

FOR COUNSELORS AND ADMISSIONS OFFICERS



The SAT[®]

Program Handbook

What you need to know about the SAT

2009-10



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What's New in 2009-10

Tools and Services

- New online Counselor Resource Center, with
 - Slides and handouts for college planning nights.
 - Links to useful counselor references.
- Changes to score reporting services:
 - The College Board recently launched Score Choice™ in response to students' requests to have the opportunity for more flexibility and control over their scores. The new feature is fully supported within the online score sending application, with screens that clearly guide the student to make wise choices in determining which scores to send to institutions.
 - Students who register online will no longer automatically receive a paper score report in the mail, although they can request a paper report when they register. We have added a feature to allow easy printing of a full report from My SAT Online Score Report.

New Studies

The College Board released the following new studies in 2008. In addition, data tables based on the 2009 cohort will be available toward the beginning of the 2009-10 academic year at www.collegeboard.com/research.

- New validity studies (see page 25)
- SAT/ACT concordance table that includes writing scores.

Guidelines on the Uses of College Board Test Scores and Related Data

The College Board publication "Guidelines on the Uses of College Board Test Scores and Related Data" highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate. It is available under Downloads and Handouts at www.collegeboard.com/research.

The College Board: Inspiring Minds

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns. For further information, visit www.collegeboard.com.

Section 1: About the SAT

The SAT[®] is the nation's most widely used admissions test among colleges and universities. It is typically taken by high school juniors and seniors. The SAT tests students' basic knowledge of subjects they have learned in the classroom—such as reading, writing, and math—in addition to how students think, solve problems, and communicate. The SAT tells students how well they use the skills and knowledge they have attained in and outside of the classroom.

The SAT has been a valuable tool for students and college admissions officers for nearly a century. Since its debut, the SAT has served as a means of leveling the playing field by letting students from all walks of life demonstrate their academic achievement. Over the years, the SAT has undergone continual changes, revisions and improvements, reflecting the input of thousands of educational professionals at both the high school and college level.

Moreover, the SAT is the most rigorously researched college admissions test in history. Each question on the SAT goes through a thorough review to ensure that it's fair and unbiased for all students. For more than 80 years, the SAT has been a vital tool for students and families as they begin the college admissions process, and it has helped admissions officers make fair and informed college admissions decisions.

At some point you will probably hear the question: Why is it important to take the SAT? The SAT tests students' ability to apply knowledge learned in core subjects to any situation. This ensures that students are able to take the skills learned in school and apply them to real world problems. A student's SAT score, combined with his or her high school record—information like grades and course selection—is the best indicator of how well that student will do in college. However, course content and grading standards vary widely among high schools, making it difficult for colleges to compare the academic records of their applicants. The SAT gives colleges an objective way to evaluate what students know and their potential for succeeding in college. The test is intended to supplement, not replace, students' high school records and other information in assessing their readiness for college-level work.

Content and Format

The content and format of the SAT reflect accepted educational standards and practices.

SAT questions are produced by a diverse consortium of educators who ensure questions cover relevant topics and skills taught in today's classroom. The test questions must adhere to strict content specifications to ensure that critical reading, mathematics and writing questions cover a wide range of content topics. Further, every SAT question aligns to the College Board Standards for College Success[™], which are based on extensive empirical research.

- The critical reading section emphasizes reading and assesses students' ability to draw inferences, synthesize information, distinguish between main and supporting ideas, and understand vocabulary as it is used in context.
- The mathematics section requires students to apply mathematical concepts, solve problems, and use data literacy skills in interpreting tables, charts, and graphs.
- The writing section requires students to communicate ideas clearly and effectively, improve writing through revision and editing, recognize and identify sentence-level errors, understand grammatical elements and structures and how they relate to each other in a sentence, and improve coherence of ideas within and among paragraphs. The writing section includes both multiple-choice questions that deal with the mechanics of writing and an essay as a direct measure of writing skills.

The SAT consists of nine subsections, including a 25-minute essay, with each subsection timed separately. Most tests include a tenth unscored, 25-minute subsection—the “equating” or variable subsection—that may be a critical reading, mathematics, or multiple-choice writing subsection. Both the placement and the content of the equating subsection vary on different versions of the test. This subsection is used to try out new questions for future editions of the SAT and to help make sure that scores on the SAT are comparable to scores on earlier versions of the test. Test-takers sitting next to each other during the same testing session may have test books that differ in the order of sections.

The SAT contains the following:

Section	Content	Number of Questions
Critical Reading 70 minutes (two 25-minute subsections and one 20-minute subsection)	Extended Reasoning	36–40
	Literal Comprehension	4–6
	Vocabulary in Context	4–6
	Sentence Completions	19
	Total	67
Mathematics 70 minutes (two 25-minute subsections and one 20-minute subsection)	Number and Operations	11–14
	Algebra and Functions	19–22
	Geometry and Measurement	14–16
	Data Analysis, Statistics, and Probability	5–8
	Total	54
Writing 60 minutes (one 25-minute essay, one 25-minute multiple-choice subsection, and one 10-minute multiple-choice subsection)	Essay	1
	Improving Sentences	25
	Identifying Sentence Errors	18
	Improving Paragraphs	6
	Total	50

Test Scores

Students receive three scores—one for the critical reading section, one for the mathematics section and one for the writing section. Each section score is reported on a 200–800 scale, where 200 is the lowest score and 800 is the highest. A student’s scaled score is computed by first establishing a raw score as follows:

- For each correct answer, the student earns one point.
- For a wrong answer to a multiple-choice question, the student loses one-quarter ($\frac{1}{4}$) point.
- No points are deducted for unanswered questions or for wrong answers to math student-produced response questions.

Writing Subscores

Students also receive two writing subscores: a multiple-choice score from 20 to 80 and an essay score from 2 to 12. The total writing score, which is a combination of the multiple-choice and essay scores, is reported on a 200–800 scale. The essay makes up approximately 30 percent of the total writing score.

Scoring the Essay

The SAT essay is scored in a manner that is fair and consistent, using a holistic approach. In holistic scoring, a piece of writing is considered as a total work, the whole of which is greater than the sum of its parts. Every essay is graded independently by two qualified readers, who take into account such aspects as complexity of thought, appropriateness of development, and facility with language. A reader does not judge a work based on its separate traits, but rather on the total impression it creates. See the SAT Essay Scoring Guide online at www.collegeboard.com/essay for detailed information about essay scores.

Average Scores

The SAT is designed so that a student who answers about one-half of the questions correctly will receive an average score. The mean, or average, score on the SAT is about 500 on each section of the test (critical reading, mathematics, writing). Some of the questions are easy and some are hard, but the majority of questions are of medium difficulty. Medium-difficulty questions are answered correctly by about one-third to two-thirds of students.

Comparing Scores Over Time

Scores from the current SAT are comparable to SAT scores on earlier versions of the test; that is, scores on the SAT critical reading section are comparable to scores on the former SAT verbal section, and scores on the SAT mathematics section are comparable to scores on the former SAT mathematics section.

Section 2: About the SAT Subject Tests™

SAT Subject Tests™ are designed to measure students’ knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the SAT Subject Tests to demonstrate to colleges their mastery of specific subjects: English, history, mathematics, science, and foreign languages. The tests are independent of any particular textbook or method of instruction, and the content of the tests is constantly evolving to reflect current trends in high school curricula. Despite changes in content, the format of the questions changes little from year to year.

Many colleges use the SAT Subject Tests to make admissions decisions, for course placement, and to advise students about course selection. Some colleges specify the SAT Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.

The SAT Subject Tests give students an additional opportunity to distinguish themselves and showcase their skills in a particular subject area.

Subject Areas and Formats

SAT Subject Tests fall into five general subject areas:

English	Languages
Literature	Chinese with Listening
	French
History	French with Listening
United States History	German
World History	German with Listening
	Modern Hebrew
Mathematics	Italian
Mathematics Level 1	Japanese with Listening
Mathematics Level 2	Korean with Listening
	Latin
Science	Spanish
Biology E/M	Spanish with Listening
Chemistry	
Physics	

All SAT Subject Tests are one-hour, multiple-choice tests. However, some have special formats:

- **The SAT 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 they begin their test, students choose either Biology-E or Biology-M. After completing the core questions, test-takers follow directions on the test to proceed to the section they chose at the beginning.
- **Language Tests with Listening** (Chinese, French, German, Japanese, Korean, and Spanish) consist of a listening section and a reading section. The Chinese, Japanese and Korean Tests also include a usage section. Students taking these tests are required to bring an acceptable CD player with earphones to the test center (see page 14).

Test Scores

Scores for all SAT Subject Tests are reported on a 200–800 scale, where 200 is the lowest score and 800 is the highest. A student's scaled score is computed by first establishing a raw score as follows:

- For each correct answer, the student earns one point.
- For a wrong answer to a question with five answer choices, the student loses one-quarter ($\frac{1}{4}$) point.
- For a wrong answer to a question with four answer choices, the student loses one-third ($\frac{1}{3}$) point.
- For a wrong answer to a question with three answer choices, the student loses one-half ($\frac{1}{2}$) point.
- No points are deducted for unanswered questions.

The raw score is converted to a score on a 200–800 scale. This is the score that appears on the score report.

Language Test Subscores

Subscores are provided for listening, usage, and reading sections of some language tests. These subscores, reported on a 20–80 scale, reflect a student's knowledge of a specific language skill. For example, reading subscores measure understanding of main or supporting ideas within a passage.

Language Tests and Native Language Speakers

Native speaker scores are grouped with the scores of students who have had less exposure to the language. This means that even students with high grades in language courses may not score as high as native speakers do. However, college admissions staff know that native speakers are included in the percentile rankings and take that into account when they review scores.



You can compare the two groups by using the tables that exclude scores of native speakers, available online at www.collegeboard.com/satdata.

Deciding When to Take SAT Subject Tests

When is the best time to take an SAT Subject Test? Students are advised to take some SAT Subject Tests (for example, Biology E/M and United States History) as soon as they complete a course of study in that subject, while the material is still fresh in their minds. Other SAT Subject Tests, such as languages, assume that a student has completed several years of study in the subject.

Advise students to visit www.collegeboard.com/subjecttests to review sample questions and become familiar with the content and format of the tests. For students who have limited access to online materials, provide the paper *The SAT Practice Booklet*. They should ask their teachers for guidance regarding when to test.

- **Language Subject Tests.** Language Subject Tests are intended for students who have studied the language for at least two years in high school. Generally, the more years the student has studied a language, the better his or her language test score is likely to be.
- **Reading or Listening.** Deciding whether to take a language Subject Test as a reading test or a listening test is another consideration. Students should take the test that best suits their type of preparation. There is no difference in difficulty between the two tests. However, the tests with listening can provide a more comprehensive picture of a student's skills. For this reason, colleges may prefer the listening test to the reading-only test for placement purposes. Listening tests are only offered in November.
- **Biology-E or Biology-M.** Students should look at the sample questions at www.collegeboard.com/subjecttests or in *The SAT Practice Booklet* to see whether they are better prepared for the ecological emphasis of Biology-E or for the molecular emphasis of Biology-M. They should also consult with their biology teachers.
- **Mathematics Level 1 or Mathematics Level 2.** Both mathematics tests consist of 50 multiple-choice questions. However, the content differs considerably.
 - *Mathematics Level 1* is designed for students who have taken three years of college-preparatory mathematics, including two years of algebra and one year of geometry.
 - *Mathematics Level 2* is designed for students who have taken more than three years of college-preparatory mathematics: two years of algebra, one year of geometry, and elementary functions (precalculus) and/or trigonometry. A student who has had preparation in trigonometry and elementary functions, has attained grades of B or better in these courses, and knows when and how to use a scientific or graphing calculator should select Mathematics Level 2.

Section 3: Getting Ready for the Tests

Getting Ready for the SAT

Students can best prepare for the SAT by taking challenging courses and by reading and writing as much as possible. College admissions staff are more impressed by an academic record that shows real effort and achievement than they are by test scores alone. Remind your students that test scores are only one part of the admissions decision.

Before taking the SAT, students should

- Take the PSAT/NMSQT®
- Become familiar with the test's format, directions, answer sheet, and question types
- Review algebra and geometry
- Check the skills tested on the SAT using the Skills Insight™ tool (described in the next section)
- Practice reading critically
- Read and write as much as possible in and out of school

The PSAT/NMSQT®

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is the best practice for the SAT. For many students, the PSAT/NMSQT is also the first official step on the road to college. It assesses skills developed through years of study in a wide range of courses as well as through experiences outside the classroom.

Students who take the test receive free online access to My College QuickStart™ until they graduate from high school. Using this personalized planning kit based on their test results, students will be able to take the next steps toward college with the following features:

- An online PSAT/NMSQT score report, including projected SAT score ranges, state percentiles, and the power to sort answer explanations by difficulty and question type.
- Personalized lists of colleges, majors, and careers.
- MyRoad™—the College Board's majors, college, and career exploration program.
- A customized SAT study plan for high school students, including a guided review of PSAT/NMSQT test results, skill improvement advice, SAT practice questions, a full-length SAT practice test, and SAT essay preparation.

For more information about the PSAT/NMSQT, visit www.collegeboard.com/psat.

Practice Materials

To help all students get ready for the SAT, the College Board offers many free and low-cost online test practice tools.

Free Resources

See page 6 for detailed descriptions of our free resources.

Other Practice Resources

The Official SAT Study Guide™: 2nd edition

This best seller helps students practice for the SAT by providing

- Ten official practice tests, focused sets of practice questions, and practice essay prompts
- A review of concepts and test-taking approaches
- Chapters on the PSAT/NMSQT and the SAT essay

With the book, students receive free online practice score reports, exclusive access to online answer explanations, and sample essays for the book's practice tests.

The Official SAT Online Course™

This service is available anytime from any computer with Internet access, and it features

- Eighteen interactive lessons that cover all SAT sections and the PSAT/NMSQT
- Six practice tests and 600+ practice questions
- Powerful reporting tools for educators and detailed reports for students
- Answer explanations and immediate essay scoring

The course also offers answer explanations and automatic essay scoring for the ten practice tests in both the 1st and the 2nd edition of the *Study Guide*.

To get these and other low-cost practice resources for the SAT and SAT Subject Tests go to www.collegeboard.com/srp.

Educator Resources

The Official SAT Teacher's Guide™

This book enables teachers to create a comprehensive SAT preparation course with ease. It can also be used to highlight the skills assessed on the SAT and the PSAT/NMSQT in the classroom. The *Teacher's Guide* includes

- Nineteen clearly organized and focused lessons that educators can easily adapt to their students' needs
- Dozens of student activities and handouts, plus practice questions developed by the test maker

Counselor Resource Center

The Counselor Resource Center is designed to provide the tools and information counselors need to help students and parents through the college planning process. Resources include:

- College Planning presentation with presenter notes
- Score Choice™ materials (including a tutorial and presentation)
- Handouts on related topics, such as Advanced Placement® (AP®)
- Spanish-language versions of materials and presentations

Go to www.collegeboard.com/crc.

Getting Ready for the SAT Subject Tests

Students can best get ready for the SAT Subject Tests through challenging course work in the particular academic areas that are of the most interest to them. They will benefit from advice from their teachers and counselors as to which test(s) to take, and when.

Before taking any SAT Subject Tests, students should

- Become familiar with the SAT Subject Tests answer sheet, as well as the individual test formats, directions, and question types
- Review subject area key concepts
- Use materials provided by the SAT Readiness Program™ for practice

Free Resources

See pages 6–7 for detailed descriptions of our free resources.

Other Resources

The Official Study Guide for all SAT Subject Tests™

This book features test-taking approaches, sample questions, and previously administered tests in all 16 subjects. Two audio CDs for the six Language with Listening Tests are included.

These study guides are also available:

The Official SAT Subject Tests in Mathematics Levels 1 & 2 Study Guide™

The Official SAT Subject Tests in U.S. and World History Study Guide™

The Right Way to Prepare

Students are likely to have questions about the effectiveness of SAT coaching courses. Aside from solid academic preparation as described earlier in this section, getting ready for the test also means becoming familiar with the test and practicing on real tests under actual testing conditions. Copious credible, independent studies show that short term test preparation provides only small increases in test scores. Contrary to the myths advanced by the lucrative test prep industry, repeated studies show that test prep increases SAT scores by about the same amount as taking the test a second time. The SAT measures what students have learned in school and their ability to succeed in college-level courses. The best way to score well on the SAT is to study hard in a rigorous curriculum.

The SAT is not about memorizing facts or regurgitating lessons. It is about taking skills learned in core disciplines and applying them to real-world problems.

While the SAT uses relevant curricular content to test students' ability to think critically and solve problems whether they relate to business, health or any other practical scenario, it is also important to emphasize that the assessment delves beyond shallow knowledge and truly assesses depth of ability.

Students must demonstrate an ability to solve multiple levels of a problem in order to determine a solution. Also within the SAT, students are required to answer student-produced response questions in which they are asked to devise an appropriate solution to an applied setting.

The SAT is designed to measure the skills students have been learning in the classroom and their ability to apply that knowledge. Thus, scores rise as students improve their critical reading and mathematical reasoning skills over time, both in and out of school. In general, scores rise every year in high school, particularly if students take an intensive program of college-preparatory courses and engage in other learning activities. Research shows that scores improve about 30–40 points upon taking the test a second time regardless of coaching. Gains from further testing tend to shrink with each retesting.

In weighing the potential benefits and costs of any special preparation activities, students need to consider how they can best use their time and money to help them prepare for college. Students should be reminded that high test scores alone do not guarantee admission, particularly at selective colleges and universities. SAT and SAT Subject Test scores are only one part of an admissions application, and getting into college is only the first step toward a college degree.

Section 4: Online and Paper Resources for Students

Working with Students Who Have Limited Online Access

Creating a Free Online Account

Even students who do not have ready access to their own personal computer can reap many benefits from establishing a free “My Organizer” account on the College Board Web site. Once they create a user name and password they can click “How To Use My Organizer” for tips and answers to frequently asked questions.

Paper Versions of Practice and Registration Materials

The SAT Program recognizes that a small percentage of students will continue to need paper resources in addition to or in place of the extensive online tools we offer. For students who need paper resources, we offer the following materials:

- *The SAT Paper Registration Guide*, which comes in a packet with the paper Registration Form and return envelope.
- Several reference copies of *The SAT Code List*, domestic or international version, for students to look up test center and score recipient codes (these are also available online under “Tools”).
- *The SAT Practice Booklet*, distributed free to all high schools, with test-taking guidelines, sample directions, and practice questions for all SAT Program tests, including the SAT and the twenty different SAT Subject Tests. Students can also go online for a free practice test, with an automatic score report and answer explanations.
- *The SAT Practice Test* for students who do not have ready access to the Internet to take the practice test on paper.

Please reserve these items for students who have limited online access or who need to register by paper.

Finding Forms and Percentile Information Online

You can help your students locate the information and forms they need.

At www.collegeboard.com/sat-sending-scores, they'll find information about sending their scores and links to access the following forms:

- Additional Score Report Order Form
- Archived Score Report Order Form
- Answer Reporting Services Order Form

At www.collegeboard.com/satpercentiles, they'll be able to download a table of national percentiles for the SAT and all SAT Subject Tests.

At www.collegeboard.com/cancel-sat-scores, they can review the score cancellation policies and download a cancellation form.

Online Tools and Information

The student area of our website includes a wealth of information for your students. They can access much of what they need through the portal www.collegeboard.com/sat-achieve-more.

Register for the SAT

Students can find information about registering or go immediately into the registration application.

Learn More About the SAT

Students can dive further into information about the SAT as well as review what to bring to the test center (including acceptable ID), standby testing policies, what to do if they miss the test, makeup policies, security and fairness policies, and the latest test center closing information.

They should also check the site for important information about deadlines, fee waivers, accommodations, and more.

Practice for the SAT

- **SAT Practice Test** Students will find all of the sample questions online that are printed in the paper practice materials, and much more. Students who use the online version of the SAT practice test can receive a personalized score report plus answer explanations and sample essays.
- **The Official SAT Question of the Day™** Practicing for the SAT can become an everyday habit with these daily practice questions, hints, and answer explanations. Students can access questions online at www.collegeboard.com/qotd or sign up to receive them automatically by e-mail.
- **SAT Subject Tests Practice** This online practice center provides students with an overview of each test, test directions, and sample questions. Students can access these tools at www.collegeboard.com/subjecttests.

Getting the Most out of SAT Scores

The SAT Program offers a suite of free tools designed to help students get the most out of their scores and gain a better understanding of the academic skills they need to do better in the classroom, on the test, and in college. My SAT Online Score Report and SAT Skills Insight provide much more performance feedback to students and educators than just a score report.

My SAT Online Score Report This free online tool provides students the detail behind their individual scores for each section of the SAT, as well as information to help students make important decisions about high school course selection, retaking the SAT, and college and career aspirations. Every student who takes the SAT can access their My SAT Online Score Report to view details of their performance by question type and difficulty level, performance relative to their high school, state and nation, the essay question that they were asked and their scanned response, and career and major searches based on their interest and performance.

Skills Insight™ All students can benefit from the SAT Skills Insight tool at www.collegeboard.com/satskillsinsight. It helps students understand the types of skills that are tested on the critical reading, mathematics, and writing sections of the SAT. The tool features:

- Academic skills, listed by skill group, that are typical of students who score within each of six score bands (200–290, 300–390, 400–490, 500–590, 600–690, 700–800)
- Suggestions on how students can move beyond their score bands in each content section
- Selected sample questions with answers

Students who are getting ready for their first SAT or trying to improve their SAT scores should review the academic skills that are typical of those tested within each section of the SAT. This will enable students, with the help of their teachers, to focus on academic tasks that may be challenging to them.

The information in Skills Insight is based on the performance of many students who have taken the SAT in the past and is not specifically based on a student's individual performance on any SAT.

Section 5: Taking the Tests

The SAT is administered at test centers in the United States, Puerto Rico, and U.S. territories seven times annually, and in international centers six times a year. Most students take the SAT during their junior or senior year in high school.

Many SAT Subject Tests, including English, history, mathematics, and science subject areas, are administered six times annually. World History is offered twice a year. Language Tests with Listening are offered once a year. Reading-only language tests are administered five times a year for French and Spanish, twice a year for Latin, and once a year for German, Modern Hebrew, and Italian. See back cover for test dates.

Test Center Closures and Makeup Testing

Occasionally, test centers cannot open on test day. This is similar to what happens when a school closes. In the event of inclement weather or other disruptions, the test center supervisor will notify local media outlets that the test center is closed.

A list of closed test centers and scheduled makeup test dates will be available at www.collegeboard.com during the week before a test date. If a test center is closed, the SAT Program will notify test-takers about a makeup test date. Scores from makeup test dates are considered scores from the original test date. Please note the following regarding makeup testing:

- Only registered students can take a makeup test. Students who have already tested during the same administration may not use a makeup administration to retest or to take a different SAT Program test.
- Students may test only at the center that they are registered or authorized.
- Students may only take tests that they registered to take on the original date.
- Students must take an entire SAT or an entire SAT Subject Test at a makeup administration. Students may not take partial tests or specific sections of a test.
- Sunday testing is offered for religious reasons only, not for makeup testing.
- The Question-and-Answer Service (see page 17) is not offered for makeup tests. If a student who is scheduled for a makeup test ordered the QAS with registration, the QAS fee will be refunded.

If a large-scale incident — such as a public health threat or security-related incident — interferes with test administration, the College Board may need to cancel testing for all or a particular group of students. Given the unforeseen nature of such events, we may not always be able to provide adequate prior notice. When this occurs, we will take all reasonable steps to communicate test cancellations and alternative test dates for affected test-takers.

Alternate Test Dates

If a school-sponsored event conflicts with a test date, an alternate test date can occasionally be arranged. The following circumstances must apply:

- The conflicting event must be unexpected. Regularly scheduled sporting events or previously scheduled school activities, such as a prom, are not considered unexpected. An event such as an academic or athletic competition, in which students have advanced through the competition or into post-regular season competition, could be considered an unexpected event.
- The conflicting event must be sponsored by the school. Events organized by nonschool entities, private clubs, or recreational sports programs do not qualify.
- The students involved in the event must be registered for the SAT test date in question before the unexpected event arises. Alternate test dates can only be offered to students who are already registered for the conflicting test date.
- Only school officials—not students or parents—may request an alternate test date. Schools may request no more than two alternate test dates during a school year.

Note: *Students testing on alternate-day test dates will have delayed access to online copies of their essays, and they will not be able to receive QAS.*

Requesting Alternate Test Dates

Before requesting an alternate test date, encourage students to transfer to another test date that meets their needs. If students cannot transfer to another regular SAT test date, request an alternate date as follows:

- Submit the request on school letterhead and have it signed by the principal. Include the regular SAT test date for which an alternate test date is needed and the alternate date you propose to administer the SAT.
- Include a list of students with their registration numbers for the SAT administration.
- Fax the request to 609 771-7710 (Attention: Alternate Test Day Request). Requests must be received no later than 10 working days before the regularly scheduled SAT test date. You may also mail it to SAT Program Alternate Test Day Request, P.O. Box 6200, Princeton, NJ 08541-6200.
- Students will be billed an additional fee for alternate testing arrangements.

Note: *School officials with questions about alternate test dates should call Test Administration Services at 800 257-5123 (do not share this number with students or parents).*

Registering for the SAT and SAT Subject Tests

Students must register in advance for the SAT and the SAT Subject Tests. This ensures that the correct test materials are at the test center. Standby testing is offered on a first-come, first-served basis depending on the availability of extra materials and

adequate staffing and seating at the center. Students who test standby must fill out a paper Registration Form and submit it with payment on test day; otherwise, their answer sheet will not be matched with a record, and no scores will be reported.

Online Registration

The easiest way for students to register is online at www.collegeboard.com. Students will need to create a free personal account (see page 6) and will need a credit card to register online. If students qualify for fee waivers (see page 10), they are also eligible to register online. **Students who register online can print their Admission Ticket anytime and will not be mailed a paper Admission Ticket.**

Mail Registration

The paper Registration Form is enclosed in a return envelope, along with *The SAT Paper Registration Guide*. Schools and International SAT Representatives receive a supply of these to distribute to students who cannot register online. Students outside the United States may also be able to register through an SAT Representative. Students must register by mail if they are:

- Paying by check or money order
- Requesting Sunday testing for the first time for religious reasons
- Requesting that a test center be opened nearer the student's home
- Testing in Benin, Cameroon, Ghana, Kenya, Nigeria, or Togo
- Under 13 years old

Note: *Online registration availability is subject to change. Please check online at www.collegeboard.com for the most up-to-date information.*

Telephone Re-registration

Students who have previously registered for the SAT or an SAT Subject Test may re-register by telephone. An additional fee applies (see back cover).

Registration Deadlines

See the back cover for test dates and registration deadlines.

Late Registration Period

Once the regular registration deadline is past, the late registration period begins for domestic students (international students cannot register late). The late registration period generally extends for fourteen days past the regular registration deadline. Students testing in the United States, Puerto Rico, and other U.S. territories who miss the regular registration deadline can still register during this period by paying an additional late registration fee (see back cover). Students testing in international locations must register by the regular deadline. Fee waivers are not permitted for late registration, except for during the October late registration period. Registrations received after the late registration deadline will be returned unprocessed.

Standby Testing

Students who miss the registration deadlines may still be able to take the test as a standby. Additional fees apply (see back cover).

Standby restrictions:

- Students taking Language Tests with Listening cannot test as standbys.
- Students testing in Benin, Cameroon, Ghana, Kenya, Nigeria, or Togo cannot test as standbys.

A test center accepts standby test-takers, in the order of their arrival, only if it has sufficient space, test materials, and staff. Students should arrive at the test center early. Test center supervisors will not know in advance if students can be admitted, and they will not admit standbys until all preregistered test-takers have been admitted to the test center. Students testing as standby test-takers should bring the following:

- **A completed Registration Form** for the appropriate test date
- **Payment** enclosed in the registration envelope—no cash will be accepted
- **Acceptable photo ID** (see page 11)
- Applicable documentation, as in
 - A copy of an **Eligibility Approval Letter** for testing with 50 percent extended time (other SSD accommodations are not offered on a standby basis)
 - A copy of a cleric's letter for Sunday testing (required with a paper registration)

Although every effort will be made to accommodate standbys, the SAT Program cannot guarantee that space or materials (including blank Registration Forms) will be available.

Updates to Registrations

Students can change from one non-listening SAT Subject Test to a different non-listening SAT Subject Test without charge at the test center. To change from one Language Test with Listening to a different one, the student must call Customer Service no later than the late registration deadline for the November test.

Students can use their online accounts to make the following updates to their information without charge. They must submit the changes by 11:59 p.m. on the Monday 9 days after the published test date.

- Corrections to contact information (phone number, address)
- Correction or addition of College Board High School code
- Changes to score report recipients
- Request a paper score report (change online only)

Students who receive paper Admission Tickets also can use the paper Correction Form attached to the ticket. Directions for making corrections are given on the form.

Changes to Registrations

Students can change the following selections, for a fee (see back cover):

- Test type (the student will be billed for any difference between the test fee paid and the fee owed for the test(s) actually taken)
- Test date
- Test center

To be guaranteed a seat, students who want to change their test, test date or test center should call SAT Customer Service no later than the Wednesday that is two and a half weeks before the test date.

Students who don't call ahead can go to the center with their photo ID and valid Admission Ticket on test day. If the center has sufficient space, materials, and staff to test them, they will be seated after registered students and before standbys.

It is not necessary to notify the SAT Program if a student is absent on Test Day. If a student misses the test, no SAT score reports will be sent. The registration will remain open and can be transferred (the change fee applies). If the student does not wish to test on another date, the test and registration fees (including fees for services such as re-registration by telephone) are nonrefundable.

Important Information Collected During Registration

SAT Questionnaire

Completing the SAT Questionnaire at registration enables a student to send information about his or her academic background, activities, and plans to colleges and scholarship programs.

It is important for students to update their SAT Questionnaire each time they register to ensure that the information they are providing to colleges is correct and up to date. To keep their responses current, students can update them anytime at www.collegeboard.com.

Student Search Service®

Colleges, universities, some scholarship programs, College Board programs, and nonprofit organizations whose mission and offerings supplement the path to higher education may request student names and other information they supply on the Registration Form in order to provide students with materials about educational opportunities and financial aid. By saying "yes" to the Student Search Service® at the time of registration, students agree to release information about themselves including name, address, e-mail address, sex, birth date, school, grade level, intended college major, and ethnic group. Student Search Service does not report course grades, test scores, phone numbers or social security numbers to these organizations, but organizations may request student information based on criteria such as score range, geographical location, or interests. This information is confidential and may be used only with the students' permission through December of the final year of secondary school (or through the December following the last test date).

Fees and Fee Waivers

All fees must be paid in U.S. dollars by credit card, check, or money order. Students may not send cash. Checks or money orders should be made payable to The College Board. International students should go online for additional payment information or, if they are registering with an SAT Representative, they should consult with the Representative to confirm the acceptable forms of payment. In general, credit cards are not accepted by Representatives.

See back cover for a list of fees.

Fee Waivers

The SAT Program is committed to serving students and families experiencing financial hardship. In fact, the SAT Program waives nearly 362,000 test and service fees for students, totaling over \$15 million in financial assistance. This year, we have expanded the program to allow eligible freshmen and sophomores to use fee waivers for SAT Subject Tests only, allowing them to take the tests at the time best suited to their courses of study. Counselors use the SAT Program's fee-waiver guidelines, combined with their knowledge of individual students' circumstances, to determine which students are eligible.

A student who is eligible for fee waivers can receive the following services free or at a reduced price:

- Two fee waivers for SAT registrations
- Two fee waivers for SAT Subject Tests registrations (for up to three tests per registration)
- Four additional flexible score reports, which can be ordered at no charge at any time after registering for the test(s), including after scores have been reported (These flexible score reports may be used after a student has taken an SAT test or for a previously taken SAT or SAT Subject Test.)
- Up to four Request for Waiver of College Application Fee forms (Fee-waiver-eligible students whose test fees were paid by a third party, such as a state or district, may also receive these forms.)
- Question-and-Answer Service (QAS) or the Student Answer Service (SAS), if ordered at the time of registration
- A discount on The Official SAT Online Course, with any online registration using a fee waiver

Students can receive fee waivers through their school counselor; the fee waivers may be used for online or mail registration. Fee waivers are not permitted with late or standby registration, except for the October SAT administration, when fee waivers are accepted for late registrations. For more information, visit www.collegeboard.com/satfeewaiver.

More Information About SAT Registration

Requesting Score Reports with Registration

When a student registers for the SAT, she or he can designate score report recipients. The cost of the first four score reports requested at the time of registration is included in the registration fee. With the introduction of Score Choice (see page 16), your students should be aware that

- Score Choice is not available through paper requests. However, a student who registered by paper can revise his or her registration online by using the registration number on the Admission Ticket to access the score sending tool at www.collegeboard.com/satscores. To avoid being charged additional fees, the student must submit the changes no later than nine days after test day (Monday at 11:59 p.m.).
- Score Choice applies only to already scored tests, so the reports ordered at registration will always include the scores from the registration's test date.

Registering with Accommodations

Online registration allows a student with approved accommodations for the SAT and SAT Subject Tests to enter his or her SSD code at the time of registration. When registering by paper to test with approved accommodations, a student must include a copy of his or her Eligibility Approval Letter or a note stating his or her SSD code.

A student who does not provide verification of SSD eligibility during registration will be registered without accommodations.

If a student is getting ready to test, but has not yet been approved for accommodations, he or she needs to submit the SAT Registration Form with the SSD Eligibility Form. More information is available at www.collegeboard.com/ssd.

High School Code

Every high school that has students taking the SAT has a high school code. A poster with the school's high school code is sent to each school in late summer. Please remind students that they should provide the high school code with every SAT registration. Without the code, the student's scores will not be sent to the high school and will not be included on the school's rosters.

Registering for Specific SAT Subject Tests

At the time of registration, the student must specify which SAT Subject Tests will be taken. This ensures that the correct test materials are at the test center. On test day, students can decide to take different SAT Subject Tests from ones previously selected, except for the Language Tests with Listening. A student may not switch to a listening test, switch from one listening test to another, or take a listening test as a standby because the proper CDs will not be available.

Services for Students with Disabilities

The College Board works hard to ensure that students with disabilities receive appropriate accommodations on its tests. Students who have a documented disability may be eligible to take the SAT with accommodations.

School officials must have an SSD Coordinator's Form on file with the College Board if a student is planning to take the SAT with accommodations. A blank SSD Coordinator's Form can be downloaded at www.collegeboard.com/ssd. There is one common Eligibility Form for all College Board tests (SAT, PSAT/NMSQT, AP). When students are approved for accommodations, both the students/parents and the school official representative (most often the school's SSD coordinator) are sent Eligibility Approval Letters. These letters include the student's SSD Eligibility Code, which should always be used when communicating with the College Board regarding the student. Periodically, rosters will be sent to the school's official representative indicating the school's students approved for accommodations on College Board tests, and each student's specific accommodation(s). It may be helpful to remind students that the Eligibility Form is a *request for accommodations*— it is not a Registration Form. Each College Board test has its own registration requirements.

Visit Services for Students with Disabilities at www.collegeboard.com/ssd for complete information on eligibility requirements, guidelines for documentation, and test sites.

Testing Policies

When to Arrive and What to Bring to the Test Center

Students should plan to arrive at the test center no later than 7:45 a.m. unless otherwise indicated on their Admission Ticket. For most students, the test day ends by 1 p.m.

When taking the SAT or SAT Subject Tests, students should bring the following to the test center:

- Admission Ticket
- Acceptable photo identification, such as driver's license, government-issued ID, school card, or valid passport
- Two No. 2 pencils and a soft eraser: NO PENS OR MECHANICAL PENCILS
- Acceptable calculator (for the SAT or the SAT Subject Tests in Mathematics)
- For the Language Tests with Listening ONLY: Acceptable CD player with earphones

Admission Tickets

Students can print their Admission Tickets from www.collegeboard.com, whether they registered online or by paper. Every student who provides an e-mail address will receive a ticket by e-mail along with reminders to print the ticket for use on Test Day.

Students who register by paper or phone and who do not provide an e-mail address will automatically receive an Admission Ticket in the mail. All other paper registrants must request to receive a paper ticket on the form in order to receive one. If such a student has not received an Admission Ticket by two weeks before the test date, he or she should either print out the online Admission Ticket or call SAT Customer Service.

Acceptable Identification

Acceptable photo identification (government- or school-issued) in English is required for admission to take an SAT Program test. Identification must be current, include a recognizable photo, and bear the student's name exactly as it appears on the student's Admission Ticket. Examples of acceptable ID are:

- driver's license
- government-issued ID
- school identification card
- valid passport (required in Ghana, India, Nepal, Nigeria, and Pakistan)
- Student ID Form (If a student does not have a government- or school-issued photo ID, a high school can prepare an ID form using the example on the next page. This form must include a recognizable photo with the school seal overlapping the photo. The student is required to sign and date the form in the presence of a counselor or principal. This form is good for only one year.)
- Talent Search Program ID/Authorization to Test Form (grades 7 and 8 only; photo not required)

Examples of Unacceptable Identification include such items as:

- Social security card
- Credit card (including one with photo)
- Parent's driver's license
- Written physical description of the student without photo (even if written on school stationery and signed by a counselor or principal)
- Birth certificate
- Yearbook

Note: Any students testing in Ghana, India, Nepal, Nigeria, and Pakistan must present a current and valid passport containing the student's signature and a current, recognizable photo. No other form of ID will be accepted.

Student ID Form

VALID ONLY ON SCHOOL STATIONERY. (THIS FORM IS NOT VALID IN INDIA, GHANA, NEPAL, NIGERIA, OR PAKISTAN.)

Attention: Test Center Supervisor

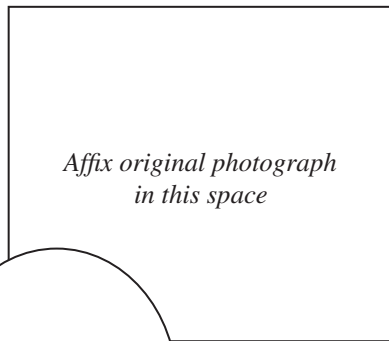
The test-taker described and pictured below is a student at this school and has signed this document in my presence. I have applied the school seal, ensuring that the seal has been placed on a portion of the student's picture.

Name of Student: _____
(Please print.)

Student Signature: _____

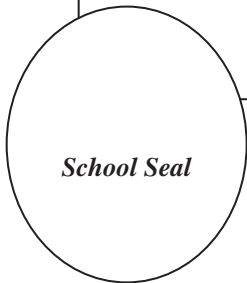
Counselor or Principal Signature: _____ **Date*:** _____

*This ID Form is valid for one year.



Student's Date of Birth: _____

Sex: M F (Circle one.)



Your signature is also required on test day. Please bring this form every time you test.

I am the person whose signature, description, and picture appear above. I am signing this document (below) in the presence of test center staff on the test date(s) listed. My signature attests to the truthfulness of the statements made on this document.

Student Signature: _____ **Test Date:** _____

Student Signature: _____ **Test Date:** _____

Student Signature: _____ **Test Date:** _____

Student Signature: _____ **Test Date:** _____



SAT[®]

Snacks

Although for security reasons neither food nor drinks can be opened or consumed during testing, students are encouraged to bring snacks in a book bag or paper bag on test day. These snacks should be stowed under desks or chairs in the test room and can be consumed in designated areas during breaks.

Taking the Test

Here are some general guidelines to share with students who are getting ready to take the SAT.

- All questions count the same, so answer the easy questions first. The easier ones are usually at the beginning of the section. The exception is in the critical reading section, where questions are ordered according to the logic and organization of each passage.
- Make educated guesses. You have a better chance of guessing the correct answer if you can rule out one or more answer choices for the multiple-choice questions.
- Skip questions that you really can't answer—no points are deducted if an answer is left blank.
- Limit your time on any one question.
- Keep track of time, i.e., don't spend too much time on any group of questions within a section.
- Use your test booklet as scratch paper.
- Mark the questions that you skipped and to which you want to return.
- Check your answer sheet to make sure you are placing your answers correctly.
- Make sure you use a No. 2 pencil.
- Be sure to fill in the entire circle on the answer sheet. If you change your answer, erase it as completely as possible.

Prohibited Items

Students must store the following items away while in the test room:

- Cell phone, pager, personal digital assistant, timer, or other digital/electronic equipment
- Scratch paper
- Notes, books, dictionary
- Compass, protractor, ruler, or any other aid
- Highlighter or colored pencil
- Portable listening or recording device (unless taking a Language Test with Listening)
- Camera or other photographic equipment

SAT Calculator Policies

Every question on the mathematics section of the SAT can be solved without a calculator, but students may have an advantage if they use a scientific or graphing calculator on some questions. A student taking the SAT or SAT Subject Test in Mathematics should do the following:

- Know how and when to use a calculator
- Use a calculator with which he or she is familiar
- Use a scientific or, ideally, a graphing calculator
- Bring extra batteries and, if possible, a backup calculator (test center staff will not have batteries or extra calculators)

The only SAT Subject Tests for which calculators are allowed are Mathematics Level 1 and Level 2. Students will need a calculator for 40 to 50 percent of the questions on Level 1 and 55 to 65 percent of the questions on Level 2. For the rest of the questions, there is no advantage to using a calculator.

Restrictions on Calculator Use:

- Calculators can only be used on mathematics questions—students must put their calculators away when working on the critical reading and writing sections of the SAT or on any SAT Subject Tests other than Mathematics Level 1 and Level 2.
- Test-takers using a calculator with a large (characters one inch high or more) or raised display that might be visible to other test-takers will be seated at the discretion of the test supervisor.
- Test-takers are not permitted to share their calculators. Students who use their calculators to share or exchange information during the test will be dismissed and their scores will be canceled.

The following calculators are not permitted:

- Portable/handheld computers, laptops, electronic writing pads, pocket organizers
- Models that have a QWERTY (i.e., typewriter) keypad, either as part of hardware or software (e.g., TI-92 Plus, Voyage 200)
- Models that have pen-input, stylus, or touch-screen capability (e.g., Palm, PDAs, Casio ClassPad) or have wireless or Bluetooth capability
- Models that use paper tape, "talk" or make unusual noises, or require an electrical outlet
- Models that can access the Internet
- Models that have cell phone capability or have audio/video recording capability
- Models that have a digital audio/video player or have a camera
- Models that have a camera or scanning capability

In addition, the use of hardware peripherals with an approved calculator **is not permitted**.

The following calculators are permitted:

Four-function calculators: Although not recommended, any four-function calculator is permitted. (exclusions below)

Scientific calculators: Any scientific calculator (programmable or nonprogrammable) is permitted. (exclusions below)

Graphing calculators: The following graphing calculators are permitted. This list will be updated as needed.

Casio

FX-6000 series
FX-6200 series
FX-6300 series
FX-6500 series
FX-7000 series
FX-7300 series
FX-7400 series
FX-7500 series
FX-7700 series
FX-7800 series
FX-8000 series
FX-8500 series
FX-8700 series
FX-8800 series

FX-9700 series
FX-9750 series
FX-9860 series
CFX-9800 series
CFX-9850 series
CFX-9950 series
CFX-9970 series
FX 1.0 series
Algebra FX 2.0 series

Hewlett-Packard

HP-9G
HP-28 series
HP-38G
HP-39 series
HP-40
HP-48 series
HP-49 series
HP-50 series

Radio Shack

EC-4033
EC-4034
EC-4037

Sharp

EL-5200
EL-9200 series
EL-9300 series
EL-9600 series*
EL-9900 series

*The use of the stylus is not permitted.

Other

Datexx DS-883
Micronta
Smart²

Texas Instruments

TI-73
TI-80
TI-81
TI-82
TI-83/TI-83 Plus
TI-83 Plus Silver
TI-84 Plus
TI-84 Plus Silver
TI-85
TI-86
TI-89
TI-89 Titanium
TI-Nspire
TI-Nspire CAS

CD Players—For Language Subject Tests with Listening

The listening sections of Language Tests with Listening are recorded on CDs. Students taking any Language Test with Listening are required to bring an acceptable CD player to the test center. The CD player must be

- Equipped with earphones
- Portable (handheld)
- Battery operated

Students should make sure their CD players are in good working order and have fresh batteries. They should bring extra batteries and, if possible, a backup CD player—test center staff will not have batteries, CD players, or earphones.

Restrictions on CD Player Use:

- Students may not use a CD player that has recording or duplicating capabilities.
- Test-takers may not share CD players.

Equipment Malfunction

If a student's calculator or CD player malfunctions before or during the test, the student can switch to backup equipment (if the student has it) and continue to test. If, however, the student does not have backup equipment, he or she has the following options:

▪ For the SAT:

- Continue taking the test without a calculator, since all questions can be answered without a calculator.

OR

- Cancel his or her scores. The entire test score must be canceled, not just the mathematics section.

▪ For SAT Subject Tests:

- Cancel the scores on just the one test. The student must report the malfunction during the test in order to cancel his or her scores. The room supervisor will give the student an SAT Request to Cancel Scores Form.

Note: In all other cases, if students wish to cancel one test, they must cancel all tests they take during a single administration.

Cancellation of Test Scores

To cancel scores immediately after the test at the test center, a student should ask the test center supervisor for an SAT Request to Cancel Test Scores Form. It can be completed and returned to the test center supervisor before leaving the room.

A downloadable copy of the form is available online, along with the address and fax number. The student's signature is required to cancel scores. The signed request must be received by the College Board no later than 11:59 p.m. (Eastern Time) the Wednesday after test day. E-mail or phone requests are not accepted. Once a request to cancel scores has been submitted, scores cannot be reinstated and will not be reported to students, their high schools, or colleges. Scores are canceled on all tests taken at a test administration, except in the case of equipment malfunctions on a single SAT Subject Test.

Unless the student cancels his or her scores, they remain on the student's record, even if he or she decides not to send them to any colleges or programs. Canceling requests to have score reports sent IS NOT THE SAME as canceling a student's scores.

Test Center Complaints

If a student has a complaint about the test center or testing conditions, he or she should contact the SAT Program by the Wednesday after the test to report the complaint to ensure an investigation occurs before his or her scores are released. The student should also know the name and address of the test center, the test name, and the test date. A student's scores may remain on hold while the complaint is being investigated.

Test Question Challenges

If a student believes there is an error or ambiguity in a test question, the student should continue testing. At the end of the test, the student should report the problem to the supervisor and then contact SAT Program Test Development at satquestion@info.collegeboard.org. The student should include the test name and date, test section, test question (as well as can be remembered), an explanation of the concern, and his or her mailing address.

Important Information About Test Fairness

The SAT Program's policies for testing are designed to give every student an equal opportunity to demonstrate college readiness and to prevent anyone from gaining an unfair advantage. Here are some important expectations for students and the test center staff:

- Test materials are secured before, during, and after the test so that no one has access to questions before taking the test.
- Timing of each section is strictly scheduled. This means that students cannot skip ahead or go back to a previous section while taking the test.
- No one should see the questions except the test-taker while he or she is taking the test. Sharing of test questions with others may enable them to attain inappropriately higher scores, thus decreasing the value of other students' scores.
- Cell phone use is prohibited; students are strongly encouraged not to bring cell phones to the test center. If their phone makes any noise, or they are seen using it at any time (including breaks), they may be dismissed immediately, their scores will likely be canceled, and the device may be confiscated. This policy also applies to any other prohibited digital and/or electronic device such as a BlackBerry, pager, PDA, camera or other photographic equipment, or a separate timer of any kind. We strongly advise students not to bring them.
- Sharing essay questions (until they are available online) or multiple-choice questions with anyone for any reason is a violation of test fairness policy. Students should not ever give specific questions to others (including teachers) or discuss questions by any means, including, but not limited to, e-mail, text messages, the Internet, or in any other form of communication. Discussing the essay question (not multiple-choice questions) is permissible after it is available online.
- Students may not consult textbooks, other people, electronic devices, or any other resources during breaks.
- Violation of test security policies may result in score cancellation.

Section 6: SAT Score Reports and Reporting Services

Student Score Reports

The SAT Program provides students detailed information about their performance on the SAT and/or SAT Subject Tests, comparing it with that of the graduating seniors in the previous year who took SAT Program tests anytime during high school.

Students receive their scores online free of charge. Several weeks after the test administration they can check their scores online or by phone (for an additional fee). A full online score report is available less than two weeks after the release of scores. All students can request to receive paper reports, which begin mailing about five weeks after the test. Students who register by paper will automatically receive a paper score report.

The delivery of official score reports begins within 20 days of the test date. Students can go online to see approximate delivery time frames to each institution they designated, based on the delivery method chosen by each institution. More details are given on page 20.

Cumulative Score Reporting to Students and High Schools

The student's score report contains scores from up to six previous SAT and six previous SAT Subject Test administrations, along with the most recent score. These scores are also sent to the student's high school (if the student provides the code).

With the introduction of Score Choice, students can choose to send the scores that they feel best demonstrate their abilities to particular colleges or other institutions. More information is provided later in this section and online at www.collegeboard.com/scorechoice.

My SAT Online Score Report

My SAT Online Score Report is a free tool that allows students to see detailed and personalized information about their scores, whether they registered online or by mail. All a student needs is a collegeboard.com account. To access the report, the student should log on to www.collegeboard.com/mysat with his or her username and password. The resulting screen shows the upcoming tests for which the student is registered (or registrations that are in progress), plus scores from all previous SATs taken. Then, next to the relevant test date, the student can click "My SAT Online Score Report."

My SAT Online Score Report helps students to

- Get detailed insights into how they performed on each section of the test, including responses by question type and difficulty.
- Understand specifics about how the test, including the writing section and the essay, is structured and scored.
- See how their scores compare with those of students in their school, their state, and the nation.

- Determine whether they might benefit from taking the test again.
- Search for the right colleges, majors, and careers based on their scores.
- Work to improve their scores on a future test through targeted preparation.
- View a printable copy of their actual essay response and see sample essays that received various scores.

Go to www.collegeboard.com/scorereport-demo to view a demonstration of the online score report.

Scores by Phone

Students can call SAT Customer Service to get scores on or after the dates that scores become available (score release dates are listed on www.collegeboard.com).

Note: This service does not send scores to colleges any earlier. An additional surcharge applies, and a credit card is required.

Paper Score Reports

Every student who takes an SAT or an SAT Subject Test can request to receive a paper score report. The paper score report highlights the most recent scores, along with descriptive information about the scores, such as the score range, percentile, average score, score details, and how scores might change if a student takes the SAT again.

Students who receive a paper score report also receive a flyer with answers to frequently asked questions about SAT and SAT Subject Test scores, such as how the scores are derived, how to send additional score reports, and where to view the essay. A copy of this flyer is available at

www.collegeboard.com/satcounselorpubs.

Sending Scores

Students have the following options for sending official score reports to colleges and scholarship programs:

- Choose up to four institutions to receive scores at the time of registration. These score reports are sent at no additional charge.
- Choose additional institutions at registration, or anytime after, to receive scores.
 - Additional score reports are subject to a fee unless the student is eligible for fee-waiver flexible score reports.
 - Scores can also be ordered using the Additional Score Report Request Form; which can be downloaded from www.collegeboard.com/sat-sending-scores. Codes of score recipients are provided online and in the SAT Code List sent to schools in late summer.

Please note the following about sending additional scores:

- Only score reports from completed and scored tests will be sent. Scores that have not yet been released, or from tests that the student has not yet taken, will not be included.
- Scores are provided within three weeks after the request is received.
- Rush reporting is available for an additional fee. Rush scores are sent two business days after the student's request is received.

Flexible Score Reports for Fee-Waiver-Eligible Students

The SAT Program understands that the cost of sending scores can be a barrier for some students. For this reason, fee-waiver-eligible students are entitled to four additional flexible score reports that can be used while they are in high school. These flexible score reports for fee-waiver-eligible students may be used after students take an SAT Program test or for a previously taken SAT or SAT Subject Test. Only four flexible score reports for fee-waiver-eligible students can be used, regardless of the number of times a student registers.

Eligible students who have already registered using a fee waiver can learn more about their flexible score reports by going to www.collegeboard.com/satscores. The number of flexible score reports for fee-waiver-eligible students appears automatically if students have previously registered for the SAT or SAT Subject Tests using a fee waiver.

If students have not previously registered with a fee waiver and they meet the SAT Program's eligibility guidelines, their counselor can help them obtain flexible score reports. After determining the student's eligibility the counselor provides a fee waiver. The student can have access to a total of four additional flexible score reports by entering the 12-digit code in the payment area (for online or mail orders).

Score Choice™

Score Choice gives students the option to choose to send SAT scores by sitting (test date) and SAT Subject Test scores by individual test, in accordance with each institution's individual score-use practice at no additional cost. Score Choice is optional, and if students choose not to use it, all scores will be sent automatically. Score Choice only affects scores submitted to colleges and universities and scholarship programs; *all* scores still appear on score reports given to students and counselors. Since most colleges only consider students' best scores, students should feel comfortable reporting scores from all of their test dates. Colleges and universities continue to follow their own score-use practices, which may vary from college to college. Students should check with the colleges to which they are applying to ensure that they report the right scores. To help with this effort, the College Board has posted a list of institutions' score-use practices on www.collegeboard.com.

Facts about Score Choice

Flexibility

- Score Choice is available to all students via the Web or by calling Customer Service (toll free within the United States). Note that Score Choice is not available for paper orders.
- Scores from an entire SAT test (critical reading, writing, and mathematics sections) are sent — scores of individual sections from different sittings cannot be selected independently for sending.

No additional cost

Students can send any or all scores to a college on a single report — it does not cost more to send one, multiple, or all test scores.

Other features

- Score Choice does not affect score reports provided to students or to their high schools — both will continue to receive all scores.
- Score Choice is an optional feature. Students should still feel comfortable sending all scores, since most colleges consider a student's best score.
- Each college, university and scholarship program has different score-reporting expectations. The College Board has developed an easy-to-use system that will highlight each participating college's score-use practice. We recommend that students send all of their scores if they are unsure of which scores to send.
- Colleges continue to set their own test requirement policies. These policies may vary from college to college. The College Board has worked with colleges, providing guidance on formulating and/or clarifying their score-use practices. Through on-screen messaging within the score-sending application, students are encouraged to follow the different score-use practices of each college to which they apply. The SAT Program provides e-mail reminders to students who have not sent their SAT scores to any colleges.
- Students should still use their four registration score sends; it is the quickest way to get scores to a college and can often serve as a "demonstration of interest" in that college. "Demonstrations of interest" are often considered in a college's admission decision.

For more information, go to www.collegeboard.com/scorechoice.

Rush Reporting Service

Students who need to have their scores delivered faster than the typical three-week fulfillment time can use the Rush Reporting Service. Scores will be sent to colleges or other institutions by Internet or by first-class mail, depending on the institution's score reporting option.

Please note that Rush Reporting should not be ordered until scores from current tests have been released. Also, some colleges may not review the reports until their next scheduled delivery time. **Rush reports do not cause the test to be scored faster.** Students can check their online account to see the approximate time frame for delivery to each institution.

Archived Scores—Sending Older Scores

A student's test scores and responses to the SAT Questionnaire are maintained on active file by the SAT Program until June, one year after the student's class graduates from high school. After that time, these data are placed in an archival file.

Because a signature is required, students must request archived scores by mail. The Archived Scores Request Form is available for downloading at www.collegeboard.com/archivedscores or by calling SAT Customer Service. Additional processing fees apply when requesting archived scores.

SAT Answer Reporting Services

Question-and-Answer Service

The Question-and-Answer Service (QAS) gives students the chance to review a copy of the SAT questions for specific testing administrations, along with a record of their answers, the correct answers, and additional scoring instructions. Students who receive QAS are also given the opportunity to order a copy of their answer sheet for an additional fee. QAS includes information about the types of test questions and the level of difficulty of each test question. Students can order QAS when they register for the SAT, or up to five months after the test date. QAS is available for the October (Saturday), January (Saturday), and May (Saturday, Sunday, and SSD school-based) test dates. QAS fees are not refundable once the service has been fulfilled.

Student Answer Service

The Student Answer Service (SAS) provides students with a computer-generated report that indicates the difficulty of each SAT question and whether it was answered correctly, incorrectly, or omitted. The service also includes information about the types of test questions. Actual test questions are not included. Students can order SAS when they register for the SAT, or up to five months after the test date. SAS is available for all test dates for which QAS is not available. SAS fees are not refundable once the service has been fulfilled.

Making Changes/Adding Score Recipients

See page 9 for more information.

Delayed Scores

Scores can be delayed by various situations. If a student's score report is not available online when expected, the student may need to check back the following week. If students have not received the paper score report by eight weeks after the test date, students should contact SAT Customer Service.

Lost Answer Sheets

In very rare instances, a shipment of answer sheets may be lost or damaged in transit to our scoring facilities, making it impossible for the tests to be scored. After an exhaustive effort to locate a missing shipment, the SAT Program typically will offer several options to affected students: an opportunity to retake the tests at a scheduled makeup with expedited delivery of scores to all designated institutions, a free transfer to a later test date, or a full refund of all testing fees.

Missing Scores

If scores are missing from a student's score report, the student should contact SAT Customer Service. Students will need to provide identification information, test dates, and their list of score recipients. Reports will be sent at no charge if scores were mistakenly left off the score report. Scores from tests taken before ninth grade (usually for Talent Search purposes) are not kept as part of the student's permanent record unless specifically requested.

Hand Scoring/Requests for Score Verification

Multiple-Choice Hand Score Verification The multiple-choice sections of all SAT Program tests are machine scanned. The scanning process is subject to careful and systematic quality control to ensure accuracy. The following guidelines are published in our test and practice materials and are given to all test-takers:

- Use a No. 2 pencil and a soft eraser. Do not use a pen or mechanical pencil.
- Make sure you fill in the entire circle darkly and completely.
- If you change your response, erase as completely as possible.

If a student's marks conform to the published instructions for marking the answer sheet, the scanning and scoring processes, combined with the quality control procedures, are designed to produce an accurate score. However, if a student believes the process did not produce an accurate score, he or she may request a multiple-choice hand score verification. When hand scoring of a multiple-choice score is requested, a student's entire answer sheet will be manually reviewed—a student cannot request verification of scores for a single section on the SAT or a single SAT Subject Test.

Essay Score Verification For the SAT, our normal scoring process includes an independent scoring of each essay by two qualified readers. If the two readers' scores differ by more than one point, a scoring director will score the essay. This automatic validation ensures the accuracy of the essay scoring process.

If a student chooses to have an essay score verified, we will determine whether there was an error made in the scanning or processing of the essay scores assigned by essay readers.

Requesting Score Verification A student can request a multiple-choice hand score verification or an essay score verification, or both, up to five months after the test date by calling Customer Service. There is a score verification fee of \$50 required to cover the costs associated with verifying either type of scores (\$100 for both). If a student used a fee waiver to pay SAT registration fees, the score verification fee will be reduced to \$25 (or \$50 for both). The reduced fee is provided on the Request for SAT Score Verification form and online.

The chart below shows what will happen when a student requests score verification:

If we find:	We will:	Fee Refunded?
No changes to the score.	■ Notify the student.	No
The student made an obvious error in marking the answer sheet (such as marking answers in the wrong section)	■ Notify the student. ■ Notify the score recipients of the corrected score.	No
The student failed to follow instructions for marking multiple-choice answers (such as using slashes instead of filling in circles)	■ Notify the student. ■ The student's score will NOT change.	No
A score change caused by an irregularity in our scanning and/or scoring processes	■ Notify the student. ■ Notify the score recipients of the corrected score.	Yes

High School Score Reports

The SAT high school score report contains detailed information about a student's performance, comparing it with that of other test-takers who took SAT Program tests in high school and graduated the previous year.

Score reports include a breakdown of the student's scores and information about what those scores mean. School counselors and college advisers can use these reports to guide students as they make decisions about taking high school courses, applying to college, and choosing a major.

Official score reports are sent by Internet several weeks after the test is administered and mailed about a week after the Internet score release. High schools receive scores for students who provide the correct high school information on the Registration Form. Scores are also sent to the student and to any college, university, or scholarship program designated by the student.

Score Reporting Options

High schools can receive SAT score reports in three different ways. To receive one or more of the following reporting options or to change the reporting option you receive currently, contact Code Control (see inside front cover).

Internet Score Delivery

Internet Score Delivery provides secure electronic transmission of student records quickly and easily. Internet delivery requires Internet access and encryption software on either the recipient PC or mainframe. Additional technical information will be sent to you if you choose this option, or you can visit www.collegeboard.com for more information.

Internet delivery is the fastest way to receive scores, and the electronic file can be imported into various institutional data management systems used to maintain student files.

CD-ROM Delivery

Score reports on CD-ROM contain student identifying information, current and previous test scores, and responses to the SAT Questionnaire.

Paper Score Reports

Paper score reports can be ordered in addition to, or instead of, Internet score delivery. You can select up to seven copies. Paper reports contain the same information that appears in the student's copy of the score report.

Electronic Score Data

Schools that receive scores in electronic form (by Internet or CD-ROM) can download the latest electronic layout at www.collegeboard.com. Schools can also download a Sample SAT Electronic Data File to ensure their electronic data systems are importing SAT data correctly.

Score Labels

After every test administration, high schools receive score labels for each student who attends that high school and indicated that school during registration. Score labels contain current scores and student identifying information and are sent about three weeks after each administration.

Test Score Rosters

High schools receive rosters after every test administration. Rosters contain a list of students who attend that high school and indicated that fact during registration. Rosters include current test score information as well as scores from all tests previously taken by a student who tested during that administration. Rosters are sent about three weeks after each administration.

Cumulative Score Rosters

High schools receive two cumulative rosters every year. Cumulative rosters contain all test scores and student identifying information for students who attend that school and who have tested through a certain date.

- The *midyear roster* contains cumulative score data from mid-July through January and is sent five to six weeks after the January administration.
- The *end-of-year roster* contains data for a 12-month period—July through June—and is sent about five to six weeks after the June administration.

Note: Always check your rosters for accuracy as soon as you receive them. This data is used to calculate your school's average SAT scores for graduating seniors. If you find any students on the roster who do not attend your high school, please contact the Educator Helpline immediately (see inside front cover).

SAT Scores on Transcripts

Students should be encouraged to send official score reports. The SAT Program recommends that schools do not place SAT scores on school transcripts that are sent to colleges. If a school still decides to send scores on a transcript, the SAT Program recommends that a school receive consent from the student. This will help avoid possible conflicts in the event a school sends SAT scores that a student did not intend to send to a specific institution.

This recommendation is consistent with the recommendations of other College Board programs, such as PSAT/NMSQT and AP. The information colleges receive with official score reports is much more than just SAT scores. Colleges receive access to a student's essay only if a student sends official scores to that college; colleges also receive important student information from the SAT Questionnaire, which is useful in recruiting, advising, and placement decisions.

SAT College-Bound Seniors Reports **SAT Summary Reporting Service**

The College Board SAT College-Bound Seniors Reports report the characteristics of various groups of college-bound seniors for use by high schools, school districts, colleges and universities, state-education administrators, and researchers. Aggregated data include mean scores and responses to student background questions from graduating seniors who took SAT Program tests in high school. The data are used for monitoring SAT trends and for viewing scores in context.

These reports provide a wealth of information in a manner that is clear and user-friendly.

Free Total Group (National) and State Reports can be accessed at www.collegeboard.com/cbseniors.

The types of fee-based summary reports that are available are described below.

- *High School Basic Report.* This free report is sent to every high school whose senior class included at least 25 students who took an SAT Program test anytime during their high school years.
- *Profile Report.* This report is a practical resource for the SAT and SAT Subject Tests mean scores, plus select student responses from the SAT Questionnaire.
- *Highlights Report.* Compare your class of 2009 SAT mean scores to those of previous graduating classes. This report shows trend data dating five years back and also compares your high school seniors with those in your particular state and the total group (formerly reported as “nation”).
- *College-Bound Seniors Roster.* This roster provides the most recent test administration scores for the SAT and SAT Subject Tests for students who appear in your College-Bound Seniors Reports. This roster includes only college-bound seniors and is different from the free cumulative rosters sent yearly.

If you are interested in ordering any or all of these reports, please visit www.collegeboard.com/cbs.

College, University, and Other Institutional Score Reports

The majority of four-year colleges and universities require a college admissions test like the SAT for admissions purposes and use the tests in some capacity in making admissions decisions. Some colleges (about half) also use the SAT for placement.

The SAT Program score report contains detailed information about a student’s performance, comparing it with that of the nearly 1.5 million other test-takers who took SAT Program tests in high school and graduated the previous year. Score reports include a breakdown of the student’s scores and information about what those scores mean.

Score Reporting Options

Colleges, universities, and other institutions can receive SAT score reports in several different formats. To receive one or more of the reporting options described below or to change the reporting option you receive currently, contact Code Control (see inside front cover).

All reports include scores from each administration at which the student took SAT Program tests, covering up to six dates for the SAT and an additional six for the SAT Subject Tests. Descriptive information about the student is provided if the student completed the SAT Questionnaire. The Enrollment Planning Service (EPS[®]) market code and information about the student’s high school (provided by the high school) are also included.

Official score reports are sent by Internet several weeks after the test is administered and mailed about five weeks after the test date. High schools receive scores for students who provide the correct information on the Registration Form. Scores are also sent to the student and to any college, university, or scholarship program designated by the student.

Internet Score Delivery

Internet Score Delivery provides secure transmission of student records quickly and easily. Internet delivery requires Internet access, an e-mail address (the e-mail address may be for an individual or a mailbox accessed by multiple users), and encryption software on either the recipient PC or the mainframe. Internet delivery is the fastest way to receive scores, and the electronic file can be imported into various institutional data management systems used to maintain student files.

CD-ROM Delivery

Score reports on CD-ROM contain a flat text file that includes student identifying information, current and previous test scores, and responses to the SAT Questionnaire.

Paper Score Reports

Paper score reports can be ordered in addition to or instead of Internet or CD-ROM score reports.

Essay Delivery Options

Images of student essays are available from the College Board to supplement a student's score report. Institutions are able to view an individual student's essay on the Web, using the individual essay locator ID that appears on each college score report and in the electronic file, if your institution receives electronic delivery of scores.

Colleges have access to images of essays from every test administration sent by the student to date. A college may view student-written essays in several ways:

- **Individual Essay Lookup:** All institutions with Internet access can view an image of individual students' essays from any SAT administration. A user ID and a password are required to access the essays.
- **Batch Delivery of All Essays:** Institutions can choose to receive all student essays in a batch file, in addition to an individual essay lookup. For more information about batch delivery of essays, and for a sample batch file, visit www.collegeboard.com/batchessay.
- **On-Demand Batch Essay Delivery:** If preferred, institutions can customize delivery to receive only the student essays they specify. This type of request can be submitted any time by supplying a list of essay locator IDs through the Web.

Students' essay images are available until one year after the students' high school graduation date. For questions about your user ID and password, contact Code Control.

Along with an image of a student's essay, colleges receive:

- **Student Identifying Information:** Every essay image is accompanied by the student's name and address. A unique essay locator ID is included on the paper and electronic score reports that are sent to colleges.
- **Essay Prompt Information:** Every essay image from a regular test administration is accompanied by the essay prompt and assignment to which that student responded.
- **Essay Scores:** Institutions can select whether to hide or to display scores with the image of the essay. A copy of the SAT Essay Scoring Guide is available online at www.collegeboard.com/essay.

Colleges will have access only to the essays of those students from whom they received official score reports. Please encourage students to send official score reports to your institution.

SAT College-Bound Seniors Reports for Colleges

SAT College-Bound Seniors Reports highlight the characteristics of various groups of college-bound seniors for use by high schools, school districts, colleges and universities, state education administrators, and researchers. Aggregated data include mean scores and responses to student background questions from graduating seniors who took SAT Program tests in high school. The data are used for monitoring SAT trends and for viewing scores in context.

Basic Profile Report

The Basic Profile Report is a paper report that contains data (mean scores, score distributions, and percentiles) from students who sent reports to your institutions. Other important information provided in the report includes the names of other colleges and universities that received SAT score reports from your prospective applicants. The report also contains geographic locations of high schools supplying the largest number of your prospective applicants—including aggregate mean SAT scores, mean percentile of high school rank, gender percentages, and the name, city, and state for the schools attended by your prospective students. The Basic Profile Report is automatically sent in August to colleges and universities where 50 or more students reported their scores.

Total Group and State College-Bound Seniors Profile Reports

These reports contain mean scores and responses to the SAT Questionnaire by state and for the total group. Use them to compare total group and state data with data from your prospective applicant group. To view total group and state College-Bound Seniors Profile Reports, visit www.collegeboard.com/cbseniors.

ACES™—Admitted Class Evaluation Service™

It is critical to verify that admissions and placement measures established for a given entering class are valid for future classes. The College Board recommends that institutions undertake a validity study at least every three years. With the addition of the writing section and other changes to the SAT, it is particularly important to conduct admissions and placement validity studies.

The Admitted Class Evaluation Service™ (ACES™) is a free online service that predicts how admitted students will perform at your institution generally and how successful they can be in specific classes.

ACES offers three types of validity studies—one model for admission and two models for placement—that are predictive and concurrent. ACES reports establish the optimum combination of predictors and evaluate the differences for predicting the success of specific student groups, documenting the probability of error. A combination of a colorful presentation, graphics, and interpretive text highlights the key findings in your study and makes the information easy to read and understand. More information is available at www.collegeboard.com/aces.

Section 7: Using and Understanding SAT Scores and Score Reports

Test scores have long been useful in helping admissions staff and other educators understand and interpret students' college readiness and qualifications. SAT Program tests provide information about a student's developed critical reading and mathematical reasoning abilities and writing skills (through the SAT) and mastery of specific subject areas (through the SAT Subject Tests)—all of which are academic skills generally associated with success in college. Because students from more than 26,000 U.S. secondary schools experience vastly different educational models and grading systems, the SAT Program test results provide a consistent and objective measure of students' abilities and achievement in these specific areas.

At the same time, there are also major differences among the nearly 4,000 two- and four-year colleges and universities throughout the United States and in the types of admissions decisions they need to make. In some cases, the primary admissions decision is whether or not a student has met certain basic qualifications. In other situations, there may be many highly qualified applicants but not enough space. Many institutions have some programs that may be essentially "open door," while other programs are highly competitive. At virtually all institutions, "admissions" means much more than simply deciding who will be admitted. Outreach, recruiting, placement, and retention are often integral aspects of admissions work. Thus, there is not a single approach to admissions and how SAT scores might be used in the process.

In all cases, the use should be appropriate in the context of the institution's mission and be based on empirical data and/or a solid rationale. What may be an ideal use of SAT Program data at one institution may be ineffective or inappropriate at another.

Please refer to the College Board's "Guidelines on the Uses of College Board Test Scores and Related Data," which is available at www.collegeboard.com/research.

Using the Writing Section

Good writing skills are critical to success in college and the workplace. The essay provides colleges and universities a measure with which to evaluate applicants, as well as an opportunity for students to provide real evidence of their writing abilities.

At many colleges, the addition of the writing section has made the SAT the best predictor of first-year GPA. Images of the original essays can be downloaded and printed by colleges and universities that students designate as score recipients. Some of the reasons for reading students' essays are:

- Gain additional information about candidates' writing skills.
- Compare their SAT essays with their application essays.
- Use them as additional placement essays.

The College Board has conducted validity studies of the SAT, including the writing section, as described on page 25.

The following list illustrates some of the ways SAT scores might be used at different colleges and universities:

- Use SAT scores to better understand other information in an applicant's folder, such as grades and courses taken.
- Include SAT scores as one element in an admissions index to determine basic qualifications or preliminary screening.
- Review SAT scores to identify students who might be "at risk" and who might benefit from special advisers, developmental programs, and/or persistence support.
- Recruit students (through the Student Search Service or from among those who have sent scores) who have SAT scores similar to those of accepted or enrolled students at that institution.
- Conduct research on SAT scores and other criteria to identify characteristics used in decision making that predict success in course placement, completion of freshman year, and/or graduation.
- Include information about SAT scores (such as the middle 50 percent) of all applicants, accepted students, or enrolled freshmen in promotional materials so that students and counselors can develop an understanding of how the student might fit in that particular institution.

Understanding SAT and SAT Subject Test Scores

Students tend to focus on their single score, but the score range offers a better picture of their skills. This range usually extends from 30 or 40 points below the score to 30 or 40 points above, showing where a student's score would probably fall if the student took the test many times in a short period of time. Any score within the range is considered to demonstrate the same level of ability as the score the student received. College admissions officers understand this, and that is why they ask that score ranges be included with scores. Colleges accept students with a wide range of test scores. Colleges look at many factors when choosing their students.

Percentiles

Students, high schools, and colleges can compare performance on any SAT or SAT Subject Test with the performance of other college-bound seniors by looking at percentile ranks provided online at www.collegeboard.com/satpercentiles. The percentile rank shows what percentage of college-bound seniors earned a score lower than theirs. For example, if a student's critical reading national percentile rank is 64, then that student did better than 64 percent of students in the nation who took the test.

The SAT Program defines a college-bound senior as a student who is graduating in the current year and took at least one SAT Program test anytime during high school. Colleges use college-bound seniors as a reference group to make decisions about students who have applied for admission to their institutions.

National and State Percentiles

The national percentile rank can differ from the state percentile rank because the national group of test-takers is often a larger, more diverse group than the state group.

Score Ranges

Scores are approximations rather than precise measures of skill. The score range around the score presents a better picture of a student's performance. It provides an estimate of how a student's scores might vary if he or she were tested many times over a short period. The score usually falls in a range of about 30 points for critical reading and math, and 40 points for writing, the standard error of measurement (SEM), above or below a student's true skill level.

Average Scores

SAT

Average scores are based on the most recent scores earned by students in the previous year's graduating class who took the SAT anytime during high school. Average scores for the SAT critical reading, mathematics, and writing sections are available at www.collegeboard.com/satdata.

SAT Subject Tests

The average score varies from SAT Subject Test to SAT Subject Test because different groups of students take different tests. Average scores for the SAT Subject Tests are available at www.collegeboard.com/satdata.

Comparing Scores

SAT

When comparing section scores, remember that the student's true score is not a single number—a test-taker may score slightly higher in one area but still be equal in both skills. There must be a 60-point difference between critical reading and mathematics scores, and an 80-point difference between writing and another section, before more skill can be assumed in one area than another.

SAT Subject Tests

Different groups of students take different SAT Subject Tests. For this reason, scores and percentiles of different SAT Subject Tests should not be compared. For example, a Biology percentile cannot be compared with a Literature percentile.

Subscores

SAT Writing Section

The raw scores for the multiple-choice writing section are converted to scaled scores that are reported as a subscore on a 20–80 scale. The essay subscore is reported on a 2–12 scale.

The multiple-choice writing section counts for approximately 70 percent and the essay counts for approximately 30 percent of the total raw score, which is used to calculate the 200–800 score. For more information, refer to the SAT Essay Scoring Guide online at www.collegeboard.com/essay.

SAT Subject Tests

Subscores are provided for listening, usage, and reading sections of some language tests. These subscores, reported on a 20–80 scale, reflect a student's knowledge of a specific language skill. For example, reading subscores measure understanding of main or supporting ideas within a passage.

New SAT/ACT Concordance Table—Comparing Scores

The College Board and ACT have worked together to produce a new concordance table, which includes writing scores. The new table is available at www.collegeboard.com/satdata.

Fairness, Difficulty, and Reliability

Fairness

Meticulous care goes into developing and evaluating each test for fairness. Test developers write the questions for the SAT and SAT Subject Tests, sometimes incorporating questions submitted by high school and college teachers from around the country.

Test development committees made up of high school and college faculty and administrators who are geographically and ethnically diverse review each test before it is administered. To ensure that the SAT and SAT Subject Tests are valid measures of the skills and knowledge specified for the tests, as well as fair to all students, the SAT Program maintains rigorous standards for administering and scoring the tests.

Careful and thorough procedures are involved in creating the test. Educators monitor the SAT Program's practices and policies and scrupulously review each new question over more than a two-year period to ensure its utility and fairness. Each test question is then pretested before use in an actual SAT or SAT Subject Test. Not until this rigorous process is completed are newly developed questions finally used in SAT administrations.

Difficulty

The data show that the difficulty level of the material on the SAT and SAT Subject Tests and the time allocated to each section are appropriate for the intended test-taking population. Typically, students answer only half of the questions correctly.

Reliability

The SAT and SAT Subject Tests are highly reliable. The data show that students who take an SAT or SAT Subject Test more than once within a short time earn similar scores at each testing. There are detailed explanations of reliability rates for the SAT and specific SAT Subject Tests at www.collegeboard.com/satdata.



The following tables, as well as other interpretative data tables, can be found online at www.collegeboard.com/satdata:

- **SAT Percentile Ranks** This table compares the performance of groups of students who took the SAT. The percentile ranks in this table are based on the most recent scores earned by high school students who are members of the 2009 graduating class and took the SAT anytime during high school.
- **Critical Reading, Mathematics, and Writing Percentile Ranks** Use this table to see how a student's critical reading, mathematics, and writing scores compare with those of college-bound seniors. The percentile ranks shown are used on SAT score reports in 2009-10.
- **SAT One-Year Mean Score Changes** This table shows the percentage of high schools where mean scores fluctuate from one year to the next.
- **Subject Test Percentile Ranks** Use this table to see how a student's performance on a SAT Subject Test compares with that of other students who took the same test. These percentile rankings appear on score reports for the 2009-10 test administrations.
- **Subject Tests in Languages Percentile Ranks** Students who are native or heritage speakers of a language, as well as students learning the language in high school, take these tests. Percentile ranks for the combined groups are in the tables Subject Test Percentile Ranks and Subject Test Subscore Percentile Ranks. Percentile ranks for students learning the language in high school are in Subject Tests in Languages—Total Score and Subscore Percentile Ranks for Students Who Studied a Language in High School.

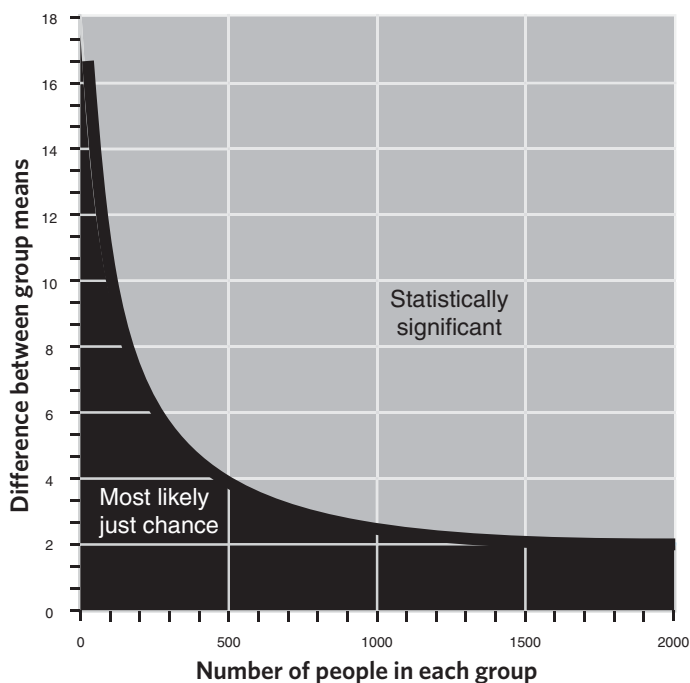
Evaluating Student Performance and the Effects of Repeating the Test

Average Scores for Students Who Took the SAT One to Five Times During Their Junior and Senior Years

The table below represents the mean scores for students in the 2007 cohort who took the SAT during their junior and senior years. As can be seen in the table, there were 696,089 students who took the test only once and 595,396 who took the test two, and only two, times. All of the scores in this table are mean scores, and individual scores could differ considerably from those in the table. In addition, the score change associated with taking the SAT a second or third time will vary for individual test-takers.

	Number of Testings	Number of Test-Takers	1st Testing	2nd Testing	3rd Testing	4th Testing	5th Testing
Critical Reading	1	696,089	480				
	2	595,396	507	521			
	3	170,481	502	517	529		
	4	24,556	481	499	511	521	
	5+	8,009	410	427	437	446	454
Mathematics	1	696,089	487				
	2	595,396	520	533			
	3	170,481	531	547	557		
	4	24,556	520	540	552	560	
	5+	8,009	484	507	522	534	542
Writing	1	700,364	467				
	2	598,175	502	516			
	3	165,782	506	520	531		
	4	21,110	484	501	511	519	
	5+	6,318	413	430	440	450	457

Comparing Group Scores on the SAT



Use this graph when comparing the mean scores of similar groups of students across different years or within a given year.

1. First determine the average size of the two groups for which you are comparing scores, then locate that point on the horizontal axis.
2. Next locate the point on the vertical axis corresponding to the difference in the mean scores of the groups being compared.
3. Locate the point where the two values intersect. Score differences that lie in the area to the left and beneath the curve are most likely due to chance; i.e., the chance of the two mean scores being different is 5 percent or less. Those that lie in the area to the right and above the curve are considered statistically significant (not the result of chance).

Points to Note

- Many of the small year-to-year changes in the mean scores of a particular group (e.g., entering freshmen) are not statistically significant.
- When comparing group mean scores, note that the significance of a change in scores depends on the average size of the groups. Small groups require a large change in order to be significant; large groups require smaller changes.
- For more information, go to www.collegeboard.com/satdata and click "SAT Data Tables."

Validity of the SAT

Predicting College Grades

The SAT is a very good predictor of first-year college grades. Social scientists express a positive correlation on a scale of 0 to +1.0, with 0 indicating no correlation and +1.0 indicating a perfect association between the two measures. Numerous studies have investigated the correlation between the SAT and college grades.

In March 2005, the College Board introduced the revised SAT, with an additional writing section and minor changes in content to the verbal and mathematics sections. Since that introduction, colleges and universities across the United States provided first-year performance data for the fall 2006 entering cohort of first-year, first-time students to validate the use of the SAT in college admissions.

The College Board conducted two research studies that analyzed the data submitted by the 110 colleges that participated in the College Board's Admitted Class Evaluation Service (ACES); see page 21. The final sample included 151,316 students. Many other colleges and college systems, such as the University of California system, conducted their own studies. The College Board studies are posted at www.collegeboard.com/satdata (and also listed in Section 8 of this Handbook).

Results of the SAT Validity Studies

The results show that the SAT continues to be a very strong predictor of first-year college performance, and that the changes made to the SAT add to the test's validity. For both the University of California and the College Board studies, writing is the most predictive section of the SAT, slightly more predictive than either mathematics or critical reading. In the California study, SAT scores were slightly more predictive than high school grade point average (HSGPA). In the College Board analysis of the more than 150,000 students included in all 110 ACES studies, HSGPA was slightly more predictive than SAT scores.

The College Board also studied the data to assess the differential validity and differential prediction of the revised SAT for gender, racial/ethnic, and best language subgroups. The results are similar to prior research indicating that changes to the SAT did not diminish the differential prediction and validity of the test, and the SAT continues to be a fair test for all students.

Implications of the Studies

Both the College Board and the University of California studies indicate that writing is the most predictive section of the SAT. Colleges not requiring an admissions test with writing, therefore, are overlooking the most useful section of the test and one of the best predictors of college success to which they have access. Writing as a college-level skill is a crucial asset for student success, an important message reinforced by colleges that require admissions tests with a writing section.

Section 8: Research on the SAT

The reports listed below, along with other research reports, can be found at www.collegeboard.com/research.

The SAT

Comparability of Scores on the New and Prior Versions of the SAT Reasoning Test (Kobrin and Melican, 2007)

This report synthesizes the research to date addressing the construct comparability of the SAT and the prior SAT I and the series of research studies addressing the equatability and subpopulation invariance of the SAT and SAT I.

The Effects of Essay Placement and Prompt Type on Performance on the New SAT (Oh and Walker, 2007)

This study evaluates (1) whether essay placement (either at the beginning or at the end of the test battery) impacts test-takers' performance on the critical reading, mathematics, and writing multiple-choice measures; and (2) whether essay prompt type (either a simple one-line prompt or a prompt including a short passage) affects test-takers' essay performance.

Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test (Cahalan-Laitusis, Morgan, Bridgeman, Zanna, and Stone, 2007)

This study examines operational data from the SAT to determine if students who tested under extended-time conditions were suffering from excessive fatigue relative to students who tested under standard-time conditions. Results indicated few changes in levels of DIF (early in the test compared to late in the test). In addition, item completion rates for students who received extra time were comparable to (or in some cases higher than) test-takers without disabilities who tested under standard time on both early and late sections.

The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content (Hui and Kobrin, 2007)

This report describes the results of two studies designed to evaluate the impact of self-reported mathematics course taking on performance on SAT mathematics questions measuring new content (Algebra II).

SAT Writing: An Overview of Research and Psychometrics to Date (Mattern, Camara, and Kobrin, 2007)

This report summarizes the research that has been conducted thus far on the writing section. The evidence provided herein reveals that this section has satisfactory psychometric quality and that it is significantly related to first-year GPA and college English grades.

Test Development and Technical Information on the Writing Section of the SAT Reasoning Test (Kobrin and Kimmel, 2006)

Based on statistics from the first few administrations of the SAT writing section, the test is performing as expected. The reliability of the writing section is very similar to that of other writing assessments. Based on preliminary validity research, the writing section is expected to add modestly to the prediction of college performance when critical reading and mathematics scores are considered.

Investigating the Effects of Increased SAT Reasoning Test Length and Time on Performance of Regular SAT Examinees (Wang, 2006)

This report examines the effect of increased testing time. A variety of analyses were used in this study and found no evidence that the current SAT test length has affected examinee performance at the population level or differentially across gender, racial/ethnic, or best language groups.

The Impact of Extended Time on SAT Test Performance (Mandinach, Bridgeman, Cahalan-Laitusis, and Trapani, 2005)

The study explores the impact of providing standard time, time and a half with and without specified section breaks, and double time without specified section breaks on verbal and mathematics sections of the SAT. Differences among ability, disability, and gender groups were examined. Results indicate that time and a half with separately timed sections benefits students with and without disabilities. Some extra time improves performance, but too much may be detrimental. Extra time benefits medium- and high-ability students but provides little or no advantage to low-ability students. The effects of extended time are more pronounced for the mathematics sections of the SAT.

Predictive Validity of the SAT **Validity of the SAT for Predicting First-Year College Grade Point Average** (Kobrin, Patterson, Shaw, Mattern, and Barbuti, 2008)

This study evaluates a sample of over 150,000 students of the 2006 SAT cohort who went on to attend 110 colleges and universities of varying sizes and selectivity. The study looks at the overall ability of the SAT to predict performance in the first year of college.

Determining SAT Benchmarks for College Readiness (Kobrin, 2007)

The purpose of this research study was to determine benchmark scores on the SAT that predict a 65 percent probability or higher of getting a first-year college grade point average of either 2.7 or higher or 2.0 or higher, to use these benchmarks to describe the level of college readiness in the nation and in certain demographic subgroups, and to examine how the benchmarks vary according to certain college characteristics.

Differential Validity and Prediction of the SAT (Kobrin, Patterson, Shaw, Mattern, and Barbuti, 2008)

This study evaluates a sample of over 150,000 students of the 2006 SAT cohort who went on to attend 110 colleges and universities of varying sizes and selectivity. The study examines if the SAT is fair and consistent across the key demographic variables of gender, race/ethnicity, and best language.

The SAT As a Predictor of Different Levels of College Performance (Kobrin and Michel, 2006)

This study employs logistic regression to predict the probability that a student would be successful in achieving a freshman grade point average (FGPA) at various levels, based on that student's SAT scores and high school grade point average.

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity (Norris, Oppler, Kuang, Day, and Adams, 2006)

This study assesses the predictive and incremental validity of a prototype version of the SAT writing section that was administered to a sample of incoming students at 13 colleges and universities. For these participants, SAT scores, high school GPA, and first-year grades also were obtained. Results suggest that the SAT writing section should be a useful addition to the SAT in terms of predicting academic performance during the first year in college.

The Relationship Between SAT Scores and Performance in First-Year Mathematics and English Courses: An Examination of the Placement Validity of the SAT (Mattern, Patterson, and Kobrin, 2009).

This study evaluates the placement validity of the SAT in sample of approximately 150,000 students. Results demonstrated a moderate relationship between performance on the SAT and subsequent performance in specific classes.

Is Performance on the SAT Related to College Retention? (Mattern and Patterson, 2009).

This study evaluates the relationship between SAT Test scores and retention to the second year in college. Results demonstrate a strong relationship between SAT scores and students' likelihood of returning for a second year at college.

Admissions Models and Practices

Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues (Coleman and Palmer, 2006)

This publication provides an in-depth discussion of key policy and evidence issues that can help guide the development and implementation of race- and ethnicity-conscious admissions policies.

Setting Local Cut Scores on the SAT Reasoning Test Writing Section: For Use in College Placement and Admissions Decisions (Morgan, 2006)

This report contains an overview of the Modified Angoff method of standard setting and step-by-step instructions on how to set local cut scores on the SAT writing section.

Federal Law and Recruitment, Outreach, and Retention: A Framework for Evaluating Diversity-Related Programs (Coleman, Palmer, and Richards, 2005)

This publication is based on materials developed for the national seminars on Recruitment, Outreach, and Retention and Federal Law and the questions and issues raised at those meetings.

Federal Law and Financial Aid: A Framework for Evaluating Diversity-Related Programs (Coleman, Palmer, and Richards, 2005)

This publication provides a useful tool that can help college and university leaders understand how to structure their financial aid and scholarship policies in a manner that best achieves their diversity-related goals and minimizes legal risk.

Consistency and Reliability in the Individualized Review of College Applicants (Shaw and Milewski, 2004)

In order for individualized review in college admissions to be fair, issues of consistency and reliability must be considered. There are a number of ways to assess inter-rater reliability, including calculating the composite reliability of readers, computing the proportion of times that readers make consistent ratings, and evaluating reader severity.

Other Research

Writing Changes in the Nation’s K-12 Education System (Noeth and Kobrin, 2007)

The purpose of this study was to learn whether there have been any changes in writing instruction across K-12 education in the past three years. The English/language arts teachers and district administrators surveyed reported major changes in writing priorities, attitudes, and expectations; how writing is taught; learning related to writing; writing resources; and the importance placed upon writing in the curriculum in their schools and districts.

Whose Grades Are Inflated? (Camara, Kimmel, Sawtell, and Scheuneman, 2003)

There is clear evidence that the average grades earned in high school have been going up for some period of time. This study examines the question of whether students of varying backgrounds have experienced similar increases in grade point average (GPA) over a 25-plus-year period.

Contact Us

Counselor/Admissions Helpline			
Phone	E-mail	Mail	
888 SAT-HELP From outside U.S., dial: 212 520-8600	sat.help@info.collegeboard.org	College Board SAT Program P.O. Box 025505 Miami, FL 33102	For use by education professionals only (Please do not give this contact information to students.)
For information about score reports and score report formats (such as Internet delivery, score labels, etc.)			
Phone	E-mail	Mail	
609 771-7091	CodeControl@ets.org	College Board SAT Program P.O. Box 6200 Princeton, NJ 08541-6200	For use by education professionals only (Please do not give this contact information to students.)
Customer Service for Students and Parents			
Phone	E-mail	Mail	
From U.S., dial toll free: 866 756-7346. From outside U.S., dial: 212 713-7789.	sat@info.collegeboard.org	College Board SAT Program P.O. Box 025505 Miami, FL 33102	Customer Service hours are 8 a.m.–9 p.m. Eastern Time.

Contact your College Board Regional Office for information about:

- workshops and other instructional programs for staff development
- recruitment, enrollment planning, admissions, and placement services
- SAT On-Campus

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SAT® Program Test Calendar 2009-10

TEST DATES	OCT 10	NOV 7	DEC 5	JAN 23	MAR 13	MAY 1	JUN 5
REGISTRATION DEADLINES							
Early (international only)	Aug 19	Sep 16	Oct 14	Dec 2	NA	Mar 10	Apr 14
Regular	Sep 9	Oct 1	Oct 30	Dec 15	Feb 4	Mar 25	Apr 29
Late (domestic only)	Sep 23	Oct 15	Nov 12	Dec 30	Feb 18	Apr 8	May 13

Note: In March, only the SAT® is offered, and it is only administered in U.S. centers. Sunday test dates immediately follow the Saturday test dates, except for October, when the Sunday date has been moved to Oct. 18 to avoid conflict with the Jewish holiday of Simchat Torah. Domestic mail must be **postmarked** by the deadlines. International mail must be **received** by the deadlines. Students who miss a test should call Customer Service to reschedule (the change fee applies).

SAT	■	■	■	■	■	■	■
SAT Subject Tests™							
Literature							
Biology E/M, Chemistry, Physics	■	■	■	■		■	■
Mathematics Levels 1 & 2							
U.S. History							
World History			■				■
Languages: Reading Only							
French, Spanish	■		■	■		■	■
German, Modern Hebrew							■
Latin			■				■
Italian			■				
Languages with Listening							
Chinese, French, German, Japanese, Korean and Spanish		■	Language Tests with Listening are only offered in November. You may take only one listening test at that time.				

ADMISSION TICKET MAILINGS

Begin Mail Date	Aug 18	Sep 15	Oct 13	Dec 1	Jan 19	Mar 9	Apr 13
End Mail Date	Sep 30	Oct 28	Nov 24	Jan 13	Mar 3	Apr 21	May 26

Score Reports: Scores are available online and by phone several weeks after the test date. Official score reports are delivered about five weeks after the test. Some scores may take longer to report. Visit www.collegeboard.com for a list of approximate score availability dates.

Fees for 2009-10

Registration and Testing

SAT	\$45
Subject Tests	
Basic Subject Test Fee (per registration).....	\$20
Language Test with Listening.....	add \$20
All other Subject Tests.....	add \$9 each

Additional Processing

(Add to total testing fees)

Register by phone.....	\$12.50
(available only if you have registered before)	
Test Type, Center or Date Change Fee.....	\$22
Late Fee	\$23
Standby Fee	\$38
International Processing Fee.....	\$26
Additional surcharge (India & Pakistan)	\$23

Note: Standby testing is not allowed in Benin, Cameroon, Ghana, Kenya, Nigeria or Togo.

Receiving Your Scores

Scores by Web	FREE
Official Score Report	FREE
Scores by phone (per call).....	\$12.50

Sending Your Scores

Score report requests at registration 4 included
 Additional score report requests* \$9.50 each
 RUSH order (per order) \$27
 (Fee-waiver users, see the *SAT Paper Registration Guide* for information about flexible score reports at no charge.)

Student Answer Services

SAT Question-and-Answer Service*	\$18
SAT Student Answer Service*	\$12

***Fees are nonrefundable except as noted with an asterisk.** You must have missed your test date to receive a refund for these services. Orders cannot be refunded, returned or canceled after shipment.

Additional Services

Hand-Scoring/Score Verification Request:
 Multiple-choice score verification\$50
 Essay score verification\$50
 Refund processing fee \$7
 (for overpayments and duplicate payments)

Payment Notes

Do not send cash. We will return unprocessed all registrations and orders received with cash or checks drawn on non-U.S. banks or other forms of payment not listed as acceptable in this booklet. We reserve the right to electronically collect payments by check. See the *SAT Paper Registration Guide* for more information.

