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BEST PRACTICES FOR CREATING A TESTING PLAN

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

2018-2019 Testing Calendar*

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

*See page 72 for more details.

Step 1: Choose WHICH Tests You're Going to Take

The primary decisions revolve around SAT or ACT and whether or not you need to take Subject Tests.

SAT or ACT?

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

- **Take a practice SAT and a practice ACT in the summer before junior year to determine your preference.** Use only official practice tests from ACT and the College Board, and take them under timed, simulated conditions.
- **Use official concordance (p. 60) to compare your scores. Only 20-30% of students will show a significant difference between their SAT and ACT scores.** The majority of students will score roughly the same on both tests. For these students, the decision usually comes down to which test feels more comfortable.
- **Choose either the SAT or the ACT, and commit to that test.** Don't "ping-pong" between the SAT and ACT, and don't prepare for both at the same time. You likely don't have the time nor will it be productive.

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

Subject Tests

Only 3 U.S. colleges require Subject Tests from all applicants. Roughly 13 recommend them, but you should include these tests as part of your application to these schools. They can serve to highlight areas of strength. There are two decisions to make: 1) Do I need to take Subject Tests at all? 2) If yes, which ones should I take?

- **Colleges' Subject Test requirements vary and are constantly shifting.** Check pages 82-90 in this guide, and check college websites to see whether or not schools on your list require, recommend, or consider Subject Tests.
- **If you're going to take Subject Tests, choose areas of strength.** Subject Tests are offered in Math, History, Literature, Sciences, and Languages. Consult with your school counselor and/or subject matter teacher. If you're taking an AP course, plan on taking the related Subject Test as well as the AP exam.
- **Take full-length practice tests.** They're only 60 minutes. You'll be able to determine on which tests you'll score your best, and you'll also get valuable exposure to the content and format.

Most students will NOT have to take Subject Tests. Please check with your school counselor or a Summit Program Director.

Step 2: Decide WHEN to take the tests

Many factors might influence when you decide to take your tests: academic readiness, your school and extracurricular schedule, and your availability to prepare for the tests. We provide some general guidelines below.

SAT or ACT

- **Statistically, students score best in the spring of junior year and fall of senior year.** We generally dissuade students from testing too early. Aside from the cost and time involved, most students aren't academically ready early in junior year and therefore risk having their confidence rattled.
- **We recommend taking the test twice in the latter half of junior year, usually between December and June.** The experience of the first test will build confidence for the second. Moreover, knowing you have a second chance alleviates some of the pressure from the first sitting.
- **Assume a third test in the summer before senior year or fall of senior year.** Ideally, you'll be finished after junior year, but students will often test again in the summer before senior year or the fall of senior year. Remember, the further along in age and school, the better students do.
- **Some students MIGHT or SHOULD consider testing earlier in junior year.** High-scoring juniors (1400+, 31+) might consider testing in the fall. Recruited athletes might have to show scores to college coaches early in junior year or even late in

sophomore year. Lastly, juniors spending a spring semester abroad might consider testing right before they leave and then again in summer/fall of senior year.

Testing early and often is generally not a good idea. Students aren't ready, they risk deflated confidence and burnout, and they're taking time away from academic performance, the most important piece of the admissions process.

Subject Tests

- **Scheduling your Subject Tests requires advanced planning.** For a small percentage of students, it might make sense to take a Subject Test at the end of sophomore year or even freshman year. Moreover, some tests are offered only once or twice during the year. Consult with your school counselor early in the process.
- **Take Subject Tests in May or June when you're finishing your class in that particular subject.** The end of junior year is the most typical time for students to take Subject Tests. You can take up to 3 tests on a given test date.

Step 3: Decide HOW and WHEN to prepare for the tests

Whether you prepare with one-on-one tutoring, classroom programs, or independent study, programs can be found to accommodate any need. Cost, scheduling flexibility, and level of motivation are some of the factors to consider when deciding how to prepare.

SAT and ACT

- **Typical preparation begins 6-15 weeks before the test and leads up to the exam.** Your preparation should target a particular test date, ideally your first official test. The preparation you do for that first exam will carry over to any subsequent exams.
- **Don't prepare for both the SAT and ACT simultaneously.** If you do end up taking both tests, your preparation for one test will give you a good head start on the other test.
- **Practice tests are a core part of preparation.** Good preparation consists of shoring up knowledge, learning strategy, and taking full-length, timed practice tests.

Much like a scrimmage or a dress rehearsal, taking practice tests under real conditions builds familiarity and confidence.

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

Subject Tests

- **Subject Tests typically require less preparation than do SATs and ACTs.** Preparation involves strengthening knowledge in some areas and filling gaps between what's covered on the tests and what's covered in class.

TESTING PLAN CASE STUDIES

There are many different solutions to the admissions testing puzzle. The case studies below show 3 completed testing plans for 3 different students.

CONVENTIONAL — KADEN



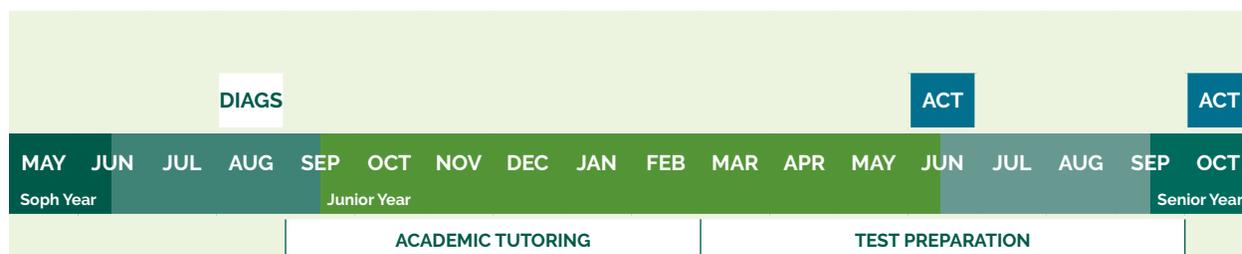
Kaden took the SAT and ACT diagnostic tests in August before his junior year—he scored a 1230 on the SAT and a 24 on the ACT. He felt more comfortable with the SAT, and concordance shows that a 1230 is stronger than a 24. He took his first official SAT in March and his second in May. A strong AP Biology and honors precalculus student, he took the Biology and Math 2 Subject Tests in June. Looking to improve his scores, Kaden took the SAT a third and final time in August.

EARLY STARTER — ERINA



Erina took the SAT and ACT diagnostic tests in July before junior year. She scored equally well on both tests—a 1400 on the SAT and a 31 on the ACT—but preferred the timing and format of the ACT. Because of her high scores on the ACT diagnostic test, she took her first official ACT in December and then a second one in February. Erina took Chemistry, U.S. History, and Math 2 Subject Tests in June of her junior year, just as she was finishing her AP Chemistry, AP U.S. History, and honors precalculus classes.

FINAL PUSH — PERRY



Perry did his diagnostic testing in August before junior year and scored an 18 on the ACT and a 960 on the SAT. While concordance shows that he scored equally well on both tests, Perry preferred the ACT. Perry focused on academics during his junior year, gaining additional exposure to more advanced math topics found on the ACT. He took his first official ACT in June of his junior year. After some additional test prep during the summer, Perry took the ACT again in October of his senior year.

TEST PREPARATION BEST PRACTICES

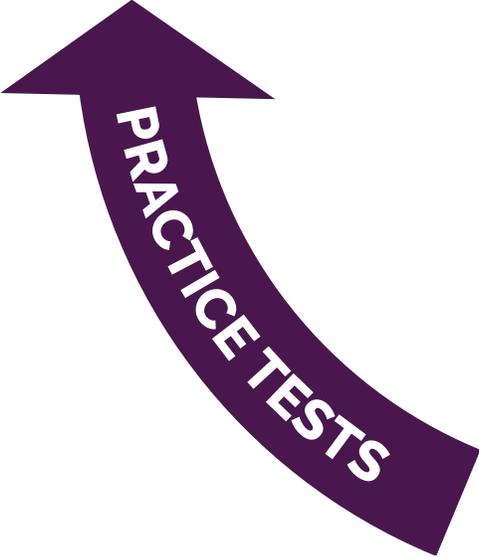
Foundations of Good Test Preparation

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



Today's college admissions tests are curriculum-based tests that are built on a defined set of learning standards. Students who score best on the SAT and ACT have a firm grasp of the academic skills that are tested. Students might have forgotten the neither/nor rule for subject-verb agreement, or perhaps they never learned the quadratic formula. Reviewing content areas, reinforcing necessary skills, and learning how to apply this knowledge to actual test questions is essential for improving scores.

Just as with a scrimmage or a dress rehearsal, the more test preparation simulates the real thing the better. Taking practice tests under realistic conditions removes the mystery of the test, reduces anxiety, and increases confidence. Practice tests provide opportunities to practice new strategies and skills, and they help build stamina and reinforce proper pacing. The results of these tests also provide a tool for tracking progress and assessing what areas still need improvement. Students should take at least 3 full-length, timed practice tests throughout the course of preparation.



Successful test-takers not only possess the necessary academic skills but also understand how to take a standardized test. Pacing, process of elimination, working backward, and question type recognition are all strategies that will help students maximize their scores. By understanding the patterns of the test, students will be proactive rather than reactive test-takers. Having an arsenal of tools at their disposal puts them in control of the test.



SAT & ACT ACCOMMODATIONS

Students who have documented learning differences are eligible for accommodations from both the College Board and the ACT. The process for both organizations is similar:

1. determine eligibility
2. gather the proper documentation
3. submit the application (work with your school)
4. appeal the decision if denied

Once students are granted approval from the College Board, these accommodations may be used on all College Board tests — SAT, PSAT/NMSQT, PSAT 10,

SAT Subject Tests, and AP exams — throughout their high school testing. Accommodations granted for the ACT, however, are not automatically assigned to future test dates. The ACT accommodations can be carried forward, but the school coordinator must submit the request for each test date.

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

	SAT	ACT
DETAILED INFORMATION	https://collegereadiness.collegeboard.org/sat/register/special-circumstances/students-with-disabilities	http://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/services-for-examinees-with-disabilities.html
ELIGIBILITY	<ul style="list-style-type: none"> • Student has a documented disability • Participation in a College Board exam is impacted • Requested accommodation is needed • Accommodation is received on school tests 	<ul style="list-style-type: none"> • Professionally diagnosed condition • Appropriate documentation on file at school • Accommodation used on tests in school due to disability
DOCUMENTATION	<p>Students should have documentation showing evidence of their eligibility for the accommodations. Examples include a current psychoeducational evaluation or a report from a doctor. All documentation must fulfill the following requirements:</p> <ul style="list-style-type: none"> • The diagnosis is clearly stated and supported • The information is current • Educational, developmental, and medical history is presented • The functional limitation is described • Recommended accommodations are justified • Evaluators' professional credentials are established <p>In addition, IEP, 504, or other official accommodation plans on file at the school are useful in establishing that the student is receiving the accommodation in school. Both the SAT and the ACT also provide teacher survey forms for further documentation.</p> <p>Note: In January 2017, the College Board introduced the “automatic” approval process to reduce the approval time for an overwhelming majority of students. The SSD coordinator addresses two questions: (1) Is the requested accommodation(s) in the student’s plan (504, IEP, etc.)? (2) Has the student used the accommodation(s) for school testing (for the past 4 months or longer)? If the answer is yes to both, students can be approved for most accommodations on the College Board exams. The ACT, by contrast, wants to see the accommodations in place at the school for at least one year.</p>	
SCHOOL INVOLVEMENT	Families work with their schools to submit accommodations requests online. Schools usually have an SSD (Services for Students with Disabilities) coordinator who helps the student collect the necessary documentation and submits the application to the College Board.	Families work with their schools to submit their application online through the ACT’s Test Accessibility and Accommodations System (TAA). A qualified school official will serve as the school’s TAA coordinator and submit the application to the ACT.

	SAT	ACT
TIMELINE	Students can apply for accommodations at any time. If the student is not eligible for "automatic" approval, the approval process can take 7 weeks.	Students must register for a test date before their accommodation application will be considered. The deadline for submitting the request is about 6 weeks before the test date, but the earlier that students can apply, the better.
NOTIFICATION	After approval, students will be issued an SSD number and SSD letter outlining the accommodations. They should check their admission ticket to make sure that number is listed. Students should use their SSD number when they register for all subsequent tests.	The TAA coordinator will receive the "Accommodations Decision Notification" in TAA. The notification will include the approved accommodations or the reasons the accommodations were denied. The coordinator will then share the notification with the families. The families will not receive this notification directly. Students who qualify for National Extended Time will be notified on the admission ticket and the test center is notified on a separate roster. Students who qualify for Special Testing will need to work out the specific arrangements (exact date, time, location, etc.) with their school's TAA coordinator.
APPEAL PROCESS	<p>If a request for testing accommodations has not been approved, the College Board's decision letter to the family will explain why:</p> <ul style="list-style-type: none"> · More information is needed · The documentation does not support the requested accommodations · The request has been partially approved <p>Students, through their SSD coordinator, can submit additional documentation to the College Board. If the new information addresses their stated concerns, the College Board will grant the accommodations after further review.</p>	The test accommodations coordinator through TAA will be notified about the decision. If denied, additional documentation can be sent through TAA, and the application will be reevaluated. If the accommodations are granted after the testing date, those accommodations will be granted for the next test date.
TYPES OF ACCOMMODATIONS	<ul style="list-style-type: none"> · Extended time (50% extended time is the most common) · Computer use for essays · Extra and extended breaks · Reading and seeing accommodations · Four-function calculator on the no-calculator math section of the SAT and PSAT 	<p>The ACT divides their accommodations into two categories.</p> <p>National Extended Time (most common):</p> <ul style="list-style-type: none"> · 50% additional time <p>Special Testing:</p> <ul style="list-style-type: none"> · Double or triple time · Multiple day testing · Other accommodations that also require the ACT to be administered at the student's school (alternate test formats such as braille, DVDs, or a reader; use of a scribe or computer for the writing test, extended time on the writing test only)
50% EXTENDED TIME FORMAT	Students receive 50% additional time on each section of the test.	Students receive 50% additional time on each section of the test.

SCORE CHOICE

Score Choice is a score reporting policy, set by the testing agencies (College Board and ACT), that gives students control over their SAT, Subject Test, and ACT scores. It allows students to decide exactly which scores they want colleges to see. The majority of colleges abide by Score Choice, but there are some — Stanford and Yale, for example — that request all test scores. Score Choice policies vary from school to school, so we encourage you to contact individual college admissions offices or a Summit Program Director to discuss the particulars of your situation.

How does Score Choice work?

Test scores are reported on a test date basis only. You cannot, for example, send your SAT Math score from one sitting without also including your SAT Reading & Writing score from the same test. For SAT Subject Tests, however, you can choose to send or omit any of your scores, even those taken on the same day.

Will only my best scores be sent to colleges?

For the SAT, Score Choice is an option. By default, all scores will be sent. You must select the Choose Scores option when sending score reports. For the ACT, you will be asked to specify which test dates you want reported to each school. In either case, it is your responsibility to ensure that the colleges to which you apply are sent the correct scores in a timely manner.

What scores should I send?

If the colleges consider only your combined SAT or composite ACT score from one sitting, you may want to choose the test date with your best overall score. If the college superscores (p. 15), then you will want to include test dates that maximize your combined score.

Is it true that some colleges want me to send all of my scores?

Yes. Not all colleges abide by Score Choice. A small number of colleges require students to report all scores so they can see a student's entire testing history. We recommend that you discuss the specifics of your situation with your college counselor and with Summit, as score reporting policies vary. For example, Stanford and Yale are among a handful of selective schools that require students to submit all of their scores, partly to discourage excessive testing. Harvard, MIT, BU, and most other schools allow the use of Score Choice. Of the colleges that most students apply to, almost all accept Score Choice.

SUPERSCORING

Whereas Score Choice is a testing agency policy set by the College Board and the ACT, superscoring is a college admissions policy. Colleges that superscore will consider your best section scores from multiple tests. For example, if you submit three sets of SAT scores, a college that superscores will record your highest Math score and Evidence-Based Reading & Writing score from the three tests. You must send the full score report for each test and cannot choose which section scores colleges will see. Note that schools will not superscore across the SAT and ACT.

EXAMPLE OF SAT SUPERSCORING

	MARCH 2018	MAY 2018	OCT 2018	SUPERSCORE
EBRW	620	670	580	670
MATH	660	680	740	740
TOTAL	1280	1350	1320	1410

EXAMPLE OF ACT SUPERSCORING

	FEB 2018	JUNE 2018	SEPT 2018	SUPERSCORE
ENGLISH	28	32	30	32
MATH	27	28	30	30
READING	33	29	28	33
SCIENCE	27	30	28	30
COMPOSITE*	29	30	29	31

**Some colleges (Yale University, for example) will consider your highest section scores from different ACT test dates, but won't recalculate your composite score. Instead, the college will record the highest composite score from a single sitting. In the above example, your composite score would be listed as a 30, not a 31.*

Why do schools superscore?

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

Do all schools superscore?

No. The vast majority of colleges superscore the SAT and an increasing number of them are superscoring the ACT as well. For a detailed list of policies from many competitive schools, please see our Competitive Landscape Table at the end of this guide. As with Score Choice, it is important to contact the college admissions office or a Summit Program Director to address any questions about a school's superscoring policies.

Do score choice and superscoring policies mean I should test 'early and often?'

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

SAT SCORE REPORT

Your Total Score

A **1010** | 400–1600

B **50th** Nationally Representative Sample Percentile
36th SAT User Percentile

Essay Scores

4 | 2–8
Reading

4 | 2–8
Analysis

4 | 2–8
Writing

A The **Total Score (400-1600)** and **Section Scores (200-800)** are the most important scores when applying to college. The **Essay Scores** are not factored into the Total or Section scores.

Section Scores

A **490** | 200–800
Your Evidence-Based Reading and Writing Score

44th Nationally Representative Sample Percentile
31st SAT User Percentile

 **You've met the benchmark!**

520 | 200–800
Your Math Score

57th Nationally Representative Sample Percentile
45th SAT User Percentile

C  **You've scored below the benchmark.**

B **Percentiles** show your relative standing among other students. The “Nationally Representative” percentile is based on data for all U.S. students, including students who did not take the SAT. The “SAT User” percentile is based on actual scores of students who took the SAT.

D Test Scores

22 | 10–40 Reading
27 | 10–40 Writing and Language
26.0 | 10–40 Math

C The **benchmark** is a measure of your college readiness. The benchmark for Evidence-Based Reading & Writing is 480. The benchmark for Math is 530.

E Cross-Test Scores | 10–40

24 Analysis in History/Social Studies
23 Analysis in Science

Subscores | 1–15

6 Command of Evidence	9 Words in Context	8 Expression of Ideas	9 Standard English Conventions
8 Heart of Algebra	9 Problem Solving and Data Analysis	7 Passport to Advanced Math	

D **Test Scores** are used to calculate Section Scores. Multiplying the sum of the Reading and the Writing & Language Test Scores by 10 gives the Evidence-Based Reading & Writing Section Score. Multiplying the Math Test Score by 20 gives the Math Section Score.
 EBRW Score: $(22 + 27) \times 10 = 490$
 Math Section Score: $26 \times 20 = 520$

E **Cross-Test Scores** are based on history and science-related questions spread throughout the SAT. There is no dedicated history or science section on the test. Cross-Test Scores are used primarily as assessment tools for schools.

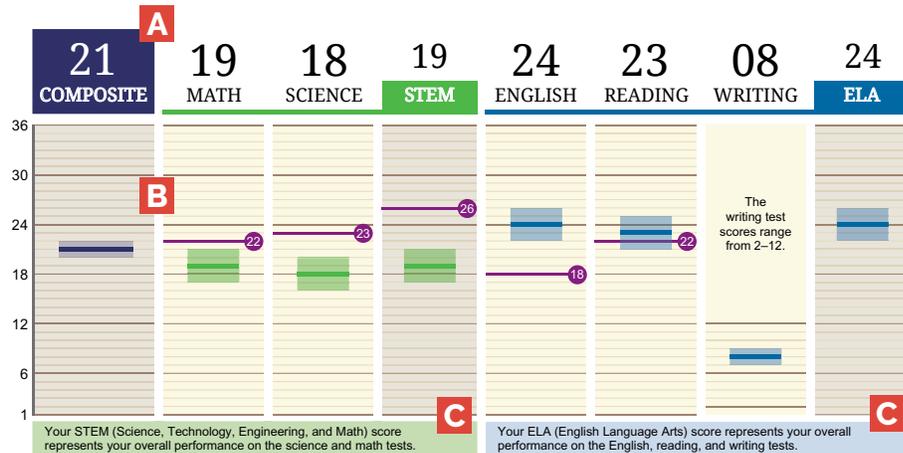
Subscores provide more specific information for how you might focus your test preparation.

Cross-Test Scores and Subscores are typically not used in college admissions decisions.

ACT SCORE REPORT

A The **Composite** and **Test Scores**—Math, Science, English, and Reading—are the most important scores when applying to college. The Writing Score is not factored into the Composite or Test Scores.

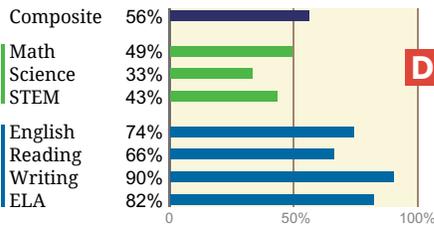
B Shaded areas represent your current scoring range. Purple lines and scores indicate **Readiness Benchmarks**, which predict success in first-year college courses.



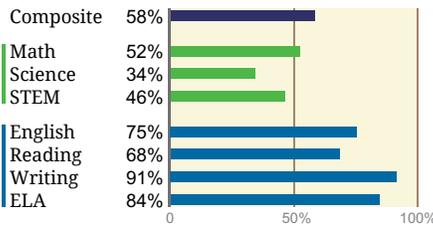
C Your **STEM Score** is the average of your Math and Science Scores. Your **ELA Score** is the average of your English, Reading, and Writing Scores.

Note: Your **2–12 Writing Score** is first converted to the 1–36 scale so it can be averaged with the English and Reading Scores.

US Rank



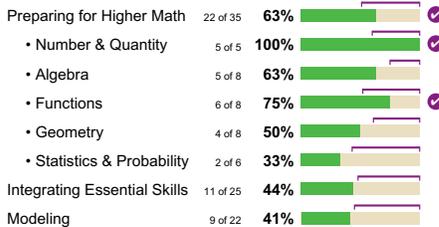
State Rank



D **Percentiles** show your relative standing among other students. Your ACT scores are ranked among students across the U.S. and within your state.

Detailed Results

MATH 19



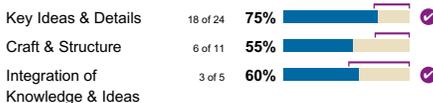
SCIENCE 18



ENGLISH 24



READING 23



E **Subscores** provide more specific information for how you might focus your test preparation. These scores are typically not used in college admissions decisions.

SAT/ACT CONCORDANCE TABLE

In June 2018, the College Board, ACT, and NCAA released an updated concordance between SAT and ACT.

Concordance tables are necessary to compare scores between different tests. SAT and ACT concordance tables are used by a variety of stakeholders, including school counselors, admissions officers, and families. College admissions counselors use them to compare SAT and ACT scores across different students.

Families might use concordance tables in two ways:

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

SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1320	28	1050	20	770	13
1590*							
1580							
1570							
1560	35	1280*	27	1010*	19	730	
1550							
1540*							
1530							
1520	34	1240*	26	970*	18	720	
1510							
1500*							
1490	33	1210*	25	950	17	710*	12
1480							
1470							
1460*							
1450	32	1200	24	930*	16	700	
1440							
1430*							
1420	31	1190	23	890*	15	690	
1410							
1400*							
1390							
1380	30	1140*	22	880	14	680	
1370*							
1360							
1350	29	1110*	21	870	13	670*	11
1340*							
1330							
		1100		860		660	
		1090		850*		650	
		1080*		840		640	
		1070		830		630*	10
		1060		820		620	
				810		610	9
				800*		600	
				790		590*	N/A
				780		580	
						570	N/A
						560	N/A

Source: College Board Guide to the 2018 ACT/SAT Concordance Table. Here you will also find concordances for SAT Math to ACT Math and for SAT Evidence-Based Reading & Writing to ACT English and Reading. <https://collegereadiness.collegeboard.org/pdf/guide-2018-act-sat-concordance.pdf>

* Use this score when a single score point comparison is needed. For instance, a 26 ACT score corresponds to an SAT range of 1230 to 1250. If a single score point comparison is needed, the 26 is equivalent to a 1240.

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

AP STUDENT SCORE DISTRIBUTIONS

AP TEST	2017 TOTAL	PERCENT OF AP STUDENTS ACHIEVING EXAM SCORE				
		1	2	3	4	5
Art History	25,178	12.4	26.3	27.2	22.9	11.1
Biology	254,270	8.4	27.5	36.7	21.0	6.4
Calculus AB	316,099	20.4	22	20.8	18.0	18.7
Calculus BC	132,514	5.3	14.1	19.9	18.1	42.6
Chemistry	158,931	21.4	26.2	26.1	16.2	10.1
Chinese Language & Culture	13,091	4.3	3.1	12.1	16.2	68.8
Computer Science A	60,519	21.5	11.5	21.9	20.9	24.2
Computer Science Principles	44,330	7.2	18.3	39.1	21.7	13.8
English Language & Comp.	579,426	14.2	30.7	27.7	18.3	9.1
English Literature & Comp.	404,137	13.5	33.9	29.7	16.1	6.8
Environmental Science	159,578	26.2	24.5	15.4	24.5	9.5
European History	105,347	12.1	31.9	28.0	18.6	9.3
French Language & Culture	22,621	5.0	19.6	33.4	24.9	17.0
German Language & Culture	5,089	6.9	17.5	28.5	24.1	23.0
Govt. & PoL — Comp.	22,404	14.1	17.8	20.4	24.5	23.2
Govt. & PoL — U.S.	319,612	26.1	24.6	25.7	12.4	11.1
Human Geography	199,756	33.9	17.1	21.0	17.3	10.7
Italian Language & Culture	2,571	6.1	22.4	34.0	19.1	18.4
Japanese Language & Culture	2,429	14.8	8.2	20.8	11.0	45.1
Latin	6,647	13.6	23.0	31.5	19.4	12.5
Macroeconomics	141,649	26.6	15.8	16.9	23.3	17.4
Microeconomics	87,858	18.5	12.0	18.0	28.1	23.5
Music Theory	19,215	14.5	24.6	24.6	17.2	19.2
Physics 1	170,447	29.0	29.1	20.3	16.2	5.4
Physics 2	24,985	8.9	27.6	34.0	16.7	12.9
Physics C — E&M	24,249	11.7	16.9	14.3	25.2	31.9
Physics C — Mech	54,862	8.1	12.5	15.8	27.1	36.4
Psychology	302,369	21.2	14.6	20.0	25.1	19.1
Research	5,787	2.5	27.3	35.4	18.1	16.8
Seminar	19,943	1.6	11.6	65.0	15.1	6.7
Spanish Language	168,307	1.5	10.0	34.2	34.8	19.5
Spanish Literature	25,834	6.4	20.4	37.6	26.1	9.6
Statistics	215,840	25.5	20.2	24.8	15.9	13.6
Studio Art — 2-D Design	32,732	1.8	13.1	34.6	31.2	19.3
Studio Art — 3-D Design	5,571	3.2	25.2	37.6	22.0	12.0
Studio Art — Drawing	19,957	1.6	12.9	35.8	27.7	21.9
U.S. History	505,302	25.6	23.5	22.3	17.7	10.8
World History	298,475	15.4	29.6	26.7	19.9	8.5
TOTAL	4,154,154					

AP EXAM DESCRIPTIONS

AP ART HISTORY

TIMING	FORMAT	CONTENT
3 hours <ul style="list-style-type: none"> Multiple-choice section (1 hour) Free-response section (2 hours) 	Section I <ul style="list-style-type: none"> 80 multiple-choice questions (35 discrete, 45 in sets) Section II <ul style="list-style-type: none"> 2 long essay questions (30 minutes) 4 short essay questions (15 minutes) 	Multiple-choice questions assess students' ability to identify works, artists, and cultures from 250 works of art, apply art historical skills to make deductions about unfamiliar works of art, and demonstrate critical analysis skills while applying an understanding of art historical concepts. Essay questions ask students to demonstrate understanding of complex issues, discuss multiple aspects of artworks, and analyze relationships among works of art. All free-response questions include either images of works of art or a list of works.

AP BIOLOGY

TIMING	FORMAT	CONTENT
3 hours <ul style="list-style-type: none"> Multiple-choice section (90 minutes) Free-response section (90 minutes) (begins with 10-minute reading period) 	Section I <ul style="list-style-type: none"> Part A—63 multiple-choice questions Part B—6 grid-in questions Section II <ul style="list-style-type: none"> 6 Short free-response questions 2 Long free-response questions 	Section I, Part A , consists of multiple-choice questions that represent knowledge and science practices. Part B includes 6 grid-in questions that require the integration of science and mathematical skills. Both sections may include questions on using modeling to explain biological principles, using mathematical processes to explain concepts, making predictions and justifying of phenomena, implementing experimental design, and manipulating and interpreting data.

AP CALCULUS

TIMING	FORMAT	CONTENT
3 hours, 15 minutes <ul style="list-style-type: none"> Multiple-choice section (1 hour, 45 minutes) Free-response section (1 hour, 30 minutes) 	Section I <ul style="list-style-type: none"> Part A—30 multiple-choice questions (60 minutes) Part B—15 multiple-choice questions (45 minutes) Section II <ul style="list-style-type: none"> Part A—2 free-response questions (30 minutes) Part B—4 free-response questions (60 minutes) 	Section I consists of multiple-choice questions designed for broad coverage of AP Calculus. Section I, Part A, does not permit use of a graphing calculator. Section I, Part B, permits use of a graphing calculator. Section II consists of free-response questions that provide students with an opportunity to demonstrate their knowledge of correct mathematical reasoning and thinking. Students are required to articulate the reasoning and methods that support their answers. Some questions will ask students to justify an answer or discuss whether a theorem can be applied. Section II, Part A, permits use of a graphing calculator. Section II, Part B, does not permit use of a graphing calculator.

AP CHEMISTRY

TIMING	FORMAT	CONTENT
3 hours, 15 minutes <ul style="list-style-type: none"> Multiple-choice section (1 hour, 30 minutes) Free-response section (1 hour, 45 minutes) 	Section I <ul style="list-style-type: none"> 60 multiple-choice questions Section II <ul style="list-style-type: none"> 3 long free-response questions 4 short free-response questions 	Section I consists of multiple-choice questions, either as discrete questions or question sets, that represent the AP Chemistry knowledge and science practices. Section II consists of free-response questions that pertain to experimental design, analysis of authentic lab data and observations to identify patterns or explain phenomena, creating or analyzing atomic and molecular views to explain observations, articulating and translating between representations, and following a logical/analytical pathway to solve a problem. Students will be allowed to use a scientific calculator on the free-response section.

AP COMPARATIVE GOVERNMENT & POLITICS

TIMING	FORMAT	CONTENT
2 hours, 25 minutes <ul style="list-style-type: none"> Multiple-choice section (45 minutes) Free-response section (1 hour, 40 minutes) 	Section I <ul style="list-style-type: none"> 55 multiple-choice questions Section II <ul style="list-style-type: none"> 5 short-answer concept questions 1 conceptual analysis question 2 country-context questions 	<ul style="list-style-type: none"> The two sections are designed to complement each other and to measure a wide range of skills and knowledge. Questions cover topics in sovereignty, authority and power; political institutions; citizens, society, and the state; political and economic change; and public policy.