



Senior College Planning Guide

Important Dates and Events Overview

Senior Class Presentation	August 17 th and 18 th
Senior Parent Presentation Online via Microsoft Teams	August 18 th @ 7:00 PM
SAT @ Westfield	August 29 th
ACT	September 12 th
College Bootcamp	September-Date to be announced
ACT	September 19 th
SAT – Senior Only @ Westfield	September 23 rd
SAT	September 26 th
FAFSA	Apply for FAFSA Pin
Financial Aid Workshop	October-Date to be announced
SAT	October 3 rd
ACT @ Westfield	October 6 th
ACT	October 10 th
ACT	October 17 th
ACT	October 24 th
ACT	October 25 th
SAT @ Westfield	November 7 th
College Application Month	November 1 st -30 th
Common Early Decision/Early Action deadlines	November 1 st -November 15 th
Earliest Regular Decision deadline/Begin scholarship applications	December 1 st -15 th
SAT	December 5 th
ACT	December 12 th
Common Regular Decision deadlines/Begin scholarship applications	January 1 st -15 th
ACT	February 6 th
ACT @ Westfield	March 7 th
SAT	March 13 th
ACT	April 17 th
SAT	May 8 th
College Decision Day	May 1 st
AP – AP Calculus	May 4 th @ 8 AM
AP – AP Human Geography	May 4 th @ 12 PM
AP – English Literature	May 5 th @ 8 AM
AP – US History	May 6 th @ 8 AM
AP – European History	May 7 th @ 12 PM
AP – English Language	May 12 th @ 8 AM
AP – Statistics	May 13 th @ 12 PM
SAT	June 5 th
ACT	June 12 th
ACT	July 17 th

August

1. If you have not done so, join the **Class of 2021 Remind**.

- Text @kah3eb to 81010.
- Ask your parents to join the **Parent 2021 Remind** as well. Text @3bb86e to 81010.

2. Get in the habit of checking your email regularly. My suggestion is to check your email on Mondays, Wednesdays, and Fridays.

3. It is highly recommended that you regularly speak or meet with your counselor. Your counselor will reach out to meet with you formally each fall and in the spring. You can make an appointment to speak to your counselor either in person or online.

To schedule an appointment with Dr. Morton go to @ <https://westfieldcollegeandcounseling.youcanbook.me/>

4. **Review your Westfield HS transcript for mistakes!** Check your name, phone number, address, grades, Cumulative GPA and Credits. See Dr. Morton immediately if anything is incorrect. This transcript is yours to keep.

Westfield GPA Calculation

Semester Average	College Prep Class Weighted GPA pts	Honors Class Weighted GPA pts	Advanced Placement Class Weighted GPA pts
90-100	4	4.5	5
80-89	3	3.5	4
70-79	2	2.5	3
Below 70	0	0	0

Honor Graduate Distinction

Honor Grad = 87 or higher cumulative average.

High Honor Grade = 90 or higher cumulative average with 1 out of 3 offered Honor/AP courses taken.

High Honor Grade with Distinction = 95 or higher cumulative average with 2 out of 3 offered AP/Honor classes taken.

5. Dr. Morton will visit your English classroom on **August 18th and 19th** to introduce herself and give you an overview of what you need to do to get on the right path for your senior year. There will be an online parent meeting on **August 18th @ 7 PM**. A link will be emailed to parents to attend.

6. Create a **Fastweb.com**, **Scholarships.com**, & a **Raise.me** account if you have not already done so. These are great resources for scholarships.

7. Go to **Transferology.com**, click "**Get Started**". Create an account and see how your dual enrollment courses will transfer to different colleges/universities.

<https://www.transferology.com/index.htm>

8. Get off to a good start in your senior year! Create reminders in your phone for important **testing dates, deadlines, and senior meetings**. It is helpful to create your own personal filing system to organize your

profile/resume, college, university, and/or technical school information, applications, letters of request for references, etc.

9. Dr. Morton suggests that you start cleaning up your social media presence. College admissions counselors will be looking at you online before you know it. So, Google yourself and look at your digital footprint. Social media can be leveraged to showcase your passion and help admissions teams why they should accept you! See some tips below.

<https://www.applerouth.com/blog/2017/08/15/how-social-media-can-support-your-college-applications/>

Westfield wants you to have an amazing senior year! However, be aware of the 10 traps to ruin this year (besides COVID-19)...

- BECOMING LAZY WITH YOUR SCHOOL WORK- Remember that GPA is very important on college applications. Now is not the time to get lazy.
- ASSUMING THAT TEACHERS WILL LET YOU PASS BECAUSE YOU ARE A SENIOR- You will get what you earn ...nothing more ... nothing less.
- NOT KEEPING UP WITH IMPORTANT DATES- Scholarships due dates, order dates, testing dates, etc.
- NOT REVIEWING YOUR SCHOOL CREDITS/TRANSCRIPTS- The month of May is too late to realize that you are short on requirements for your college!!!
- ASSUMING THAT RULES DO NOT APPLY BECAUSE YOU ARE A SENIOR-Be aware that colleges have rescinded college admissions offers for academic reasons, legal issues, and unacceptable behavior (i.e. posting inappropriate messages on social media).
- ASSUMING THAT YOUR PARENTS WILL AUTOMATICALLY KNOW ABOUT IMPORTANT SENIOR INFORMATION- Your parents will not know unless you tell them!
- ASSUMING YOUR PARENTS WILL AUTOMATICALLY TAKE CARE OF ALL OF YOUR SENIOR ORDERS- You have to be responsible to make sure that your parents or you place the proper orders.
- NOT PAYING FINES- All senior fines have to be cleared before graduation.
- LOSING IMPORTANT PAPERWORK- Senior clearance forms, applications, letters of recommendations.
- ASSUMING THAT COLLEGES WILL MAKE AN EXCEPTION FOR YOU IF YOU MISS THEIR APPLICATION DATES- You are one student among thousands of applicants ...miss the date and miss your opportunity.

10. One additional helpful tip, as a senior, is to use rules of netiquette...online courtesy and manners.

Here are some helpful Netiquette Rules to follow if you have some bad online habits:

- Avoid typing in capitals in your text and emails.
- Give people time to read your emails or texts.
- Start all emails and texts with a proper greeting and be pleasant and polite.
- Avoid sarcasm in your electronic communications.
- Always check for spelling and grammar errors—make a good impression.
- Know what you're talking about and state it clearly—don't be vague that people don't know what you are asking or needing.
- Don't use abbreviations in an email correspondence.

Here is a tutorial on how to write a professional email.

<https://www.wikihow.com/Write-a-Formal-Email#:~:text=How%20to%20Write%20a%20Formal%20Email%201%20Method,Preparing%20to%20Send.%20Include%20any%20necessary%20attachments.%20>

September

1. Start working on your Senior Profile (see appendix) and resume ([Resume templates](#)). See link to the Senior Profile on the Westfield Counseling Home Page. This should be completed by **September 15th**.

2. Create your list of schools....**We recommend making a list that includes 2-3 safety schools, 4-5 target schools, and 2-3 reach schools.**

Safety School

A safety school can generally be described as a school to which you have an 80% or above chance of admission. *For example, for a student with a 4.3 GPA and a 32 on their ACT, a school at which the average GPA of admits is 3.5 is probably a safety school, even if said school has a 40% acceptance rate.*

Target School

A target school is a school at which you have between a 20% and 80% chance of admission, or in other words, a school where your profile is generally similar to that of the typical admit.

Reach School

A reach school is a school at which you have less than a 20% chance at acceptance should be considered a reach school. In most cases, this could be defined as schools where the profile of the average admit exceeds yours to some extent.

5. Get ready for Standardized Testing – Know When to Take Your Test

If you are confused about which test to take, learn the differences between the SAT and ACT. Go to this link to find out more information about each test.

<https://www.princetonreview.com/college/sat-act>

6. When to take the SAT...some tips from the experts.

For Regular Admissions

Best Dates: August, October, November

Riskier Dates: December

As a senior, you have up to four possible SAT test dates (for regular decision deadlines): **August, October, November, and December.**

As with all college prep, **the earlier the better!** Try to take the SAT in August, October, or November. These three test dates should have little trouble getting your scores to colleges in time, assuming your earliest deadline is somewhere around **January 1.**

Although you can opt for the December test date, only do so if your deadlines are **January 10 or later**. December scores aren't usually released until late December, so January 1 might be playing it a little too close for some colleges. **Check with your schools directly to verify whether they'll accept SAT scores from the December test date before you register for it.**

If your regular decision deadline happens to be especially early, like the University of California's November 30 deadline, **opt for the August or October test dates instead.**

Early Action/Early Decision

Best Dates: June, August

Riskier Dates: October

Most early action deadlines are **November 1 or 15**. A June or August test date (before your senior year) is an excellent choice since scores from either test date should definitely get to your schools in time. These dates also give you the fall to focus entirely on your college applications instead of on SAT prep.

The October deadline is a bit riskier, though, as its scores aren't normally released until the end of October. So, if your deadline is November 1, October probably won't work. If your deadlines are November 15 or later, however, October should be fine.

If your college applications aren't due until February or later

Many schools have later-than-normal deadlines in [February, March, April, May, June, July, August, and even September](#). So which SAT test dates will work for these late decision schools?

Below are the **latest SAT test dates you can choose depending on your college application deadline**. The latest recommended dates are pretty much guaranteed to get your SAT scores to schools in time, whereas the riskier dates might *not* get your scores in before the deadlines.

SAT Dates

Test Date	Normal Deadline	Late Registration*	Online Score Release**
August 29, 2020	July 31, 2020	August 18, 2020	September 21, 2020
September 26, 2020	August 26, 2020	September 15, 2020	October 9, 2020
October 3, 2020	September 4, 2020	September 22, 2020	October 16, 2020
November 7, 2020	October 7, 2020	October 27, 2020	November 20, 2020
December 5, 2020	November 5, 2020	November 24, 2020	December 18, 2020
March 13, 2021	February 12, 2021	March 2, 2021	March 26, 2021
May 8, 2021	April 8, 2021	April 27, 2021	May 21, 2021
June 5, 2021	May 6, 2021	May 26, 2021	June 18, 2021

*The late registration deadline is about one week earlier if you are registering by mail

**SAT Essay scores are usually released within 10 days of the multiple choice scores.

ACT Dates

Test Date	Registration Deadline	Late Registration Deadline	Estimated Score Release
September 12 th	August 14 th	August 15-28, 2020	September 22-November 6, 2020
October 10, 2020	TBD	TBD	October 20-November 27, 2020

October 17, 2020	TBD	TBD	October 27-December 4, 2020
October 24, 2020	TBD	TBD	November 10-December 31, 2020
December 12, 2020	November 6, 2020	November 7-20, 2020	December 22, 2020-February 5, 2021
February 6, 2021	January 8, 2021	January 9-15, 2021	February 16-April 1, 2021
April 17, 2021	March 12, 2021	March 13-26, 2021	April 27-May 7, 2021
June 12, 2021	May 7, 2021	May 8-21, 2021	June 22-August 9, 2021
July 17, 2021*	June 18, 2021	June 19-25, 2021	July 27-September 3, 2021

Special Note: There are some schools that do not require either the SAT or ACT. Check out the list of [Test Optional Schools](#) that do not require either test.

Test Prep

[Magoosh](#)

[Khan Academy](#)

[Test-Prep](#)

You can also go to [Collegeboard.com](#) and [ACT.org](#) for more test preparation.

7. Scholarships

In the Fall, you want to start looking for scholarship opportunities. Here are the ways scholarships will be announced at Westfield:

- Remind
- Westfield Counseling Page
- Senior Homeroom

Students are encouraged to research additional scholarship opportunities. There are many scholarship sites that you can browse. Warning...watch for [scammers](#) who will ask you to pay for scholarship assistance. You can do this on your own!!

[Scholarships.com](#)

[Fastweb.com](#)

[The Scholarship System](#)

[College Express](#)

[Cappex.com](#)

October

1. HOPE

Students may view their HOPE scholarship eligibility grade point average by using their account on the www.GAfutures.org website (MyGAFutures). Any student graduating in 2021 must have 4 rigorous courses identified by Georgia Student Finance Commission to qualify for the HOPE Scholarship.

Credits received for academic rigor courses must be selected from the categories below:

1. Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
2. Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
3. Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
4. Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in Core subjects.

8. If you are you planning on participating in intercollegiate athletics at an NCAA Division I or II institution, you must register with the NCAA Initial-Eligibility Clearinghouse.

Prospective student athletes should:

- Access the registration materials by visiting their website at www.ncaaclearinghouse.net
- Submit transcript request form for your transcript to be sent to NCAA.
- When taking the SAT/ACT, enter **9999** for scores to be sent to NCAA Clearinghouse.
- Review the NCAA requirements as they might differ from graduation requirements!

2. In October, begin to reduce your preliminary list of colleges and come back to school with a definite list of colleges you plan to apply to. You should have a safety, target, and reach school selected. Not sure what that means? Check out this [article](#) on the differences between the three schools. Have applications in hand or already requested from the colleges. When you are ready to apply (especially multiple colleges), consider using the [Common Application](#) site.

10. In the Fall, begin to plan your college campus visits and college fairs. Due to COVID-19, you may want to check out the virtual college tours and virtual fairs available to students and parents.

College Campus Visit Resources:

[Campus Visit Checklist](#) and [College Visit Planner](#)

<https://campustours.com/>

<http://www.ecampustours.com/>

Virtual College Fair



https://nacac.formstack.com/forms/student_virtual

3. When apply for college in the Fall, allow two weeks in advance of any deadline whether it be application or letter of recommendation, you must have all information and documents to the counselor. Remember you will be requesting transcripts for University System of Georgia colleges, universities, and technical colleges via you MyGAfutures account on GAfutures Turn in **Early Decision, Early Action, or Early Notification** applications to the counselor thirty days prior to college's deadline at the latest! These deadlines come very early in the school year!

Need help finding a college? Check out these resources:

[Collegegreenlight](#)

[Big Future](#)

4. Financial Aid, the FAFSA, and CSS Profile

FAFSA stands for Free Application for Federal Student Aid: the form is used to determine your eligibility for varying degrees of financial aid. You should fill it out as soon as possible on or after Oct. 1 at the official government site, fafsa.gov. It'll be easier to complete the FAFSA form if you gather what you need ahead of time. Check out the FAFSA checklist and video for assistance.

[FAFSA Checklist](#)

<https://youtu.be/gUis5lityCQ>

The CSS Profile is an online application that collects information used by nearly 400 colleges and scholarship programs to award non-federal aid. (For federal aid you must complete the FAFSA, available Oct. 1 at fafsa.ed.gov.) Some colleges may require the CSS Profile from both biological/adoptive parents in cases of divorce or separation. Check your colleges' information to determine whether they require the CSS Profile. A list of participating colleges is also found on the CSS Profile Homepage. You submit the CSS Profile at cssprofile.org. Once you sign in, you will find a list of useful documents, such as your federal tax returns and other financial information that you'll need to have at hand to complete the application.

12. In the Fall, begin to write and refine your essays for the colleges which require them. Here are some tips on writing your college essay.

[College Essay Tips](#)

[College Essay Guy](#)

[Owl.Purdue](#)

[8 Tips for Crafting Your Best College Essay](#)

5. **Application Deadlines and Dates**

In the fall, fill out your college applications and turn them in to College Advisement and Counseling Office according to the deadlines set by Dr. Morton - Do it early! Don't wait until near the colleges' deadlines!

Three terms you should know concerning application deadlines

- Early Action – Applying early for an early admissions answer
- Early Decision – Applying early and if accepted, you agree to attend that college, withdrawing all other applications to other schools
- Regular Decision – Applying at later deadlines and wait for later decision

October 15 th deadline	Students must submit requests for recommendations/transcripts no later than September 27 th
November 1 st deadline	Students must submit requests for recommendations/transcripts no later than October 18 th
December 1 st deadline	Students must submit requests for recommendations/transcripts no later than November 11 th
January 1 st deadline	students must submit requests for recommendations/transcripts no later than December 6 th

Remember that colleges can receive your test scores electronically through both the SAT website and the ACT website. Select which school(s) you would like your scores to go to. There is a fee to send your scores through both websites.

Please note that it is the student's responsibility to have official score reports of SAT and ACT scores sent to the colleges by listing the college code numbers on their SAT and ACT registration forms. If left off the form and done at a later date, the testing agency charges the students a fee and could take three to five weeks to send the reports. Your transcript does not include test scores.

6. College Recommendations

Not all colleges utilize letters of recommendation. We will only submit a letter if the college requires it. Letters of recommendation are only submitted directly to the institution. Your counselor does not manage teacher recommendations. Those requests must be sent directly to the teacher.

When requesting a letter of recommendation, be sure to do the following:

- PLAN AHEAD to meet your deadlines. ALLOW AT LEAST 2 WEEKS for the completion of the letter. This person may have other letters to write ahead of yours.
- ALLOW one week for your application to be processed and mailed or electronically sent.
- Create a resume' that will give the person a good sense of your education, accomplishments, activities and interests.
- Ask for recommendations from people who know you well and who can write a positive letter.
- Make your request in person (Do not delegate to a friend, parent or sibling)
- DO NOT drop this request in the teacher or counselor's mailbox and assume that the letter will be written.
- Write a "thank you "note to the person who has supported you with a letter of recommendation.

November/ December

1. Finalize and send any early decision or early action applications. Have a parent, teacher, counselor, or other adult review the application before you submit it.
2. If you have not done so, update your community service record.

January

1. **Mid-Year Report**

A **Mid-Year Report** is a form submitted by your school counselor indicating your academic progress for the first half of your senior **year**. Along with the **Mid-Year Report**, your school counselor should submit a **mid-year** transcript. Not all colleges require a mid-year report.

2. At the beginning of second semester, meet with Dr. Morton for your final formal senior meeting.

February

1. If you have not applied for Financial Aid, now is the time to finalize your FAFSA.
2. Now is the time that your college acceptances will arrive. Make sure you thoroughly review your college acceptance(s) and financial award letters.

What happens if you are not accepted into your dream school? There is still hope...read this article for more information. [What If I Am Not Accepted Into My College?](#)

Thinking about not starting college in the Fall? Learn about a [Gap Year?](#)

Students who take a gap year may decide to:

- **Travel:** Many organizations offer programs that emphasize traveling or living abroad. Or, you may wish to plan your own adventure.

- **Complete an Internship:** Spend some time working in a career field that interests you. If you enjoy it, you'll have even more incentive to succeed in your chosen college major. If it's not the field for you, you'll still have plenty of time to explore other career opportunities.
- **Volunteer:** You can find volunteer programs both in the US and all over the world. You could build houses, work with children, tackle environmental projects, or a host of other activities.
- **Focus on Academics:** Students who are not pleased with their high school records might consider a postgraduate (PG) year. The goal for a PG year is to strengthen your academic record in the hope of gaining entry to a better college.
- **Work:** Whether you find a job at home or away, a year of work can give you extra funds to pay for college, plus valuable, real-life experience.

March-April

In the Spring, be sure to send any additional significant information to colleges while awaiting their decisions (improved grades, higher SAT, major awards, etc.).

May

1. May 1 - **Candidates Reply Date** - Notify all colleges which have accepted you of your decision! Do so as soon as you know - but by May 1! Dr. Morton will ask for your final college decision after Spring Break. Dr. Morton will post Senior photos & their prospective college (or military branch) on the "Senior Wall" for students who provide proof of their acceptance. Our hope is that, by highlighting our Senior's accomplishments, we will inspire underclassmen to follow their dreams.

2. Request that your final transcript be sent to the college you will be attending.

3. At the end of the year, each senior will complete the Senior Survey and Final Check out sheet.

Appendix

Class of 2021 Graduation Checklist for Westfield School
Calculating the Freshmen Index
Freshmen Admission Requirements
Common College Admissions Interview Questions
Additional Details to Consider When Researching Colleges
College Information Sheet
Applying for College Checklist
College Vocabulary You Need to Learn Now!!
College Essay Tips
Essays That Worked
Senior Profile
Resume Sample
Applying for College Action Steps/Tracker
You're Accepted...Now What?
Approval for College Absence Forms
Pre-FAFSA Information
FSA ID Form
How to Register for the SAT
Transcript Release Form
Community Service Form
Resources

Student Name			Year of Graduation: 2021		
Area of Study	Grade Earned S1 S2		Requirements		
English (4 Units)			Grade 9:	<input type="checkbox"/> English I	<input type="checkbox"/> English I Honors
			Grade 10:	<input type="checkbox"/> English II	<input type="checkbox"/> English II Honors
			Grade 11:	<input type="checkbox"/> English III	<input type="checkbox"/> AP Language & Composition
			Grade 12:	<input type="checkbox"/> English IV	<input type="checkbox"/> AP Literature & Composition
Math (4 units)	<i>Student came from middle school with Algebra Requirement</i> <input type="checkbox"/> Yes <input type="checkbox"/> No (Not included in credit for high school credit)				
			Grade 9:	<input type="checkbox"/> Alg. I <input type="checkbox"/> Alg. I H <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry H	
			Grade 10:	<input type="checkbox"/> Geometry. <input type="checkbox"/> Geometry H <input type="checkbox"/> Algebra II	
			Grade 11:	<input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II H <input type="checkbox"/> Algebra III <input type="checkbox"/> AP Calculus <input type="checkbox"/> Pre-Calc/Trig <input type="checkbox"/> AP Calculus <input type="checkbox"/> AP Statistics <input type="checkbox"/> Math Readiness <input type="checkbox"/> DE Math	
		Grade 12:	<input type="checkbox"/> AP Calc AB <input type="checkbox"/> AP Stats <input type="checkbox"/> Statistics <input type="checkbox"/> Math Readiness <input type="checkbox"/> DE Math		
Science (4 units)			Grade 9:	<input type="checkbox"/> Biology <input type="checkbox"/> Biology (Honors)	
			Grade 10:	<input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry (Honors)	
			Grade 11:	<input type="checkbox"/> A & P <input type="checkbox"/> Env. Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry H <input type="checkbox"/> Physical Science <input type="checkbox"/> Other _____	
			Grade 12:	<input type="checkbox"/> Env. Science <input type="checkbox"/> A&P <input type="checkbox"/> Physics <input type="checkbox"/> Conceptual Physics <input type="checkbox"/> DE Biology 1 & 2 <input type="checkbox"/> Other _____	
Social Studies (4 units) ½ unit of Government/ Economics			Grade 9:	<input type="checkbox"/> Survey of Bible	
			Grade 10:	<input type="checkbox"/> World History	<input type="checkbox"/> AP European History
			Grade 11:	<input type="checkbox"/> US History	<input type="checkbox"/> AP US History
			Grade 12:	<input type="checkbox"/> Am Gov/Civics <input type="checkbox"/> AP Am Gov/Civics <input type="checkbox"/> Economics <input type="checkbox"/> AP Macroeconomics	
Health/PF (1 unit)			Grade 9:	<input type="checkbox"/> Health & Personal Fitness/Weight Training (Includes Boys Weights, Girls Weights, Health & PE)	
Technology/Fine Arts (1 unit)			<input type="checkbox"/> Computer App. <input type="checkbox"/> Fund. Web <input type="checkbox"/> MM Journalism <input type="checkbox"/> Yearbook <input type="checkbox"/> SAT/ACT <input type="checkbox"/> Chorus <input type="checkbox"/> Art <input type="checkbox"/> Drama		
Foreign Language (2 units) <i>3 units are recommended</i>			<input type="checkbox"/> Spanish I <input type="checkbox"/> French I		
			<input type="checkbox"/> Spanish II <input type="checkbox"/> French II		
Electives	4 units				
Total Units	24		HOPE _____ Zell Miller _____ Academic GPA _____ Cumulative GPA _____ Numeric Academic Average _____ Honor Graduate _____ High Honor Graduate _____ High Honor Graduate with Distinction _____ Number of Honors Courses _____ Number of AP Courses _____		

How the FI is Calculated	How the FI is Calculated	Minimum FI Requirements
<p>The high school GPA is calculated from the grades earned in the 17 Required High School Curriculum (RHSC) courses for students graduating in 2021.</p> <ul style="list-style-type: none"> ☐ 4 English including World, American and British Literature ☐ 4 Math including GPS Advanced Algebra and a fourth year of advanced math ☐ 4 Science including Biology, Physics, and Chemistry, Earth Systems or Environmental Science ☐ 3 Social Studies including World History and U.S. History ☐ 2 years of a world language 	<p>The Freshman Index is calculated by combining:</p> <ol style="list-style-type: none"> 1) high school GPA (grade point average) 2) highest earned SAT or ACT test scores <p>Formula for SAT Test Takers</p> $(500 \times \text{High School GPA}) + \text{SAT Critical Reading} + \text{SAT Math}$ <p>Formula for ACT Test Takers</p> $500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$	<p>Students seeking admission to a University System of Georgia school MUST meet the following MINIMUM freshman index requirements:</p> <ul style="list-style-type: none"> ☐ Research Institutions – 2500 ☐ Comprehensive Universities – 2040 ☐ State Universities – 1940 ☐ State Colleges – 1830* <p>*Refer to the box below for additional information about test score requirements for state and two-year.</p>

For Research Institutions, Comprehensive Universities, and State Universities in Georgia:

- ☐ **Minimum SAT** scores = 430 Critical Reading and 400 Math
- ☐ **Minimum ACT** scores = 17 Math and 17 English

For State Colleges, please refer to the following link for additional information:
http://www.usg.edu/student_affairs/documents/State_and_Two_Year_College_Test_Score_Requirements.pdf

Freshman Index (FI) Requirements (http://www.usg.edu/academic_affairs_handbook/section3/C660)

Research Universities

Minimum Freshman Index – 2500

Georgia Institute of Technology Mid 50% range 3090-3320

Georgia State University Mid 50% range 2585-2854

University of Georgia Mid 50% range 2875-3180

Visit https://www.usg.edu/assets/student_affairs/documents/USG_Admission_Requirements.pdf for more information.

Class of 2021

Summary of Minimum Freshman Admission Requirements

Sector	Regular Admission	Limited Admission Provision	Presidential Exception Provision
Research Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2500 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2020 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	High school diploma or approved state-issued high school equivalency certificate or diploma
Comprehensive Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 2040 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1830 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; 	High school diploma or approved state-issued high school equivalency certificate or diploma

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	<p>SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math</p>	<p>SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math</p>	
State Universities	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1940 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<ul style="list-style-type: none"> • High school diploma • 17 RHSC units • 2.0 HSGPA • 1790 FI • SAT Administered March 2016 or Later: 480 Evidence-Based Reading and Writing and 440 Math; SAT Administered Prior to March 2016: 430 Critical Reading and 400 Math; or, ACT: 17 English or 17 Reading, and 17 Math 	<p>High school diploma or approved state-issued high school equivalency certificate or diploma</p>

Class of 2021

Common College Admissions Interview Questions

1. Tell me about yourself.
2. How did you learn about our school?
3. How have you prepared yourself for college?
4. What activities that you have participated in are the most meaningful to you?
5. What are your favorite classes and why?
6. What is the name of the last book you read for leisure?
7. How would your teachers describe you? How would your friends describe you?
8. What do you like most about our college?
9. How do you plan to contribute to our college community?
- 10.
11. What are you interested in majoring in and why?
12. What do you do for fun in your free time?
13. Tell me about a challenge that you overcame.
14. What do you see yourself doing 10 years from now?
15. How do you define success?
16. What about you is unique?
17. What subject in high school did you find the most challenging?
18. How have you been a leader or displayed leadership?
19. What is a challenge you have overcome?
20. Do you have any questions?

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Additional Details to Consider When Researching Colleges

1. Social Distancing policies
2. Campus size (small, medium, large)
3. Geographic Location (city, state)
4. Size of school (small, medium, large)
5. Average number of students per class
6. Community and surrounding areas
7. Academic programs (majors, joint degree programs)
8. Student body (ratio of men to women, where they're coming from)
9. Safety (security, Blue-Light Systems)
10. Organizations/clubs (academic clubs, Greek life, intramurals)
11. Athletics (NCAA Division, do students attend events?)
12. Weekend activities/school events
13. College facilities
14. Financial aid and tuition (scholarship opportunities)
15. Housing (is housing guaranteed for 4 years?)
16. Meal plans Interviews (are they required?)
17. Application deadlines
18. Required standardized tests
19. Career services department (do they help find internships and help with job placement?)
20. Counseling center/office (hours, staff qualifications) Study abroad opportunities (requirements, countries)
21. Honor Code
22. Retention rate (what percentage of freshmen return?)
23. Library (facilities, hours)

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College Information Sheet

Name of College _____

City, State _____

Urban/Rural _____ Number of Students _____ Tuition _____

Initial impression of the college: _____
_____ What is
the Application deadline? _____

Percentage of students accepted _____ Freshmen retention rate _____

Average GPA (for admitted freshmen) _____ Average SAT _____ Average ACT

What is the town surrounding the college, or near to it, like? _____

What scholarship opportunities are offered? _____

Is there a separate scholarship application? _____

What is the percentage of students receiving financial aid? _____

What dorms are available to freshmen? _____

Is housing guaranteed for four years? _____

Can freshmen have cars on campus? _____

How often will I meet with my academic advisor? _____

What is the percentage of students that graduate in four years? _____

What is the most popular major? _____

What are the most popular academic programs? _____

How large are classes? _____

What are the library's hours? _____

What pre-professional programs are offered? (Pre-Med, Pre-Vet, Pre-Law, etc.)

What activities does the college offer for students?

What sports are offered? (Division I, II, III, intramural)

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How does the career services center help students find internships and jobs?

How is freshman orientation planned and organized?

What makes this college unique?

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Applying for College Checklist

College admission criteria may vary from one school to another. However, college admissions will tend to focus on the factors below:

1. Rigor/high school curriculum
2. GPA
3. Standardized test scores
4. Essay/supplements
5. Recommendations

Official High School Transcript

Each college you are applying to must receive an official high school transcript. Each student must request his or her own transcript using the **Transcript Request form** in this packet. All transcripts will include ninth, tenth, and eleventh grade's first and second semester grades.

Colleges are also looking at high school transcripts to see how much students have challenged themselves. The **rigor of the courses** you have selected while in high school are given much consideration by admissions counselors. Colleges want to see that students have taken advantage of the honors and Advanced Placement courses high schools offer. They want to see that students are aware of their strengths and know their potential. For this reason, it is not enough that a student enrolls in an advanced course; how the student performs is just as important. It is best to enroll in an honors or Advanced Placement course that is in a subject you enjoy and are passionate about.

Standardized Test Scores Please **see the Standardized Testing section** of the handbook

Personal Statement/Essay

With each essay or short answer question you submit, you are giving the school more information about yourself; allowing them to see what makes you a unique candidate for admission. Take the time to think of what you would like the admissions counselors to know about you. Each essay you write should be proofed for errors and should be read by an English teacher or the College Counselor.

The essay is an important part of the application. If you are writing about a question asked, please be sure that you have answered the question. If you have selected to write a personal statement, think about how someone who does not know you personally will judge what you have written. The writing section of an application gives you, the student, the opportunity to share information that the admissions counselors do not know from the basic information you have provided them.

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Please see **the Essays that Worked** section of the handbook to view sample college essays.

Supplemental Application Material depending on your intended major, you may be required to submit an additional portfolio or perform an audition. It is the student's responsibility to know what supplemental material or documentation is required by each of the schools to which he/she is applying.

Teacher and Counselor Recommendations

Students are required to ask their teachers in person to write these letters. Teachers should be from core academic areas, preferably from your junior year of high school. The teachers will be writing about your academic performance, effort, participation, and overall attitude in the classroom setting.

The teacher recommendation letter is an important part of your application. It allows the school to get a glimpse of how you conduct yourself in the classroom setting. Colleges recommend that students and parents do not have access to recommendation letters. All recommendations will remain confidential and should only be read by those whom the letters are written to. Westfield School will not share letters of recommendation with students or parents. This is a College Counseling Office policy.

Application Process

The first step in applying to a college is completing an application. Students may complete an online application which can be accessed on the college or university's website. Applications take time to complete. They are a reflection of the student, and therefore should not be rushed through. Many schools require more than one essay or personal statement. Students should think about what they would like the college to know about them that is not already seen in the basic questions asked.

Students are encouraged to meet with the College Counselor to go over their applications.

The Common Application

The Common Application is accepted by over 400 colleges and universities. This application allows students to apply to schools using one single application and can be completed by creating an account at www.commonapp.org.

Each school will require students to complete their own individual supplement on the Common Application site. Please keep in mind that these supplements typically consist of essay questions. Like your individual personal statement/essay, much thought should be given to these supplemental essays or questions.

Please note that the Common Application will not be sent to the colleges you have added to your "My Colleges" section of the application until you have completed the signature page and click SUBMIT.

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Types of Application Deadlines

Regular Decision- Deadline typically falls on or after January 1. Decisions are usually reached by March-April.

Rolling- Applicants will receive an admission decision as soon as it becomes available. The earlier the student applies, the sooner a decision will be made.

Early Action- Admission decision is not binding. Students may apply Early Action to as many schools as they would like. Students who apply to a school as an Early Action applicant will learn of their admission decision sooner than under a Regular Decision deadline.

Early Decision- This deadline gives a BINDING decision. If a student applies and gets admitted, the student MUST attend the school. Students are only permitted to apply to ONE school as an Early Decision applicant. They may apply to other schools as an Early Action applicant but must withdraw their applications to those schools if they are admitted into the school they have applied to Early Decision. This deadline typically falls in November and students are usually notified in January. An Early Decision Agreement must be submitted along with the application. This agreement requires a student, parent, and counselor signature. Students should only apply to a college/university as an Early Decision applicant if financial aid/scholarship is not a concern AND if it is their number one choice of school.

Early Decision II- This deadline typically falls in November-January. Like Early Decision, this deadline gives a BINDING decision. It is a good option for a student who would like to apply to a school Early Decision but would like to take a November or December standardized test.

Any Westfield School student enrolled in an Advanced Placement (AP) course is required to take the AP exam for that course in May. AP courses are designed to help students become successful at college level curriculum, while their exams test student knowledge of material taught.

The Scholastic Aptitude Test, more commonly known as the SAT, and the American College Testing's assessment, the ACT, are used by colleges and universities for admission. These exams are not the only criteria considered for college admission; however, your score provides colleges with a means of comparing applicants, as it is the only standard component in the application process. How an SAT or ACT score is used varies from school to school, and it is the student's responsibility to know what standardized tests are required for each school they are applying to. It is imperative that students take test preparation seriously. Studying will help better prepare students for the test and help increase scores.

2020-2021 SAT Dates & Deadlines

<u>Date</u>	<u>Registration Deadline</u>	<u>Late Registration Deadline</u>
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*August 29, 2020	July 31, 2020	August 18, 2020
*September 26, 2020	August 26, 2020	September 15, 2020
*October 3, 2020	September 4, 2020	September 22, 2020
*November 7, 2020	October 7, 2020	October 27, 2020
December 5, 2020	November 5, 2020	November 24, 2020
*March 13, 2021	February 12, 2021	March 2, 2021
May 8, 2021	April 8, 2021	April 27, 2021
*June 5, 2021	May 6, 2021	May 26, 2021

2020-2021 ACT Dates & Deadlines

Test Date	Registration Deadline	Late Registration Deadline	Estimated Score Release
September 12 th	August 14 th	August 15-28, 2020	September 22- November 6, 2020
October 10, 2020	TBD	TBD	October 20- November 27, 2020
October 17, 2020	TBD	TBD	October 27- December 4, 2020
October 24, 2020	TBD	TBD	November 10- December 31, 2020
December 12, 2020	November 6, 2020	November 7-20, 2020	December 22, 2020-February 5, 2021
February 6, 2021	January 8, 2021	January 9-15, 2021	February 16-April 1, 2021
April 17, 2021	March 12, 2021	March 13-26, 2021	April 27-May 7, 2021
June 12, 2021	May 7, 2021	May 8-21, 2021	June 22-August 9, 2021

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July 17, 2021*	June 18, 2021	June 19-25, 2021	July 27-September 3, 2021
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Please note that Westfield School does NOT report standardized test scores to colleges. Students must request their test scores be sent to each of the colleges to which they are submitting an application. To do so, please log into your College Board or ACT account via www.CollegeBoard.org or www.ACT.org.

What is the SAT?

SAT The SAT is a test that asks you to use your reasoning skills to answer questions on math, reading, and writing. The test emphasizes critical analysis and real-world problem-solving.

The SAT contains two major sections: Evidence Based Reading & Writing and Math, and is made up of five long sub-sections testing writing and language, reading, math (in two sections), and writing. Both major sections are scored on a scale of 200-800, for a total score between 400-1600.

English: There are two English sub-sections which have an emphasis on rhetoric, analysis, and punctuation. These scores of the subsections will be combined to create the first section score on a score range of 200-800. The writing and language section tests grammatical and rhetorical skills. The reading section tests evidence-based reading comprehension skills. Math: The math section covers topics from prealgebra through basic trigonometry, with a heavy emphasis on rhetoric and analysis. There is a math calculator and no-calculator section of the exam. The scores of the two math sub-sections will be combined to create a second section score on a score range of 200-800.

(Optional) Writing: The writing section of the SAT is optional. Score Choice is a feature the College Board has created which allows students to select one test date score to send to the colleges of your choice. However, most colleges will consider a student's best score on each section of the SAT when determining admission. A College Board SAT Score Report will include all SAT/SAT Subject Tests a student has taken, unless the student chooses to use Score Choice. It is recommended that juniors take at least one SAT exam in the spring (March, May, or June), and one in the fall of their senior year (October or November). Every student who registers to take the SAT should prepare for the exam (this means studying!). Students must register for each SAT they choose to take. They can do so by creating an account through the College Board (www.CollegeBoard.org). It is the student's responsibility to register for the SATs he/she wishes to take, and to request official score reports be sent to the colleges to which he/she is applying. Juniors and seniors who register for an SAT exam may choose up to four schools to receive SAT Score Reports for free (at the time of registration). Students will be charged for each additional report ordered.

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SAT Subject Tests Some colleges may require or recommend students take SAT Subject Tests. SAT Subject Tests are one hour in length and test specific subject areas students have been taught in school. Subject Tests are often looked at by colleges because they can be used to consider students' level of readiness to begin taking college level courses in the specific areas tested. It is recommended that students submit 2-3 Subject Tests to the colleges/universities that recommend or require them. Students may take up to 3 SAT Subject Tests on a test date. Students cannot take the SAT and SAT Subject Tests on the same test date.

What is the ACT?

ACT The ACT is a curriculum-based assessment which contains English, Mathematics, Reading, Science, and optional Writing sections. Though the writing section is optional, Westfield School recommends that each student taking the ACT complete the writing portion of the exam, as many schools will not consider an ACT score without a writing section. Some schools that recommend or require SAT Subject Tests will accept the ACT with writing instead.

Students who take the ACT will receive a Composite Score, which ranges from 1-36. The Composite Score is the average of the English, Mathematics, Reading, and Science scores received on the exam. A separate score is given for the writing portion of the exam. The score received on the ACT can be compared to the score received on an SAT exam by using a conversion chart found under the Understanding Your Scores section of ACT's website.

It is recommended that juniors take one ACT exam in the spring (February, April, and/or June), and one in the fall of their senior year (September or October). Students must register for each ACT they choose to take. They can do so by creating an account through the ACT (www.act.org). It is the student's responsibility to register for the ACT's he/she wishes to take and to request official score reports be sent to the colleges to which he/she is applying.

Students can expect each section of the test to have the following content: Math: Up to trigonometry Science: Charts, data, graphs Reading: Reading passages- prose fiction, social sciences, humanities, and natural sciences English: Grammar usage

Advanced Placement Exams

AP Exams AP (Advanced Placement) courses are designed to help students become successful at college level courses, while their exams test student knowledge of material taught. AP exams are administered in May of each year. Every student enrolled in an AP course is required to take the AP exam for that subject. AP exams are scored on a scale of 1-5. Many colleges will award college credit for grades of 3 or better on an AP exam. If a student would like his/her score to be considered for college credit at the

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college he/she is attending, he/she must request a copy of their AP Score Report be sent to the school.

FAFSA

You can start your application with FAFSA (<https://studentaid.gov/>) starting October 1, 2020. Be sure that you are on the correct website if you are using google to search since fake websites exists. You will be filling out confidential information. When you create your account, put your username and password in a safe place to remember. It is recommended that the students fill out their own financial aid or college applications with parents on standby.

You will need: Social Security Number, your own mobile phone and/or email address.

It is recommended that students fill out financial aid on their own-accompanied by a parent.

Helpful FAFSA Information: <https://www.fastweb.com/content/fafsa>

NCAA

Students interested in playing a sport at the NCAA Division I or Division II level are encouraged to plan ahead! Each high school is required to submit its courses to the NCAA Eligibility Center for approval. Any course approved by the NCAA will be calculated in a student's GPA for eligibility. Those courses, such as non-academic electives and fine arts electives that are not approved by the NCAA, are not calculated into a student's GPA when being considered for eligibility.

NCAA Checklist

- Speak to the College Counselor about your desire to be a college athlete
- Discuss recruitment strategies and appropriate Division level with your coach
- Register with the Eligibility Center (NCAA recommends that students register at the beginning of their sophomore year)
- Request an official high school transcript be sent to the Eligibility Center at the end of your junior year
- Have all standardized test scores (SAT and ACT) sent to the Eligibility Center, using test code "9999"
- Request an official high school transcript be sent to the Eligibility Center at the end of your senior year

Division I

Complete 16 core courses.

Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.

Seven of the 10 core courses must be in English, math or science.

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Earn a core-course GPA of at least 2.300.

Earn the ACT/SAT score matching your core-course

GPA on the Division I sliding scale

Graduate high school.

Division II

Earn a core-course GPA of at least 2.200.

Earn the ACT/SAT score matching your core-course

GPA on the Division II full qualifier sliding scale

Graduate high school.

College Vocabulary You Need to Learn Now!!

Financial Aid

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There are two types of aid: need-based and merit-based. Need-based aid is determined by completing the **FAFSA** (Free Application for Federal Student Aid). Merit-based aid is given in the form of scholarship. Scholarships can be awarded to students based upon their academic achievement in high school, standardized test scores, talents, or achievements.

Free Application (FAFSA)

The FAFSA can be accessed and completed by visiting www.fafsa.ed.gov. The application cannot be filed before January 1 of your senior year. Each college/university will determine an individual amount of aid to offer you. This is determined by assessing your family income, assets, and what they believe is your family's ability to pay for college tuition. Each college has its own priority filing date which you must be aware of. Need based aid may include loans, grants, and work study.

Net Price Calculator

The Net Price Calculator is a tool that students can use to estimate their "net price" to attend a particular college or university. Net price is the difference between the "sticker" price (full cost) to attend a specific college, minus any grants and scholarships for which students may be eligible. Sticker price includes direct charges (tuition and fees, room and board) and indirect costs (books and supplies, transportation, and personal expenses). Each college's financial aid webpage has access to a Net Price Calculator, so students and parents can get an estimate of the amount of aid a college will provide. Student Aid Report Students will receive the Student Aid Report once the FAFSA has been submitted. This report will indicate your Expected Family Contribution (EFC), or the amount the school believes you can pay. You can get a sense of what your EFC will be by using a financial aid calculator, such as the one available through www.finaid.org.

CSS Profile

The CSS Profile is required by many private colleges and considers students for additional aid funded through the individual institution. This profile can be found online at: www.profileonline.collegeboard.com.

HOPE Scholarship

To be eligible for the HOPE Scholarship, students must have earned a minimum GPA of 3.0 in their core subjects, must meet HOPE Scholarship Rigor Requirements, and must be a legal resident of the state of Georgia. The HOPE Scholarship covers a percentage of the tuition at a Georgia state college or university. Students attending a private college/university in Georgia may also be eligible for the HOPE Private Scholarship. This scholarship also covers a percentage of the college/university's tuition. The Zell Miller Scholarship covers full academic tuition, if the student has earned at least a 3.7 GPA in his/her core subjects, meets HOPE Scholarship Rigor Requirements, and has earned a score of at least 1200 on the critical reading and math portions of the SAT or a Composite Score of 26 on the ACT. Seniors must complete a Georgia HOPE Scholarship

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and Grant Application to be considered for the HOPE Scholarship. For more information and to complete an application, visit www.GAfutures.org.

Admit- You are admitted into the university!

A deposit must be submitted by May 1.

Class rank

Westfield school does not rank students.

CEEB Code- Westfield School College Entrance Examination Board Code is 112-389.

Deferred- Students who receive a deferred admission decision are placed into the Regular Decision admission pool. A school which has deferred you may want 1st semester grades or more information from the College Counselor.

Demonstrated Interest- Some schools prefer to accept students who have shown a strong interest in the college and its programs. These schools keep track of the number of times a student has visited campus or contacted the admission office. This may be taken into account when considering a student for admission. If you are applying to a school which tracks students' demonstrated interest, it is best to make direct contact with the admission office, and email the regional representative to introduce yourself. Each time you visit campus, you should either stop by the admission office or make an appointment with a counselor.

Denied- Unfortunately, the school cannot offer you admission. Students may not re-apply for the same term. If desired, you can attend another school and apply to transfer for another term.

FAFSA- The Free Application for Federal Student Aid allows students to be considered for need based aid. The application becomes available on October 1 of students' senior year, and can be accessed and completed by visiting www.fafsa.gov.

Grant- Funds that do not require a repayment. Students can receive both government grants and institutional grants.

Loans- Funds that must be repaid. Subsidized loans are awarded based on financial need and do not charge interest before payments are due. Unsubsidized loans charge interest before loan payments begin.

Matriculation- Students are matriculated if they are enrolled in a degree seeking program.

Need-Blind Admission- Students are considered for admission without the consideration of financial need.

Need-Aware Admission- Students are considered for admission with the consideration of financial need.

Scholarships- Funds that are awarded from a college or independent organization and do not need to be repaid.

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Senioritis- Falling into the habit of not putting effort into senior year courses. Senior year is important! On every acceptance letter a student receives, the college will indicate that your acceptance is contingent upon the completion of your current academic program or year. Colleges can, and will, rescind an admission offer if your grades have significantly decreased. Westfield School will report first semester grades, if a school wishes to see them, or if the student applies through the Common Application.

Superscore- When a college takes a student's highest subscores from different test dates for a new, higher "superscore."

TOEFL- The Test of English as a Foreign Language is administered by the Education Testing Service (ETS) and is recommended for students with five years or less of English language usage. Colleges may use the TOEFL score as a replacement for the SAT Critical Reading score and colleges generally list TOEFL minimums on their international admissions websites.

Waitlist- The college would like more information or did not have enough room for additional students. Instead of denying you admission, the college has decided to place you on a waitlist. To be taken off of the waitlist, you must contact the school. Colleges will be able to notify you of your admission status after May 1. Students should still submit a deposit with an alternate school to meet the deposit date of May 1.

Work Study- Student is employed part-time through the college/university and earns money for college costs. Work Study programs are funded by the government and are offered through financial aid packages from colleges.

College Essay Tips

College essays are most impactful when they are written as a narrative. A narrative essay is an essay that tells a story. Narratives are often anecdotal, experimental, and personal—allowing students to express themselves in creative and, quite often, moving ways. Most college essay prompts urge personality and reflection.

After reviewing the Common Application Essay prompts from past years (see below), you will notice that each question is best satisfied with real details (from personal stories) that have affected the applicant in some way:

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1. Some students have a background, identity, interest, or talent so meaningful they believe their application would be incomplete without it. If this sounds like you, please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma — anything of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Tips to remember:

- Follow all the rules listed on the application; you don't want to void your response or irritate the reader.
- You don't have to be a superstar on paper or have visited exotic places in order to write an awesome essay. The best essays answer the prompt by using a common thread to sew together a series of experiences that have led to a lasting impression or "takeaway"—not as advice to the reader but as an impression that has improved the applicant.
- The best essays show personality instead of telling accomplishments.
- Show, Don't Tell. Consider what it would be like to write a paragraph about your friend Steve who is "funny," but you can't use the adjective "funny" to describe him. This process will force you to tell an anecdote or two to prove that your friend is funny. You should use this method throughout your essay so that you don't rely solely on adjectives to prove your point.
- A narrative essay doesn't follow the strict guidelines of an argumentative or research paper—especially in relation to the placement of a thesis statement.

Helpful Formula: Loosely consider breaking your essay into thirds, each area taking up about 1/3 of your allotted word count.

1. Start off your essay with your source of inspiration—the anecdote or story.
2. Move to your main point. Make the connection for us and integrate relevant anecdotes as you do so.
3. End with your lasting impression. This is where you answer this

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question craftily: How do you apply the inspiration you set up in the beginning to the present day; how does it affect you now?

Do:

suggest that you value an array of experiences, value learning, notice the little things, can overcome adversity, have initiative, and/or have committed to an activity or an idea.

stand out by being yourself

embrace details

recognize that the word limit means that you have to make a real impression in—on average—just a page.

use “I” (but try to diversify your sentences so that you don’t overuse it or repeat the same, “I believe, I want, I learned...” beginning as overusing “I” may create distance between you and your reader).

think metaphorically.

edit, edit, and edit your paper; your form, style, and content

pick your words and verbs wisely

avoid clichés

Don’t:

focus on the experiences already listed on your application

write an introduction to your introduction. Eliminate the fluff and get right to the story.

suggest in any way that you’re cynical, likely to turn inward in college, are depressed, are self-destructive, lack integrity, or tend to blame others

repeat (unless you’re using repetition as a rhetorical device)

be sarcastic

pretend to be something you’re not

stretch the truth

act like you’re a finished product

deviate from your main point

Referenced and helpful text, sites, and program:

Fiske Real College Essays That Work, ISBN-10: 1402201648 □

<https://owl.english.purdue.edu>

<http://collegeapps.about.com/od/essays/ss/College-Essay-Style-Tips.htm> □

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<http://www.npr.org/series/4538138/this-i-believe>

<https://www.commonapp.org>

<https://bigfuture.collegeboard.org/get-in/essays>

Essays That Worked

Title: Block by Block, Word by Word By: Daniel College: Hamilton College

You can make almost anything out of LEGOs. You can build miniature spaceships, colorful forts, or cities of blocky skyscrapers that span the basement floor. My favorite was constructing ancient, booby-trapped temples like the ones from Indiana Jones. In elementary school, I was fanatical about my LEGOs. I would build the medieval castle, complete with the moat and the drawbridge and guard stations and the throne room for the king and queen and their royal dog, Patches. (Coincidentally, Patches was also the name of my dog.) I would kneel for hours, hunched over the hundreds of blocks spread over the carpet, to select just the right piece for each part of the structure. Once the castle walls were erected and the knights on horseback were set to

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approach from the other side of the moat, I was done. I didn't really play with the castle afterward. I moved it to the corner so that my sister's Barbie convertible wouldn't crash into it and ruin my little "Ages 3 and Up" masterpiece. Looking back on my childhood, I was a bizarrely obsessive little kid. For days after building a fort or a spaceship, I would stop and examine that every plastic block was still in place. It's strange to think that between the age of riding a tricycle and the age of driving a car, I am, in some ways, exactly the same. I don't play with LEGOs anymore, but I am a construction worker of types. Now I write essays and stories and newspaper articles, and I approach it with the same compulsion. Every word is painstakingly selected with the same intensity I exerted as a child choosing the

right color block. Every phrase is turned around and around in my head like arranging the walls of the castle gate. Every sentence is examined for its structural quality. At my desk — like kneeling over my rug — I craft meticulously. By writing, I hope to create the grand and intricate images in my mind, to give them some physical incarnation. Inked on a page, a nebulous mass of related thoughts can be forged into something real. A story or essay can be erected as the fulfillment of a single concept. My gratification comes from being able to perfectly embody an idea. This can be frustrating because I've never written anything close to perfect. For as much as I agonize over my words and methodically rework every draft, my ideal eludes me. Still, I return to my desk and keep writing, editing, and rewriting because if I don't return to my desk, I'm sure I'll never write the essays, stories, and newspaper articles that I know I want to write. You can make almost anything out of words. You can build planet-sized spaceships, long-lost medieval castles, or cities of glass structures that pierce the clouds. If my construction work is solid enough, I believe I will be able to make these worlds — real and imaginary — come alive on paper the way they did on the rug of my basement. So I continue to build — block by block, word by word, sentence by sentence — in the hope that I will end up with something I can put to the side of my desk and examine every once in a while to see that every word fits in place.

Title: Untitled By: Jillian College: Tufts University

My math teacher turns around to write an equation on the board and a sun pokes out from the collar of her shirt. A Starbucks barista hands me my drink with a hand adorned by a small music note. Where I work, a customer hands me her credit card wearing a permanent flower bracelet. Every day, I am on a scavenger hunt to find women with this kind of permanent art. I'm intrigued by the quotes, dates, symbols, and abstract shapes I see on people that I interact with daily. I've started to ask them questions, an informal interview, as an excuse to talk with these diverse women whose individuality continually inspires me. You can't usually ask the sorts of questions I have been asking and have the sorts of conversations I have been having, so I've created this project to make these kinds of encounters a bit more possible and acceptable. There is no school assignment, no teacher to give me a grade, and no deadline. I don't have a concrete outcome in mind besides talking with a mix of interesting women with interesting

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tattoos. So far I've conducted fifteen interviews with a range of women from my hometown to Hawaii, teenagers to senior citizens, teachers to spiritual healers. The same set of questions has prompted interviews lasting less than twenty minutes and over two hours. I'm being told stories about deaths of a parent, struggles with cancer, coming out experiences, sexual assaults, and mental illnesses. All of these things that may be taboo in today's society, these women are quite literally wearing on their sleeves. I'm eager to continue these interviews in college and use all of the material I've gathered to show the world the strength and creativity of these wonderful women I've encountered.

I want to explore the art and stories behind the permanent transformations of personal landscapes. I attempt this by asking questions about why they decided to get their tattoos, how they were received in the workplace, the reactions from family and friends, and the tattoo's impact on their own femininity. Through these simple questions, I happened upon much greater lessons regarding human interaction, diversity, and connectedness. In my first interview, a local businesswoman told me about her rocky relationship with her mother, her struggles with mental illness, and her friend in jail, within 45 minutes of meeting her and in the middle of a busy Starbucks. An artist educator I worked with told me that getting a tattoo "was like claiming a part of yourself and making it more visible and unavoidable." A model/homeopath said that having a tattoo is like "giving people a little clue about you." A psychologist shared how she wishes that she could turn her tattoos "on or off like a light switch to match different outfits and occasions." I've realized that tattoos show the complex relationship between the personal and the public (and how funny that can be when a Matisse cutout is thought to be phallic, or how a social worker's abstract doodle is interpreted as a tsunami of sticks, alien spaceship, and a billion other things by the children she works with). I've learned so much about the art of storytelling and storytelling through art. I've strengthened relationships with people that had conventional roles in my life and created friendships with some unconventional characters. Most importantly, I've realized that with the willingness to explore a topic and the willingness to accept not knowing where it will go, an idea can become a substantive reality.

Title: Untitled By: Dylan College: Hamilton College

I kept a firm grip on the rainbow trout as I removed the lure from its lip. Then, my heart racing with excitement, I lowered the fish to the water and watched it flash away. I remained hooked. I caught that 10-inch fryling five years ago on Fall Creek using a \$5 fly rod given to me by my neighbor Gil. The creek is spectacular as it cascades down the 150-foot drop of Ithaca Falls. Only 100-feet further, however, it runs past a decrepit gun factory and underneath a graffitied bridge before flowing adjacent to my high school and out to Cayuga Lake. Aside from the falls, the creek is largely overlooked. Nearly all of the high school students I know who cross that bridge daily do so with no thought of the creek below. When I was a toddler, my moms say I used to point and ask, "What? What? What?" Even now my inquisitive nature is obvious. Unlike my friends,

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I had noticed people fly fishing in Fall Creek. Mesmerized by their graceful casts, I pestered Gil into teaching me. From that first thrilling encounter with a trout, I knew I needed to catch more. I had a new string of questions. I wanted to understand trout behavior, how to find them, and what they ate. There was research to do. I devoted myself to fly fishing. I asked questions. I woke up at 4 a.m. to fish before school. I spent days not catching anything. Yet, I persisted. The Kid's Book of Fishing was replaced by Norman MacLean's *A River Runs Through It*. Soon Ernest Hemingway's essays found their place next to Trout Unlimited magazines by my bed.

I sought teachers. I continued to fish with Gil, and at his invitation joined the local Trout Unlimited Chapter. I enrolled in a fly-tying class. There I met Ken, a soft-spoken molecular biologist, who taught me to start each fly I make by crimping the hook to reduce harm to fish, and Mike, a sarcastic Deadhead lawyer, who turns over rocks at all times of year to "match the hatch" and figure out which insects fish are eating. Thanks to my mentors, I can identify and create almost every type of Northeastern mayfly, caddisfly, and stonefly. The more I learned, the more protective I felt of the creek and its inhabitants. My knowledge of mayflies and experience fishing in many New York streams led me to notice the lack of BlueWinged Olive Mayflies in Fall Creek. I figured out why while discussing water quality in my AP Biology class; lead from the gun factory had contaminated the creek and ruined the mayfly habitat. Now, I participate in stream clean-up days, have documented the impact of invasive species on trout and other native fish, and have chosen to continue to explore the effects of pollutants on waterways in my AP Environmental Science class. Last year, on a frigid October morning, I started a conversation with the man fishing next to me. Banks, I later learned, is a contemporary artist who nearly died struggling with a heroin addiction. When we meet on the creek these days we talk about casting techniques, aquatic insects, and fishing ethics. We also talk about the healing power of fly fishing. I know Banks would agree with Henry David Thoreau, who wrote "[Many men] lay so much stress on the fish which they catch or fail to catch, and on nothing else, as if there were nothing else to be caught."

Initially, my goal was to catch trout. What I landed was a passion. Thanks to that first morning on Fall Creek, I've found a calling that consumes my free time, compels me to teach fly fishing to others, and drives what I want to study in college. I will be leaving Fall Creek soon. I am eager to step into new streams.

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Senior Profile

Name: _____

Parents: _____

Address: _____

Student Cell Phone

Parent Cell Phone

Student E-mail Address

Parent E-mail Address

What abilities/skills will make you a good college student and what interests or passions will you bring to your college campus?

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--

What do you consider your greatest strengths?

--

What do you consider your greatest weakness and what have you done to overcome that weakness?

--

List three adjectives that best describe you. (Ask friends or parents if you have trouble coming up with three!)

1. _____
2. _____
3. _____

Is there any other information you would like to share? Please include explanations for rises or falls in academic performance.

--

Colleges you are interested in attending:

4. Have you taken the SAT and/or ACT? If so, which tests and dates.

SAT	ACT

5. Have you applied to a college yet? If so, which one(s)?

6. What career(s) you are interested in:

1. _____
2. _____

List any academic honors you have received in high school.

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List any other honors/awards you have received.

List any sports in which you have participated.

List any honors/awards you have received in sports.

List any clubs you are a member of.

List any leadership positions you have held in high school.

List church and community activities.

1. _____
2. _____
3. _____
4. _____

List jobs and responsibilities, you have now or have had since you have been a high school student.

--

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***Please list any other information you feel would be helpful to me or anyone else writing a letter of recommendation for you. These forms will be in file in the counselor's office. When you need a letter of recommendation, you may obtain a copy of this for the person writing your recommendation.

If your plan is to attend a four-year college or university and earn a bachelor's degree (including military academies) this checklist is for you!

My top three schools of choice List the majors you are considering here:

Resume Sample

JONATHAN OSCAR YOUNG

456 Happy Trails

Perry, GA 31069

JOY2012@communications.net

Mr. and Mrs. Oscar Thomas Young

EDUCATION / ACADEMIC

Date of Graduation – May 18, 20--

The Westfield School – August 20-- - Present

2005 US Hwy 41 South

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PO Box 2300

Perry, GA 31069

Academic Preparatory School – August 19-- – June 20--

1234 Wisdom Way

Educational Springs, GA 31209

HONORS, AWARDS & SPECIAL RECOGNITION

High Honor Roll, 9-12

National Merit Semi-Finalist, 12

GISA All Select Chorus, 12

GHSA All-State Chorus, 11

Perry Chamber of Commerce Student of the Month, 12

Perry Chamber Youth Leadership Program, 11

American Legion Citizenship Award, 11

Homecoming Court, 10-11

Homecoming Football Sponsor, 12

Presidential Fitness Award, 10-11

Outstanding Freshman, 9

Outstanding Sophomore 10

Governors' Honors Nominee, 11

EXTRA-CURRICULAR ACTIVITIES

Varsity Basketball, 9-12

Varsity Track, 9-12

All-State Basketball Team, 12

Student Council, 10-12

Student Council Vice-President, 12

Fellowship of Christian Athletes, 9-12

Girls' Trio 10-12

One-Act Play Cast 9-11

Math Team 12

Student Council, 10-12

Class Chaplain, 10,11

Key Club, 10-12

VOLUNTEER & COMMUNITY OUTREACH

Chairman, Westfield Blood Drive (Key Club), 11, 12 – 30 service hours

Perry Volunteer Outreach Volunteer, (community project) 6 years – 80 service hours

Brian Bowen Snax Sacks Program, (community project) 3 years – 90 service hours

Volunteer, Perry Recreation Little League, (community organization) 3 years – 170 service hours

Habitat for Humanity (national organization) 3 years – 35 service hours

EMPLOYMENT / WORK EXPERIENCE

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Math Tutor, 20---Present

Little Ones Happyland Center

Daycare Aide, 20-- - 20--

FULL NAME

Mailing Address

City, State Zip Code

Email Address

Parents' Names

EDUCATION / ACADEMIC

The Westfield School

Start Date - Present

2005 US Hwy 41 South

PO Box 2300

Perry, GA 31069

HONORS, AWARDS & SPECIAL RECOGNITION

Name of Honor, Yr or Grade

Name of Honor, Yr or Grade

Name of Honor, Yr or Grade

Name of Honor, Yr or Grade

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Repeat as needed

EXTRA-CURRICULAR ACTIVITIES

Name of Activity (9, 10, 11, 12)

Name of Activity (9, 10, 11, 12)

Position or Role (grade)

Position or Role (grade)

Repeat as needed

VOLUNTEER & COMMUNITY OUTREACH

Name of Activity (9, 10, 11, 12)

Name of Activity (9, 10, 11, 12)

Position or Role (grade)

Position or Role (grade)

Repeat as needed

EMPLOYMENT / WORK EXPERIENCE

Employer mm/yyyy to mm/yyyy

Employer mm/yyyy to mm/yyyy

Position

Position

Description & Duties

Description & Duties

OTHER NOTABLE INTERESTS OR ACCOMPLISHMENTS

Applying for College Action Steps/Tracker

Action Steps	Recommended Timeline	My Date	Notes
Complete college applications	Ongoing		
Request transcripts Via form	When requested by colleges/universities		
Register to take or re-take ACT/SAT	Ongoing		
Ensure test scores are reported to colleges/universities	Ongoing		
Obtain FAFSA ID (parent and student)	September - October		
Complete FAFSA Beginning October 1	Complete by March 1st		
Complete scholarship applications	August - May		

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Obtain letters of recommendation	Ongoing		
Review admission letters and financial awards	October - May		
Accept admissions to school of choice and Report to Dr. Morton	As soon as you know, by May		
Pay or defer enrollment deposits	After accepting admissions-Spring		
Apply for housing (if living on campus)	After accepting admissions-Spring		
Inform counselor of decisions	Spring		

You're Accepted...Now What?

Once you've received your acceptance letters and decided on a school, there are still a few actions you'll need to take to secure your spot. Plus, you'll want to keep track of some key information. Use the tools on this page to help you keep everything organized and on-time.

The college I am attending next year is: _____

My admissions counselor's name: _____

email: _____ Phone: _____

My financial aid counselor's name:

email: _____ Phone: _____

My college username: _____ email: _____

My college ID #: _____

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Date I accepted admissions offer	Date I paid/deferred enrollment deposit	Date I applied for housing	Orientation date I selected	Date I sent my final transcript	Date I accepted/declined financial awards	Date I sent my immunization records

PRIOR APPROVAL for COLLEGE DAY ABSENCE

Student Name _____

Date Request Made _____

Date(s) of Absences _____

Return to School Date: _____

Students, please be aware of the following information:

- (1) The student bears the responsibility of submitting this form to the School Counselor AND Principal for approval at least two days prior to the absence.
- (2) The student bears the responsibility of having each teacher whose class he/she will miss as a result of the absence(s).
- (3) The student bears the responsibility for requesting make-up work and completing it within the time frame determined by the teacher.

Students, complete the details of your visit:

College to visit _____

Reason for visit (*i.e. visit campus; scholarship interview; visit classes, etc.*)

Have you contacted the college/university's Office of Admission concerning this visit? _____

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Student is recorded as Absent-Excused only when all required signatures are included below.

School Counselor Signature

Date

PRESENT THIS FORM TO THE TEACHER IN EACH OF YOUR CLASSES FOR SIGNATURES:

NOTE TO TEACHERS: Student should be marked "Absent/Excused" in attendance when this form is signed by Upper School Principal

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Teacher Signature _____ Class _____

Pre-FAFSA Information

Student email (not your school email):

Parent email:

Student Social Security Number:

Parents' Social Security Numbers: Parent 1: Parent 2:

Parents' date of birth: Parent 1: Parent 2:

Student Driver's License: License Number: Expiration Date:

What is the month and year your parents were married, divorced, or separated:

What is the highest level of education for each parent:

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Parent 1:	Parent 2:
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When you file the FAFSA, in addition to the information above, these are the items to have at hand (for yourself and your parents).

- Most recent W2 forms
- Most recent Federal Income Tax Forms
- Most current statements from all accounts (checking, savings, investments, etc.)
- Child support paid or received
- Value of investment farms and businesses
- Other prior year benefits (workers comp, military, clergy, or veteran amounts)

FSA (Federal Student Aid) ID Form

The first step to completing your FAFSA is to create an FSA ID (a username and password). Your FSA ID gives you access to Federal Student Aid's online systems and serves as your legal signature. Only create an FSA ID using your own personal information and for your own exclusive use.

Fill in this form as you create your FSA ID, so you have the information when you need it to log in later. To create an FSA ID, go to fsaid.ed.gov.

Student Information

Email address: _____

Username: _____ Password: _____

Date of Birth: _____ Social Security #: _____

Answer to Challenge Questions (answers are case sensitive):

Challenging Question	Answer

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Parent Information (if applicable)

Email address: _____

Username: _____ Password: _____

Date of Birth: _____ Social Security #: _____

Challenging Question	Answer

How to register for SAT

1. Sign in to your free College Board account. Your parent or counselor can't register for you.
2. Provide your full, legal name and other identifying information. Make sure it's the exact same name and information shown on your photo ID.
3. Decide if you want to answer other questions about yourself. This takes time, but it's worth it if you want colleges and scholarship organizations to find you. Learn why you should opt in to Student Search Service®.
4. Choose which Subject Tests you want to take. You can switch on test day, with limits.
5. Upload a photo that meets very specific photo requirements.
6. Check out, and print your Admission Ticket.

It's a good idea to plan ahead — and get comfy — before you start to register.

You Might Also Need ...

- If you're using a fee waiver, enter the identification number on your fee waiver card.
- If you've been approved by the College Board to test with accommodations, enter the SSD number on your eligibility letter.

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Consent to Release Information/Transcript

Student Name: _____ Date: _____

DOB: _____

Parent/Guardian Name: _____

Phone: _____

Home

Address: _____

I authorize Westfield School to release my information and transcript to, obtain information from, and communicate with:

Name: _____ Address: _____

Title: _____

Phone: _____ Fax: _____

Email: _____

Please indicate the information you would like released:

Academic record, grades, and/or transcript.

Verbal communications

Other (Please specify): _____

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Total Hours _____

Activity Types: 1. Grading, 2. Filing, 3. Tutoring, 4. Cleaning, 5. Peer Assisting, 6. Creating Bulletin Boards or other manipulatives, 7. Literacy and Education, 8. Violence Prevention, 9. Youth Serving Youth, 10. Other (please explain)

Resources

Resume Help

https://careerdevelopment.princeton.edu/sites/careerservices/files/media/resume_guide_2018.pdf

College Search

<https://bigfuture.collegeboard.org/college-search>

<https://www.cappex.com/colleges>

<https://www.fastweb.com/college-search/articles/academics-aside-10-factors-to-consider-in-choosing-a-college>

<https://www.niche.com/blog/should-i-go-to-a-public-university-or-private-college/>

<https://msep.mhec.org/> <https://nces.ed.gov/collegenavigator/> <https://ctcl.org/>

Common App <https://www.commonapp.org/apply/first-time-students>

<https://www.commonapp.org/counselors-and-recommenders/common-app-ready>

College Majors <https://blog.collegeboard.org/the-ultimate-guide-to-choosing-a-major>

<https://www.collegedata.com/en/explore-colleges/the-facts-on-fit/major-and-degree-options/the-abcs-of-college-majors/>

<https://www.bestcolleges.com/resources/choosing-a-major/>

<https://www.scoir.com/blog/managing-realistic-college-expectations>

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College Degree Options <https://bigfuture.collegeboard.org/find-colleges/college-101/quick-guide-your-college-degree-options>

College Essay Help <https://www.collegeessayguy.com/>

Paying for College & Net Price Calculators

<https://collegecost.ed.gov/net-price> <https://collegescorecard.ed.gov/>

<https://bigfuture.collegeboard.org/pay-for-college/college-costs/quick-guide-college-costs>

<https://financialaid.nd.edu/prospective-students/financial-aid-101-definitions/#demonstrated> <https://www.isac.org/students/during-college/types-of-financial-aid/grants/monetary-award-program/>

<https://studentaid.gov/understand-aid/types/grants/pell>

<https://www.nitrocollege.com/>

FAFSA

FAQ (Senior year task, but you will want to be familiar)

<https://studentaid.gov/> <https://studentaid.gov/apply-for-aid/fafsa/filling-out/help>

<https://studentaid.gov/complete-aid-process/how-calculated#efc>

Scholarship Search

*Check out choice-college/university websites for merit-based and program-based

scholarships <https://www.cappex.com/scholarships> <https://www.fastweb.com/college-scholarships>

<https://www.princetonreview.com/college-advice/need-based-merit-based>

<https://www.bigjeducationalconsulting.com/resources>

<https://www.collegegreenlight.com/> <https://www.finaid.org/>

NCAA

<https://web3.ncaa.org/ecwr3/>

<http://www.ncaapublications.com/productdownloads/CBSA18.pdf>

Testing & Test Prep

[https://www.applerouth.com/february/?utm_source=Applerouth&utm_campaign=a41e21d27bThe Slice Harder ACT Summer Reading and 7 8 2016 C&utm_medium=email&utm_term=0_41a7cbffe6-a41e21d27b-108900961](https://www.applerouth.com/february/?utm_source=Applerouth&utm_campaign=a41e21d27bThe%20Slice%20Harder%20ACT%20Summer%20Reading%20and%207%208%202016%20C&utm_medium=email&utm_term=0_41a7cbffe6-a41e21d27b-108900961)

<https://www.collegeboard.org/> <http://www.act.org/content/act/en/students-and-parents.html> <https://www.compassprep.com/> <http://fairtest.org/>

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https://www.khanacademy.org/sat?utm_source=sem_ggl&utm_medium=cb418-sem&utm_campaign=practice&gclid=EAlaIQobChMlip-75ai5wIVgsDACH0VlgHCEAAAYASAAEgJmL_D_BwE

<https://www.khanacademy.org/test-prep/sat> - Online guided SAT practice, full practice exams, targeted math, reading, and writing practice with videos that show step-by-step solutions for each question. (Khan Academy also has its own YouTube channel - <http://www.youtube.com/user/khanacademy>)

<http://sat.collegeboard.org/practice/sat-practice-test> - SAT practice exam directly from the College Board

<http://sat.collegeboard.org/practice/sat-practice-questions> - SAT practice questions directly from the College Board

<http://www.eprep.com/diagnostic#start> - Diagnostic SAT Exam (timed with ability to pause, graded upon conclusion instantly, solutions provided with video and/or written explanation)

<http://www.eprep.com/wordsmith/challenge> - Wordsmith Challenge (SAT prep game designed to help prepare you for SAT verbal sections)

<http://blog.pwnthesat.com> - Tons of SAT practice and study guides from an SAT expert

<http://ultimatesatverbal.blogspot.com> - Expert blog on how to tackle the SAT verbal section with exercises, grammar rules, critical reading tips, essay writing guide, idiom list, etc.

<http://www.majortests.com/sat/> - Hundreds of SAT practice questions with step-by-step explanations of the correct answer for each question

<http://www.proprofs.com/sat/> - SAT study guides, practice tests, SAT Wiki, practice questions, test prep videos, flashcards, and cram sheets

<http://www.4tests.com/sat> - SAT practice exam and questions (allows you to choose content sections to focus on)

http://www.powerscore.com/sat/help/content_practice_tests.cfm - Multiple full SAT practice exams

<http://www.princetonreview.com/college/free-sat-practice-test.aspx> - Register with Princeton Review for free and get access to a free online practice test

<http://www.kaptest.com/college-prep/getting-into-college/free-practice-test> - Register with Kaplan Test Prep for free and get access to a free online practice test

<http://www.youtube.com/user/PrepInteractive> - Prep Interactive SAT tutoring videos

<http://quizlet.com/subject/sat/> - Hundreds of online quizzes to help study for the SAT

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<http://www.freerice.com> - Vocabulary practice questions (for each correct answer the website donates 10 grains of rice to help end global hunger)

<http://www.youtube.com/user/2400Expert> - Webinars and videos outlining effective SAT strategies to maximize your score

If you have questions about any information in this booklet, please reach out to Dr. Morton, College Advisor/Professional School Counselor.

Email: cmorton@westfieldschool.org

Phone: 478-987-0547 Ext. 229

<https://westfieldcollegeandcounseling.youcanbook.me/>

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