city, and state of your school in the spaces provided, so that your scores will be sent to your school, and through the school, to you.

**IMPORTANT:** If corrections are required on this form, submit the completed Correction Form to the Test Center supervisor on the test date.

## College Board Scholastic Aptitude Test and Achievement Tests



### SCORE REPORTING CODES:

The score reporting code numbers printed on your Admission Ticket are those for the colleges and scholarship programs (maximum of six) specified on your Registration Form. Although lack of space prevents printing more than six codes on your Admission Ticket, your scores WILL be reported to ALL institutions you designated when you registered. If you designated a college or scholarship program not listed in the Bulletin, the correct code number supplied by the College Board Office has been printed on your Admission Ticket.

VERIFY the accuracy of the printed codes by comparing them with the list of institutions and their code numbers on the gray-bordered pages in the Bulletin. If you find you have entered an incorrect code number, enter the correct college or scholarship program code number on this Transcript Request Form and submit it with the proper fee (see other side for mailing instructions). Do NOT explain which code is incorrect since it is impossible to delete codes after the registration deadline.

### TRANSCRIPT REQUEST FORM:

This Transcript Request Form provides an efficient means for you to name additional score report recipients not designated on your Registration Form. Do NOT use this Transcript Request Form to rename the score recipients listed on your Admission Ticket.

Since all necessary identifying information is preprinted on the front of this form, you need only:

- Enter the correct score report code numbers and names of the institutions desired, or the names and addresses (city and state) of these institutions.
- Determine the proper fee (see reverse side).
- Mail your completed form and fee to the College Board office address provided on the reverse side.

Please do not send a letter with this Transcript Request Form, since a letter will only delay the processing of your form.

# TRANSCRIPT REQUEST FORM

LAST NAME	FIRST NAME	M.I.

SEX	BIRTH DATE	
	MONTH	DAY

REGISTRATION NUMBER	
TEST DATE	SCHOOL CODE

Information above was obtained from your Registration Form. If you submitted your Correction Form to the test center supervisor with any errors corrected, print the same correct information beneath the incorrect item on THIS form.

YOUR PRESENT GRADE LEVEL:

High School

Other

FOR ETS USE ONLY

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DO NOT WRITE IN THIS SPACE



Use this form if you want your College Board scores (Scholastic Aptitude Test, Achievement Tests) sent to colleges and scholarship programs NOT previously requested. To avoid delay in having your scores reported, do not send a letter with this form.

See the gray-bordered pages in the BULLETIN for code numbers. If the college or scholarship program is not listed, print its full name and the city and state in which it is located.

CODE					COLLEGE OR SCHOLARSHIP PROGRAM

## FEEES

NUMBER OF SCORE RECIPIENTS: \_\_\_\_\_ X \$1 = \$ \_\_\_\_\_

DO NOT SEND CASH OR STAMPS  
Make check or money order payable to:  
"CEEB"

SERVICE FEE = \$ 1.00

ENCLOSE THIS AMOUNT: \$ \_\_\_\_\_

Mail this COMPLETED form and fee to:





College Entrance Examination Board  
Box 592, Princeton, New Jersey 08540

BEFORE MAILING THIS FORM, BE CERTAIN TO DETACH & RETAIN YOUR ADMISSION TICKET.

# YOUR COLLEGE BOARD SCORES



## SCHOLASTIC APTITUDE TEST ACHIEVEMENT TESTS

LAST <b>GUINN</b>		FIRST <b>STANLEY W</b>	M.I. 			
SCHOLASTIC APTITUDE VERBAL	MATH	TEST DATE	ACH 1	ACH 2	ACH 3	GRADE
						<b>12</b>
SCHOLASTIC APTITUDE VERBAL	MATH	GRADE	ACH 1	ACH 2	ACH 3	GRADE

WBRD00V UCD-CHMAY 1965-1968

COLLEGE ENTRANCE EXAMINATION BOARD

STUDENT SCORE LABEL

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*The Scholastic Aptitude Test and Achievement Tests are offered by the College Entrance Examination Board, a nonprofit membership organization that provides tests and other educational services for schools and colleges. The membership is composed of colleges, schools, school systems, and education associations. Representatives of the members serve on committees that consider the Board's programs and participate in the determination of its policies and activities.*

*This booklet is prepared and produced annually for the College Entrance Examination Board by Educational Testing Service.*



## To the student

On the cover are your scores on the College Entrance Examination Board's Scholastic Aptitude Test (SAT) and any Achievement Tests you may have taken. This booklet will give you some facts about College Board test scores, how colleges make use of them, and how you can use them in making plans for education beyond high school. The booklet contains tables that show how your test scores can be compared with scores of other students, a list of special terms that you need to understand when you are planning for college, and a list of sources of information about colleges and financial aid.

The colleges and scholarship programs you listed when you registered for the tests already should have received the scores that appear on your score label. If there are additional colleges or scholarship programs that should receive your scores, use the Transcript Request Form that came with your admission ticket. This form also is included in the *Bulletin of Information, College Board Admissions Tests, 1970-71: Scholastic Aptitude Test, Achievement Tests* and is available in most school guidance offices.

If scores from earlier tests do not appear on your score label, you can have them reported to colleges and scholarship programs by following the instructions in the *Bulletin of Information* under "How Scores Are Reported." Do not submit a Transcript Request Form for this purpose. Scores on the Preliminary Scholastic Aptitude Test (PSAT) are not

included on the score label and are not reported to colleges because they are not intended to be used by colleges for admissions purposes.

Save your score label and this booklet; you may need them for future reference.

## The meaning of your SAT and Achievement Test scores

Scores on both the SAT and Achievement Tests are reported on a scale of 200-800. You have received two scores on the SAT—one for the verbal sections and one for the mathematical sections—and scores for the Achievement Tests you have taken. While the questions change each time the tests are given, the meaning of a score remains the same regardless of the difficulty of a particular edition of a test or the ability of the other students tested on the same date. There are no passing or failing scores on these tests. Your scores may be considered high or low only in comparison with those of other students of your sex and grade level.

The chances are about two out of three that your SAT scores are within 30 points above or below the scores you would receive if it were possible to measure your academic abilities with absolute precision. Therefore, think of each of your SAT scores as a range rather than a specific point on the scale. If one of your scores is 480, for example, think

of it as a range from 450 to 510. If you think of your scores as ranges, you will realize that small differences between your scores and someone else's do not necessarily indicate real differences in ability. Your Achievement Test scores should also be thought of in terms of ranges.

There are some additional facts peculiar to Achievement Test scores. The first one deals with the mathematics and foreign language tests. These subjects are studied by different students for varying numbers of years. The scores earned on these Achievement Tests, however, are not adjusted to reflect such differences. For example, a student in his third year of French takes the same test as a student in his fourth year of French, and his score is reported without adjustment. However, colleges are sent information so that they can interpret these scores in terms of the number of years a student has studied the subject. Thus, a college would not expect as high a score from a third-year student as from a fourth-year student. Secondly, you cannot assume that students who earn the same score on two different Achievement Tests know exactly as much about the two different subjects. Scores on the Achievement Tests (with the exception of the Greek Test) are reported on a 200-800 score scale. The scale for any one Achievement Test therefore looks the same as the scale for the SAT and for other Achievement Tests. A score of 400 on the English Composition Test, however, does not mean that the student who earned it knows exactly as much about writing as a student with a score of 400 on the

Chemistry Test knows about chemistry. Comparing achievement in writing with achievement in a science or with aptitude as shown on the SAT is much like comparing apples, oranges, and pine cones.

Scores on the various Achievement Tests are comparable in a limited sense because the score scale for each test is partly determined by the ability (indicated by SAT scores) of the students who choose to take that particular test. For example, students who take the Physics Test tend as a group to score higher on the SAT than students who take the Biology Test. This fact is taken into account when the score scale is adapted for the Physics Test. The scaling procedure makes it possible for colleges to make fair comparisons of SAT scores with Achievement scores, as well as fair comparisons of scores on different Achievement Tests submitted by their applicants. What it means for you is that you will not be put to a disadvantage if you choose to take an Achievement Test that is usually taken by one of the abler groups of students.

### **How your SAT scores compare with the scores of other students**

You can use the tables in this booklet to find where your scores place you among large groups of students. The scores of two different groups of juniors and two different

groups of seniors are treated in Tables A and B on pages 6 and 7. These groups are:

- all high school juniors and seniors in the country
- all juniors and seniors who took the SAT in 1969-70.

Because all secondary school students do not take the SAT, a study was conducted so that estimates could be made of the SAT scores all juniors and seniors *would* receive *if* they took the SAT. Students who do not plan to attend college are included in these groups. These scores are in the first columns of Tables A and B.

The information for juniors and seniors who took the SAT is based on actual scores earned by students tested in 1969-70. The second columns of Tables A and B contain this information. Tables A and B are further broken down by sex; A1 and B1 show scores for boys and A2 and B2 show scores for girls.

The range of SAT scores is divided into fifths, and the top fifth is further divided into tenths. This is because of the wide range of scores earned by the top fifth of the students. By locating your scores on the scale in either Table A or B, you can find which fifth of each group includes students with scores the same as yours.

For example, Jim, a junior, received an SAT-verbal score of 410. He looked at the columns for SAT-verbal in Table A1 and saw that a score of 410 placed him in the second fifth of all junior boys in the country and in the fourth fifth of juniors who took the SAT last year. In another example, Helen, a senior, received an SAT-mathe-

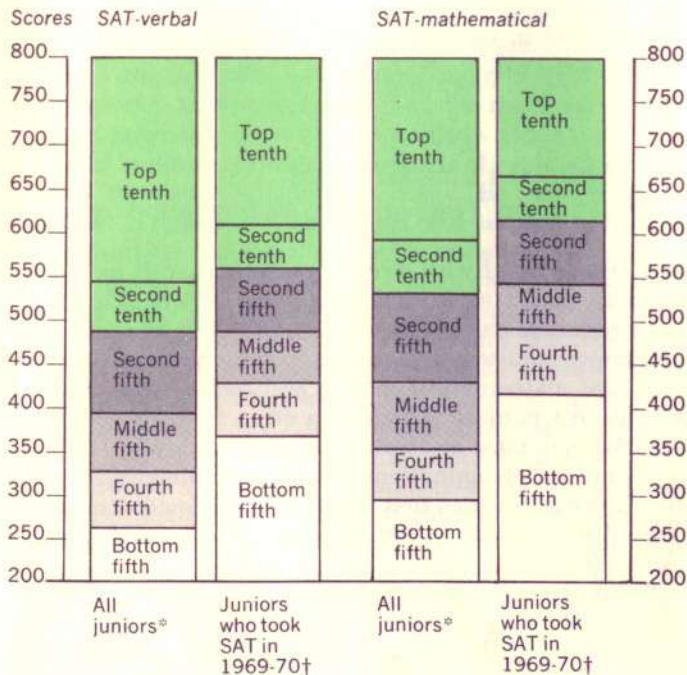
matical score of 510. She looked at the columns for SAT-mathematical in Table B2 and saw that a score of 510 places her in the second tenth of all senior girls in the country and in the second fifth of senior girls who took the SAT last year.

## How colleges use SAT and Achievement Test scores in admissions

Any college faced with more applicants than it has room for must admit some and turn down others. Thirty or forty years ago this problem could be solved by relying on admissions requirements, such as so many years of English, Greek, or mathematics, or such and such a level of competence in a subject. There were often as many places in the freshman class as there were applicants who met the requirements. Examinations or tests were sometimes used, but the intention was that a student was demonstrating a level of preparation rather than competing against other applicants.

Today the situation has changed, and at many—though by no means all—colleges applicants have to compete with one another for the available places. Colleges handle this competition in various ways. Some arrange for all applicants to run the same race, and grant admission to those who come out highest on certain quantitative criteria, such

Table A1. SAT scores of junior boys

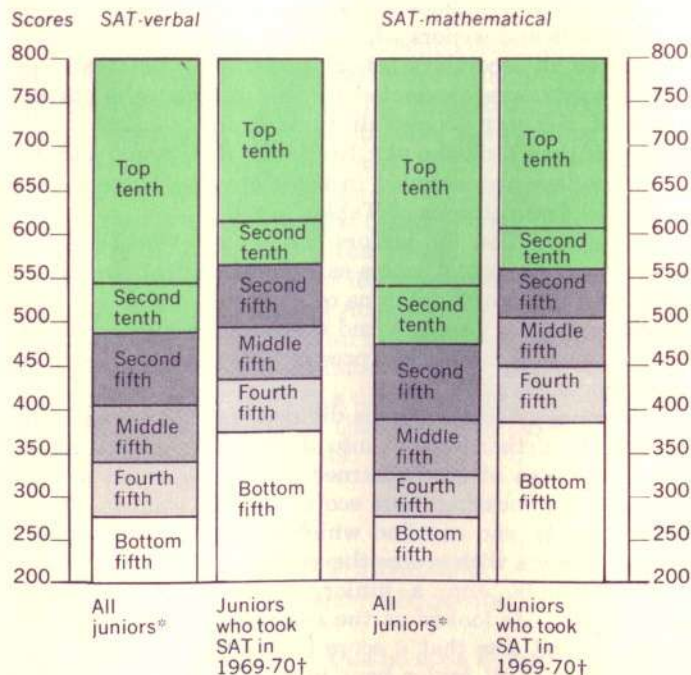


\* Estimates based on a study of national sample

† Actual data

Color tinted areas indicate top fifth

Table A2. SAT scores of junior girls

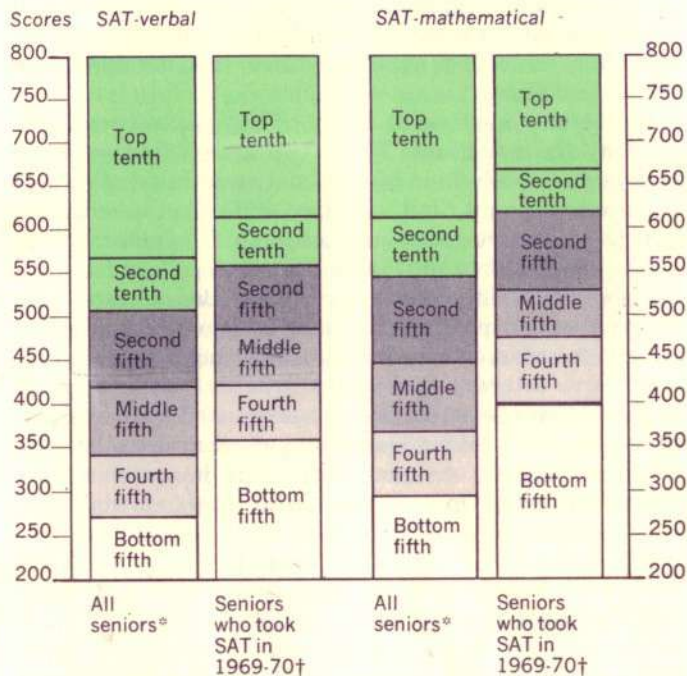


\* Estimates based on a study of national sample

† Actual data

Color tinted areas indicate top fifth

Table B1. SAT scores of senior boys

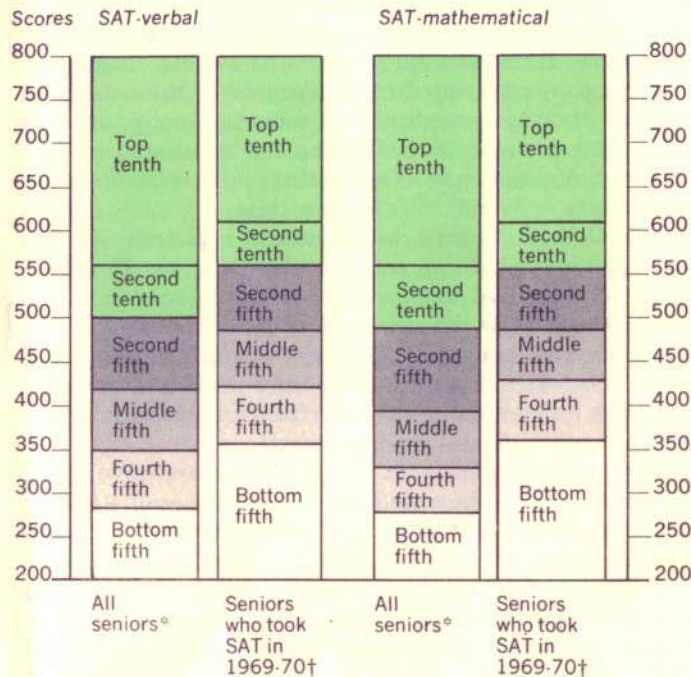


\*Estimates based on a study of national sample

†Actual data

Color tinted areas indicate top fifth

Table B2. SAT scores of senior girls



\*Estimates based on a study of national sample

†Actual data

Color tinted areas indicate top fifth

as high school averages and test scores. This method is used by many publicly-supported institutions. Others, including many selective private colleges and universities, place applicants in categories such as the state or region they come from, special interests or talents they have, whether they are related to an alumnus of the college, or whether they are members of a minority group, and use different guidelines for evaluating the applicants in each category. A major reason for treating applicants differently is to insure a diversified freshman class.

The College Board's tests enter the picture for two reasons. First, what they measure about a student has been found to be related to his ability to do college work. The test scores add to the accuracy of predictions of college grades that are made on the basis of the high school record alone. The other reason is that they provide a common yardstick for comparing students from schools with widely different teaching and grading standards.

Hundreds of colleges in the last 15 years have made studies to find out how well the college grades of students can be predicted on the basis of such information as high school grades or rank in class, the recommendation of principal or guidance counselor, interview ratings, and Scholastic Aptitude and Achievement Test scores. The findings are these: (1) College grades cannot be predicted with perfect accuracy, but they can be predicted with enough accuracy to make the predictions useful. (2) High school grades *usually* tell more about what college grades

will be like than do test scores alone. (3) College grades are predicted with greatest success when high school rank and test scores are combined. (4) How much both SAT and Achievement Test scores contribute to the accuracy of the prediction of college grades varies considerably from college to college.

Admissions practices at many colleges have been influenced by these findings. This is one reason that so many colleges take both your high school record and your test scores into account, and why they differ in the emphasis they place on test scores and other kinds of information.

It is important to remember that each college to which you apply may interpret your College Board scores in a different way, depending on which category of applicants you are considered to be in; who the other applicants are in the same category, and how many there are; how much emphasis the college places on academic ability in evaluating applicants in this category; and whether test scores are considered of less, or equal, or of more importance than high school achievement in evaluating academic ability.

### How you can use your SAT and Achievement Test scores

You most likely took the SAT and Achievement Tests as part of the process of applying to college, and therefore will be interested in what they mean about gaining admis-

sion to various colleges. There are three important factors for you to keep in mind as you speculate about your chances of getting into particular colleges. One is that different colleges admit freshman classes with very different scores on the SAT. Another is that the scores of students who enter almost any college are spread over a large range. The third is that practically all colleges consider the school record (subjects taken, grades earned, and class rank) along with test scores, and at most colleges the high school record has greater influence.

With these facts in mind, you can examine various sources of information about colleges, get a general idea of the SAT scores and high school records of students at these colleges, and compare your qualifications with theirs. A list of some publications that contain such information appears at the end of this booklet.

One of the most complete source books of this type is *The College Handbook*, published in the fall of 1969 by the College Entrance Examination Board. A copy is available in your school guidance counselor's office, but if you want you can purchase your own copy from the College Board for \$4.75. In addition to descriptive information about more than 800 colleges that are members of the College Board, the *Handbook* contains tables that describe applicants to a college, students accepted for admission, and students who enrolled, in terms of test scores and high school grade average or class rank. Some colleges also include a kind of table that enables you, by using your test

scores and school record in combination, to forecast how well you are likely to succeed as a freshman at those particular colleges. The following examples illustrate how you can use some of these tables.

Table C shows the number of applicants who applied to a four-year liberal arts college with various SAT scores, and how many were admitted in each category. An applicant with an SAT-verbal score of 360 and an SAT-mathematical score of 420 would locate his scores in the left-hand column and then look across to the SAT-verbal and SAT mathematical columns to see how many students applied and were accepted with scores similar to his. His verbal score puts him in the 300-399 group and his mathematical score puts him in the 400-499 group. Of 456 students who applied with a similar verbal score, 184 were accepted, and of 607 who applied with a similar mathematical score, 399 were accepted.

Table D shows the SAT scores of enrolled freshmen at a four-year, state-supported university with a total enrollment of 7,000 students. A female applicant with an SAT-verbal score of 640 and an SAT-mathematical score of 500 would locate her scores in the left-hand column and then look across to the SAT-verbal and SAT-mathematical columns for women to see how many female freshmen enrolled with scores comparable to her own. She would find that 147 out of 809 women who enrolled had verbal

scores similar to hers, and 401 out of 809 women who enrolled had mathematical scores similar to hers.

Tables E and F also give information about students who have applied and been accepted for admission at college, and students who actually have enrolled in college. In these tables the students are compared by high school class rank instead of by SAT scores.

Table E describes applicants at a four-year, private, denominational university in the Southwest, and Table F

Table C. SAT scores of men and women applicants for admission

Score intervals	SAT	
	SAT-V	SAT-M
700-800... Applied	1	3
Accepted	1	3
600-699... Applied	41	73
Accepted	38	70
500-599... Applied	218	446
Accepted	186	361
400-499... Applied	659	607
Accepted	493	399
300-399... Applied	456	260
Accepted	184	68
200-299... Applied	57	43
Accepted	8	9
Total... Applied	1,432	1,432
Accepted	910	910

Table D. SAT scores of enrolled freshmen

Score intervals	Men		Women	
	SAT-V	SAT-M	SAT-V	SAT-M
700-800	16	61	22	16
600-699	141	316	147	161
500-599	384	397	352	401
400-499	283	98	247	201
300-399	54	6	41	30
200-299	0	0	0	0
Not available	6	6	0	0
Total	884	884	809	809



describes enrolled freshmen at a four-year, private, denominational college for women in the North Central states.

Achievement Test scores are also used by many colleges in evaluating applicants for admission. Some colleges also publish tables of Achievement Test scores in *The College Handbook* so you can compare your Achievement Test scores with those of a college's applicants, those who were accepted for admission, and those who enrolled. Some colleges that require applicants to take Achievement Tests

use the scores to place students who later enroll in the college in courses that best fit their stage of preparation.

### Should you repeat the SAT or an Achievement Test?

If you are in your junior or early senior year, you may be wondering whether or not to take a College Board test

Table E. School class rank of applicants for admission

Class rank in quarters	Men and Women (from all schools)	
	Men	Women
1	Applied	624
	Accepted	614
2	Applied	377
	Accepted	339
3	Applied	222
	Accepted	150
4	Applied	67
	Accepted	18
Not available:	Applied	49
	Accepted	9
Total	Applied	1,339
	Accepted	1,130

Table F. School class rank of enrolled freshmen

Class rank in fifths	Women (from public schools) (from private schools)	
	Public	Private
1	61	43
2	22	22
3	8	15
4	2	4
5	0	5
Not available	1	1
Total	94	90

again. There are a few instances when it is either reasonable or necessary to do so—for example, if you and your counselor think your scores are inconsistent with other evidence of your academic ability or if a college to which you are applying explicitly requests later test scores. Unless you have such a reason, there is no point in repeating a test. Most candidates do not take any test more than once.

If you are a junior, you may be interested in estimating how your scores will compare with those of other seniors if you repeat a test in your senior year. Approximately 65 percent of all students who take the SAT a second time find that their scores increase, and about 35 percent find that their scores decrease. Both increases and decreases are usually small, and only a small percentage of students obtain significantly higher or lower scores when they repeat a test in the senior year. The average score change is a small increase, but changes as small as the average will not affect anyone's standing or chances for admission to college. Therefore, it is best to consider your junior-year scores as rough approximations of your probable senior-year scores.

Studies show that SAT scores obtained in the junior year are generally as good as senior-year scores in estimating what college grades will be. Consequently, most colleges and scholarship programs accept junior-year scores to satisfy their SAT requirement.

If you take the SAT more than once, remember that the

colleges to which you apply will have to decide which of your scores to use in comparing you fairly with other applicants. College practices vary in this respect; some use the most recent scores, others use the highest scores, and others average all the scores a student earned in several tries.

### Should you have special preparation for the SAT?

Since the abilities measured by the SAT are generally developed over a long period of time, a few months of coaching—whether it is vocabulary drill, memorizing facts, or practice in taking tests—can do little to improve your scores. Research studies about the effects of coaching for the SAT have demonstrated that “intensive drill for the SAT, either on its verbal or its mathematical part, is at best likely to yield insignificant increases in scores.”<sup>1</sup> This conclusion applies to students who are taking the test for the first time as well as those who are repeating it.

As you know, test scores represent an estimate of your abilities, based on a measurement that can only sample

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1. Statement made by the College Board trustees after a careful review of seven research studies conducted over 10 years.

your knowledge and skills. Thus, test scores will change from time to time—partly because you change and partly because of the variations inherent in any such measurement process. However, score changes occur in about the same degree whether or not you have had any special coaching.

The College Board strongly recommends that students not invest time and money on special drilling or coaching programs in the hope of improving their test scores. Time spent in general reading and on school assignments will prove at least as beneficial in preparing for the SAT and far more beneficial in your preparation for college work.

## Terms you need to know when applying to college

### Admissions

*Advanced placement:* “Advanced placement” refers to the practice of a college’s placing a freshman in an advanced course in a certain subject on the basis of evidence that in high school he completed the equivalent of the college’s freshman course in that subject. In some cases, the college also grants academic credit for the college-level work completed in secondary school. Usually the college requires the student to demonstrate his advanced attain-

ment by taking an appropriate examination, such as an Advanced Placement Examination of the College Board.

*Candidates Reply Date Agreement:* Under this agreement, a college will not require any candidate admitted as a freshman to give notice before May 1 of his decision to attend the institution or to accept financial aid from it. The purpose of the Candidates Reply Date Agreement is to make sure that candidates may hear from all colleges or universities to which they have applied before they need to commit themselves to one institution.

*Class rank:* Class rank is the approximate position occupied by a student in his high school class, based on grade-point average (see definition below). It is often stated in fifths. For example, a student who ranked fifteenth in a class of 100 students would be in the top fifth of his class. School counselors generally give students an approximate indication of where they rank academically in their graduating class.

*College calendars:* Under different calendar systems a college’s academic year may be divided into shorter or longer terms of study as follows:

**Semester:** two equal terms from September to June.

**Trimester:** three equal terms from September to June.

**Quarter:** four equal terms from September to the next September. Often under this system a student completes “a year” of college by attending three of the four terms.

4-1-4: three terms: first a 4-month term, next a 1-month term (sometimes called "interim"), then a 4-month term. The shorter term is often used for special study projects or independent study.

*Early decision:* Early decision plans are offered for candidates who are sure of the college they will attend if they are admitted and who are likely to be accepted by that college. An early decision application is initiated by the student, and he is notified of the college's decision earlier than its normal notification date, usually by December 1 of his senior year.

*Grade-point average:* A student's high school grade-point average is the average of all the grades he has earned in high school. To figure grade-point averages, schools that give letter grades usually convert them to numbers by using this scale: A = 4, B = 3, C = 2, D = 1, F = 0.

*Rolling admissions:* Colleges that use a rolling admissions system generally give an admissions decision as soon as possible after a student's application is complete. Thus, a candidate may be notified by one of these colleges well in advance of being notified by any of the colleges that do not follow a rolling admissions policy.

## Financial aid

*College Scholarship Service (CSS):* An activity of the College Board whose major service is to provide colleges with an estimate of the amount of money an applicant's

family might reasonably be expected to contribute toward his college expenses, based on information that the family has given about its income and financial assets. Such an estimate is used by a college or other source of financial aid in determining how much aid a given applicant needs in order to meet the full costs of attending a particular college.

*College Work-Study Program:* A government-sponsored employment program directed primarily to students from low-income families, the College Work-Study Program supplies part-time jobs on and off the campus. A participant may work up to 15 hours a week while he is attending college classes, and up to 40 hours a week during vacation periods. To take part in this program, a student must be enrolled and in good standing, or must be accepted for enrollment as a full-time student at a college that participates in the program.

*Educational Opportunity Grants Program:* This is a federal program of direct awards to undergraduate students who have exceptional financial need. Eligible students who are accepted for enrollment on a full-time basis or who are currently enrolled in good standing may receive an Educational Opportunity Grant for each year of their college education.

*Guaranteed Loan Program:* This program is designed to ease the burden of middle- and upper-income families who would not normally qualify for financial assistance. Under this program, a student borrows directly from a bank or

other financial institution.

*National Defense Student Loan Program:* Most colleges in the United States take part in the National Defense Student Loan Program. High school graduates who have been accepted by colleges and college students enrolled on at least a half-time basis are eligible for loans under this program if they need help.

*Parents' Confidential Statement (PCS):* The PCS is a financial information form to be completed by the parents of students applying for financial aid to attend college. Many colleges require high school students who apply for financial aid to submit the PCS. The amount of a student's financial need is determined partly on the basis of this statement. The PCS is made available by the College Scholarship Service of the College Board.

## Sources of information about colleges and financial aid

Many of these books and booklets are probably in your school's library or guidance office.

### General college information

*Admissions and Financial Aid Requirements and Procedures at College Board Member Colleges: For Students Planning to Enter College in the Fall of 1971.* New York:

College Entrance Examination Board, 1970, \$1. An annual summary of the basic test requirements, preferred test dates, and admissions and financial aid application deadlines of 870 member colleges of the College Board. Also given are the dates colleges notify candidates about admission and financial aid and candidates' reply requirements. Copies are sent each spring to school guidance offices.

*The College Handbook.* 1969 edition. New York: College Entrance Examination Board, 1969, \$4.75. Descriptions of 832 colleges that are members of the College Entrance Examination Board. Statements are compiled by each college and include information about location and size, requirements for admission, closing application dates, test requirements, curriculums, college life, cost of attendance, educational objectives, and financial aid programs. Both the basic general facts about the colleges and descriptions of specific college characteristics are given. In addition, the *Handbook* includes an Introduction designed to provide some guidelines for choosing a college and to help students interpret the college descriptions; a listing by state of 2,700 institutions that offer college-level programs; an annotated bibliography of educational and vocational publications; a list of more than 150 major fields of study available to students in this country.

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Gleazer, Edmund J. Jr., ed., *American Junior Colleges*. 7th edition. Washington, D. C.: American Council on Education, 1967, \$14. Information is given about 751 recognized, nonprofit junior colleges in the United States, the Canal Zone, and Puerto Rico. Each college description includes full information on graduation requirements, enrollment, calendar, staff, student aid, graduates, campus facilities, student life, and admissions requirements. One appendix lists the curriculums offered by junior colleges.

Singletery, Otis A., ed., *American Universities and Colleges*. 10th edition. Washington, D. C.: American Council on Education, 1968, \$22. This comprehensive directory gives prospective students extensive and accurate descriptions of all colleges and universities recognized by regional accrediting agencies. It describes 1,291 educational institutions in terms of enrollment, fees, degrees offered, student aid, and admissions requirements for entering freshmen. Aspects of student life and the college community are described, including social and cultural opportunities available, percent of students who join fraternities and sororities, and the extent and nature of affiliation with religious organizations.

#### Financial aid information

American Legion Education and Scholarship Program, *Need a Lift? Educational Opportunities*. Indianapolis:

American Legion Education and Scholarship Program, 1967, 50 cents. This handbook refers students to financial aid sources and describes the specific aid programs of colleges, foundations, states, and the federal government. Also included is a listing of organizations that supply information about some of the different careers that are now open to young people.

*How to Earn Money in College*. Cambridge, Mass.: Harvard Student Agencies, Inc., 1968, \$1.95. Written by students for students, this book describes hundreds of jobs that can provide money for college expenses. There is information on financial aid, student-run small businesses, summer employment, and how to get a job.

Margolius, Sidney, *A Letter to Parents: Financial Aid for College, 1970-71*. New York: College Entrance Examination Board, 1970. Free. This booklet offers general advice to parents on student aid programs and the way in which financial need is determined by colleges. Copies of this publication should be available at your school.

Sulkin, Sidney, *Complete Planning for College*. New York: Harper & Row, Publishers, 1968, \$3.95. This revised and enlarged edition discusses some major concerns for students who are planning for college. The section on financing a college education has information about paying for college, estimating college costs, the types of financial aid available, and reducing college costs.