

Solutions Specialized Tutoring

Serious about truly comprehending and mastering the SAT & ACT?

I have personally taught and tutored the SAT & ACT to more than 2000 students over 11 years. I am a professional credentialed high school teacher, and my full time job is taking and teaching the SAT & ACT. I've taken more than 40 SATs and 35 ACTs myself. You simply will not find anyone who knows these tests and questions better or has better teaching skills than I do with my years of high school classroom and tutoring experience. As an Advanced Placement course teacher, my students have only once chance to pass the high stakes AP exams, where the best teaching is critical.

You will learn things you won't learn from books, self study courses, or other tutors:

- 1) how you compare to other students and how you are doing
- 2) what you are doing wrong, especially when you thought you were doing it right
- 3) the in-depth analysis and thinking that you didn't realize is necessary to solve the questions

With other places, you get poor and awful teaching, terrible explanations, only partial review of the concepts being tested, and little more than tips and strategies.

First I will analyze your thinking and approach and diagnose what you are doing wrong, even when you had no idea.

I will teach you proper reading comprehension techniques so you understand what the passage says, actual English Grammar so you know what exactly is wrong, and a thorough review of all the Math you had no idea you didn't know. For ACT test takers, you will learn the science data analysis techniques and background material. You will learn the right way to write a compelling high scoring essay for the essay portion.

I will take you through real SAT and ACT exams. You will learn the RIGHT way (and the wrong ways) to solve every problem on the SAT & ACT, not though guessing / strategies / and random luck.

My rates aren't cheap because to properly teach, it actually requires hours of preparation before each lesson and properly taught lessons require very intense concentration and explaining. I'm not a talking textbook.

Solutions Specialized Tutoring : SAT, ACT, Math - Precalc, Algebra II, Geometry, Algebra

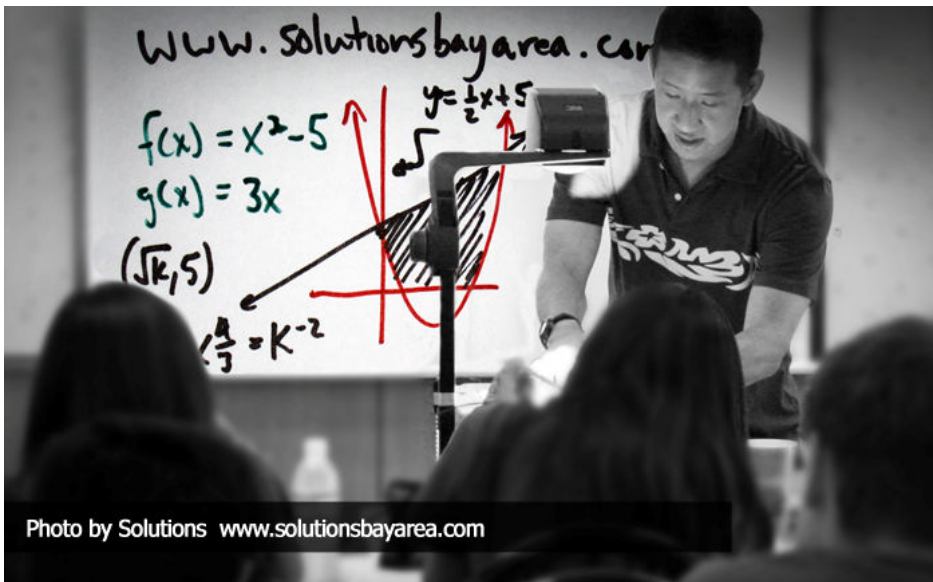
925-388-6645

info@solutionsbayarea.com

Www.solutionsbayarea.com



This was how we did things back in the old days. As fun as this looks, maximum learning occurs during one-on-one private lessons



Solutions SAT course taught me, an Award-Winning professional credentialed teacher. Not actors or models.

This was how things were done back in the old days. As fun as this looks, maximum learning occurs during one -on-one private lessons.

Other tutors can't solve all the problems, just can't teach, move slowly, and worse yet provide little more than some tips and strategies. Instead of wasting your precious money and time on useless tutoring, you are better off getting it done the right way the first time.



This was how things were done back in the old days. As fun as this looks, maximum learning occurs during one -on-one private lessons.

[1] SAT & ACT Testing Requirements Changes [UPDATED June 2020](#)

[2] The difference between Solutions Tutoring SAT & ACT versus all the other tutoring & test prep places

[3] The false claims, deceptive marketing, and teaching / curriculum problems with all the other tutoring & test prep places

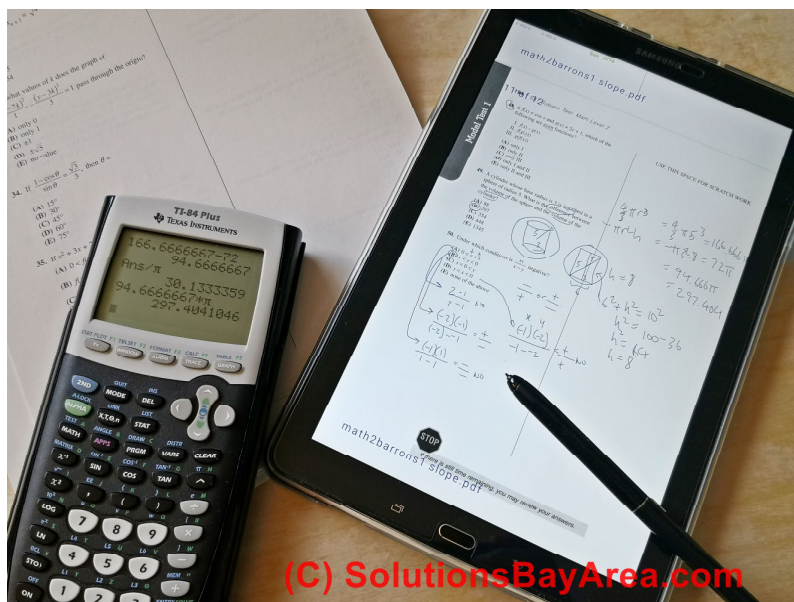
[4] Remote learning / conference call tutoring versus In-person lessons and classes: It works amazingly well

[5] SAT ACT test information

[6] Common mistakes students and parents make when it comes to SAT & ACT

[7] Solutions Tutoring Course logistics... brief overview

[[BACK UP TO TOP](#)]



[2] The difference between Solutions Tutoring SAT & ACT versus all the other tutoring & test prep places

Get it done right the first time by someone who ACTUALLY knows what they are doing and has years of SAT & ACT test-taking and teaching experience.

Exceptionally Proficient and Correctly Taught: I do what No Other SAT or ACT tutor or test-prep course can do:

What sets me apart from every other test prep company and tutor out there is my experience and knowledge of the SAT & ACT. I am a professional credentialed high school teacher (UC Berkeley, UC Davis, AP Computer Science). I have personally taken more than 40 SAT exams and 30 ACT exams (each exam is 3 hours, so that's more than 210 hours just taking exams) so I know what will show up on the test, and analyzed every test question thoroughly.

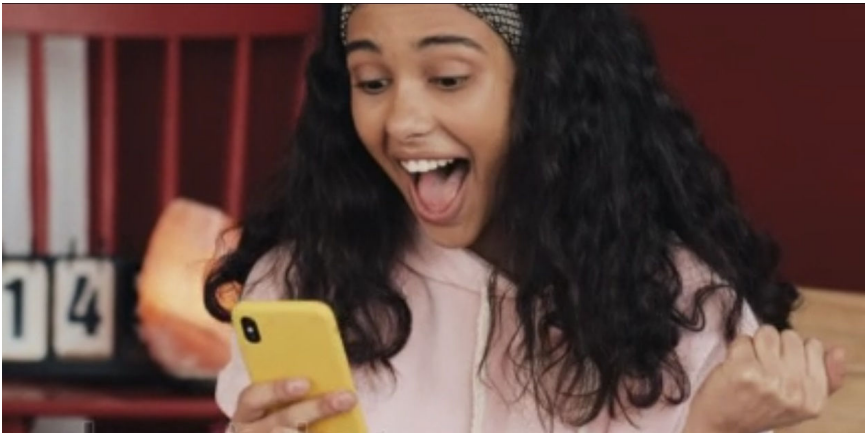
Taking and then teaching the SAT & ACT has been my full-time job 7 days a week for over 10 years. I have personally taught more than 2000 students. I not only teach students but also teach other teachers and tutors HOW to teach. I teach the SAT & ACT FULL-TIME because I happen to be extremely good at this. If I wasn't so good at this, I would not be able to do this as a full-time job and I would have to find another line of work.

Students learn the RIGHT way (and the WRONG way) to solve real SAT / ACT questions, not by lucky guessing / strategies / tricks. Students will learn the critical thinking, analytical reasoning skills, and actual knowledge underlying the SAT / ACT. Also, I will apply pressure on students so they are used to working a tense environment similar to a timed testing situation, something students "studying on their own" don't experience.

I analyze what students do WRONG (students don't know what they don't know), determine what you DON'T KNOW (most don't know what they don't know), and then actually TEACH you what you WON'T LEARN from any other SAT or ACT Course:

Real Knowledge and Thinking Skills so you can solve problems the RIGHT way, not by elimination, strategies, guessing, and tricks. I not only teach you WHAT to do, but also WHY you are doing it. And students will learn by doing, not just listening and watching.

Students who already took another SAT or ACT course and then come to us still increase their SAT & ACT scores significantly



Just one of many high scores of my students
The results speak for themselves

Congratulations!

GREAT JOB!!!!

SAT with Essay
August 25, 2017 12th Grade

1600
Total Score

800
Evidence-Based Reading and Writing

800
Math

College: How to get there
There are a lot of great possibilities to explore in choosing
Get a step-by-step roadmap and advice on what to do when you plan

[View Details](#)

Your Other Scores

SAT with Essay March 10, 2017 11th Grade	SAT with Essay September 20, 2016 10th Grade
1460 Total Score	1300 Total Score
700 Evidence-Based Reading and Writing	640 Evidence-Based Reading and Writing
760 Math	660 Math

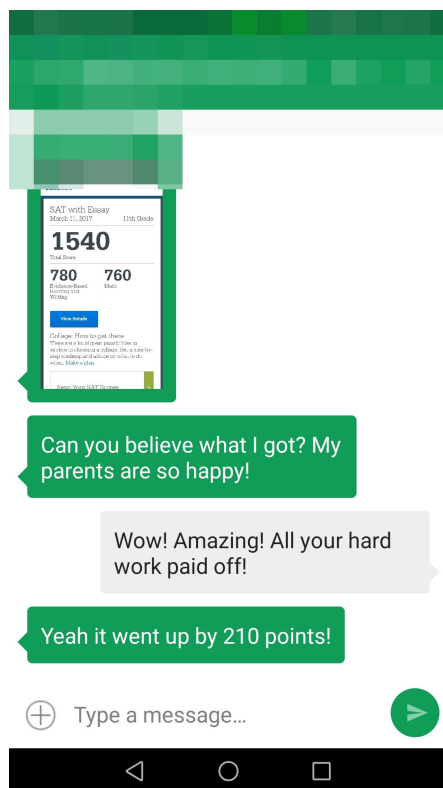
2016

www.solutionsbayare.com

Congratulations!

Test Date: April 2016
Test Location: National
Test Option: The ACT with writing

Score	
Composite Score:	35
This is not an official ACT score report and is intended only for your informational use.	
English	35
Usage/Mechanics	18
Rhetorical Skills	17
Mathematics	36
Pre-Algebra/Elem. Algebra	18
Algebra/Coord. Geometry	18
Plane Geometry/Trig.	16
Reading	35
Social Studies/Sciences	18
Arts/Literature	17
Science	35
Writing	28
Ideas And Analysis	10



No false claims. Proof right here: Just one of my many students. Congratulations Kathy!

SAT with Essay	SAT	PSAT/NMSQT
October 6, 2018 12th Grade	March 10, 2018 11th Grade	October 14, 2017 11th Grade
1590	1490	1470
Total Score	Total Score	Total Score
790 Evidence-Based Reading and Writing	730 Evidence-Based Reading and Writing	730 Evidence-Based Reading and Writing
800 Math	760 Math	740 Math
View Details	View Details	View Details

Annotations:
 - Red arrows point from the 1470 score to the 1490 score: "Took another course +20 points..."
 - Red arrows point from the 1490 score to the 1590 score: "Came to me. 100 points MORE"



/ləˈjɪstɪks/

noun

the detailed coordination of a complex operation involving many people, facilities, or supplies.

"the logistics and costs of a vaccination campaign"

synonyms: organization, planning, plans, management, arrangement, administration, masterminding, direction, orchestration, regimentation, engineering, coordination, execution, handling, running; More

**Teaching the SAT & ACT the RIGHT WAY down to EVERY LAST DETAIL:
Exceptionally Talented & Experienced FULL-TIME SAT & ACT Teacher**

>> Logistical Details: ONE TUTOR = A consistent, coherent, seamless course from beginning to end

From the beginning, you know who you are working with. Since the SAME PERSON developed and wrote the study materials, planned out the course, does the teaching, knows the student and their personal learning style, assesses the student's ability and performance, and receives feedback from the student, you get a UNIFIED, COHERENT, CONSISTENT tutor and course. No material is repeated.

GO SEAMLESSLY from Topic to Topic - No separate teachers for each portion of the test, and NO separate Reading / English / Math / Essay lessons

GO SEAMLESSLY from SAT to ACT or ACT to SAT- No wasted time covering stuff you have already done.

Want to know how your kid is doing? Other places give you a computerized printout. If you call them, you will just talk to the office receptionist.

You have access to the tutor directly 7 days a week to find out how your kid is doing. Just text!

>> Unmatched depth of knowledge, experience, and skill

I am a professional credentialed high school teacher who taught AP Computer Science at a very competitive California Bay Area high school.

I have personally taken more than 40 SATs and 30 Acts (over 210 hours of test taking alone) to analyze what is being tested.

Because I have taken analyzed so many exams, I know what WILL show up, and what will NOT show up, so students don't waste time learning unnecessary material

My full-time job 7 days a week for over 9 years has been teaching the SAT & ACT- not 5 hours a week, not 10 hours a week, but every day all day long.

I have taught for various tutoring and test prep companies, and even trained other tutors how to teach.

My courses and lessons are WELL-REHEARSED, MISTAKE FREE, and EFFICIENT because I teach SAT & ACT problems every day. Every lesson and explanation has been taught, refined, and re-taught SEVERAL HUNDRED TIMES. Yes, I kid you not.

>> Your lesson with me is MANY YEARS IN THE MAKING, and is just the tip of the iceberg

Attention to detail: Everything matters, and there is a RIGHT WAY

It takes time to do things right. Just as with any well-rehearsed performance, tutoring is not something you can just walk into.

1) Several months are spent taking more than 40 SATs and 30 ACTs (3 hours a test x 70 = more than 210 hours), and new ones as they become available.

2) Weeks are spent analyzing reverse engineering every test question and developing proper solutions and explanations (figure about 3 – 10 minutes per question)

3) Each solution to a problem is explained and taught to HUNDREDS of students with live feedback, then reviewed and refined and memorized.

4) Several months are spent creating, writing, developing, and updating course materials (more than 200 pages of material).

5) Before each lesson, a customized lesson plan is put together just for that student

6) Actual lessons are provided to students << (the part that you know about)

No part-time tutor working only 5-15 hours a week is going to invest more than 200 hours taking tests, memorize questions, or have the experience of teaching and refining solutions and explanations. Many people are not aware of the hard work, time, and energy involved in creating the high quality courses that have given me my reputation.

It is impossible for anyone, no matter how smart or brilliant, to walk-in and suddenly become a tutor. What's the result? Not knowing what they are doing, confusion, inability to solve problems, answering questions wrong, and reciting from an Instructor's Manual.

>> Assessing student performance and needs

Parents all think that their kid has some special unique situation. I've worked with thousands of students, and I have seen pretty much all the types of "unique situations" there are. There aren't that many.

There is no need to tell me "my kid needs work on this area, and she's good in that area" and "my son is the type of person who tends to..."

Please relax. I know exactly what needs to be done. You're dealing with a professional, not someone who just started doing this.

>> Real Teaching, Real Learning

I don't just recite from an instructor's SAT ACT manual while the student stares at a binder or a bunch of handouts (talking textbook). Students do not learn by watching and listening to a teacher or tutor. In order to do what it takes on the SAT or ACT, students need to DO the problems until they know it in and out.

I teach, and students will learn, the actual concepts and knowledge underlying the ACT or SAT:

real math review, real English Grammar, actual reading comprehension skills, essay writing skills, scientific thinking and analysis skills (for the ACT)

- Total understanding of every SAT or ACT reading passage, how to properly read, and how to answer the questions.
- Complete understanding of how to solve every SAT or ACT math problem, and all the math knowledge underlying every question.
- Total understanding of every grammar / English question, and the grammar rules behind every answer.
- How to properly read and understand and interpret scientific data, charts, graphs and experimental design for ACT Science.
- The right way to write the SAT / ACT essay, what you should write about, how you should write it.

Teaching is NOT just sitting there correcting a test and GOING OVER THE WRONG ANSWERS.

What is real teaching then?

(Other tutors and test-prep companies – TAKE NOTE HERE. I do have a “Teach the Teacher Program” if you want me train your instructors / tutors. I've worked with many public schools and tutoring companies as a teaching consultant. Please email me for further information)

- Based on your abilities and deficiencies, I check and verify your problem-solving to uncover questions you got right the WRONG way (wrong logic/ luck / guessing).
- Real teaching mean knowing WHAT questions to ask the students
- I ask students questions (students usually won't ask) to uncover mistakes
- I don't just give answers but I will challenge students to think so that they understand not only WHAT to do but also WHY they are doing it.

>> Develop critical thinking, problem solving, analytical skills, study skills, organizational skills

I'm not just teaching SAT & ACT. What you learn goes beyond these exams: real critical thinking, problem solving, analytical skills, organizational and proper study skills necessary to succeed in college and in life. These are lessons that you do not learn in school or from textbooks.

I will challenge students to think so that they understand not only WHAT to do but also WHY they are doing it.

>> Every lesson is adjusted in REAL-TIME for each student: speed, difficulty, material covered, explanations

I analyze every student as we go, so I know where a student's deficiencies are.

No slow-talking, boring lectures here. I move at the pace you need: faster or slower

Because I have ALL of the material and more than 6000 questions memorized, the course and lesson content and speed are actually CUSTOMIZED & ADJUSTED IN REAL-TIME for each student, and even the explanations are customized to the level of each student, something simply NOT POSSIBLE with any other tutor or with a pre-structured course (example: 3 Math lessons, 2 Reading lessons, 2 Essay lessons).

We will spend more time on areas that need more work, and allocate less time to higher scoring areas.

Unlike other places that have a rigid course, my courses and lessons are CUSTOMIZED IN REAL-TIME.

If students are scoring high in certain areas, the lessons will automatically adjust and adapt to focus on a student's weak areas, without sacrificing the strong areas.

Some students are struggling and won't be able to learn the more advanced concepts. We skip those and focus on where the student can get the points.

I also adjust the difficulty of the material for each student, thus MAXIMIZING SCORES

>> The RIGHT & WRONG WAY to solve every single question, not by guessing / chance / elimination / tips & tricks

Students who score high on the SAT & ACT are actually good at solving the problems, NOT because they know a few tricks and strategies.

Despite some popular myths that the kid who scored high learned some test taking strategies that got the 1500 SAT score or the 34 ACT score, that is simply not the case. If it were that easy, no one would need to spend time studying and preparing for these exams.

EVERY SINGLE test question has been repeatedly analyzed, solved and explained to hundreds of students, then re-checked to find the best possible methods.

- Explanations and solutions that are CLEAR, SIMPLE, DIRECT, and RIGHT.
- NO WRONG ANSWERS and NO CONFUSING EXPLANATIONS

The explanations are even adjusted JUST FOR YOU so you can understand.

My students learn the clearest, most direct, and CORRECT solution to each question, and also learn what NOT to do.

That also means this: YOU DON'T JUST GO OVER THE QUESTIONS A STUDENT GOT WRONG. Many students "got the right answer" as a result of luck / chance / guessing.

I actually know the problems and solutions better than College Board & ACT Inc themselves, who only write the questions and BUT DON'T SEE HOW STUDENTS SOLVE THEM. It's impossible for them to know the wide variety of creative guessing techniques that students will use to get the questions right by luck. I've worked with thousands of students and seen pretty much every type of mistake made.

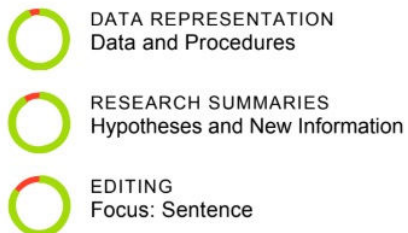
>> What a student is DOING WRONG in their approach and thinking, determine what they DON'T KNOW

Students can get a question wrong on several different levels, and without knowing what is happening, students will not get better.

It's not just a simple matter of "I don't remember geometry". That's why those computerized diagnostics test prep companies love to give are USELESS

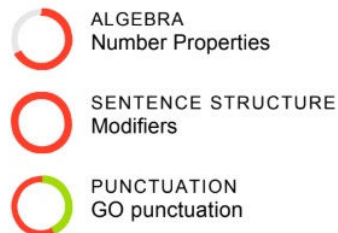
Areas of Strength

Based on this exam, here's where you're scoring well:



Areas of Focus

Based on this exam, here's where you can improve:



Useless computerized diagnostic

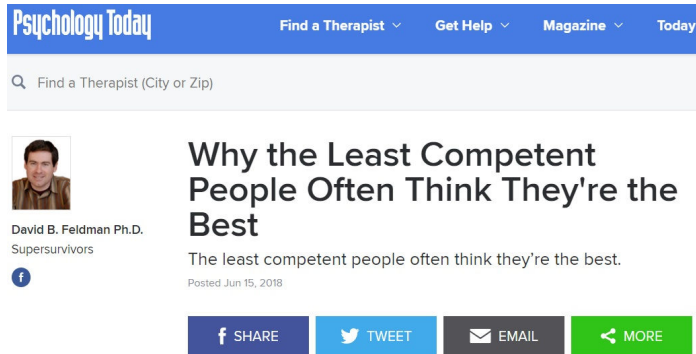
More than 80% of the time, students ARE NOT getting questions wrong because they don't know the math. What is going wrong is far beyond "Oh, I just need to review these concepts": they lack the problem solving and critical thinking skills that OTHER PLACES SIMPLE DO NOT TEACH.

Most students even don't know **THAT** they are doing something wrong

Other students simply just don't WHAT they are doing wrong.

Ironically, students who are the MOST CONFIDENT are actually the MOST LIKELY to get QUESTIONS WRONG (**Dunning Kruger Effect**)

My teaching goes beyond explanations: I have to fundamentally change their thinking skills



As we go through problems, I will ANALYZE and DIAGNOSE what students are doing WRONG in their approach and thinking, and make corrections.

There is a fundamental difference in the thinking of students who answer questions correctly and those who answer wrong or get lucky.

That's why just explaining a problem (self-study using a book or watching videos) is not effective.

That is also why just taking practice test after practice test without tutoring will yield no further improvement beyond the practice effects of test-taking. (That training method is only for students building endurance and who are scoring 1500+ / 33+ who want a perfect 1600 / 36)

Also, because I have literally worked with thousands of students, I can accurately tell how a student compares to his/ her peer across different high schools and provide an accurate prediction of the student's score. Questions such as "Does everyone miss that problem?" "Is everyone having such a hard time with this reading passage or is it just me?" "Do other students who started off like me reach 1400?" etc.

>> I push EVERY student mentally to the MAXIMUM of their ability in order to get EVERY LAST POINT

This isn't like taking golf lessons or cooking classes. You will be taken to the limit of your mental ability.

Very few students have the discipline to "study" on their own. I am that coach that pushes them to do more.

Parents – it won't work coming from you.

Based on my extensive experience, I can tell you realistically what kind of score you can get.

I adjust the lessons and take you as far as you can go. If you don't improve with me, you won't improve with anyone else.

>> 100% COMPLETE coverage of all the concepts that will be tested – No more, No less

Ever wonder why your kid has good grades and yet bad test scores?

The SAT & ACT are designed to test specific problem solving abilities and material that are not learned in high school classes.

Preparing for the SAT/ ACT/ AP / Subject tests is very different from studying for a test at school. For a test in school, you just memorize a limited amount of material, take a test, and then just forget it. SAT / ACT / AP / Subject tests are a matter of performance and require a different skill set: endurance, concentration, fast thinking, problem solving, analytical skills, and also a broad range of knowledge.

These skills go to a DEPTH of analytical ability and critical thinking that most students usually are NOT accustomed to except for the high scoring test-takers.

Getting ready for these exams is like training for a triathlon. It's a very different approach.

- Total understanding of every SAT or ACT reading passage, how to properly read, and how to answer the questions.
- Complete understanding of how to solve every SAT or ACT math problem, and all the math knowledge underlying every question.
- Total understanding of every grammar / English question, and the grammar rules behind every answer.
- How to properly read and understand and interpret scientific data, charts, graphs and experimental design for ACT Science.
- The right way to write the SAT / ACT essay, what you should write about, how you should write it.

Unless your tutor has taken at least 10 of the new SATs or ACTs (and that's 98% of the tutors out there) they can't possibly know all the types of questions and material tested on the SAT & ACT. Because I have actually spent all that time taking and analyzing that many tests for many years, I know what will be tested and will not, and I make sure you know.

My curriculum covers a COMPLETE, COMPREHENSIVE, IN-DEPTH 100%. I know what WILL show up, and what will NOT show up, so students don't waste time learning unnecessary material.

All the curriculum review materials have been written by me personally (Yes – I provide all the review materials to the students, and NO, it's not 500 pages of useless material), and cover ONLY WHAT you need to know. Nothing more, and nothing less

>> Real SAT & ACT practice exams only

You need to practice from the real exams. Why? Because the SAT & ACT questions are written in a very specific way and test very specific problem solving logic. Those fake SAT & ACT exams in books and given by other test-prep companies might look the same, but fundamentally test something different.

If you are trying to get good at basketball, playing soccer just isn't the same.

>> NO LESSON TIME WASTED

I have literally memorized more than 50 HOURS OF TEACHING MATERIAL, making it possible to skip forward or backward or go to any point of ANY LESSON at ANY TIME.

I can skip right to the parts you need work on, without wasting lesson time going over stuff you already know.

No student ever has to sit there wasting time going over material that they already know.

Even more importantly, since I have the questions and answers memorized, NO TIME IS WASTED reading over the question, thinking of a solution, then trying to teach it. I can answer instantly.



thor·ough

/ˈTHərō/

adjective

adjective: **thorough**

complete with regard to every detail; not superficial or partial.

"planners need a thorough understanding of the subject"

synonyms: rigorous, in-depth, exhaustive, thoroughgoing, minute, detailed, close, meticulous, scrupulous, assiduous, conscientious, painstaking, methodical, careful, sedulous, complete, comprehensive, elaborate, full, intensive, extensive, widespread, sweeping, searching, all-embracing, all-inclusive

"a thorough investigation"

antonyms: superficial, cursory, partial

• performed or written with great care and completeness.

[[TOP](#)]

[3] The false claims, deceptive marketing, and teaching / curriculum problems with all the other tutoring & test prep places

What you THOUGHT you knew but DON'T know about SAT & ACT test-preparation and tutoring:



If all tutoring for the SAT & ACT was the same, logically you would just choose the cheapest place. Unfortunately SAT & ACT courses and tutoring are vastly different, and many tutoring and test prep companies lie and deceive unwitting parents and students with clichés and buzzwords: FALSE “SCORE IMPROVEMENT GUARANTEES”, FAKE “AVERAGE SCORE INCREASES”, and UNSUBSTANTIATED claims of “BEST TUTORS” “ELITE INSTRUCTORS” “PROVEN METHODOLOGIES” “GUARANTEED RESULTS”.

Curbing Boasts About Test Prep

The Princeton Review, a leading test-prep company, has agreed to stop using claims about average score gains in its marketing materials.



By [Scott Jaschik](#) // May 13, 2010

2 COMMENTS

The Princeton Review, a leading test-prep company, has agreed to stop using claims about average score gains in its marketing materials. While company officials say that they believe the claims were accurate, and that they were preparing to move away from such claims without outside prodding, the decision came after [an investigation by the National Advertising Division of the Council of Better Business Bureaus](#), which found the decision to stop making such claims to “be necessary and appropriate.” (The organization acts as an arbitrator among companies that agree to have complaints probed.)

If you are just looking for some cheap (or outrageously overpriced) tutoring, to just "bump up SAT and ACT scores a little bit", "get a few test-taking strategies", or take test after test after test without any teaching, then THIS ISN'T THE RIGHT PLACE FOR YOU.

If you want an inexperienced part-time tutor who never took the SAT or ACT, doesn't have a structured course plan with review materials and handouts, can't actually solve the questions, gives WRONG test-taking strategies, or uses fake SAT and ACT exams, then STOP. LOOK NO FURTHER. You should Google "SAT tutoring" or "ACT prep classes" and go elsewhere.

SAT / ACT Tutors Wanted

\$20/ hour

Part-Time – 10 hours+ / week

NEED EXTRA CASH?

Work with high school kids tutoring the SAT & ACT.

No teaching experience necessary. We train!

No minimum SAT or ACT score needed!

Requirements:

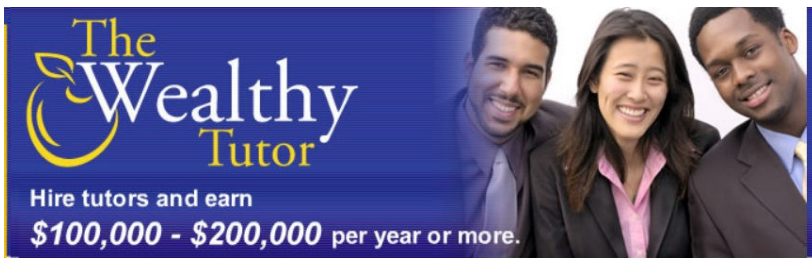
- Friendly personality
- Able to get along with high school students
- Passion for teaching

Did you know how your tutor was recruited? Probably a Craigslist ad just like this one

Anyone can be a “tutor” and start tomorrow

Unlike becoming a teacher, lawyer, doctor, or accountant, THERE IS NO MINIMUM JOB QUALIFICATION / CERTIFICATION / LICENSING REQUIRED to get hired as a tutor / instructor other than “I think tutoring would be a flexible and fun part-time job”. In fact, many people BECOME tutors for this exact reason: they do not have the necessary job qualifications to get hired on for another job...

But yet MORE THAN 90% (yes 90%) these so called “**Best Tutors**” “**Ivy-League Graduates**” “**Perfect SAT 1600 / ACT 36 test-takers**” “**Top Instructors**” “**Elite Teachers**” “**PhD professors**” of SAT ACT tutors / instructors have NEVER TAKEN the SAT or ACT themselves, cannot solve all the problems and can't explain to students (don't worry, there's a handout you can read or just Google it), or just don't know what they are doing (don't worry, those companies just give tutors a teacher's manual to read from)



Start a Tutoring Business with The Wealthy Tutor

Whether you want to hire 50 tutors and make over \$100,000 per year or simply do some tutoring yourself, we have a complete system for starting a tutoring business that provides everything you need!



Worse yet, they use fake SAT ACT exams (which are nothing like the real tests and don't even test the same concepts), cover only a part of the SAT or ACT exam, provide INCORRECT & FAULTY solutions to problems, and give students WRONG "test taking strategies, tips, tricks" which ACTUALLY get questions WRONG.

If you are a parent reading this now, and you think that test taking strategies will increase your kid's score and that's what you are hoping your kid will learn from a tutor, then I will save you some money now and tell you to just Google "test-taking strategies" for free. You don't need to spend money on a tutor.

On top of that, you don't even get what you paid for. With valuable lesson time wasted moving slowly, repeating material you already know, and sitting around doing practice tests and other busy work (something you can do at home for free), you realize that something isn't right.

The sad truth is that most of the tutoring and test prep out there is so awful, you are actually better off buying a book and doing self-study and saving your money, or doing the free Khan Academy online. Really? Yes.



Start a Tutoring Business THIS Weekend (& How to Find Paying Clients)



by The Penny Hoarder Staff

UPDATED JUNE 8, 2018



Start Your Tutoring Business Today: Easy Success And Profit

Build a Successful Tutoring Business From the Ground Up! Learn the Secrets and Tricks That Can Make You Big Bucks!

★★★★★ 3.5 (18 ratings) 544 students enrolled

Created by Kody Amour Last updated 3/2015 English English [Auto-generated]

Teaching is very serious matter. You can't just decide one day you want to be a tutor and just start tutoring.

If it was so easy then everyone could do it, and you could tutor your own kid and save some money.

Every year unwitting students endure months of useless tutoring and classes for the SAT & ACT while their parents throw away thousands of dollars with little improvement, only to have to pay for a second or even third SAT / ACT course.



"I didn't learn a thing in that class"

"My SAT scores stayed the same"

"The instructor didn't know how to solve the question"

"All they taught me were some test-taking strategies"

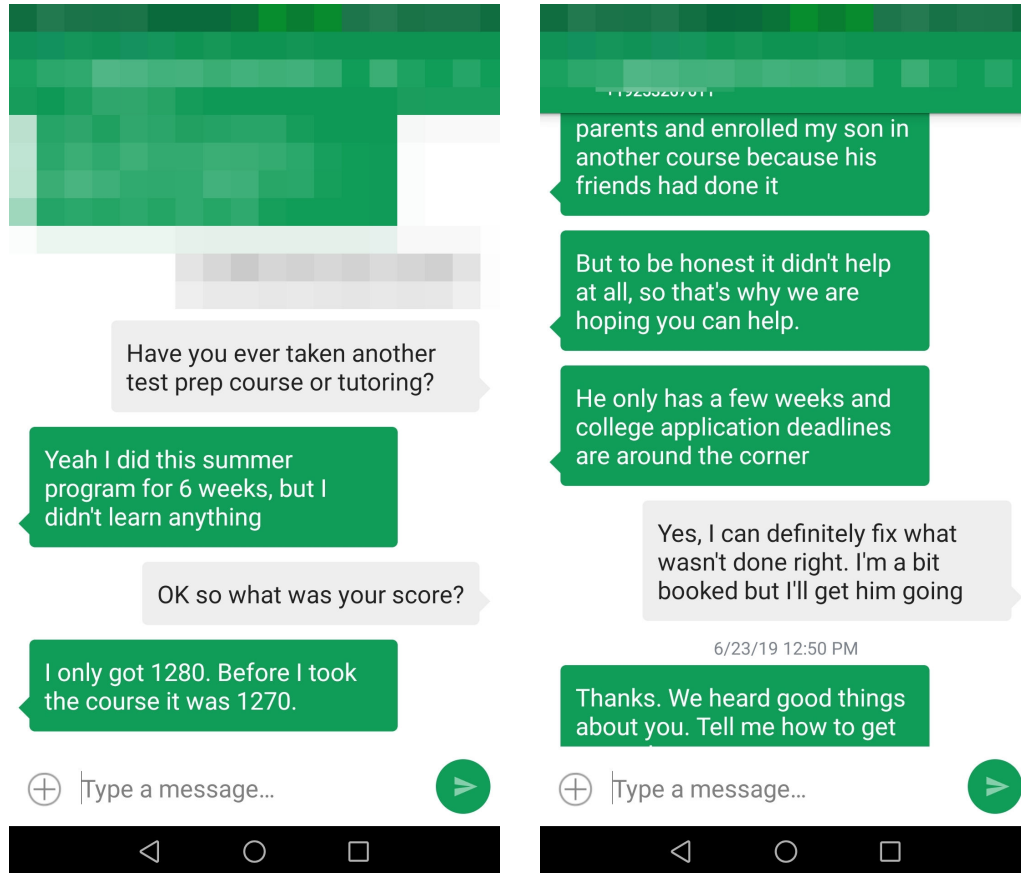
"It was a complete waste of time."

"The instructor couldn't teach."

"What they told me was wrong."

"The real test was nothing like what we did in class."

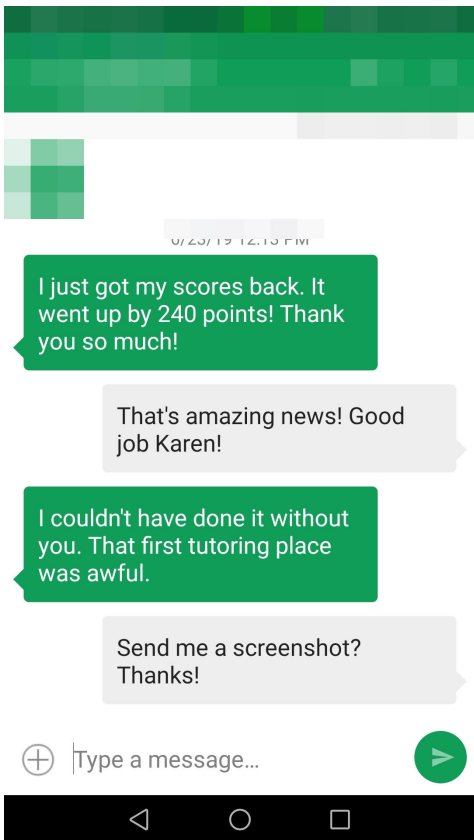
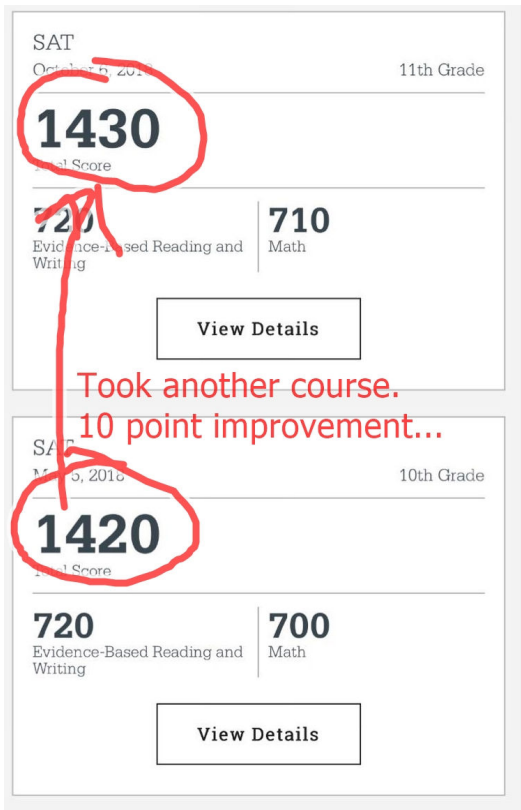
Spending thousands of dollars and months of time sitting through SAT or ACT classes is bad enough. Doing it a SECOND TIME because the first course was a waste of time is even worse.



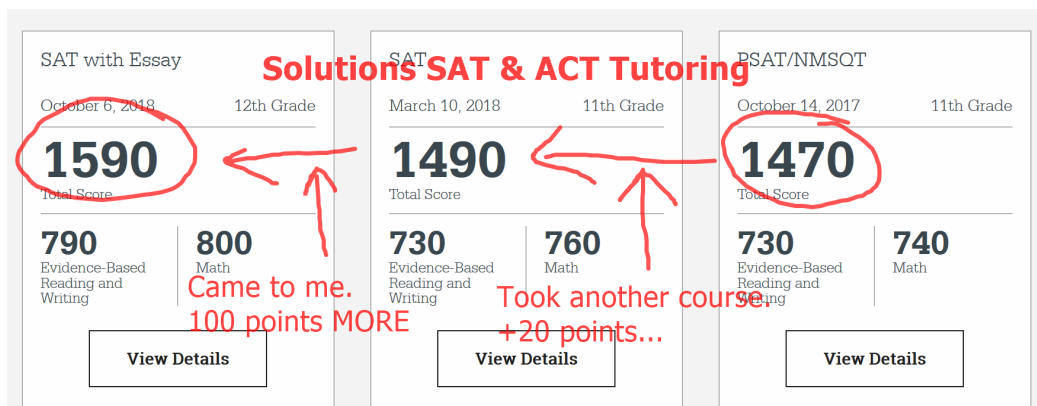
Teaching the SAT & ACT is not as simple as deciding one day that you need a part-time job, seeing a Craigslist job posting, and just walking into a classroom to teach. It's actually something that takes years (yes, YEARS) of practice, taking SATs and ACTs, and working with thousands (yes, THOUSANDS) of students to get good at.

Many parents and students learn a real life financial lesson after wasting valuable time and money on SAT & ACT courses which result in little to no improvement in SAT or ACT scores.

No false claims. Proof right here: This student spent \$1500 on a class



No false claims. Proof right here: Just one of my many students. Congratulations Kathy!



No need to take our word –

Wall Street Journal investigative reporter **John Hechinger** corroborates what we have warned parents for years.

John Hechinger personally called me on the phone to help uncover the deceit of other test prep companies.

SAT Coaching Found to Boost Scores -- Barely

Study Results Run Counter to Test-Prep Course Claims; How Colleges Fuel Industry

By JOHN HECHINGER
WSJ

Families can spend thousands of dollars on coaching to help college-bound students boost their SAT scores. But a new report finds that these test-preparation courses aren't as beneficial as consumers are led to believe.

The report, to be released Wednesday by the National Association for College Admission Counseling, criticizes common test-prep-industry marketing practices, including promises of big score gains with no hard data to back up such claims. The report also finds fault with the frequent use of mock SAT tests because they can be devised to inflate score gains when students take the actual SAT. The association represents 11,000 college admissions officers, high-school guidance counselors and private advisors.

In order to understand HOW we are so good, you need to understand WHY those other places are so bad.

THE PROBLEMS WITH THOSE OTHER PLACES:

Most tutors & instructors don't know what they are doing and there are many WRONG WAYS to teach

Why? Those other tutors & test prep places have inexperienced part-time tutors who never even took the SAT or ACT, can't solve the problems themselves, lack the ability to explain and teach, and just don't know what they are doing. You would actually be better off saving your money and buying a few books. Really.

>> Inexperienced, Unqualified, Incompetent tutors / instructors who can not teach

confusing explanations, WRONG & INCORRECT solutions and explanations

>> Instructors / tutors who never took the SAT or ACT and can't solve the question themselves and can't tell you what will and won't be tested on the SAT & ACT. Common sense should tell you that no one can teach something that they haven't taken themselves. And certainly no one should be teaching something when they can't even solve the problems!

>> Random tutors and tutors who leave

You thought you were getting one tutor, but you ended up with another tutor. Classic bait and switch. Secondly, when there are multiple tutors working with the same student, it becomes a disorganized mess where the next tutor has no idea what has already been done and what still needs to be done.

Part-time seasonal tutors are just that: They work during Summer Break or Winter Break. They quit when they want, or go on vacation, or go off to college or graduate school. Your kid still has several weeks to go, but suddenly your tutor is gone.

- PART-TIME TUTORS

It is IMPOSSIBLE for any person, no matter how smart or brilliant (even someone scoring 2400 or 36 in one try without studying), to have the time to prepare and review what is required to properly teach the SAT or ACT just by working part-time 5 – 10 hours a week.

- NEVER EVEN TOOK THE SAT or ACT

It is IMPOSSIBLE for any person, no matter how smart or brilliant, to teach a test THEY THEMSELVES NEVER TOOK

- CAN'T SOLVE THE PROBLEMS and thus CANNOT teach the explanations

- NO TEACHING ABILITY / UNABLE TO GIVE CLEAR EXPLANATIONS

San Francisco Bay Area Instructors



Hometown: Mountain View
College: Santa Clara University

About Me:

My name is Is [redacted] I have been living in mountain view for the past 8 years and I am a Management Major at Santa Clara University planning to graduate in March!!! I just got back from a one month trip, traveling all over Europe! It was a lot of fun so ask me about it in class!



Charlie (Cal)

Greetings. My name is Charlie, and I'm currently in my third year at Cal as a Physics and Economics double major. I hail from Minnesota originally where I ...[\[more\]](#)

>> No Teaching

- "Tutors" just read off answers (A B C D E) from the answer key and read from the instructor's manual. \
- Self-study: you read explanations and solutions in their handouts which are ACTUALLY OFTEN INCORRECT explanations. It still amazes me that parents are willing to pay for tutoring to have their kids are studying on their own. That's the easiest tutoring job in the world – they don't have to teach anything!
- Class time is only spent on self-study or taking test after test, again more wasted time that you could have done on your own.
- Instructor is little more than a room monitor

>> Reviewing material based on a computerized diagnostic

If those computerized diagnostics were right, then just reviewing those topics would make the score go up, right?

WRONG.

Getting the wrong answer isn't just because a student doesn't know that concept. It goes to a deeper level: critical thinking and problem solving skills. Ever wonder why your kid has good grades and yet bad test scores?

Focus: Sentence 11 correct out of 13



Add and Delete: Words 7/9



GO punctuation 3/7



STOP punctuation 3/5



Verb Tense 5/5



Diction 2/4



Useless computerized diagnostic

Right Triangles 4 correct out of 4



Number Properties 0/3



Patterns, Sequences, Series 3/3



Percents 3/3



Quadrilateral Properties 2/3



Simultaneous Equations 2/3



Volume 1/2



Useless computerized diagnostic

>> Wrong test-taking strategies "Proven methods" that don't work and actually TAKE DOWN scores

"Proven methods" "strategies" "tips" "tricks" "test-taking methods" that are actually BRING down scores because they are WRONG.

- Wrong information about SAT & ACT question types and concepts tested
- Wrong way to read passages
- Wrong way to answer English Grammar questions

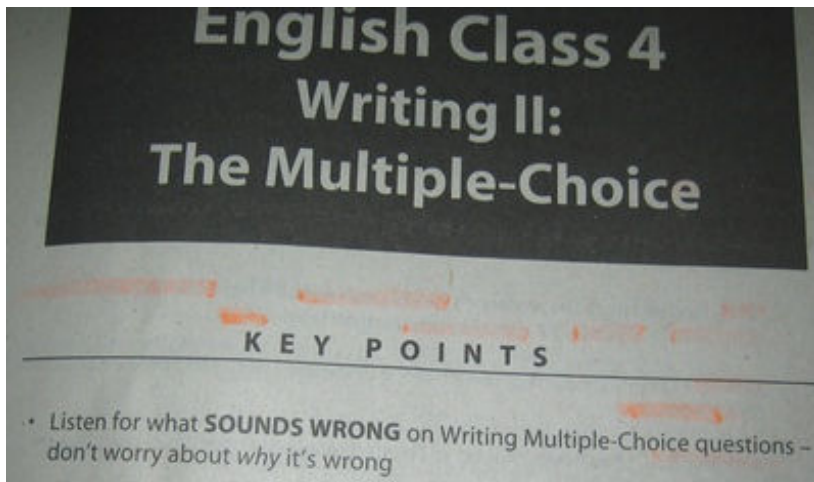
Many SAT & ACT courses just don't know what they are talking about.

"Don't waste time reading the passages. Skim and only read the parts they ask about."

"For English Grammar questions, choose the answer that sounds right"

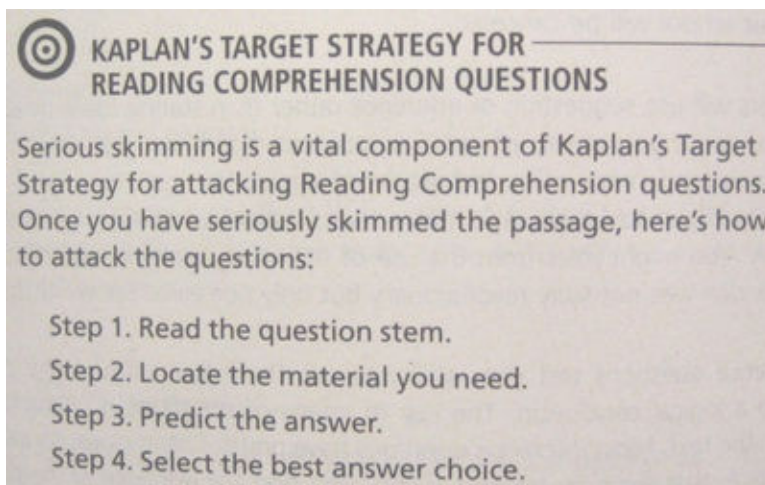
"For the essay, always write five paragraphs, and start with a "hook" or "catch"

"The Earth is flat."



This is the best strategy I have ever heard "Listen for what SOUNDS WRONG... don't worry about why it's wrong"

That's some great advice.



>> Fake / simulated SAT or ACT exams

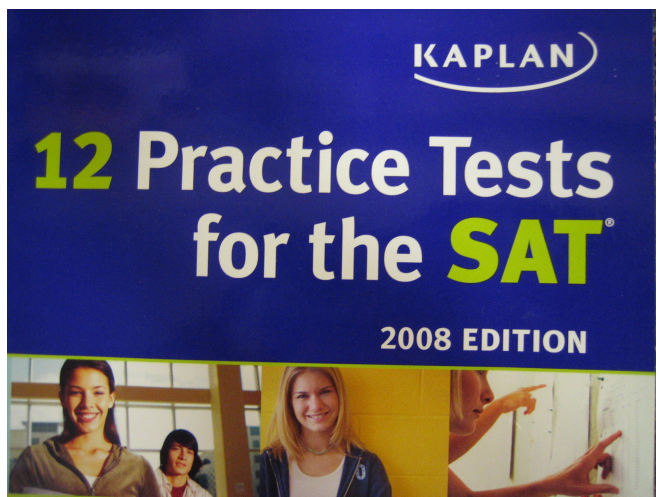
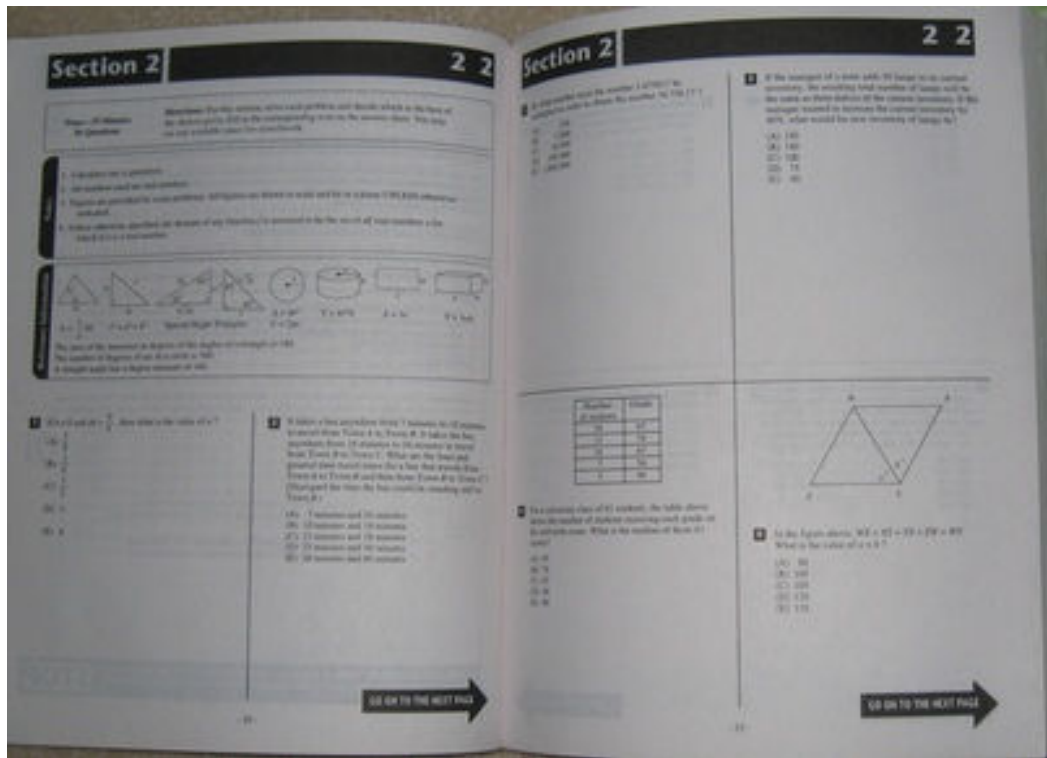
Fake tests may look the similar but test different concepts and have a different thinking and logic.

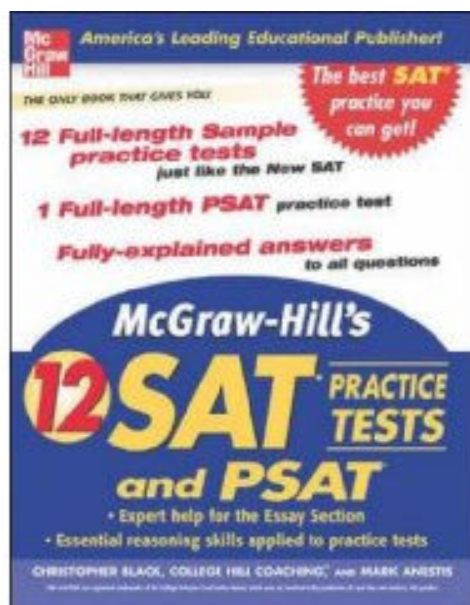
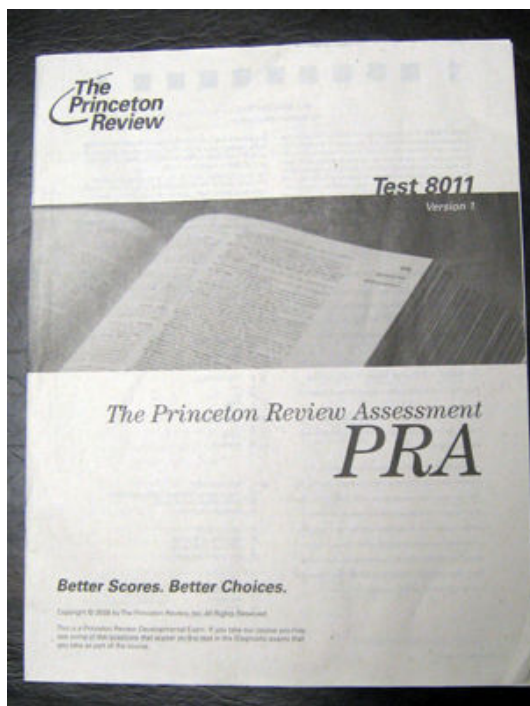
The real SAT and ACT questions test students with a very specific thinking, logic, and problem-solving ability.

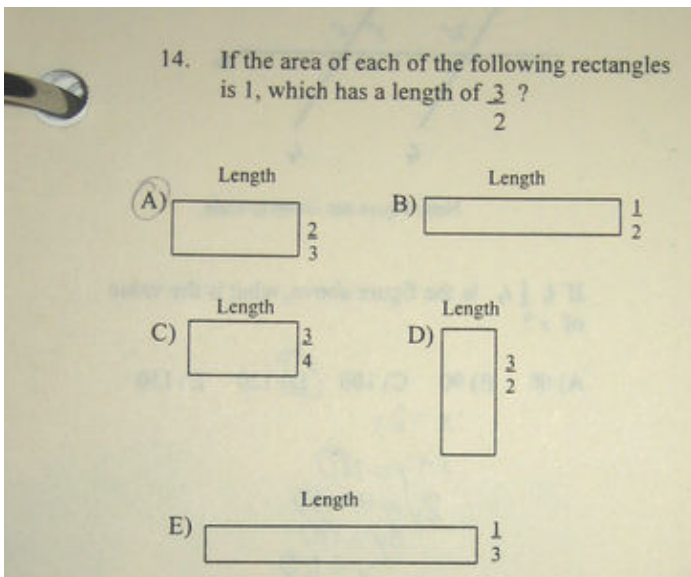
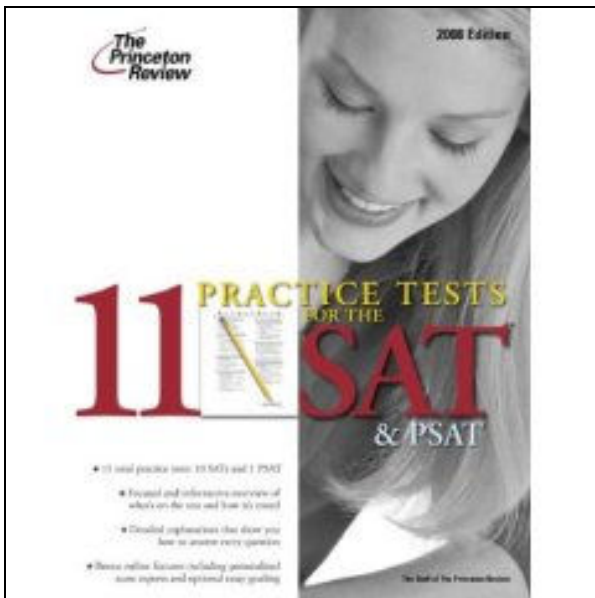
So?

The fake tests cover different material, are a different level of difficulty, **OFTEN HAVE ERRORS** (even real tests which are proofread & reviewed on several levels have errors), and **DO NOT HAVE ACCURATE SCORING** because they have **NOT BEEN TAKEN BY THOUSANDS OF STUDENTS** for a scoring curve

The following are actual fake tests



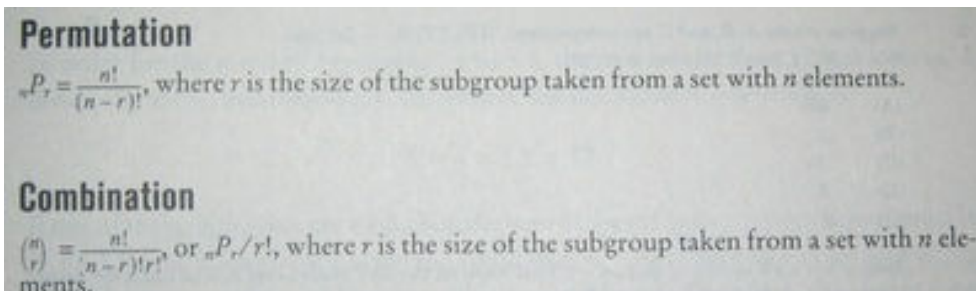




>> Irrelevant & Unnecessary Material

A waste of time reviewing stuff NOT TESTED ON THE SAT OR ACT.

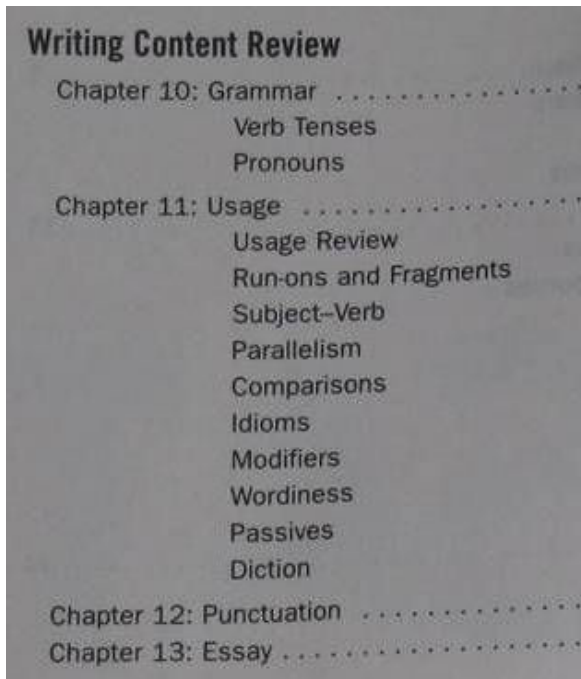
You might as well review some Calculus AB and US History while you are at it



>> Covering only part of what tested on the SAT or ACT

Unless you have taken, analyzed and reviewed more than 10 actual SATs or ACTs, there is no way to know the scope and range of tested material

60% - 70% coverage of what is tested.



Writing Content Review	
Chapter 10: Grammar	
Verb Tenses	
Pronouns	
Chapter 11: Usage	
Usage Review	
Run-ons and Fragments	
Subject-Verb	
Parallelism	
Comparisons	
Idioms	
Modifiers	
Wordiness	
Passives	
Diction	
Chapter 12: Punctuation	
Chapter 13: Essay	

>> Quantity instead of Quality

So you think just having your kid take 10 practice tests will increase their score? How about 20 practice tests? If it was that simple and that worked, you could just buy a book of practice tests. The fact is taking test after test without going through the questions is useless. First, you actually need to go through ALL the questions on the test, not just the ones missed. Secondly, research has shown a person can only meaningfully learn about 2 to 4 new complex concepts a day, which means that any additional material being forced into a person's head simply won't stay there.

50 to 80 hour courses just taking test after test (each test is 4 hours long) without learning anything. (You can do that for FREE, instead of paying those places \$1000). Merely taking tests without going through them is useless.

10 hours of bad / wrong tutoring can't equal 1 hour of good tutoring.

>> Splitting classes up by topic, separate tutors & instructors

Many places will have separate Read, Writing, Math, and Essay classes, and a different instructor for each.

Don't believe it's because they have a Reading expert, Math Expert, or whatever expert.

This is actually so no one instructor knows the entire course and steals clients.

Also, as a part-time instructor, it's easier just to "teach" a small portion of the material and go back to your regular life.

What really happens is you end up with a chaotic, disorganized, incoherent course, where students have to sit through material they already know.

This created a problem my students never deal with: Do I need 3 math lessons, 2 English lessons, 1 Essay or 2 Math, 3 English, 2 Reading?

>> The one-size fits all LARGE CLASS where students have to sit for hours each day and listen to stuff they already know.

>> Group Tutoring (2 to 5 students) a logistical disorganized mess designed to rake in profits

It's impossible to properly teach anything when you have 2 - 5 kids all working on different tests, at different parts of the course. This is even WORSE than a class because at least in a class everyone is doing with same stuff and going through the same questions

>> Wasted lesson time that you paid for

Other tutors and test prep companies waste valuable lesson time by going over material you already know, reading over questions and thinking of explanations before teaching the students (because they haven't seen those questions before), talking very slowly, taking breaks, starting lessons late and ending early, and having you sit there taking a test while the tutor looks at his or her phone.

Because it's impossible to predict how quickly or slowly a class will move, every tutoring company pads leftover time with filler busy-work where no teaching happens.

Worse yet, if there are rotating tutors, the new tutor doesn't know what you have already gone over, so time is wasted figuring that out, and more time wasted repeating what was already done.

Suddenly that cheap tutoring wasn't so cheap anymore. And that expensive tutoring just got a lot more expensive.

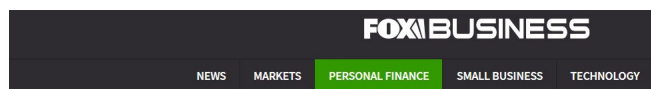
>> Outrageous, unconscionable prices

\$250 per hour? Yes, that's how much Kaplan and Princeton Review you to charge parents when I tutored for them.

No one likes to see their money wasted. When you go to those other tutoring centers, your money pays for the nice looking office, new tables and chairs, the copy machine and microwave and mini refrigerator, the front office staff who look at social media and shopping sites all day, and other expenses. Not here. Everything goes straight into the tutoring.

Can you believe what other places charge?

\$1000 per hour? \$1500 per hour?



College admissions scandal: SAT tutor who makes \$1,000 per hour says 'I am part of the problem'

By Shaan Patel | Published March 15, 2019 | [Opinion](#) | [FOXBusiness](#)

One-on-one tutoring sessions from Princeton Review runs as high as \$2,600 for 10 hours of private instruction. Prices for boutique tutoring agencies or individual tutors can be even higher.

One-on-one tutoring sessions from Princeton Review runs as high as \$2,600 for 10 hours of private instruction. Prices for boutique tutoring agencies or individual tutors can be even higher. Lockwood, whose company provides tutoring services, says hourly rates for private tutors run between \$100 and \$800 on Long Island and are even higher in Manhattan.

Manhattan-based SAT tutor Anthony-James Green charges his clients \$1,500 an hour and claims to deliver "an average score improvement of over 215 points on the SAT and over 4.66 points on the ACT," according to this website.

You can look at the websites of other tutors & companies and listen to their sales reps say how good they are and look at this website and read about how good we claim to be. **But it's actually very simple: go get a lesson from one of their tutors / instructors (if they are willing to allow it), and get a FREE 15 minute SAMPLE lesson from me. You will know within minutes.**

SCORE LIES & DECEPTION:

Learn about REAL versus FAKE SAT or ACT score increases

Tutoring / Test Prep Companies deceive & lie to unsuspecting parents & students every day:

1) Making up score increases

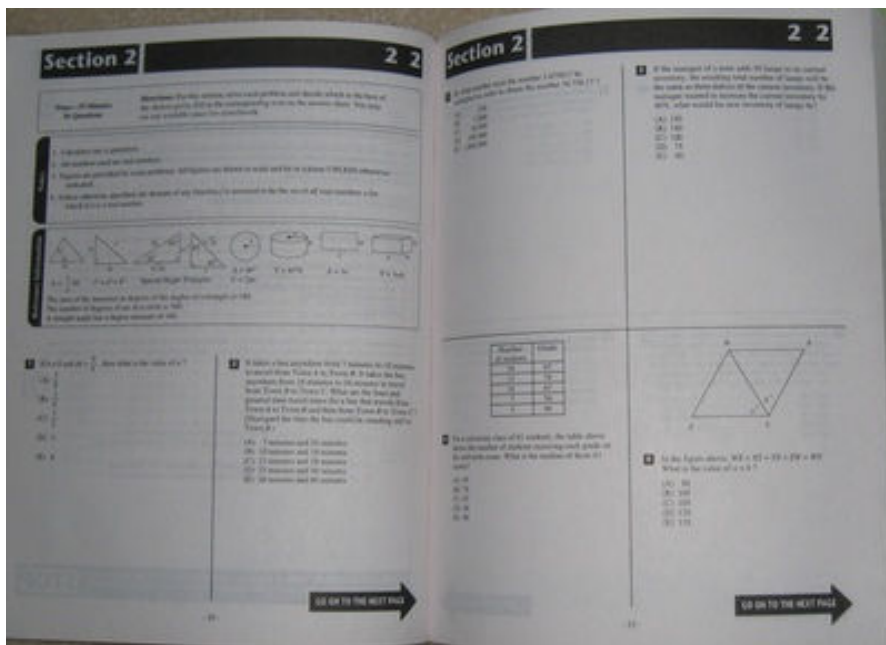
San Ramon 1,900 (520 point score improvement)
Campo 1,840 (490 point score improvement)
San Ramon Valley 1,800 (480 point score improvement)
Monte Vista 2,000 (480 point score improvement)
Carondelet 2,230 (460 point score improvement)
Monte Vista 1,770 (460 point score improvement)

REALLY? I'm sure you have the official College Board score reports from BEFORE and AFTER to prove it?

2) Harder DIAGNOSTIC "SAT" or "ACT" which gives lower first score

Those PRACTICE SAT/ ACT tests given at your high school are harder, fake tests, designed to give lower scores.

This test looks so real. But it was given to students at a local high school. Very fake, and gives much lower scores.



3) Deceptive score charts which leads to lower first score

- Giving essays lower scores
- Using score charts which give lower scores

Raw Score	Critical Reading Scaled Score
31	510
30	500
29	490
28	490
27	480
26	470
25	470
24	460

4) “Score Guarantees” to lure in unsuspecting Parents & Students

No one can guarantee a score any more than they can guarantee admissions to UC Berkeley

And what if you don’t get the guaranteed improvement? You just re-take the same course that didn’t work

Guarantee: 200+ gain with only 10 hours tutoring

If, after **only 10 hours of tutoring**, with a few hours of homework in between sessions, you have not increased your score by at least 200 points, I will offer

Kaplan is committed to your success. We stand behind our programs and your results with the **Kaplan Higher Score Guarantee.****

If you feel you're not ready to take the exam, you can study with us again for free for the next test date or for 3 more months for computer-based tests.

No matter how many points you improve, if you're not satisfied with your overall score, you can study with us again for free for the next test date or for 3 more months for computer-based tests.

Point Increase Guarantee

- ♦ Highest score improvement guarantee
- ♦ If your score doesn't increase by 200 points (250 points for the Hybrid), you can repeat the course for free

Really?

In order to get “Average Score Increase” that would mean EVERY student (not just the ones that improved the most) that went to that tutoring company has to take a REAL SAT or ACT (not some fake harder test), then take the course, and without tutoring

from somewhere else, take another REAL SAT or ACT, and then on top of that, actually report the scores back.

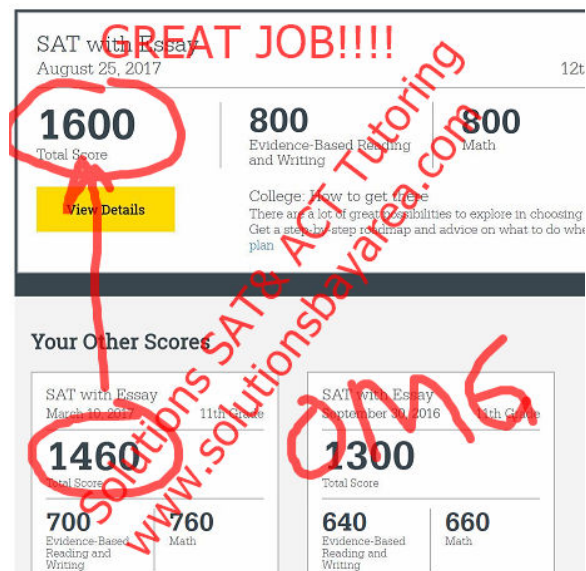
THE RIGHT WAY to calculate a “Score Increase”

(The Scientific Method: A lesson for all those test prep companies that can't do simple calculations correctly)

- 1) Take a real SAT or ACT **JUST** (not a few months) before the course, trying to score as high as possible.
Don't count lower SAT & ACT start scores if the student was tired or sick or didn't really try.
- 2) Take the course, AND DO EVERYTHING required. Don't count kids who “slacked” or didn't complete the course
- 3) Take a real SAT or ACT **RIGHT** after (not a few months) the course, trying to score as high as possible.

An increase of 300+ points on the NEW SAT 2016 (the old SAT was out of 2400 points) or 8 points on the ACT would actually RAISE SUSPICION and get a student AUDITED for possible cheating.

Here is what a VERIFIED, GENUINE SCORE INCREASE looks like from one of my students:



Here is what a VERIFIED, GENUINE SCORE INCREASE looks like from one of my students:

My Scores

See Sent Scores

Send Available Scores Now

➔

May 3, 2014

SAT Test

Reading

760

Math

780

Writing

640

Understand Your Test Performance

|

How to Improve your Scores

November 2, 2013

SAT Subject Test

Chinese with Listening

800

Understand Your Test Performance

October 5, 2013

SAT Test

Reading

580

Math

680

Writing

550

Understand Your Test Performance

|

How to Improve your Scores

After Solutions: 2180 (+370 points)

This student took a 6 week course elsewhere: 1810

Another student of mine started at 30 then went up to 34. Indisputable proof of score increase.

Score		Score	
Composite Score : 30		Composite Score: 34	
This is not an official ACT score report and is intended only for your informational use.		This is not an official ACT score report and is intended only for your informational use.	
Does		Does	
English 29 ✓		English 35 ✓	
Usage/Mechanics 14		Usage/Mechanics 18	
Rhetorical Skills 16		Rhetorical Skills 16	
Mathematics 30 ✓		Mathematics 36 ✓	
Pre-Algebra/Elem. Algebra 18		Pre-Algebra/Elem. Algebra 18	
Algebra/Coord. Geometry 15		Algebra/Coord. Geometry 18	
Plane Geometry/Trig. 14		Plane Geometry/Trig. 18	
Reading 33 ✓		Reading 36 ✓	
Social Studies/Sciences 17		Social Studies/Sciences 18	
Arts/Literature 17		Arts/Literature 18	
Science 28 ✓		Science 30 ✓	
		Writing 36 ✓	
		Ideas And Analysis 12	

BEFORE AFTER

HOWEVER, “AVERAGE SCORE INCREASES” are a useless method of comparing SAT ACT courses

Why? There are too many factors that affect scores which have nothing to do with the tutoring itself:

1) Differences in motivation and drive: Highly motivated hard working students will improve more.

Student A and Student B both score 1300 and have the same ability (can reach 1450). Then they both get the same tutoring. Student A is highly motivated, studies hard and does all the homework, whereas Student B isn't paying attention during tutoring. Guess who is going to improve more?

2) Inaccurate starting baseline score

Student A and Student B have the same ability (can reach 1450). Student A didn't study at all and walked in and took the SAT scoring 1200. Student B went through

tutoring before taking the first test and scored 1300. Then they both get the same tutoring. Guess who is going to improve more?

3) Fake Harder Diagnostic SAT & ACT exams create a fake baseline

Student A and Student B have the same ability (can reach 1450). Student A took a fake harder diagnostic SAT and scored 1200. Student B took a real exam and scored 1300. Then they both get the same tutoring. Guess who is going to “improve more”?

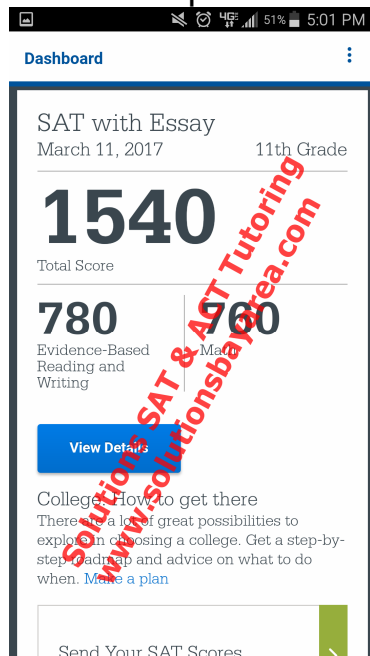
4) Students scoring higher to begin with have less room for improvement

Student A took the SAT and scored 1200. Student B took the SAT and scored 1500. Student A still has 400 points to go, whereas Student B can AT MOST improve 100 points (the maximum score is 1600).

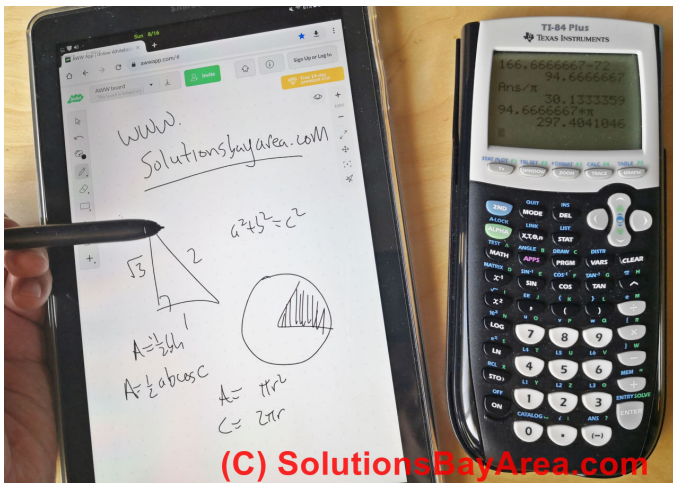
5) The SAT & ACT vary in difficulty from test to test

Student A and Student B have the same ability (can score 1450). They both took the SAT on same date for real and scored 1300. They both get the same tutoring. Student A and Student B take the SAT again, but different test dates. Student A has a much harder SAT. Student B has a much easier SAT. Guess who is going to improve more?

Irrefutable proof of SAT score. Great job Ji-Won!



[[TOP](#)]



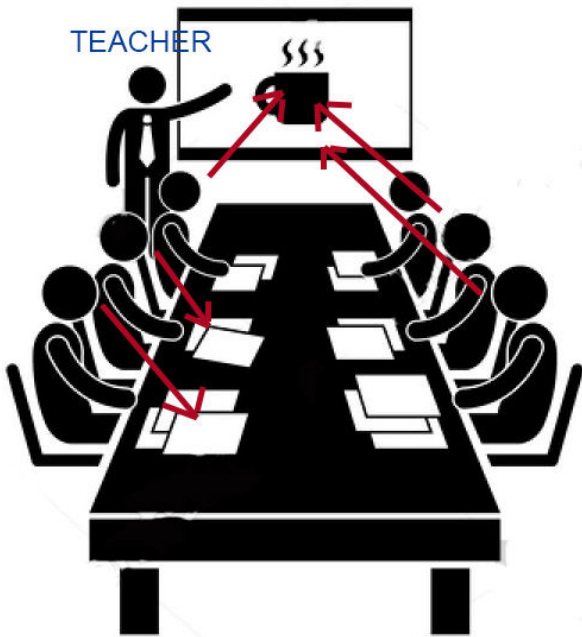
[4] Remote learning / conference call tutoring versus In-person lessons and classes: It works amazingly well

WAIT A MINUTE. CONFERENCE CALL REMOTE LESSON? Does this work? Is this effective?

This is NOT the same as large online classes your kid is going through at school during COVID-19

Here at Solutions Tutoring, we had the foresight to put this into place YEARS ago, back in 2011. Our system has been perfected, while other places are just now scrambling to get started.

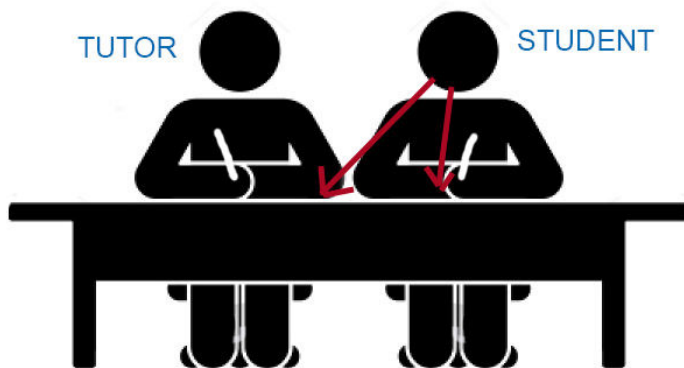
(A) In a classroom / conference room layout, students are looking at their papers and at the whiteboard or overhead projector while listening to the teacher talk, but USUALLY, NOT AT ME



(B) The classic "side-by-side" tutoring layout is something I never do because it's very cramped and quite uncomfortable.

Tutors only do that because the student won't be able to read what the tutor is writing if the student is sitting across the table.

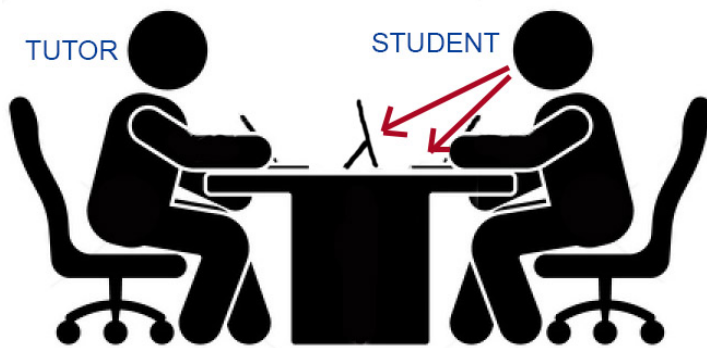
During private tutoring lessons, students are listening to the tutor talk and looking at the test materials or notepad, NOT AT THE TUTOR.



(C) Even for in-person tutoring, I do not sit next to the student, but across from the student.

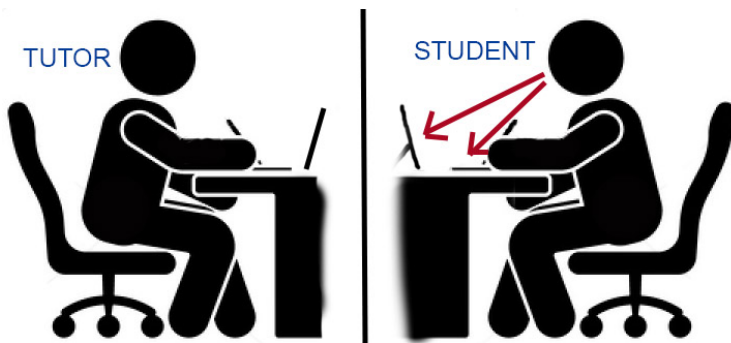
I can write upside-down, and I write on a screen and there is a second screen facing the student.

The student is looking at the screen or at the test papers, NOT AT ME.



(D) Take the layout above and go one step further and you can see that a conference-call tutoring layout is virtually no different.

The student is still looking at the screen or the test papers, not at me.



In-Person Tutoring vs Remote Conference Call Tutoring: Is There Any Difference?

I have taught in school classrooms, cafes, coffee shops, libraries (not permitted), at student's homes (a lot of driving), rented an office (\$1500 a month), and rented conference rooms (\$180 per hour).

Being the high tech innovator that I was, I created the option of doing lessons via conference call. At first, the conference call lessons were just a backup option in case kids couldn't get a ride to meet me or went away on vacation and needed lessons. Most kids had only done lessons with me in person. However, after trying the conference calls, they actually preferred that, and found it much easier than driving back and forth to meet up. Soon, I was sitting the office alone doing online lessons with students who didn't want to drive in anymore even if they lived just a few miles away. At this point there was just no justification for the very expensive office space. The savings pass on to the students and parents.

In fact, it is actually MUCH easier for the tutor to write out (and for the student to view) the math work over a conference call using a touch-screen instead of in-person because in-person, the tutor would either have to write upside down, or keep flipping

the piece of paper around so the student can see. Side-by-side tutoring is cramped and uncomfortable, and the tutor and student have to constantly lean over to write and see.

“My son / daughter just learns better when the lesson is in person”

For over 12 years I have taught classes in high school classrooms, conference rooms, cafes, fast food restaurants, houses, condos, in-person AND VIA conference call. I would not be teaching this way if it did not work.

There is nothing that is taught differently, explained differently, or missing because it is done via conference call.

We can say this because we have been teaching lessons in-person and over conference calls for years.

The benefits, convenience, time & gas saved (driving) outweigh any possible downsides.

Doesn't the student need to see you?

No. Even during an in-person class or tutoring, 95% of the time students are looking at the test questions, handouts, and whiteboard / notepad.

Teaching is NOT a teacher standing in front of a room and students watching the teacher.

Tutoring is NOT a tutor and student sitting side by side while the student looks at the tutor.

But don't you need to see the problems?

No. Unlike standard tutoring where a student has questions and someone would need to see what they are asking or see the book / handout / paper that the student is talking about, this is a COURSE that I am teaching, so I have all the materials and I am the one giving them out to the student. I do not need to see their test papers because I already know what the test questions are

But don't you need to see what the student wrote down?

NO. That is a big misconception of teaching / tutoring that many parents have. Looking at what the student wrote is not of much help:

1) Most students write in such a way that it is very hard for even the student to read what they wrote, much less for the teacher to make sense of. Looking at what a

student wrote down is not very helpful

2) In a live classroom situation, I would never go to each student and look at what every single student wrote

3) I ask the students to explain what they did, which actually reinforces their understanding of the problem

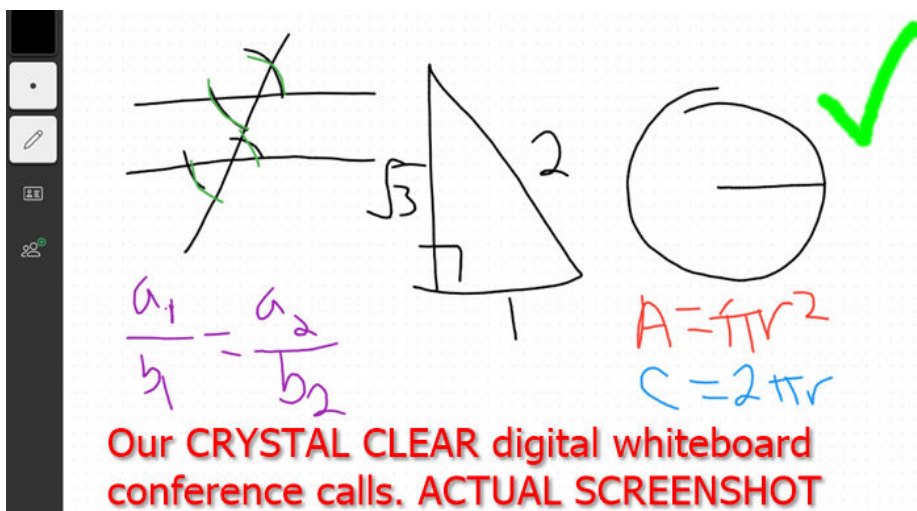
How can the student see what you are doing?

Technology has transformed what it means to teach and learn. With advances in internet connectivity, touch-screen laptops, tablets and phones, and advances in software, we can now do what could not have been done before.

As I teach and write on the screen, it appears in real-time on your end just as if you were sitting at a table across from me or in a classroom.

In fact, I use the same equipment that I use for classroom and in-person lessons. You see a CRYSTAL CLEAR digital whiteboard which appears directly on your phone / tablet / laptop

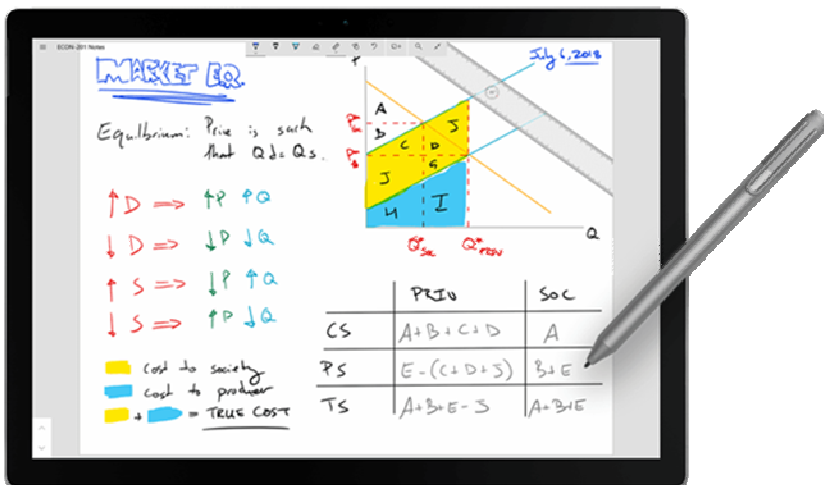
This is what the student sees. No different from in-person lessons



Why private conference call lessons are better than in-person lessons

* Students are busy and tired. Between school, home, work, sports, and other extra-curricular activities, there is just not enough time in a day to drive out then back home.

- * Students usually get caught in traffic and are late for lessons, which eats into lesson time paid for.
- * When students arrive, often they leave their books / tests / handouts at home or at school, or brought the wrong set of stuff. At that point we have to improvise.
- * Some students don't have a car or have to rely on parents to drive, making their schedules limited.
- * Some students tell their parents they are going to lessons, but instead do something else. (Yes, many students actually do that!)
- * You have a record of exactly when and how long the lessons are, and if the student actually made it to the lesson
- * We can do lessons early in the morning (kids can crawl out of bed and do lessons) or late at night (without worrying about being out late)
- * You and I want to take vacations. You can do lessons from anywhere in the world from your hotel while on Spring / Summer / Winter Break.
- * The office space is very expensive for me to maintain, and those extra savings are passed onto the students



[\[top \]](#)

[\[5\] SAT ACT test information](#)

Colleges often say the SAT score is just a small part of the admissions decision, but **data of colleges** shows that it's actually one of the biggest factors. In addition, the Department of Education **surveys colleges** on the SAT scores of students at their schools and it shows that selective schools admit the large majority of students from the high end of the SAT spectrum.

>> What are the SAT or ACT exams for?

Every high school is different, and every student takes different classes. Even students in the same school who take the same class with different teachers will experience harder or easier grading. Thus GPA alone is unreliable in making a college admissions decision. Hence the SAT and ACT - a quick and easy way to measure students against each other.

With 3.5 million kids taking the SAT and 3.4 million taking the ACT each year, there would be NO POINT if every kid got high scores.

Therefore, the SAT & ACT have to be difficult tests.

BAD (but GOOD NEWS): THE SAT and ACT require very specific knowledge & skills you don't directly learn in school.

GOOD NEWS: The SAT & ACT do not test any ADVANCED material or knowledge.

GOOD NEWS: The SAT and ACT serve as a BLANK SLATE for every student to prove him/ herself, and scores can be increased QUICKLY (in a matter of months) if done the RIGHT WAY.

MORE GOOD NEWS: A standardized test MUST have the same type of questions from test to test.

THUS - many questions are RECYCLED, and all you have to do is essentially MEMORIZE how to do them.

>> Why take the SAT or ACT?

For many American colleges and universities, these exams are required. The higher you score, the better your chances of admission.

Yes, you will always hear about more colleges making the SAT or ACT "optional" for admissions. These are the colleges that are hurting for applicants and run the risk of

financial ruin. College is a business, after all.

In addition, many private colleges and universities will give out scholarships (free money that, unlike loans, does NOT have to be paid back) based on high SAT or ACT scores.

>> What is the format of the SAT and ACT?

SAT (format last changed March 2016) www.collegeboard.com

4 sections + 1 essay

154 questions (180 minutes) + 1 essay (50 minutes)

Sections:

1 x Reading = 52 questions / 65 minutes (5 passages)

1 x Writing & Language = 44 questions / 35 minutes (4 passages)

2 x Math = 58 questions / 80 minutes (20 no calc + 38 calc)

1 x Essay = 50 minutes

Score Range = 400 to 1600

ACT (format last changed September 2015) www.actstudent.org

4 sections + 1 essay

215 Questions (175 minutes) + 1 essay (optional) (40 minutes)

Sections:

1 x English = 75 questions / 45 minutes (5 passages x 15 questions)

1 x Math = 60 questions / 60 minutes

1 x Reading = 40 questions / 35 minutes (4 passages x 10 questions)

1 x Science = 40 questions / 35 minutes (6 scenarios)

1 x Writing (Essay) = 40 minutes * NEW

Score Range = 1 to 36

When are these tests given?

In the USA: (International test dates differ)

SAT: 7 times a year (as of 2018)

August (NEW), October, November, December, (NO MORE JANUARY), March, May, June

ACT: 7 times a year (as of 2018)

September, October, December, February, April, June, July (NEW)

And NO, there is no "EASIER" test date.... Or else everyone would be taking the test on that date right?
Should I take the SAT or ACT?

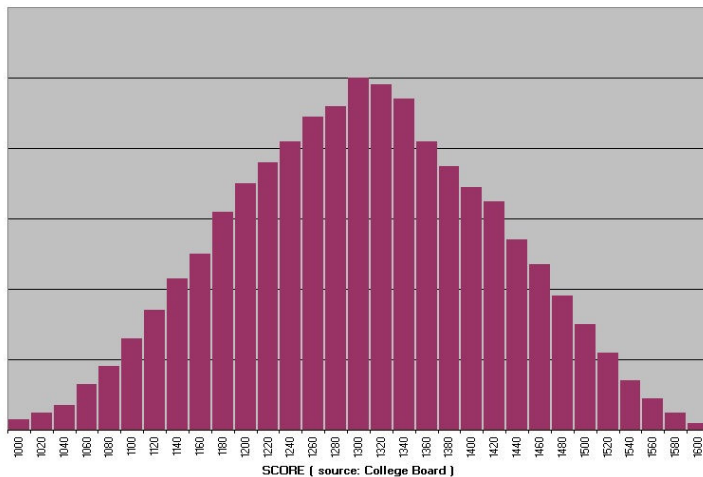
Most students will TAKE BOTH EXAMS.

Each student is different. In my experience 60% of kids will get equivalent scores, 20% will score higher on the SAT, 20% will score higher on the ACT.

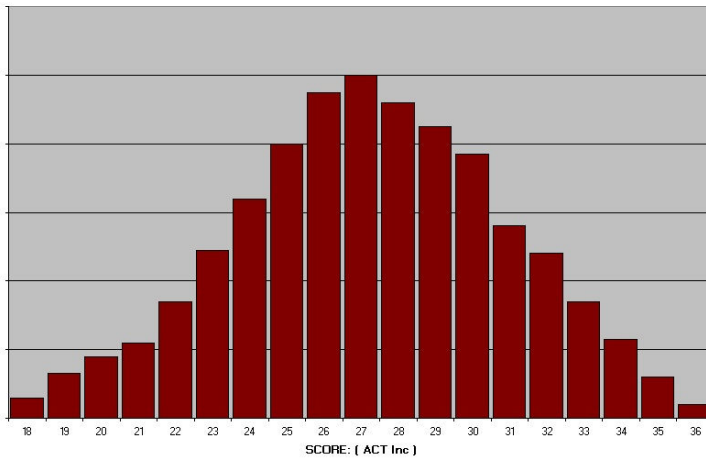
The goal is to get the HIGHEST POSSIBLE SCORE in either exam for college admissions purposes.

What is a good score? What is a bad score?

SAT scores 2018



ACT scores 2018



>> "I'm taking the ACT/SAT because I heard it's easier"

REALITY:

Both tests are hard. I've taken more than 40 SATs and ACTs. There is only one way to determine what to do: Take a real SAT and a real ACT.

>> "I heard the SAT is tricks and traps, and the ACT is not."

REALITY:

They are both difficult and unfair. There is only one way to determine what to do: Take a real SAT and a real ACT.

>> "I just want to take the ACT / SAT because I think I'll do better on it."

REALITY: There is only one way to determine what to do: Take a real SAT and a real ACT.

>> "My college counselor advised me to take the SAT (or ACT) based on my grades and coursework"

REALITY:

College counselors, though well meaning, are not fully aware of the intricacies of the thinking and problem solving involved with the SAT & ACT.

The SAT & ACT are NOT DESIGNED TO MEASURE what a student learns in school. School coursework and "strong areas" are absolutely no indicator of a student's scoring potential on the SAT or ACT.

>> "I'm taking the SAT because there is science on the ACT, and I'm terrible at science"

REALITY:

The science on the ACT is completely unrelated to what you learned in school.

>> " XXXX College prefers the ACT over the SAT"

REALITY:

There is no preference. You should take the one you can score higher in. Even Cal-Poly has no preference.

>> "I took an ACT / SAT Combo Test at school, and it said I should take the SAT"

REALITY:

Those Princeton or Kaplan SAT/ ACT combo tests will tell you nothing. There is only one way to determine what to do: Take a real SAT and a real ACT.

>> But doesn't XYZ University say one exam is the "preferred" test?

There is no "preferred" test or a test which gives you an advantage for 99% of the colleges.

Plan ahead so you get the tests done for college admissions

Students should take their FIRST SAT or ACT NO LATER THAN Junior year. However, DO NOT WAIT UNTIL SENIOR YEAR to take the SAT or ACT because these are very hard tests, and you won't ace it in just one shot.

>> What is the deadline to take the SAT or ACT?

Most colleges require that the SAT or ACT be taken by December of the senior year. Sooner is better because you should never wait until last minute. Anything that can go wrong will go wrong, and many students (and parents) who rely on one single test date are very often regretful of a decision poorly made.

APPLICATION DEADLINES ARE NOT THE SAME AS TEST TAKING DEADLINES!!!

**** YES, EVEN THOUGH THE UNIVERSITY OF CALIFORNIA APPLICATIONS are DUE November 30, YOU CAN STILL TAKE THE SAT or ACT IN DECEMBER AND SEND THE SCORES IN. The application deadline IS NOT THE SAME as the TESTING DEADLINE.**

Early Action / Early Decision applicants usually have until October of their senior year. Some very lenient colleges allow January or even March of the senior year.

>> So when should I take the SAT or ACT?

As soon as you have 6-8 weeks of continuous time to study. If you have sports, work, AP exams, Subject Tests, final exams, or are planning to go away for vacation, you need to figure out when is best for you. Everyone is busy all the time, not just you, so do realize that it is not just you that can't fit it in. Everyone else is in the same situation.

>> Can I take the SAT / ACT more than once?
How many times SHOULD I take the SAT / ACT?

You can take these tests as many times as you like, but the average is 2 - 3 times. Few students get their highest score the first try. Even Olympic Gold Medalist Swimmer Michael Phelps didn't break the World Record on his first shot. Moreover, test site abnormalities and unintended distractions will cause less than

optimal testing conditions.

All California State University & University of California will take your ONE HIGHEST TOTAL SCORE so you can take the SAT or ACT AS MANY TIMES as you want, but more than 4 is probably overkill.

Many other colleges will take your HIGHEST COMBINED SCORE (highest score in each sub-section).

** Only if you think you can get into Stanford / Harvard / Princeton etc should you try to take the test only ONE TIME.

>> But what if I get a bad score? Shouldn't I cancel the test or hide my score?

Many colleges will "super-score" (HIGHEST COMBINED SCORE), which means they take the highest section score of each test taken and combine it together. So you want to keep ALL of your scores, and it is no benefit to "hide" scores. And no, it won't "look bad" to have a low score.

UC takes your ONE HIGHEST SCORE, so leave them be. And no, it won't "look bad" to have a low score.

Top-tier private schools (Stanford, Harvard, etc) will want to see every single score, so no, you cannot "hide" bad scores.

>> When should I register (= pay to take the test) for the SAT or ACT?

ASAP. Test Centers fill up quickly, and the sooner you sign up, the better your chances of taking the test

nearby instead of 30 miles away at an unfamiliar school. Everyone is cramming to take the SAT & ACT, not just you!





Actual Solutions Specialized Tutoring students. Congratulations!

Why the SAT & ACT is a better measure for college admissions than GPA

As a professionally credentialed high school teacher, I can say that the general expectation is that a student gets an "A" in your class. In fact, the mindset is that you start off with an A, and only by doing something wrong do your grades go below that. Students have never really grasped the concept of "earning an A". It's just expected. Parents also see it that way, and if a student has a B or C, you can usually count on a parent demanding a parent-teacher meeting so the student gets an A. With 180 kids that I give grades to (6 periods x 30 kids), it's usually just easier to give A's than to sit through meeting after meeting with parents, especially with a long school day that started at 6:30am. Overall, the trend has been this so called "grade inflation". And it is always the wealthy private schools who give out higher A's than public schools, after all, you don't want to anger or flunk out paying customers. But beyond that, grades are very unreliable. Teachers who teach even same course at the same high school grade differently. There is no way a 4.0 at high school A is comparable to a 4.0 at high school B. Moreover, kids take different classes. A 4.0 in all AP and Honors classes is surely worth more than a 4.0 with art, pottery, cooking, and fencing lessons right?

As a CBS News / Channel 5 Jefferson Award-Winning teacher (<https://www.youtube.com/watch?v=kYwgcYAkKW8>), I have taught hundreds of low-income, minority native American, Latino, black, or Asian students as well as their wealthy privileged white counterparts. Many of these low income students have much lower grades than their wealthier peers as well because 1) their parents don't care as much about grades 2) their parents don't call parent teacher meetings to argue with the teacher 3) these kids don't expect to go to college 4) college is just not as important 5) college is very expensive and even if they get in, their parents may not be able to afford it 6) many of these kids have to work or help out around the house or take care of siblings to the extent that homework is just not a priority. The wealthier kids know from Day 1 that they are planning to go to college and that their parents have been saving up for their college fund or 529 plan many years ago.

Without the SAT and ACT, all a college can look at are GPA and extra-curriculars. Low-income kids have lower GPAs for the reasons above. Also they have less impressive extra-curriculars. They didn't get a car when they turned 16 to drive to all these fancy internships and summer programs that cost thousands per month. From the get go then they are at a disadvantage. The SAT & ACT are a great equalizer. A low-income minority kid with a 3.2 GPA can score high on the SAT or ACT, showing

his or her potential. I have taught hundreds of low-income kids with 3.1 GPA and rich white kids with 4.2 GPA, and seen the two groups be able to hit the same high scores on the SAT & ACT. I have seen my minority students get into UC Berkeley and UC Davis and you can watch that on CBS-5 News.

I have taught hundreds of students one-on-one and in groups. The one-on-one tutoring on average lasts 20 - 30 hours per student. That is equivalent of a 20 - 30 hour interview in which you get to know how a person thinks, and how well they are qualified for college. Even college admissions officers only have minutes to read over an application, just looking at the words typed on a page. There is no way to really get to know who you are admitting. I can say this with absolute certainty: hard-working, bright, successful students who have strong thinking and reasoning skills simply score higher on the SAT & ACT. Period.

It's easy to label the SAT & ACT as unfair and biased for those who have never actually taken the SAT or ACT and seen what careful thinking, logic, and reasoning is required to answer each question. Sure, no one likes to study for an exam, but that's what school is all about. If we are going to drop the SAT & ACT because it's too much work to study for, you might as well drop GPA. After who wants to take final exams, tests, or quizzes? Why even give kids a grade at all? Maybe all students should be admitted simply because they apply. That would make it even easier.

But the SAT & ACT aren't fair tests!

No they aren't. But it's more fair and objective than choosing students on GPA when every kid is taking different classes and every teacher grades differently. Faced with thousands of college applications, if you were to decide between admitting a 4.0 GPA student with a 1550 SAT score versus a 4.0 GPA student with a 1450 SAT score, guess what? You would be justified in choosing the kid with the higher SAT score. Period.

Rich white kids have higher SAT & ACT scores because they afford test prep courses.

Ironically, it's the rich white kids who go to the elite private high schools which are known for massive grade inflation. After all, private high schools are for profit, and it does no good to "FAIL" your students. Students are literally paying customers, and for \$35K+ a year, you can bet that you bought yourself a 4.0 GPA for 4 years. That's why standardized tests are the great equalizer.

Studies show that grades are a better predictor of first year college success!

Wrong. First of all, first year college success means very little. Secondly, no one cares whether a student is successful first year or not. Colleges want to admit bright, talented, intelligent students. The SAT & ACT do actually provide a strong indicator of that:

THE WALL STREET JOURNAL.

Subscribe | Sign In

English Edition | March 4, 2020 | Print Edition | Video

Home World U.S. Politics Economy Business Tech Markets Opinion **Life & Arts** Real Estate WSJ Magazine

IDEAS | THE SATURDAY ESSAY

The Truth About the SAT and ACT

Myths abound about standardized tests, but the research is clear: They provide an invaluable measure of how students are likely to perform in college and beyond

Many colleges are dropping the SAT and ACT as an admission requirement because it doesn't predict first-year college success!

Nope. Colleges are in fact big business. The colleges that are dropping the SAT & ACT requirement actually are using this to BOOST APPLICATIONS and INCREASE the number of students (= profits) enrolled in their universities. Then why did they have an SAT / ACT requirement before if they just wanted more students to make profits? Colleges are a competitive business. You want your college to appear, well, desirable to get into. How does it look if the college you run had such low standards of admissions that it didn't even require the SAT or ACT? You might as well be applying to community college. Only recently has it been more OK to be a college that didn't require the SAT or ACT.

Ironically, students (and their parents) who are the most confident about their abilities and performance on the SAT & ACT are the ones who perform the worst.

You can't afford to NOT study for the SAT or ACT.

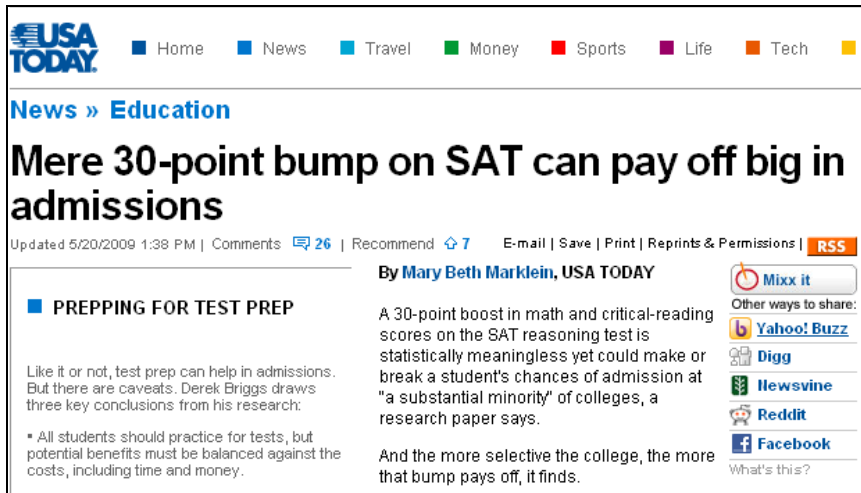
Sadly, many students work so hard for 4 years in high school and have a great GPA, only to get rejected by colleges because of a low SAT or ACT score.

Why? First of all, grade inflation. Every kid has a 4.0. Secondly, every kid takes different classes, so GPA is not comparable. Third of all, SAT & ACT scores are the ONLY way to have a universal, standard measure of student ability and performance.

1) If you get rejected, you don't get a second chance to apply. After GPA, SAT & ACT scores are THE single most important factor in college admissions. It's not fair, but it is fair. Why? Grades are not an accurate measure of student performance: Everyone has a 4.0 GPA. Yet, some students take harder classes and some take easier classes. Despite a movement to try to have a "SAT or ACT optional" admissions policy, that SAT or ACT score still matters because there simply is no other reliable way.

2) Higher SAT or ACT scores get you into better colleges. Better colleges get you HIGHER PAYING jobs on the order of thousands upon thousands of dollars in earnings. High profile companies do not go to lower-tier colleges to recruit new employees. If you just want to send your kid to college to party for 4 years, then it doesn't matter where they go.

3) High SAT or ACT scores get you THOUSANDS OF DOLLARS (\$5,000 - \$20,000 a year x 4 years) in TUITION DISCOUNTS at private colleges. Is it worth it to spend a little more to get that extra 100 points? You do the math.



The screenshot shows a USA Today news article. The header includes the USA Today logo and navigation links for Home, News, Travel, Money, Sports, Life, Tech, and a search icon. The article is in the 'Education' section. The title is 'Mere 30-point bump on SAT can pay off big in admissions'. It was updated on 5/20/2009 at 1:38 PM. The article is by Mary Beth Marklein. The main text discusses a 30-point boost in SAT scores and its impact on admissions. There are social media sharing options like Mixx it, Yahoo! Buzz, Digg, Newsvine, Reddit, and Facebook. A sidebar on the left has a section 'PREPPING FOR TEST PREP' with a quote from Derek Briggs.

USA TODAY

■ Home ■ News ■ Travel ■ Money ■ Sports ■ Life ■ Tech

News » Education

Mere 30-point bump on SAT can pay off big in admissions

Updated 5/20/2009 1:38 PM | Comments 26 | Recommend 7 | E-mail | Save | Print | Reprints & Permissions | RSS

By Mary Beth Marklein, USA TODAY

■ PREPPING FOR TEST PREP

Like it or not, test prep can help in admissions. But there are caveats. Derek Briggs draws three key conclusions from his research:

- All students should practice for tests, but potential benefits must be balanced against the costs, including time and money.

A 30-point boost in math and critical-reading scores on the SAT reasoning test is statistically meaningless yet could make or break a student's chances of admission at "a substantial minority" of colleges, a research paper says.

And the more selective the college, the more that bump pays off, it finds.

Mixx it

Other ways to share:

Yahoo! Buzz

Digg

Newsvine

Reddit

Facebook

What's this?

How Important Are SAT and ACT Test Scores for College Admissions?

Important enough that a major cheating scandal was uncovered where wealthy parents paid upwards of \$10,000 to have SAT and ACT test scores altered or to have another person take the test in place of their own kid:

While some wealthy parents and students have resorted to cheating, bribery, and test score alterations to get those high SAT & ACT scores for elite colleges, most parents will get their kids the best tutoring possible, and we have gotten kids into prestigious elite colleges without cheating.

College admissions scandal reveals worst parents ever



Rick Newman
Senior Columnist
Yahoo Finance March 12, 2019



Imagine you're a rich parent whose kid lacks the grades or test scores to get into the University of Texas. Money is no object. What should you do?

If you're thinking you should get that kid some tutoring or enroll him in a test-prep course, you're wrong! The obvious solution is to pay a surrogate test-taker to pump up his SAT scores. Then bribe a tennis coach to sponsor the kid for some kind of loophole student-athlete admission. You might end up paying 10 times the regular tuition in bribes and fees, but it's worth it to set junior up for a lifetime of success.

The New York Times

By Eliza Shapiro and Dana Goldstein

March 14, 2019



For parents desperate to boost their children's SAT or ACT scores, the test preparation company Student-Tutor offered an enticing solution: claim a learning disability and qualify for extra time.

"This time advantage can help raise their scores significantly!" the website blared. "Some students have even reported raising their score by as much as 350+ points!"

This week's [college admissions scandal](#) provided an instruction manual for gaming the SAT: bribe the proctor, hire a stand-in, see the right psychologist to get a signoff for more time.

[\[Read more about how the authorities say the scheme worked, from bribes to doctored photos.\]](#)

Perhaps no tests have higher stakes in the United States than the SAT and the ACT. For decades the scores were a key data point on the application for virtually any selective college, and they remain an obsession for parents and high school seniors, even as hundreds of

I am part of the problem — my SAT prep is only available to families who can afford it. College admissions favor the wealthy, and always have. Affluent parents are willing to pay whatever it takes to help their child get into a good college.

MORE FROM FOXBUSINESS.COM...



- COLLEGE ADMISSIONS SCANDAL: HOW IT COULD HAVE HAPPENED
- TPG'S BILL MCGLASHAN OUT OVER COLLEGE ADMISSIONS CHEATING SCANDAL






Families spend thousands (sometimes millions) on private schools, sports leagues, extracurricular activities, summer programs, admissions consulting, SAT tutors and more in hopes that their child has an advantage when it comes time to apply for college. Usually, the money spent does show a return on an investment. A student who completes a Prep Expert SAT Course will improve their SAT score on average about 200 points, which is often the difference between college acceptance and rejection.

The unfortunate reality that most colleges don't want to face is that their admissions process is flawed in that acceptance, to a certain extent, can be bought. The recent college admissions cheating scandal is just a more extreme version of what has been going on for decades — wealthy parents paying their children's way into top universities. Of course,

The Fact is Higher SAT & ACT scores =

- 1) Better Colleges
- 2) Reduced Tuition and Loans
- 3) Higher Future Earnings

 NEWS SPORTS LIFE **MONEY** TECH TRAVEL OPINION  45° CROSSWORD



[EPA says](#)

Graduating from big-name schools translates into better jobs and higher salaries, according to conventional wisdom. Plus, there are the auxiliary benefits that also lead to cash — powerful alumni networks, name recognition that attracts the interest of hiring managers and the right collegiate brand to catapult graduating seniors to top-notch graduate schools, which are themselves tickets to more money.

Colleges and universities conferred approximately 2 million bachelor's degrees in 2015-16, according to the most recent data from the Department of Education's National Center for Education Statistics. Plus, they awarded more than 785,000 master's degrees and close to 178,000 doctorates.

"There's no question: If you get into a prestigious institution, it will create opportunities," said Lynn Pasquerella, president of the Association of American Colleges and Universities. "It's an elite, selective club."

Admissions scandal stems from money, prestige

**Higher SAT or ACT scores get you into better colleges and scholarships.
Better colleges get you higher paying jobs.
Top companies actually ask for SAT or ACT scores to judge applicants. Why?
Yes, it does in fact measure intelligence to a degree.**

BUSINESS
INSIDER

Subscribe



Why Major Companies Like Amazon Ask Job Candidates For Their SAT Scores

Alison Griswold Mar 4, 2014, 10:05 AM



It doesn't matter how old you are: Next time you interview for a job, be prepared to share your SAT scores.

In the timeless quest to predict future success in employees, a number of employers are turning to candidates' SAT results. Big-name consulting firms such as [McKinsey and Bain](#), as well as banks like [Goldman Sachs](#), are among the companies that ask newly minted college grads for their scores in job applications, [according to an article in the Wall Street Journal](#). Some other companies request scores even from candidates in their 40s and 50s.



Official U.S. Navy Page/Flickr

College only gets more expensive every year and Higher SAT & ACT scores get you thousands in tuition reductions

There are some things that you need to invest your money in, and proper education is one of them.

If you are looking for cheap tutoring (which actually ends up costing you more because it has to be re-done) or you to save money, then don't send your kid to college just to "party" for four years.

You could save a lot more by sending your kid to community college or better yet, no college at all. The US Army is always an option.

There's a surprising correlation between students' SAT scores and the amount of loans they take on



Abby Jackson 
23h  8,759



FACEBOOK



LINKEDIN



TWITTER



EMAIL



PRINT

Student-loan debt in the US has grown to a staggering \$1.3 trillion, and the average 2016 graduate will have to repay more than \$37,000.

While it's clear that college is more expensive than ever, surprisingly, there's a correlation between the amount a student pays for tuition and their SAT score.

"The data show a correlation between higher SAT scores and lower average student debt," according to Nitro, which conducted the study.

Nitro, an online resource that helps incoming college students plan their education financing, examined SAT scores, median student-loan debt at graduation, and median earnings 10 years after graduation at 1,300 colleges and universities.



Another reason to study for the SAT. Reuters/Marcelo Del Pozo

The most expensive college in each state



State	College	Tuition	State	College	Tuition
AL	Spring Hill College	\$52,854	MT	Carroll College	\$47,226
AK	University of Alaska Anchorage	\$37,304	NC	Duke University	\$69,169
AR	Hendrix College	\$58,120	ND	North Dakota State University	\$32,227
AZ	University of Arizona	\$50,367	NE	Creighton University	\$52,206
CA	Harvey Mudd College	\$71,917	NH	Dartmouth College	\$69,474
CO	Colorado College	\$66,400	NJ	Stevens Institute of Technology	\$64,988
CT	Yale University	\$68,950	NM	Santa Fe University of Art & Design	\$45,392
DE	University of Delaware	\$46,618	NV	Sierra Nevada College	\$47,082
DC	Georgetown University	\$69,313	NY	Columbia University	\$71,785
FL	Rollins College	\$67,110	OH	Oberlin College	\$68,670
GA	Emory University	\$65,080	OK	University of Tulsa	\$58,349
HI	University of Hawaii at Manoa	\$50,645	OR	Reed College	\$67,250
IA	Grinnell College	\$63,838	PA	Drexel University	\$71,375
ID	The College of Idaho	\$39,507	RI	Brown University	\$68,106
IL	University of Chicago	\$72,717	SC	Furman University	\$63,018
IN	University of Notre Dame	\$67,043	SD	Augustana University	\$40,824
KS	Baker University	\$42,340	TN	Vanderbilt University	\$64,654
KY	Bellarmine University	\$57,794	TX	Southern Methodist University	\$69,883
LA	Tulane University of Louisiana	\$67,114	UT	Westminster College	\$46,058
MA	Amherst College	\$68,986	VA	Washington and Lee University	\$63,500
MD	Johns Hopkins University	\$67,650	VT	Bennington College	\$68,420
ME	Bates College	\$66,550	WA	Whitman College	\$61,972
MI	University of Michigan-Ann Arbor	\$59,784	WI	Beloit College	\$57,506
MN	Carleton College	\$66,490	WV	West Virginia Wesleyan College	\$44,065
MO	Washington University in St Louis	\$69,754	WY	University of Wyoming	\$30,775
MS	Millsaps College	\$53,030			

Source: US Department of Education Integrated Postsecondary Education Data

BUSINESS INSIDER

[\[TOP \]](#)

[\[6\] Common mistakes students and parents make when it comes to SAT & ACT](#)

What you don't know - Avoid These Mistakes Made by Parents & Students

>> I'll just take some practice tests. Then I'll be fine.

I found some practice SAT & ACTs online / in a book I bought and will just use those as practice.

THE PROBLEM:

First of all, there are fake practice tests and real practice tests. Really? Yes. Fake practice tests are created by some book author or tutoring company and may look like the real exams, but are actually very different in the material tested and thinking / logic required to solve the problems. Students who practice with these fake exams are surprised when the real exam is very different.

Most students can't tell the difference between real SAT/ ACT/ AP/ Subject test and fake ones.

Why does it matter?

The fake tests cover different material, are a different level of difficulty, often have errors (even real tests which are proofread & reviewed on several levels have errors!), and DO NOT HAVE ACCURATE SCORING because they have NOT BEEN TAKEN BY THOUSANDS OF STUDENTS.

The real practice tests come directly from College Board for the SAT and ACT Inc. for the ACT, and are the only tests students should practice with. The scoring and test content is pretty much what students will see the day of the test.

If you don't know what you are doing right and what you are doing wrong, just jumping in and answering practice questions does no benefit. Practice makes perfect ONLY IF YOU PRACTICE RIGHT. Practice does NOT make perfect unless students know what they are doing.

I'll just study on my own.

THE PROBLEM:

There are just some things you just can't learn from books, online videos, parents, or friends. If you have a legal problem, you don't read up on the law on websites or books. If you have a medical problem, you don't go online to self-diagnose.

Student goes and buys some books or finds some info and practice tests on a website. Student reads some test taking strategies. Student takes some practice tests or does some practice problems. Student checks answer key and sees which questions were wrong. Student reads a explanation or asks a friend, or watches an online video.

a) Pretty much all the books out there are very poorly written by people who themselves have never taken the SAT or ACT

b) Any practice SAT or ACT tests you find in there are likely not going to be real

c) Reading explanations / watching a video explanations is not very effective. You can't learn by passively watching: you need to do it yourself. That's like learning to drive a car or how to play tennis by watching someone else do it.

If you think you will save time and money, then think again. It takes a substantial amount of time to figure out what to study, how to study, and what to do. Yes, tutoring and classes cost money. But considering the fact that it will get your student into better colleges and thus higher paying jobs, it's well worth it. That is, unless you plan to send your kid to college to "party" for four years. In that case, it doesn't matter. Furthermore, if you plan to attend a private university, high SAT / ACT scores are literally worth thousand of dollars in discounts.

1) Students always, ALWAYS get lucky. Checking the answer key, the student sees that the answer was right and moves on. Big mistake. In fact, it is the lowest scoring students who tend to think the test was easy and got the questions all right, and therefore not check the explanations for those lucky guesses

2) You don't know what you are doing wrong. That's where I come in. As an experienced teacher, I am not just a talking textbook. Talented teaching goes way beyond that, in that I analyze and figure out what a student is doing wrong, and how to correct a student's thinking process. Students can get a question wrong on several different levels, and without knowing what is happening, students will not get better.

3) You've read the explanations, watched the videos, but still don't get it. As an experienced teacher, I adjust the explanations to your level.

4) Because I have worked with literally thousands of students, I am a very accurate gauge of where a student stands, and how he or she compares to other high school students.

5) Very few students have the discipline to "study" on their own. I've given study materials to students to work on, and after two months, the farthest any student ever got was about 20 pages out of 300 pages of material. Just learning / reading something once or twice is not enough for a student to do it on their own.

>> You can't study for the SAT or ACT. You either know it or you don't.

THE PROBLEM:

The SAT & ACT are actually a test of how well you can plan & organize yourself to study for a test in addition to being tests of skills and knowledge you can learn quickly if done right.

>> I'll go take a SAT or ACT "to see how I do". Then I'll just wait until I get my scores back to decide if I need to study.

THE PROBLEM:

There has NEVER been a student in all my years who walked in and took the SAT & ACT and decided "Nope, I'm good, No need to study."

1) Wasted money:

Why pay \$65 for the SAT or \$58.50 for the ACT when you can take an REAL ACTUAL EXAM for FREE. You are throwing away at least \$65 to go in and take a real exam "just for practice".

2) Wasted time:

You have to wait at least 3 weeks for your results to come back. If you take a test at home, you can have your results within minutes.

Students have precious little time. SAT & ACT test scores take 3 weeks to get calculated and released. 3 weeks (21 days) is 11% of the entire academic year (which is 180 instructional days), just waiting for a test result.

Then what if you decide after you get your scores back that you need to study? (Actually, EVERYONE realizes they need to study after getting scores back). Well, test dates are spaced about 5 - 6 weeks apart. It takes 8 - 10 weeks to get ready for the SAT or ACT. By the time you get your scores back 3 - 4 weeks after you took the test and realize you need help, it's too late – there are only 2 weeks left before the next test date.

3) Not useful.

Since you WON'T HAVE A COPY OF the SAT or ACT test questions, getting a score back tells you VERY LITTLE beyond the sum total number of RIGHT / WRONG questions. The included Score Report "detailed analysis of question types" provided by College Board and ACT Inc is next to useless. (This is true of ANY mock SAT or ACT exam as well – those given by some company at your high school)

>> I only need help on one part of the test. I'm good with the other parts.

THE PROBLEM:

Students need to work on ALL parts of the SAT & ACT. This is something that many parents & students who are not familiar with SAT or ACT test preparation don't realize.

A student's objective is, obviously, to get the highest possible score, regardless of where those points come from. Depending on the student, certain parts of the SAT & ACT are easier to improve than others.

FIRST: In many cases, the "weak areas" are so difficult for a student that little

improvement can be made in that area and, counter to what many people think, the most points can be actually gained in the “strong” areas.

SECOND: The SAT & ACT scoring is NOT on a linear scale. What that means is this: A kid scoring in the 650 range on the SAT will get about 14 points for every addition right answer. A kid scoring in the 450 range only gets about 8 points for every addition right answer. Thus, each addition question right in the “strong” area is actually worth TWICE AS MANY POINTS.

FYI: Unless a student is scoring 720 or higher CONSISTENTLY on the “strong area” of the SAT (or 31 or higher CONSISTENTLY on the “strong area” of the ACT), it’s not considered “good”, and CAN STILL BE IMPROVED.

>> My son / daughter just needs some test taking tip and strategies and then he’ll / she’ll be ok.

THE PROBLEM:

If the SAT & ACT were so easy that a few test taking tips and tricks would do the job, then everyone would ace those tests with a minimal amount of effort.

Worse yet, THERE ARE MANY STRATEGIES that are WRONG and cause students to get the WRONG ANSWER

Unfortunately, the SAT & ACT do actually test in-depth real knowledge of content (reading skills, math, science, grammar, essay writing) which a student needs to learn.

>> Ok fine. We need to get our son / daughter a tutor. All tutors are pretty much the same, so we’ll just get anyone we can find.

THE PROBLEM:

No two tutors are the same, and not all tutoring is equal. This isn't like comparing the price of gasoline at different gas stations, or the price of something at Target vs Amazon.

There is a huge difference between someone who knows what they are doing versus the many who do not. Even high school Calculus BC teachers have problems teaching the SAT & ACT math because the material is so specialized (Yes, we’ve hired some before). And even high school English teachers have problems teaching the Grammar and Essay Writing on the SAT & ACT because the material is just so specialized. (Yes, we also have hired some before)

[\[TOP \]](#)

7] Solutions Tutoring Course logistics... brief overview

LESSON & COURSE LOGISTICS



Actual class being taught, back in the old days

>> HOW IS THE SAT & ACT Different from a Test or Quiz in school?

Preparing for the SAT/ ACT/ AP / Subject tests is very different from studying for a test at school. For a test in school, you just memorize a limited amount of material, take a test, and then just forget it.

SAT / ACT / AP / Subject tests are a matter of performance and require a different skill set:

- endurance (3 hours of concentration)
- speed & fast thinking (you have about 40 seconds per question)
- ability to read carefully and follow directions (most errors are a result of misreading / not doing what was asked)
- problem solving, critical thinking, and analytical skills,
- specialized content and knowledge that is not usually taught in high school classes.

Getting ready for these exams is like training for a triathlon. It's a very different approach.

>> COURSE OBJECTIVE - MAXIMUM SCORE

The objective usually is to get the highest possible score which means students need to work on ALL PARTS of the test, not just some.

However, some parents and students just don't want such high scores for whatever reason. Therefore I have 3 different categories of objectives:

MAXIMUM: Usually this is what students and parents are interested in. Our singular objective is to get the highest possible score out of each student, regardless of where those points come from. We are going to work on EVERY PART of the test and get EVERY point possible. I will push you to the limit of your ability.

MODERATE: We will work hard and do what we can before that next test.

LOW: We will "work on it just a little bit" or "just get some lessons in".

NOTE: Not aiming for those top colleges? Just want to "bump it up a little?" The effort and time to score as high as possible is well worth it: High scores translate into THOUSANDS OF DOLLARS in college scholarships and grants which DO NOT NEED TO BE PAID BACK.

In fact, the MORE EXPENSIVE a PRIVATE UNIVERSITY costs, the more money a high SAT or ACT score is worth.

For example: St. Mary's College – Moraga, CALIFORNIA gives you \$12,000 / year x 4 = \$48,000 if student scores 600+ on Math and 600+ on Reading.

>> WHAT ABOUT WORKING ON JUST THE WEAK PARTS?

Every point counts. With literally millions of kids with 4.0 GPAs, which applicant will a college choose? All things equal, a kid with a 4.0 GPA and a 1400 is just going to have a better chance than a kid with a 4.0 GPA and a 1370. From an admissions perspective, the kid with the 1400 is more deserving of acceptance and that is a justifiable, legitimate, and ethically correct decision.

Even students who score a perfect 1600 on SAT and 36 on ACT work on all parts of the test.

Really? Yes. There is no such thing as saying "Oh I'm good on this part so I'll just focus on the other parts"

The SAT & ACT are a matter of performance, something that requires continual training and maintenance.

Even top athletes don't stop practicing because they are "good enough"

Getting THE HIGHEST POSSIBLE score for a student means working on ALL PARTS OF THE TEST, not just "focusing on the weak areas".

WHY?

1) In many cases, the "weak areas" are so difficult for a student that little improvement can be made in that area, and the greatest gain in the shortest amount of time will be achieved in the other areas. Many students have such a difficult time with the math that even hours of lessons focused on that area see little improvement. In that case, the most points can be actually gained in the "strong" areas.

2) The SAT & ACT scoring is NOT on a linear scale. The more questions you have right, the more points the next question is worth. Each additional question right in the "strong" area is actually worth about TWICE AS MANY POINTS.

3) Bringing up scores in just one area is not enough - the total score depends on all the sections. Many colleges "superscore", combining the highest score in each section from ALL tests taken.

Other colleges (University of California) look at the SINGLE highest score and if the other section scores drop, it brings down the overall score.

Unlike other test prep companies where there are SEPARATE lessons or classes for English, Writing & Essay, Math, Reading, Science, what I do is very efficient and integrated. We move between ALL the sections very efficiently & seamlessly.

We will spend more time on areas that need more work, and allocate less time to higher scoring areas. But we still do need to work on the ENTIRE TEST to get the HIGHEST POSSIBLE score.

>> WHAT DOES THE COURSE COVER? Do YOU TEACH the ENTIRE TEST or just parts?

If I taught only parts of the exam, that would be pointless.

This is a complete course designed to cover the ENTIRE EXAM. We are not just working on one part or another.

SAT COURSE PLAN:

Test taking methods .5 - 1 hour (This IS NOT a course about TIPS, TRICKS, and STRATEGIES !!!)

Proper study methods

Proper note taking methods

Reading comprehension 1 hour

English Grammar Review 3 - 5 hours

Math Review 5 - 20 hours

Essay writing review 1 hour

+ We try to get through at least 6 to 12 REAL SAT EXAMS

Real Exams:

SAT Test 1 : Reading Writing Math + Essay = 154 questions **3 hours 50 minutes**

SAT Test 2 : Reading Writing Math + Essay = 154 questions **3 hours 50 minutes**

SAT Test 3 : Reading Writing Math + Essay = 154 questions **3 hours 50 minutes**

...

SAT Test 12: : Reading Writing Math + Essay = 154 questions **3 hours 50 minutes**

ACT COURSE PLAN:

Test taking methods .5 - 1 hour (This IS NOT a course about TIPS, TRICKS, and STRATEGIES !!!)

Proper study methods

Proper note taking methods

Reading comprehension 1 hour

English Grammar Review 3 - 5 hours

Math Review 5 - 20 hours

Science Review 1 hour

Essay writing review 1 hour

+ We try to get through at least 6 to 12 REAL ACT EXAMS

Real Exams:

ACT Test 1 : English Math Reading Science + Essay= 215 questions **3 hours 40 minutes**

ACT Test 2 : English Math Reading Science = 215 questions + Essay **3 hours 40 minutes**

ACT Test 3 : English Math Reading Science = 215 questions + Essay **3 hours 40 minutes**

....

ACT Test 12 : English Math Reading Science = 215 questions + Essay **3 hours 40 minutes**

PLUS:

I teach you the RIGHT WAY to solve EVERY question, not by guessing or by chance.
I teach you how to take notes properly
I teach you how to study properly
I figure out what you are doing wrong, even when you don't know what you are doing wrong.
I teach you the proper way to think, analyze, and problem solve
I will give you an accurate estimate of your score potential.
I will push you to think and problem solve on your own, not just tell you answers.

>> ARE YOU GOING TO TEACH TEST-TAKING TIPS and STRATEGIES?

Yes, but if doing well on the SAT and ACT was that simple, then you would not need a course.

Test-taking strategies consists of things like "Guess if you can eliminate choices" "Skip questions if you spend too much time trying to figure it out" "Keep track of time" "Read each question carefully"

Obviously, this is stuff that pretty much all students already know. It really doesn't make much of a difference on test scores.

>> DO YOU NEED TO DO A DIAGNOSTIC EXAM BEFORE YOU START LESSONS? HOW DO YOU KNOW WHERE HE/SHE IS?

Not really necessary. I can tell "where a student is" when we start our first lesson.

1) If a student has taken a REAL (not fake / simulated) SAT or ACT, the score on that will give an accurate baseline. However, a score in and of itself can only tell me how many questions were answered right/ wrong, but will NOT tell me which questions were "right" because of lucky guesses or chance.

2) If a student has never taken a REAL SAT or ACT, then before lessons start, I can send a REAL SAT or ACT for the student to take, which would take 3.5 hours. The problem with this is that many students don't have the discipline to do this, and it ends up not happening. Even if the student does this, a score in and of itself can only tell me how many questions were answered right/ wrong, but will NOT tell me which questions were "right" because of lucky guesses or chance.

3) Regardless of if a student has taken a REAL SAT/ ACT before and has a score, the only way to know what it really going on is to go through some problems live. That way I can see how quickly/ slowly a student moves, and what the student's problems solving and thinking processes are. Also I can determine if a student got a right answer by luck, and what the student is doing right or wrong.

>> DO YOU MEET FIRST TO ASSESS A STUDENT'S NEEDS then PUT TOGETHER A PLAN?

NO. First of all, there is no way in a single meeting anyone can figure out a "student's needs"

Secondly, a "COURSE PLAN" is already in place. It gets adjusted in REAL-TIME as we go.

Because every lesson is adjusted in real time, and I know what I am doing, I can determine the student's needs as we go. And if the needs change, the lessons will change to fix what needs to be fixed.

>> CAN YOU PUT TOGETHER A "COURSE PLAN"

When I hear this, I am a bit baffled as to what they are asking, but I assume this is what you need to know:

A so-called "Course Plan" can mean different things to different people.

a) If you are talking about **how many hours/ lessons** that will be spent on what area, that is impossible to determine, but I have rough guidelines.

b) If you are talking about **what to do / what to cover / how to do it**, that's already taken care of.

c) If you are talking about **when to take the test, how many lessons, how often we have lessons, how much homework in between**, that's already taken care of.

d) If you are talking about exactly **what needs to be worked on and for how long**, there is no way to know without going through a lot of questions to figure out what the student knows.

Many people like to "put together a plan" for their kid. You will be happy to know that the "PLAN" is already in place, and has been in place for several years.

I know what needs to be done: your kid just needs to get started. In addition, no amount of the best planning in the world can predict exactly how many hours of lessons a particular student needs nor predict what areas will present problems for a particular student.

The course consists of various parts:

a. preliminary assessment and analysis of student

- b. review of material: English Grammar / Math / Reading Skills / Essay Writing / Science (ACT only)
- c. actual practice exams
- d. analyzing and going through practice questions
- e. test taking techniques and skills

TUTORING vs COURSE

What's the difference between just tutoring and a course?

Tutoring means there is no real plan.

Student does some questions from a book or found online.

Student meets the tutor and asks questions and just goes through whatever the student doesn't know

Tutor may do some light teaching.

The student goes home, finds more practice tests online or in books, does those, then meets the tutor again

A course is a totally different thing:

Student gets course review materials and goes through a structured review of all the material, based on student need

Student is assigned specific homework to do, working on REAL SAT or ACT exams

There is an organized plan in place, with the amount of homework and material covered planned out to be completed by the test date

>> HOW MUCH CAN MY KID IMPROVE? WHAT SCORE CAN HE / SHE GET?

I hear this question every single day, but there is NO WAY to answer that without doing some lessons to see what the problem is.

Because of my experience teaching, I can quickly tell within a few lessons how well a student is doing, and what kind of score is realistically possible.

It depends on a number of factors, including how much effort you are willing to invest into this. Those seeking MAXIMUM EFFORT will see the most results. I will take every student to the LIMIT of his or her ability and squeeze out every last point. What that means is either the student will understand 100% of everything and be able to score at or near 1600 or 800 on everything, OR, the student will be at a point where the material is at a level they cannot understand anymore and that is as far as we can go.

Every student is different and will see different score improvement results. Some kids score 26 on the ACT, and that is the maximum of their ability. Other students start at

26 and can reach 31. It really depends on the student, but I will push every student to his or her very limit.

Even then there are factors during the actual test day that are beyond anyone's control that can affect scores.

>> SCORE RESULTS

You can rest assured everything will be done the right way, and students will be taken the maximum of their ability.

However, no one can guarantee the amount of a score increase. Sometimes scores do stay the same or, in rare cases, can even come out lower.

Many factors affect actual test performance including: variance in difficulty of the test / variance in scoring / anxiety & nervousness / tiredness / sickness / distractions / being late / timing irregularities / cheating / faulty questions / mis-marking the answer sheet / etc

Again, realize that few students will get their highest possible score in 1 try. It's like expecting a person to get the best possible time on a race on the very first try.

Most kids do take the SAT or ACT on average 3 times.

Sometimes a parent feels that things should have / could have been taught differently.

I can with absolute certainty and confidence say this: I know what I'm doing and the course was taught right way. Even if it were to be done again, it would still be done the same way. There is no one out there who could have done it any better.

>> How many times should a student take the SAT or ACT?

What? Take the SAT or ACT more than once? Yes, unfortunately, very few students get their highest score the first try. Even Olympic Gold Medalist Swimmer Michael Phelps didn't break the World Record on his first shot. Moreover, test site abnormalities and unintended distractions will cause less than optimal testing conditions.

Students can take these tests as many times as they like, with most kids taking the SAT or ACT on average 2 or 3 times.

All California State University & University of California will take your ONE HIGHEST TOTAL SCORE so you can take the SAT or ACT AS MANY TIMES as you want, but more than 4 is probably overkill.

Many other colleges will take your HIGHEST COMBINED SCORE (highest score in each sub-section).

**** WARNING ABOUT SENIORS RELYING ON ONE TEST DATE *****

Seniors always seem to think that just planning for 1 last test date is enough. I can tell you from experience that something ALWAYS GOES WRONG. Kids get sick, or test centers get cancelled, scores are delayed, or there is a test irregularity and test doesn't count. For your own sake, plan for at least 2 test dates your senior year.

>> TIMING & PLANNING

Generally, we are looking at 8 to 12 weeks, lessons 2 times a week (no, not just once a week) for 1.5 hours each, with homework about 1 – 2 hours before each lesson.

Keep in mind, this will not fit neatly into a "once a week for 1 hour" type of thing.

In some cases, we may need to do 2.0 hour lessons, 2x a week.

The lessons and scheduling are customized for each student in real-time. Some kids are busy, and it gets more spread out. Some kids have more time or are taking the test in a few weeks, and we have to cram things in.

Lessons are 1 or 2 times a week, for 1.5 hours (sometimes lessons will be 1 hour or even 2 hours depending on student need). This is not a "once a week for 1 hour" type of thing.

In some cases, we may need to do 2.0 hour lessons, 2x a week.

I spread the lessons out based on a complex algorithm of several factors:

- 1) Days left until the test date
- 2) Student ability / performance
- 3) Amount of material left to cover
- 4) Amount of lesson time remaining
- 5) Student's other commitments

It USUALLY takes 15 – 25 hours (10 - 15 lessons) to get through all the material for the FIRST TEST.

**** PEOPLE ARE OFTEN SURPRISED or SHOCKED WHEN we go past 15 hours, but that is typical.**

15 hours typically is enough for students scoring higher than 1380 on SAT and 29 on ACT.

Please keep in mind that 15 to 20 hours cannot make up for years of deficiency of knowledge and skills in reading, math, English grammar, essay writing, and problem solving skills.

Usually students take the ACT or SAT more than once, and for the SECOND TEST we do review lessons with additional material.

>> WHEN DO WE START?

OPTION 1:

It's best to pick out a test date, and then start at least 8 – 12 weeks before the planned test date and work up to the day of the test. Many students are busy with other things and it is always better to be ahead of schedule than to fall behind.

OPTION 2:

The other option is to start with lessons, and when the student seems "ready" then the student goes in and takes the test. The problem with this is that test centers get full about one month before the test date, and also without an "end goal" test date, students will slack and might not take the course seriously.

We do 1 to 2 lessons a week, each lesson usually 1.5 hours long (some cases 1.0 or even 2.0 hours) depending on a student's progress/ schedule/ and time until the test date.

>> LESSON SCHEDULING

We schedule one lesson at a time, sometimes at most 3 lessons at a time. At the end of each lesson, I ask a student to check his/ her schedule and choose another lesson time.

I teach 7 days a week. This is my full-time job. As busy as some students are, there is no reason as to why the lessons can't fit in. We can go as late as 11pm or 12am.

- We do NOT BOOK A WEEKLY TIME SLOT. Lessons are sometimes twice a week, and don't fit neatly into a "once a week" scheme.

- We also do NOT "plan out a schedule for the next 8 – 10 weeks" ahead of time either.

In my over 9 years of scheduling with literally thousands of students, not one kid has ever been able to maintain a, say, “Every Tuesday at 5pm – 6:30pm for the next 8 weeks” schedule.

WHY

1) Things always come up: illness / staying after school to make up tests / group project meetings/ injury / tests / quizzes / projects / work / practices & games / games that were moved & tournaments / drama rehearsals / orchestra & band performances / family events / holidays / prom / relatives / birthdays / vacation etc

2) "Putting together a schedule" takes a very long time, with a lot of emailing back and forth. And ALWAYS the schedule falls apart anyways.

3) Sometimes students do poorly and need more lessons. Other students may do well and need fewer lessons and we can stop.

4) My schedule changes weekly because students taking a test sooner are a priority and need to get all their lessons in. Also right after a test date, my schedule changes and time slots open up.

THERE IS A RIGHT WAY to do this, and MANY WRONG WAYS:

>> WHAT DO WE COVER IN EACH LESSON?

There is a course laid out. What we cover in each lesson is adjusted IN REAL TIME as I see the student is having trouble with. But there is a sequence of material we go through

Unlike other SAT or ACT classes and courses, this is not a situation where we say “we will have 5 reading lessons, 4 English Lessons, 6 Math lessons”. That is done the wrong way. This is not something you can separate out into different lessons. Also there is no way to predict ahead of time exactly how many lessons / hours need to be spent in one area.

Also unlike some of those other test prep classes, students do not take an entire exam, then come for a lesson, then take another exam, and come in for another lesson. That is also done the wrong way.

>> HOMEWORK

Your homework consists of 2 things:

1) will be doing ACTUAL TEST QUESTIONS from REAL SAT & ACT Exams

2) reviewing problems we have done before to make sure that you can do them again

Yes you will have homework. No, it's not hours and hour every day.

In between each lesson, there is homework. Expect about 1 to 3 hours of homework between lessons.

Students need to do the homework carefully, and do it BEFORE the lesson.

Homework is allocated based on:

- 1) student performance and ability
- 2) how much time between each lesson
- 3) how much time until the test.

***** CAN YOU JUST GIVE THE STUDENT MORE HOMEWORK TO WORK ON IN BETWEEN?**

The amount of homework I give is actually carefully calculated out for each student (see above)

If the student was spending hours and hours self- studying on their own, well, you wouldn't need a tutor. That would be called just go buy a book and do self-study.

NO. I can't just pile on more homework in between lessons because:

1) Quantity is not quality. Simply going through test questions without knowing if you are doing the questions right (even with an answer key, all you will see is whether you got the right or wrong answer which is only part of the story) does nothing to help, and just ends up being busy work and uses up the limited quantities of real exams.

2) In a 1.5 hour or 2.0 hour lesson, we can only cover so much material. I allocate homework based on my estimation of how much I can cover with that student in the next lesson. If I give too much homework, we can't get through it, and the amount of non-covered homework problems builds up and we end up with a backlog of non-covered homework which increases every week and piles up higher and higher.

3) We DO NOT SPEND the ENTIRE LESSON GOING OVER HOMEWORK because I have to teach the students NEW MATERIAL, so for at least 10 - 15 hours, I am spending more time teaching new material

4) Even though students do not get "new" homework to work on, they DO have homework to work on: their job is review and go over all the questions and material that we have done to make sure they understand those concepts, which no student ever remembers after just seeing it one time. So they should be going back and re-

doing and reviewing questions we have discussed in the lesson. There is absolutely no point to go through hundreds of test questions when the student can't remember how to do any of them at all.

5) We need to go through the questions as soon as the students are done with them. Why? The reading passages and science passages, for example, require students to recall what they are about in order for us to discuss them properly. Therefore, we NEED to go through those questions ASAP and not have a backlog and wait until 2 or 3 lessons later to go through them.

6) The more homework I give, the higher the chance it actually does not get completed, or a student gets confused as to what the homework actually is and does the wrong thing.

>> SHOULD I BE SPENDING 2 or 3 HOURS A DAY STUDYING / DOING HOMEWORK? MORE IS BETTER RIGHT?

Generally NO, unless you are scoring very low, then you need to review and study.

My course is streamlined and I get right to the point. We are not wasting time going over stuff you already know, or just making you do extra busywork for nothing.

Understand that IT IS USELESS for students to do homework that we cannot finish going through the next lesson. If I give a student 200 questions to do, but we can only get through 50 questions in the next 1.5 hour lesson, we have a backlog of 150 questions to go through that just builds up more and more. And you cannot just go over questions several weeks after they were done.

>> SOME PLACES HAVE LIKE a 70 or 100 hour course.

QUANTITY CANNOT REPLACE QUALITY!

Those 70 or 80 or 100 hour courses have very little teaching. What you are paying for is a place to drive into, a room and table where you can sit at, and spend 40 to 60 hours just taking tests, and 20 to 30 hours just working on worksheets and handouts. The remaining 10 to 15 hours the instructor just reads through a book

>> SHOULD I BE TAKING TEST AFTER TEST? Some places just have you go in and take tests and tests

If taking test after test was in any way useful, then YOU COULD JUST BUY A BOOK OF TESTS and save a lot of money on tutoring and lessons.

I am here to do what NO BOOK or OTHER COURSE can teach you.

QUANTITY CANNOT REPLACE QUALITY!

**** AT THE START, DO NOT EXPECT YOUR KID TO SUDDENLY HAVE HOURS OF HOMEWORK to keep HIM/ HER BUSY.** Since the student has not learned anything yet, blindly going through practice tests is of absolutely no use. If that actually worked, you could just go buy a book and make your kid do tons of “homework” and he or she would improve.

>> **COURSE MATERIALS**

I will provide all the practice test materials (yes, these are genuine, actual exams!) and study materials (developed from scratch by me) needed. Many of the tests will be in PDF form and just need to be printed at home. Students used to need to go out and buy the tests, but now things are much simpler.

I only use real SAT or ACT exams for practice.

The rest of the materials have been written and developed by me from scratch over several years, which contains everything that needs to be reviewed for the ACT or SAT: nothing more and nothing less. Most of those books and courses out there have incomplete coverage, or cover topics which are not even tested.

>> **DO I NEED TO GO BUY BOOKS AND MATERIALS?**

NO. I provide everything:

I will send you PDF versions of actual SAT and ACT exams which **you cannot buy anywhere**. All you have to do is print them out.

Students used to need to go out and buy a book with tests in it from the College Board or from ACT at a rip-off price, but now you don't need to.

Also I will send you review materials for Grammar, Math, Essay writing, etc that I have personally written. You can't buy these from any stores either. These review notes contain everything that is tested on the ACT or SAT: nothing more and nothing less. Most of those books and courses out there have incomplete coverage, or cover topics which are not even tested.

* Please keep in mind this material is confidential and only for the student who is taking lessons. I ask that you do not send / email / disseminate these materials to other people.

>> ARE YOU GOING TO GIVE ME LOTS OF BOOKS AND BINDERS of TEST PREP STUFF like 2 feet high like OTHER PLACES?

You will NOT be getting a stack of books and binders that you aren't even going to look at.

Those materials are 1) Fake tests 2) busy-work worksheets and problem sets 3) "tips / tricks / strategies"

Im going to give you ONLY WHAT YOU NEED. Nothing LESS, and NOTHING MORE

>> DO I NEED TO DO ANY WORK / DO SOMETHING WHILE IM WAITING FOR LESSONS TO START?

NO.

1. Even if there was some material or reading for you to do before the first lesson (which there is not) I would have to spend a significant amount of time outside of lessons telling you what to do, how long to do it, how to do it, when to do it, and it becomes a a situation where everyday I have to check with you to make sure you are doing the right thing.

2. Most students, as ambitious as their intentions are, don't actually do it anyways.

3. There is no point wasting your time reading over stuff you already know

>> WHY PRIVATE CONFERENCE CALLING / SKYPE

UPDATE: 3/2020

Due to the COVID19 Novel Corona Virus, many high school and colleges have been closing campuses. So far 45 campuses have turned to online / remote learning. So does this work? Is it effective? Yes. I've been doing it for years and the fact that colleges and high schools are doing it shows that it indeed is a viable method of teaching.

I have taught in school classrooms, cafes, coffee shops, libraries (not permitted), at student's homes (a lot of driving), rented an office (\$1500 a month), and rented conference rooms (\$180 per hour).

Being the high tech innovator that I was, I also had the option of doing lessons via conference call. At first, the conference call lessons were just a backup option in case kids couldn't get a ride to meet me or went away on vacation and needed lessons. Most kids had only done lessons with me in person. However, after trying the

conference calls, they actually preferred that, and found it much easier than driving back and forth to meet up. Usually any resistance to conference call lessons is from the parents, not the students.

All of the lessons are done via conference call.

1) Students are busy. Between school, home, work, sports, and other extra-curricular activities, there is just not enough time in a day.

2) Students usually get caught in traffic and are late for lessons

3) Some students don't have a car or rely on parents to drive

4) Many students often leave their SAT / ACT materials at home or somewhere else and show up empty handed. We end up wasting a lot of lesson time doing a "work around"

5) Some students tell their parents they are going to lessons, but instead do something else

6) You have a record of exactly when and how long the lessons are, and if the student actually made it to the lesson

7) We can do lessons early in the morning (kids can crawl out of bed and do lessons) or late at night (without worrying about being out late)

8) You and I want to take vacations. You can do lessons from anywhere in the world from your hotel.

9) The office space costs \$1500 a month, and those extra savings are passed onto the students

Realize this is not an "ONLINE LESSON".

"ONLINE LESSON" means a teacher doesn't even have to be there, and the student watches a video or audio pre-recorded "lesson or tutorial" on the computer, then completes some exercises or homework at their own pace, then watches another video tutorial. No one can see what the student is doing wrong, or correct the mistakes and faulty approaches a student takes.

Please realize that even if you have done Skype lessons before with another tutor or company, this is done completely differently, and it's a very different experience.

I would be more than happy to give you a FREE 15 minute demo lesson so you can see what the experience is like. I teach everything personally, and it's no different in person or over a conference call.

Coming to students home?

- No. I have students all around the Bay Area and it would be impossible for me to get all the lessons in if I had to drive to every person's home.

Meeting the library?

- NO, you are not allowed to tutor and talk in a library.

Is this effective? Does it work?

Yes. I have been teaching lessons in person and over conference calls for years. There is nothing that is missing or that would be done better if it was taught in person. The only thing different would be:

- 1) I would not be able to see if the student is actually writing down notes or writing down what I am saying
- 2) I would not be able to see if the student is paying attention or looking at a phone / doing other things
- 3) When I ask students questions, I can't tell if they are reciting from memory or looking at notes
- 4) I can't see if the student is sleeping or crying

>> STUDENT RESPONSIBILITY

NO TEACHER OR COURSE, HOWEVER GOOD, CAN HELP YOU UNLESS YOU:

- 1) Actively Listen and pay attention: think and process the information
- 2) Take good notes: if you can't understand what is going on based on your notes, then your notes are useless
- 3) Ask questions if you don't know
- 4) Do the homework conscientiously = Do all the practice tests / homework WITH EFFORT, THINKING ABOUT what's going on.
- 5) Follow the PLAN / Stay organized. Do not jump around
- 6) Practice and review what you don't know you every day: If I taught you something, and you FORGOT or CAN'T DO IT AGAIN, then you have not done what you need to be doing
- 7) Need to be organized and keep your notes and tests in order, all together.

>> PROBLEMS: NOT GETTING THROUGH THE COURSE

BUSY WITH OTHER THINGS

Some students seem to be very busy with dinners, movies, proms, parties, birthdays, vacations, concerts, working out, snowboarding trips, beach trips, etc.

Students who choose to prioritize their social life over lessons will not get through the course in time, and any lesson time not used by the test date will become LESSON CREDIT ONLY

Students who are too busy with other activities: schoolwork / volunteer work / sick / sports / work/ vacations/ etc may not get through the course in time.

* Students who miss / postpone too many lessons / don't do the homework WILL NOT get through everything by the test date.

* Students who start too late are at higher risk of not completing the course due to time constraints. Because we often get fully booked, we may not get all the lessons in.

**If the Student is too busy / sick / cancels lessons / etc and fails to complete lessons by the SCHEDULED TEST DATE, remaining lesson hours will be LESSON CREDIT only, and not refunded.

STARTING TOO LATE / WAITING UNTIL LAST MINUTE

*** CRAMMING IN LESSONS: Many students are just too busy with sports or some program or activity, and then when it ends they want to cram in lessons.

Do realize that I have other students, and I won't be able to fit all of your lessons in the 1 or 2 weeks before the test.

FRUSTRATED / UPSET / NEGATIVE THOUGHTS / DISCOURAGED

Some kids may feel very discouraged and upset that they are not performing well, and just want to give up and then don't even want to try. Everyone is struggling. Everyone is working hard. If this is too much to handle, just imagine college.

TIRED / SICK

Students who are tired all the time or feeling sick all the time just won't do very well. Maybe they aren't getting enough sleep, or something else is going on

ABSENT / MISSING / DISAPPEARING

Some students "disappear" or are out of contact for several weeks. Please keep in mind, any lesson time not used by the PLANNED TEST DATE or within 90 days (whichever comes later) becomes LESSON CREDIT only.

STOP & GO STUDENTS

Students who disappear/ postpone / delay lessons for MORE THAN 2 WEEKS will have REMAINING LESSON HOURS BECOME LESSON CREDIT ONLY and is NON-REFUNDABLE.

ANTI-ACHIEVING STUDENTS: NOT TRYING / UNMOTIVATED

Some students just do not want lessons. These students will purposely miss lessons, cancel last minute, show up to lessons late, and make excuses as to why they are very busy and cannot schedule another lesson.

They then tell their parents that they have attended all the lessons, or that we are too busy/ booked to fit them in.

Parents, please do realize that if your student is like this, we won't get through the material, and missed / cancelled lessons do result in charges.

No tutoring, no matter how good, can help a student improve unless the student is actively engaged and works hard outside of the lessons. That means completing the homework, reviewing material EVERY DAY, spending time to memorize concepts and problem solving approaches.

Some students won't complete the homework, and will not try. When asked to try to solve some problems, the response will be: "I'm confused" "I can't do it" "Well I don't know" without putting in any effort. These students will not see much improvement, if any.

>> UNFORESEEN CIRCUMSTANCES

In the unfortunate event of teacher incapacity to teach (serious illness / family emergency / hospitalization / car accident / etc), if lessons are stopped, lesson fees will be refunded on a prorated basis.

>> LESSON TERMINATION

Under rare circumstances, lessons will be discontinued due to disruptive / unruly students OR parents. For those in the initial 15 hours of lessons, lessons will be charged at \$150/hr regular rate.

>> PARENT GUIDELINES – WHAT TO EXPECT, WHAT NOT TO EXPECT

1) >> HELICOPTER PARENTS / MICRO MANAGERS

I will schedule lessons directly with students. If they have any issues, they can talk to me about them. It's not a good idea for parents to jump in and get involved. Part of this is teaching students to be self-reliant and self-dependent.

Furthermore, it's not a good idea for parents to "hover" and "listen in" on lessons. If you, as a parent, want SAT or ACT lessons, we can arrange that!

2) >> FEEDBACK / STATUS UPDATES / ETC

I simply do not have the time to provide daily lesson reports, progress reports, status updates, feedback, and have conference calls with parents.

Providing updates would become my full-time job in and of itself and I wouldn't have the time to teach anyone or to take and analyze new exam questions, develop course materials or to customize study plans for each student. There is a lot of background preparation I do for each student that parents are not aware of, which is exactly what makes my courses so effective.

Parents will be notified if

- 1) student is missing lessons
- 2) student is habitually late
- 3) student is not completing the homework
- 4) student is falling behind
- 5) student is struggling / having a very hard time

3) >> BACK SEAT TUTORING

Parents - you hired me to do a job, one which I happen to be exceptionally good at. Think about if you had a good lawyer, accountant, or doctor.

Many students have experienced getting tutoring with a tutor/ teacher who was completely unprepared and didn't know what to do. This is not the case here. I know exactly what needs to be done and how to do it.

Please let me do my job. Sometimes parents like to jump in because they think they know "what to work on" or "what areas are already good" and do not need to be worked on. They also like to tell me what their kid is good at and not so good at. Don't worry. I'm in a much better position to determine what a student needs work on.

Some parents also have their own philosophy on how teaching should be done, which is far from reality, and jump in with advice or many questions. Please do realize that teaching is not so simple and that I know what I'm doing and I am teaching this THE right way.

Back Seat Tutoring includes, but is not limited to:

- 1) assigning your kid more homework / having your kid go ahead of what was assigned
- 2) "I went over the problems with my son/ daughter and"
- 3) "My son/ daughter needs work in... and in"
- 4) jumping in and overriding lesson times (usually lesson times are scheduled directly with the student)
- 5) changing test dates without informing me
- 6) sending the student to other tutoring or classes concurrently for SAT or ACT
- 7) "I talked to our college counselor and then we decided to take the.. instead"

[\[TOP \]](#)

College Admissions Essays 2021:

TIPS:

- 1) Don't go off topic. Get to the point and answer the question: the biggest problem is most kids write about stuff that does not apply / irrelevant
- 2) These essays tell the college something about you that isn't shown in your academic record
- 3) These are NOT CREATIVE WRITING ESSAYS. Do not write some dramatic story.
- 4) "Show don't tell" does NOT MEAN you are writing a novel: readers look through thousands of applications, with 4 essays on each app. They don't have time to read novels.
- 5) No unrealistic accomplishments, and do not make things up
- 6) Everyone "works hard" and "strives" to do their best. No need to tell that on your essay.

College Application Essay:

Describe something about yourself that you feel particularly proud of:

I'm one of the hardest working and smartest kids in my class. Everyone turns to me for help. I'm pretty much the leader of my group and everyone looks up to me. Without me taking the lead, our final project in AP Government for sure would have not been as good and we would have all received a B instead of an A.

In addition, I single-handedly created Students for Nicaragua, and I raised \$2 million dollars in aid and managed over \$5 million in assets to help rebuild a small town in poverty-stricken rural Nicaragua. I lived in Nicaragua for 4 summers and built 100 houses using wood and bamboo and hand tools. I also created a low cost water purification and filtration system so that

UNIVERSITY OF CALIFORNIA 2021

CHOOSE 4

350 words MAX

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.

Things to consider: A leadership role can mean more than just a title. It can mean being a mentor to others, acting as the person in charge of a specific task, or taking the lead role in organizing an event or project. Think about what you accomplished and what you learned from the experience. What were your responsibilities?

Did you lead a team? How did your experience change your perspective on leading others? Did you help to resolve an important dispute at your school, church, in your community or an organization? And your leadership role doesn't necessarily have to be limited to school activities. For example, do you help out or take care of your family?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

Things to consider: What does creativity mean to you? Do you have a creative skill that is important to you? What have you been able to do with that skill? If you used creativity to solve a problem, what was your solution? What are the steps you took to solve the problem?

How does your creativity influence your decisions inside or outside the classroom? Does your creativity relate to your major or a future career?

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

Things to consider: If there's a talent or skill that you're proud of, this is the time to share it. You don't necessarily have to be recognized or have received awards for your talent (although if you did and you want to talk about it, feel free to do so). Why is this talent or skill meaningful to you?

Does the talent come naturally or have you worked hard to develop this skill or talent? Does your talent or skill allow you opportunities in or outside the classroom? If so, what are they and how do they fit into your schedule?

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

Things to consider: An educational opportunity can be anything that has added value to your educational experience and better prepared you for college. For example, participation in an honors or academic enrichment program, or enrollment in an academy that's geared toward an occupation or a major, or taking advanced courses that interest you — just to name a few.

If you choose to write about educational barriers you've faced, how did you overcome or strive to overcome them? What personal characteristics or skills did you call on to overcome this challenge? How did overcoming this barrier help shape who you are today?

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Things to consider: A challenge could be personal, or something you have faced in your community or school. Why was the challenge significant to you? This is a good opportunity to talk about any obstacles you've faced and what you've learned from the experience. Did you have support from someone else or did you handle it alone?

If you're currently working your way through a challenge, what are you doing now, and does that affect different aspects of your life? For example, ask yourself, "How has my life changed at home, at my school, with my friends or with my family?"

6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.

Things to consider: Many students have a passion for one specific academic subject area, something that they just can't get enough of. If that applies to you, what have you done to further that interest? Discuss how your interest in the subject developed and describe any experience you have had inside and outside the classroom — such as volunteer work, internships, employment, summer programs, participation in student organizations and/or clubs — and what you have gained from your involvement. Has your interest in the subject influenced you in choosing a major and/or future career? Have you been able to pursue coursework at a higher level in this subject

(honors, AP, IB, college or university work)? Are you inspired to pursue this subject further at UC, and how might you do that?

7. What have you done to make your school or your community a better place?

Things to consider: Think of community as a term that can encompass a group, team or a place — like your high school, hometown or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community?

Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

8. Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?

Things to consider: If there's anything you want us to know about you, but didn't find a question or place in the application to tell us, now's your chance. What have you not shared with us that will highlight a skill, talent, challenge or opportunity that you think will help us know you better?

From your point of view, what do you feel makes you an excellent choice for UC? Don't be afraid to brag a little.

[\[1\] SAT & ACT Testing Requirements Changes UPDATED June 2020](#)

If colleges and universities want to admit students who are actually good students, then the SAT and ACT are simply the most consistent, accurate, and fair ways to measure that, no matter how much critics like to condemn the exams as "racist" and "biased".

Don't blame the tests: Getting rid of standardized testing means punishing poor students

Eliminating meritocratic opportunities for students to excel will cause colleges to rely on the 'soft' parts of a résumé, which will benefit the rich.

Sean-Michael Pigeon Opinion contributor
Published 7:00 a.m. ET Mar. 23, 2021 | Updated 1:45 p.m. ET Mar. 23, 2021



“But the results of the SAT say less about the test and more about high schools' failure to properly educate. Students across the country are failing to meet testing federal benchmarks, even before COVID-19 disrupted education. It’s our education system itself that needs improving and failing schools that need to be turned around. Blaming the tests doesn’t help anyone and, contrary to accusations of cultural bias, it is the math section that is hardest for students.”

OPINION

We're One Step Closer to Axing Merit from College Admissions | Opinion

Newsweek

So what would you look at for admissions, if not merit? We can expect universities to place an even bigger emphasis on extracurriculars, personal stories and a student's identity.

That means college admissions officers, already focused on wokeness, will better shape incoming classes on the basis of what they'd prefer the campus to look like—and on what students believe. That makes it easier to turn students into activists, a direction colleges already appear to be willfully taking.

“There's a national movement to remove SAT and ACT test scores from consideration for college admissions. If successfully implemented, this terrible idea will only encourage already widespread, unnecessary and unacceptable social engineering at American colleges, while doing nothing to help students of color who struggle academically. At the same time, it punishes students who do well.”

“So what would you look at for admissions, if not merit? We can expect universities to place an even bigger emphasis on extracurriculars, personal stories and a student's identity.

That means college admissions officers, already focused on wokeness, will better shape incoming classes on the basis of what they'd prefer the campus to look like—and on what students believe. That makes it easier to turn students into activists, a direction colleges already appear to be willfully taking.” [Newsweek 2021](#)

UPDATE 5/22/2020: more SAT & ACT news:

THE WALL STREET JOURNAL.

[Subscribe](#) | [Sig](#)

English Edition | March 4, 2020 | [Print Edition](#) | [Video](#)

[Home](#) [World](#) [U.S.](#) [Politics](#) [Economy](#) [Business](#) [Tech](#) [Markets](#) [Opinion](#) [Life & Arts](#) [Real Estate](#) [WSJ. Magazine](#) [C](#)

[IDEAS](#) | [THE SATURDAY ESSAY](#)

The Truth About the SAT and ACT

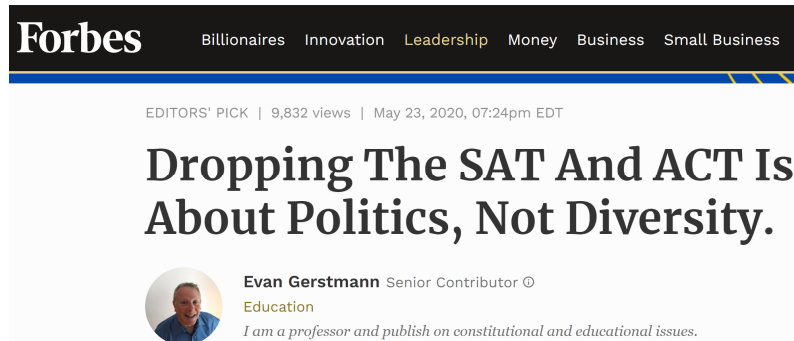
Myths abound about standardized tests, but the research is clear: They provide an invaluable measure of how students are likely to perform in college and beyond

Many colleges are dropping the SAT and ACT as an admission requirement because “they don’t predict first-year college success” “they are racist” “they discriminate against low-income and minority kids”.... Really?

Nope. Colleges are in fact big business. The colleges that are dropping the SAT & ACT requirement actually are using this to BOOST APPLICATIONS and INCREASE the number of students (= profits) enrolled in their universities. Then why did they have an SAT / ACT requirement before if they just wanted more students to make profits? Colleges are a competitive business. You want your college to appear, well, desirable to get into. How does it look if the college you run had such low standards of admissions that it didn't even require the SAT or ACT? You might as well be applying to community college. Only recently has it been more OK to be a college that didn't require the SAT or ACT.

Some think that the SAT & ACT are racist exams, poor predictors of college success, and that they should be dropped for admissions because the cheating scandal "only

proves" the testing system can be gamed, but here are get the facts. This is not about the fact that we tutor these exams. Its about the fact that as a professional credentialed educator myself who has worked with thousands of high school students, I have seen first-hand what type of thinking is required to do well on these exams, at a level deeper than any study thus far conducted. As a student myself who worked hard to get into a very high ranking university, I am saddened to see the admissions standard being compromised against what careful research has shown.



<https://thehill.com/opinion/education/504951-the-war-on-testing>



It's no secret that upper-middle-class families spend money and deploy other assets to get their children into high-status, advantage-conferring colleges, not limited to hiring coaches (and their online equivalents) to prep their 11th and 12th graders to ace the exams. If testing is replaced with "holistic" measures, parents will simply direct their money and energy into burnishing children's "holistic" attributes. That means summer schooling, essay editors, interview advisors, fancy internships, exotic travel and a dizzying array of extracurricular embellishments.

It's likely, in fact, that equity gaps will widen as exams — initially designed to equalize opportunity, regardless of socioeconomic status — get replaced by criteria that are even more susceptible to manipulation. All that will happen as the demise of testing conceals the "opportunity destruction" wrought by dreadful schools and the victory of established adult interests over the push to reform a K-12 system that is the biggest single contributor to those equity-cramping differences in SAT and ACT scores.

UPDATE April 2020: SAT & ACT Testing Requirements

While many universities and colleges are going SAT & ACT optional for incoming 2021 Freshmen, does it mean that you can simply sit back and not take the SAT or ACT? What about kids who scored high already and want to submit those scores? TEST OPTIONAL is not the same as TEST SCORES NOT ACCEPTED.

So here is the deal: because of the stress of the canceled exam dates (March 2020 SAT, April 2020 ACT, May 2020 SAT, June 2020 SAT), the tests previously required

for students graduating 2021 are no longer required, BUT THAT DOES NOT MEAN YOU JUST BLOCK IT out of your mind and go on with your life.

If you have taken the exam and scored high, or you think you can take the exam and score high, you should DEFINITELY DO SO. A high score is just an added bonus to your college application. Just like having a 4.3 GPA, or submitting several 5 AP Exam scores or several 800 Subject Test scores. It just looks better on your application. Just like having strong extra-curricular activities are an added bonus to your application.

In addition, many GRANTS and SCHOLARSHIPS are based on SAT ACT scores, and also testing out of certain English and Math courses in college is also affected by SAT, ACT, or AP exams.

What this also means is that the COLLEGE APPLICATION ESSAYS will be more important than ever.

The result of this is that college applications for every college will only increase because now the bar is lower. Anyone who previously was not qualified to apply can now apply. And that means more competition, and more of a need to stand out from the crowd.

READ HERE: <https://www.tmj4.com/rebound/if-your-college-doesnt-require-the-act-or-sat-should-you-still-take-it>

"Keep in mind, everything is optional. Being valedictorian is optional. Being captain of the debate team is optional. Community service is optional. So, the test is optional," Brian Galvin, Chief Academic

AND HERE: <https://theolivebook.com/colleges-test-optional-act-sat-test/>

Test-Optional Doesn't Mean Easier Admission

Let's first talk about an important cause and effect relationship that has happened before. When the [Common App](#) was first made available, it was revolutionary; one form filled out was all or at least most of what a student needed to apply to most schools. It eased many of the difficulties students had when applying to multiple schools. Thus, students began to apply to as much as **three times** as many schools as they had before.

However, just because it was easier to apply to a certain college or university did not mean it was easier to get in. We are seeing a similar situation right now. Many schools have reduced their testing requirements and/or allowed for a test-optional application. Thus, students can apply to more schools than they could before. But just because a test score is not required does not mean it will be easier to get in. Schools are not changing how many students they admit or the quality of students they admit.