2020-2021 UNIVERSITY HANDBOOK

SSIS
SUZHOU'S INTERNATIONAL SCHOOL

University Handbook
2020-2021

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INTRODUCTION

College Counsellors assist students and families in both identifying and applying to post-secondary institutions. For some students, the location or the majors are important; however, for others, cost may be of significant concern. We will help families identify options where students' wellbeing and academics are highlighted to maximize a smooth transition from high school to further tertiary education or other post-secondary options. Each student is provided with guidance in the area of career awareness, interest inventories, pre-college admission testing, and academic counselling.

On *DragonNet*, we have provided extensive resources that we think will be helpful. As well, all students and parents will have access to *Maia Learning*, which is a comprehensive online tool used to explore career and course/program options, research post-secondary institutions worldwide, and manage post-secondary institution applications. There will be a number of activities and assessments students are expected to complete in order for the College Counsellors to gain a thorough understanding and awareness of the students' interests, learning styles, and strengths. This will help the College Counsellors identify and maximize students' admission chances to schools that are a "good" fit.

This process is a major decision where we encourage all stakeholders to engage in discussion, investigation, and reflection. The College Counselling team is ready to assist with advice and answer questions as they are committed to make this a positive experience for all.

Ashley Johnson (ashleyjohnson@mail.ssis-suzhou.net), Family Names A – L , and HSD
Elizabeth Watson(elizabethwatson@mail.ssis-suzhou.net),   Family Names M – Z
Pearl Noh (pearlnoh@mail.ssis-suzhou.net), Korean Students

TIPS FOR PARENTS

It is great that students and parents will approach this process together, but we all know that at its best, this experience can prepare students for their must desired independence. The following list contains potential parental over-involvement concerns:

10. Remember that this process is not about you. No matter how similar your children may be to you, they need to make their own decisions and observations.

9. Support and encouragement are more appropriate than pressure and unsolicited advice. Allow your children to seek you out, rather than imposing your viewpoints upon them.

8. Do not use the words "we" or "our" when referring to your children's application process. Those pronouns are indicators that you have become *too* involved.

7. Help them prepare, but let them perform. Encourage them to sleep well and put thought into a university/college visit or meeting with their College Counsellor, but once there, step back and let them drive the experience. This is good practice for the next phase of their lives – adulthood.

6. Encourage your children to make their own appointments, phone calls, and emails. When a family arrives at an admissions' office, it's important that the student takes the lead, not the parents. Having control over such details gives them a sense of ownership. Don't be tempted by the excuse that "I'm just saving them time" or "they are too busy" – students will learn to appreciate all the steps it takes to make big things happen if they do them themselves.

5. Allow your children to ask the questions. They have their own set of issues that are important to them.

4. Prepare your children for disappointment. For many students, this is the first time they may experience such rejection. Remind them there is no perfect school and that admissions' decisions do not reflect on their worth as people or your worth as parents.

3. NEVER complete any portion of the application or test registration – yes, even if it is just busy work. That also goes for friends, siblings, counsellors, and whomever else are willing to help. For many post-secondary institutions, that overstep would be viewed as a violation of the school's honor policy.

2. Do not let stereotypes or outdated information steer your children away from schools in which they would otherwise have an interest. Veer away from rankings and rumors as they may be based on subjective truths.

1. Remember this process is not about you. It is your child's turn to make independent decisions as this is a part of becoming an adult.

Adapted from Middlebury College, Middlebury, Vermont, USA

COMPONENTS OF A STUDENT'S CANDIDACY

Helpful	Helpful, but not necessary	Harmful…Don't do it!
Strength of HS Academic Program	Athletics/Arts Service/Leadership	Unsolicited Contact from Parents/Family Members
Standardized Testing	Objective Extracurricular Experience	Too Many Ungrounded Recommendations
Counsellor Recommendation	Contributions to School Culture	Overly Aggressive School Lobbying
Teacher Recommendation	Child of Alumnus/a	
Additional Information (if requested)	Diversity	
	Financial Need	

POST-SECONDARY INSTITUTION SEARCH CRITERIA

There are many things to consider when you are looking for your "best fit" post-secondary institution. Here is a set of criteria to keep in mind throughout the process:

- **Program(s) of Study**
  - Does the post-secondary institution offer what you want to study?
  - Degree structure – very clearly delineated paths to degrees? Opportunity to make your own choices? Core curriculum?
  - If undecided, how difficult is it to change majors/programs?
  - Access to and availability of internships/co-op placement
  - Opportunities for study abroad
  - Rigor of academic program
  - Grading system

- **Location**
  - Geography (e.g. work opportunities; terrain; climate; health)
  - Campus style and architecture
  - Distance/Accessibility
    - How far away from home is it?
    - Are there family and/or friends nearby?
  - Where is the nearest airport/transit options?
  - Surrounding community – Urban? Rural?
  - Climate – Seasonal differences?
  - Safety – On and off campus
  - Transportation – Public, transit options

- **Institutional Characteristics**
  - **Student Population – Social? Studious? Size?**
    - How many undergraduates?
    - Student-Faculty Ratio?
    - Undergraduate retainment?
  - **Cost/Affordability**
    - Comprehensive costs
    - Tuition, housing, travel, activities, technology, medical/health insurance fees – other fees?
  - **Financial Aid/ Bursaries/ Scholarships**
    - Need-based? Merit-based?
    - How/when do you apply?
  - **Teaching and Assessment Format(s)**
    - Lecture, discussion, project, research, performance-based?
    - Who is teaching and assessing? Professors or teaching assistants?
  - **Student Culture**
    - Do the professors know who you are or are you one of many?
    - Are there faculty and/or student mentors?
    - What kind of academic and social advising are available?
    - Freshman/international student orientation – what does that look like?

  - **Community Style**
    - Diversity
    - Honor Code
    - Disciplinary system
    - Inclusiveness and tolerance

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- Fraternity/Sorority presence?
- Social and political activism
- Student Government
- Options for social life and activities both on and off campus
- Visitors and events (e.g. speakers; presenters; films; theatre; music; etc.)

o **Residence Accommodation**
- Co-ed? Single-sex?
- Visitation/residence rules?
- Pets allowed?
- Communal or private showers?
- Ensuite bathroom shared with how many roommates?
- Furnishings?

o **Places to Eat**
- Cafeterias, restaurants/eateries on and around campus
- Dietary needs

o **Facilities**
- Classrooms
- Research labs and equipment
- Support Centers: Student Services, Health and Wellbeing, Academic
- Libraries
  - Times of operation
  - Resources
  - Study space

o **Athletics and Exercise**
- Intramurals and club sports
- Gym memberships and classes
- Competitive sports' teams

o **Miscellaneous**
- Shopping (e.g. clothes, material goods, etc.)
- Grocery stores
- Financial services, banks
- Post Office, logistic centers
- Office supplies' services

POST-SECONDARY INSTITUTION SEARCH

College Counselling Office: We have a number of resource texts and materials in the College Counselling Office and Secondary School Library that students may borrow. Students are also encouraged to correspond directly with the schools/programs (e.g. email; speak to university representatives, etc.) that interest them.

Post-Secondary Representatives: SSIS hosts many university/college representatives throughout the year. Interested high school students and parents are encouraged to attend these informational meetings and question and answer sessions. A list of visiting post-secondary institutions visiting at and around SSIS are located on *Maia Learning,* the SSIS online calendar under "Post-Secondary Institution Visits," homeroom announcements, and on the bulletin boards outside the College Counselling offices. Visits are usually scheduled during lunch or after school; however, occasionally they will be held during class.

Post-Secondary Visits: Although it is not always possible, one of the best ways to find out if a school is right for the student is to visit the campus. Students are encouraged to visit as many universities/colleges as possible by contacting each school in advance about the visit (usually during the school holidays or summer). Many campuses have "preview days" or "open days" — pre-arranged times for prospective students. E-mailing SSIS alumni at the various colleges may also be helpful.

Websites: There are many online resources to assist in the search for post-secondary options. Some of our suggestions are found in *Appendix A* at the end of this handbook.

Maia Learning: *Maia Learning* is an invaluable and comprehensive online platform where College Counsellors, students, and families have access to key information (e.g. admission requirements, dates and deadlines, financial aid, etc.) on a diverse range of post-secondary institutions and careers worldwide. Students will have the opportunity to reflect on their personal and academic tenacity, strengthen their organization and time management skills, and explore future possibilities of interest throughout their high school years. Further, this is where students will actively research and compile their list of post-secondary institutions for their College Counsellors to review. Once the initial list is finalized, the College Counsellors will use *Maia Learning* to manage student applications and supporting documents.

Rankings – Points to consider when referring to university/college ranking websites:
- Institutions of higher education have no commonly agreed upon measures to allow for the comparison of teaching and research programs;
- The overwhelming variety in size and purpose of institutions makes the prospect of comparing universities/colleges a daunting one for students, parents, and for the institutions themselves;
- Selectivity, peer reputation, and financial resources are often the sole indicators of quality. Although these measures have little to do with teaching and learning, they reflect little more than popularity.

In other words, rankings should not drive the post-secondary institution selection process because they fail to provide a complete picture of what transpires on the campus of a specific institution. The information contained in rankings may be used to inform your post-secondary search, yet the validity of rankings is debatable as there are many different measurements that rank universities and colleges using a range of subjective variables.

GRADE 11

Responsibilities and expectations of Grade 11 students:
1. Meet with your College Counsellor for your Grade 11 Interviews to discuss post-secondary plans/options. Parental attendance is encouraged.
2. Participate in admissions' testing assessments: PSAT (in October), SAT reasoning test, SAT subject tests, TOEFL or IELTS (if required).
3. Attend post-secondary institution visits at our school and surrounding community. Monitor SSIS School Calendar, listen to student announcements, and read emails for updates.

College Planning Calendar for Grade 11:

August	Grade 11 Higher Education Night for students and parents
September – April	Meet with visiting post-secondary institution representatives
October	PSAT (at SSIS)
January – August	Continue to research post-secondary institutions
January – May	Meet with your College Counsellor for your Grade 11 Interview
April – May	Submit Letter of Recommendation Form to your College Counsellor
March – May	Work on application materials (e.g. resume, personal statement, essay, etc.)
Summer	Take the TOEFL/IELTS (if advised)
	Visit interested post-secondary institutions
	Work on written responses to support your post-secondary applications
	Revise resume

GRADE 12

Responsibilities and expectations of Grade 12 students:
- o Narrow your choices (maximum 8).
- o Take the initiative and meet with your College Counsellor throughout the year.
- o Complete your applications on time.
- Most universities and colleges make their applications available on their websites. **We encourage all students, whenever possible, to complete their applications online. College Counsellors will be working with Grade 12s at the start of the year to inform them of the process.**
  - o Attend post-secondary institution visits at our school and surrounding community. Monitor SSIS School Calendar, listen to student announcements, and read emails for updates.
  - o Keep a record of all communication with College Counsellors, university/college representatives, and external testing services.

Universities/colleges always predicate acceptance upon satisfactory completion of Grade 12. Students are urged to consult with their College Counsellors about any substantial changes in their Grade 12 courses or grades. If a student's academic situation changes at any time during Grade 12, post-secondary institutions will be notified. Self-disclosure by the student of any academic inconsistencies is the preferred way for post-secondary institutions to learn of these changes.

Further, many university/college applications now ask the student and/or College Counsellor whether the applicant has ever been suspended or taken a leave of absence from school.

****To avoid integrity issues during the post-secondary admission process, students should self-disclose disciplinary records when requested.**

Communication with post-secondary institutions:
We know parents and family members will provide help with certain aspects of the admissions' process. We encourage our students to be supported; however, no one else other than the student or school College Counsellor (the latter if needed) should contact admissions' offices, unless if unusual circumstances arise. It is the students' responsibility to communicate directly with admission officers, make interview appointments, request information, ask for clarification and questions, and to check on the status of their files.

IMPORTANT REMINDERS:

Students are responsible for checking their post-secondary deadlines and following up on the submission of their supporting documents. All applications are processed by the College Counselling Office and submitted on a rolling basis. College Counsellors need to be consulted for an appropriate filing date for students' applications.

Students must monitor (e.g. log into accounts; check emails, etc.) their own post-secondary applications to ensure the admissions' offices have received all of their supporting documents. Incomplete files are generally not evaluated by the post-secondary institution until all required documents are received.

Once offers are received, students must make a decision and confirm whether a final official school transcript and/or final IB results from SSIS are required for submission. These will be sent once the grades are finalized.

College Planning Calendar for Grade 12:

2019 - 2020 School Year – Dates are tentative and may vary

August	Grade 12 Higher Education Night for Students and Parents
August – September	Individual meeting with your College Counsellor to discuss options and review application materials. Final list of PSIs due (max 8).
September	Oxford/Cambridge/UK medicine and dental applications due
September – November	Meet with visiting post-secondary institution representatives
October	All ED/EA applications due
November	University of California and California State University applications due
December	Apply for Financial Aid (where applicable)
January – August	Complete Australian, European, Korean, and other applications worldwide – Check deadlines
March – May	Meet with visiting Korean post-secondary institution representatives
April 1	Regular decision notification (US)
May 1	Decision date (US)
May	IB and final school exams
May	Graduation
July	Final IB results released

Application Tips and Suggestions:

Following are some practical suggestions to ensure that you have a successful university/college application process:

- Register early for the TOEFL or IELTS if you think you might need it. Take this test before starting your Grade 12 year.
- Register early for SATs or ACTs and meet the deadlines on the *CollegeBoard* and *ACT* websites.
- Fill out your test applications for SATs and ACTs the same way every time. For example, inserting a middle initial in the second application for a test can confuse the computers and make it difficult to recover your scores.
- Make copies of everything you send to post-secondary institutions, financial aid offices, testing services, etc.
- Make appointments for post-secondary interviews and tours early. A two to three-month lead time is not unusual. Contact your College Counsellor for further information.
- Narrow your university/college search to eight post-secondary institutions. Be sure that you would enjoy attending each and every one of the schools on your list.
- Inform your College Counsellor of any admission decisions, such as waitlisted, deferred, accepted, or denied.

*Dates and deadlines are subject to change. Students are responsible to be aware and act upon all application deadlines.

APPLICATION LIMIT & DOCUMENT SUBMISSION POLICIES

Application Limit:
When considering which post-secondary institutions students want to apply to, please be advised that students are limited to a maximum of eight applications.

We limit the number of post-secondary institutions that our students apply to because:
A) If a student has researched universities and is applying carefully, there is no need to apply to any more than eight (8). In fact, we encourage students to apply to fewer than this because if a student has applied to universities that would be reasonable choices (good fits), they should receive multiple offers of admission.
B) The time and money involved. Applying to universities is very time consuming and often stressful. The College Counsellors, the staff that write recommendation letters, and the students, all spend an enormous amount of time and energy working on applications. To try to manage more than eight applications at a time is not a wise use of students' time. Applying to many universities can also be quite expensive.
C) When a post-secondary institution receives an application, they need to know that it is a serious application that deserves their careful consideration. Universities appreciate the fact that we limit the number of applications and know that SSIS students are serious about their choices.

Accepting Offers:
When students are offered admission, the post-secondary institution asks for acceptance of the offer and a deposit to indicate the student's intention to attend. This is a **binding** commitment.

Once a student has submitted a deposit and indicated their intent to attend a post-secondary institution, SSIS will not submit additional documents (e.g. transcripts, Letters of Recommendation, etc.) in support of further applications to any other institutions.

Why this policy?
A) Once students have submitted a deposit, they are agreeing to attend that post-secondary institution, and a seat is reserved for them. If the student does not intend to attend this post-secondary institution, they are keeping another student from receiving an offer of admission as the seat is deemed as taken.
B) Failure to follow through on a commitment to attend a post-secondary institution after submitting a deposit reflects poorly on the student, our school, and future students. Universities and colleges will cease considering SSIS students as viable candidates.

* College Counsellors, students, and parents will sign an agreement at the beginning of the student's Grade 12 year indicating all parties understand the school's policies and are committed to adhere by them.

THE APPLICATION

There are several components to post-secondary institution applications, and they vary from country to country. Admissions requirements can also vary within a post-secondary institution, based on a particular area of study. Most applications may be submitted online, and supporting documents can often be submitted electronically as well. The following chart indicates *general* guidelines for documents that may be required to accompany post-secondary institution applications within various countries. Students are responsible for knowing the *specifics* as they pertain to each institution to which they are applying.

	Australia/ New Zealand	Canada	Europe	HK	Korea	UK	US
Essay							*
Short Answer Questions		(*)					(*)
Personal Statement			(*)	*	*	*	
Letter(s) of Recommendation			(*)	*	*	*	*
TOEFL/IELTS	(*)	(*)	(*)	*	*	(*)	(*)
SAT/ACT		(*)		(*)	(*)		*
IB Predicted Grades		*	*	*	* (*)	*	*
IB Final Marks	*	*	(*)		(*)	*	(*)
HS Transcripts (G9-12)		*		*	*		*
Extra-curricular activities		(*)		*	*		*

* = Required by most universities   (*) = Required by some, but not all universities

IB Students	HSD Students	IB/HSD Students

SSIS Predicted Grade (PG) Policy for Post-secondary Institution Applications

Clarity regarding PGs used for post-secondary applications are as follows:
- PGs for post-secondary applications are based on the Grade 11, Semester 2 grades. The PG for the Extended Essay (EE) will be reported by the EE supervisor in Grade 12, Semester 1.

Letter of Recommendation (LOR):

The purpose of obtaining a LOR is to provide post-secondary institutions a deeper understanding and awareness of students' strengths, accomplishments, and ability to be successful in their post-secondary studies.

Students should give careful thought to which teachers they would like to write their LOR. College Counsellors will ask teachers on students' behalf. The LORs are confidential and will not be shared with students or parents as this will allow LORs to hold more credibility to the students' applications.

Students applying to schools that use online application platforms (e.g. Common Application, UCAS, HK, etc.) will have their teacher recommendations sent electronically to the requested post-secondary institutions.

In cases where schools that do not accept electronic submissions, the College Counsellors
will courier the LORs, along with other required documents via DHL directly from the College Counselling office. Students are responsible for the DHL fees.

At the end of the application process, students should write a thank-you note to all the teachers who wrote recommendations for them.

Resumes:

Post-secondary institutions may require a resume as part of the application process. Regardless of whether a school requires a resume or not, creating and compiling one is a great way to record one's accomplishments. SSIS encourages students to start keeping a record of their activities, honors, and events they participated in from the beginning of grade 9.

As students complete their applications, a resume serves as a guide when filling out the extra-curricular sections. When interviewing, submitting a resume is strongly recommended, especially when speaking to key individuals in the decision-making process.

THE COLLEGE ESSAY

Know yourself, be yourself:
Many US applications will require an essay as part of the student's application. Essay questions are written in a manner to elicit personal and genuine responses from students that are largely autobiographical. Students' main task is to write an essay on a topic that cannot be learned from any other part of the application, which will emphasize their strengths and unique qualities.

Be as honest and introspective as possible. If there are any inconsistencies in academics, athletics or creative records, use this space to explain them.

Topics:
Avoid overused, trendy, or hot topics.
Write about what you know.
Write about what you have learned, what you have observed, and how you have changed.
Highlight an accomplishment of which you are proud.

Writing:
Consider your audience.
Avoid slang and jargon.
Have a strong "hook" (opening line).
Be clear and precise.
Use your *own* voice!

Tips:
Your choice of topic does not matter nearly as much as your approach.
Show, don't tell (e.g. describe using the senses — smell, touch, taste, hear, see).
Grammar and mechanics matter.
Check for misspellings and have it proofread (do not rely on spell check).

FINAL THOUGHTS:
A good essay may not determine the decision of your admission, but it can help. There are very few places in the application where your voice is heard directly — this is one of them. Make it shine!

THE UCAS PERSONAL STATEMENT

The UCAS personal statement is very different from the essays required of North American (US, specifically) schools. Students applying to the UK are applying for the specific course (major) within the universities. Therefore, a significant part of the personal statement should be directly related to the course. As well, students should be indicating what study they have already done in the field, any reading done outside of class that pertains to the proposed area of study, and any applicable practical experience. As stated on **www.ucas.com**:

"*The personal statement is your opportunity to tell universities and colleges about your suitability for the course(s) that you hope to study. You need to demonstrate your enthusiasm and commitment, and above all, ensure that you stand out from the crowd.*"

The UK sometimes follows-up the application and personal statement with an interview – in person, online, or telephone. Students should be prepared to answer questions relating to their personal statement should they be invited for an interview. Often, the creative, competitive, or care-related courses have an interview process.

Some very useful and specific guidelines can be found at:
www.ucas.com/ucas/undergraduate/apply-track/writing-personal-statement

Please refer to the DragonNet College Counselling page for further resources about Personal Statements.

THE INTERVIEW

Not all universities have interviews as a part of their application process, but many either recommend or require an interview on campus, online, or even with an alumnus of the school.

Preparation:
Research the program/university.
Confirm and be punctual (10 minutes early) for the appointment.
    ➢   If your interview is online, ensure potential technicalities are resolved.
Dress appropriately.

Self-Reflection:
To further prepare for the interview, consider the following questions:

- What are your best academic and personal qualities?
- What is important to you in a university/college and why?
- What area in your life would you like to improve and why?
- What was your proudest moment?
- Do you like to read? What is your favorite book?
- If I gave you a ticket to anywhere in the world, where would you go?
- What three people living or dead would you like to invite to dinner?
- What courses are you in, and what is your favorite subject?
- Describe your ideal post-secondary institution and explain why.
- What do you find most meaningful in your life?
- What might you be doing ten years from now?
- If you found $100 how would you use it?
- What do you plan to study in university/college and how did you become interested in this subject/program area?
- What is your extracurricular passion?

The Interview Itself:

Speak with confidence, maintain good posture, and make eye contact.

➢ Quick notes may be written down during the interview, but most of the time spent should be talking, not writing.

Be prepared to speak about yourself.

Have questions ready to ask once your interview is finished.

Speak formally; avoid colloquial language (e.g. "like," "you know," "um")

Think before you speak.

After the interview:

Write a short note or e-mail to your interviewer thanking them.

Include in the note a reference to something specific from the interview and ask any additional questions

STANDARDIZED TESTING

Standardized admission testing may impact the admissions process as some post-secondary institutions require additional assessment scores as part of the selection process. Post-secondary institutions may examine these scores in conjunction with the student's cumulative high school grade-point average to help determine admission. Some competitive post-secondary institutions may require or highly recommend SAT subject tests in specific subject areas.

The Pre-SAT (PSAT): The Pre-SAT is a standardized test that offers practice for the SAT. It also gives American citizens a chance to qualify for the *National Merit Scholarship Corporation's* scholarship programs. The test measures verbal reasoning, critical reading, mathematical problem-solving, and writing skills. The PSAT is available for students in Grades 10 and 11 and are offered at SSIS for students to write.

SAT: The College Entrance Examination Board offers the SAT reasoning test as a measurement of the verbal, mathematical, and writing abilities students have acquired through their education. The SAT uses a 1600-point scale: 800 verbal and 800 mathematics. The SAT may be taken as many times as it is offered, although many post-secondary institutions recommend limiting the number to three. It is important to note that SAT score reports are cumulative and post-secondary institutions see every test you take; however, most document your highest score only during the application process. Students do have the option of sending test scores by "test date" to their chosen institutions, so only the "test date" scores sent are viewed – referred to as *score choice*.

The **SAT** is a multiple-choice reasoning test focusing on three areas:
➢ Evidence-based Reading and Writing
➢ Mathematics
➢ Optional Essay (Advisable, but not required. *Refer to www.fairtest.org for a complete list of US post-secondary institutions that do not require the SAT*).

**Canadian, UK, Korean, Hong Kong, and Australian universities may also require students to take an additional standardized test, especially if an IB diploma is not being pursued.

SAT Subject Tests are one-hour long subject-specific tests that measure knowledge of particular subjects and the ability to apply that knowledge. Only the most selective universities require them. These one-hour tests are offered in the following areas:

Biology E/M	Chemistry	Literature	Physics	U.S. History	World History
Languages (Reading & Listening): **Only offered in November**: Chinese, French, German, Korean, Japanese,			Languages (Reading only): French, German, Italian, Latin, Modern Hebrew, Spanish		
Math I (Arithmetic, Algebra I, II, & Geometry w/calculator			Math II (Algebra II, Geometry, Pre-Cal and Trig w/ calculator)		

* Students are only able to take up to three Subject Tests on one test day.

** Students are responsible to check whether the program they are applying to require applicants to submit SAT Subject Test scores.

SAT Registration Dates:

Test Date	Type	Registration Deadline
March	SAT	
May	SAT & Subject Test	
June	Subject Tests	Please go to
October	SAT & Subject Tests	http://www.collegeboard.org/
November	Subject Tests*	
December	SAT & Subject Tests	

*SAT Subject Tests with Listening only available this date.
**Test Dates are subject to change.

CEEB Code for SSIS: 694207
Test Center Code for SSIS: 74367

ACT: The ACT is a three-hour test more commonly used by Midwestern US universities/colleges. Post-secondary institutions worldwide accept either the ACT or SAT scores for admission purposes. The ACT test consists of four sections: English, Mathematics, Reading Comprehension, and Science Reasoning. Subject test scores range from 1 to 36, with the English, Mathematics, and Reading Tests also providing sub-scores ranging from 1 to 18. The ACT composite score is the average of all four tests. The optional writing test provides a writing score ranging from 2 to 12.

Post-secondary institutions that require some form of standardized test will accept either the SAT or ACT. A few post-secondary institutions require SAT Subject Test scores in addition to ACT scores. While most students earn equivalent scores on the ACT and the SAT, some students do better on the ACT than the SAT or vice versa. Since the tests are designed to be equivalent don't expect that your scores will different greatly between the two tests. Even though the writing test is optional on the ACT, it is still advisable to take it since many colleges require it. Students can register for the ACT online at: www.act.org/content/act/en/products-and-services/the-act.html.

SSIS CEEB Code (school reporting code): 694207

The ACT is offered in the following months; however, it will not be offered at SSIS starting from August 2018 until further notice:

- September
- October
- December
- April
- June

Deadline to register online is approximately one month before the test date.

SAT/SAT Subject Test and ACT FAQ:

1. Should students in Grades 9 and 10 take the SAT/ACT?
    - *No; the SAT/ACT questions are academically designed for students in Grades 11/12.*

2. How do students register for the SAT/ACT?
    - *SAT: **collegereadiness.collegeboard.org/sat***
    - *ACT: **www.act.org/***

3. Are non-SSIS students able to write the SAT/ACT at our school?
    - *No; SSIS is a closed testing center. This is a regulation from the Chinese government.*
    - *SSIS will **not** be offering the ACT starting from September 2018 until further notice.*

4. Can students from SWA take the SAT/ACT at our school?
    - *No; only students holding a valid passport from a country other than China, and has been issued with a visa issued by China are able to take the SAT/ACT at SSIS. Therefore, Chinese passport holders are **not** able to write the SAT/ACT in China.*
    - *SSIS will **not** be offering the ACT starting from September 2018 until further notice.*

    Reference to open test centers:
    - *SAT: collegereadiness.collegeboard.org/sat/register/find-test-centers*
    - *ACT: www.act.org/content/act/en/products-and-services/the-act/registration/test-center-locator.html*

5. How do students view their SAT/ACT scores?
    - *College Board will release scores approximately 3 weeks after the test date.*
        - *SAT scores can be viewed at: **www.collegeboard.org.***
    - *ACT scores can be viewed 2 weeks after the test date at: **www.act.org***

6. When should students take the SAT/ACT?
    - *It is recommended that students write the SAT/ACT before starting Grade 12.*

7. Will all my post-secondary institutions see all my scores?
    - *Post-secondary institutions allow students to select which scores they want to send.*
    - *More information can be found at: professionals.collegeboard.com/testing/sat-reasoning/scores/policy*

English Proficiency Tests – TOEFL or IELTS:

Students whose first language is not English are recommended to take the TOEFL (Test Of English as a Foreign Language) or the IELTS (International English Language Testing System) before the start of their Grade 12 year. TOEFL/ IELTS scores required by post-secondary institutions need to be sent directly by the agency that administers the exam. For more information and registration visit: ***www.ets.org/toefl*** or ***www.ielts.org***.

APPENDICES

Appendix A: Post-Secondary Institution Search Websites

Australia & New Zealand
www.gooduniversitiesguide.com.au
> **A comprehensive guide including course, institution, career and scholarship searches.**

www.studiesinaustralia.com
> A guide specifically for international students: provides information about higher education, courses and universities throughout Australia.

www.studyinnewzealand.govt.nz
> General information about NZ universities, course/program search and scholarship search for international students.

www.universitiesnz.ac.nz
> A thorough site about higher education in NZ; includes information about, and links to, each of the eight universities in New Zealand.

Canada
www.studyincanada.com
> General information, career survey, and a college search for universities throughout Canada.

www.education411.com
> An extensive guide to Canadian higher education.

www.schoolsincanada.com
> A site specifically for international students to search for universities and colleges by field of study or by province.

Europe
www.eunicas.ie
> *EUNiCAS* is the European Universities Central Application Support Service. It is one source of finding degree programs taught in English in universities across Europe.

Korea
univ.kcue.or.kr
> Korean Council for Post-secondary institution Education (in Korean).

United Kingdom
http://study-uk.britishcouncil.org
> Information about studying in the UK; specific requirements, etc.

www.ucas.com
> An all-inclusive site in which students can research UK courses/programs and universities, access admissions' information, and apply.

USA
www.collegeboard.com
> Contains the *Big Future* college search, information on PSAT, SAT, SAT Subject Tests and AP Tests; financial aid, test prep information, college majors and careers.

www.collegenet.com
> Database of colleges, scholarships, and other resources.

www.campustours.com
> Virtual campus tours.

colleges.niche.com
> Reviews about individual schools written by students.

guides.teenlife.com/college
> A guide to help students prepare for college with articles, blogs, summer programs, gap programs, etc.

www.unigo.com
> Website with reviews, profiles, and videos about colleges and universities – all from a student's perspective.

www.yopost-secondary institutiontv.com
> Over 2,000 college and career-related videos. If you do not have a chance to do a campus visit you can view a video of a campus tour.

Appendix B: Post-Secondary Institution Ranking Websites

Refer to pg. 7 about information pertaining to post-secondary institution rankings before browsing any of the following websites. SSIS College Counsellors caution families not to rely too heavily on rankings when researching schools.

www.usnews.com
> College rankings in the *US News* and *World Report* with admissions' information.

www.princetonreview.com/college/research/rankings/rankings.asp
> *Princeton Review's* best colleges ranked by students.

www.studentsreview.com
> Rankings based on students' questions.

www.theguardian.com/education/post-secondary institutionguide
> Post-secondary institution rankings in the UK.

www.macleans.ca/education/post-secondary institution/
> Canada's weekly news magazine annual rankings issue.Error! Hyperlink reference not valid.
> Worldwide post-secondary institution rankings by country, region, area of study, etc.

Appendix C: Application Websites

www.commonapp.org
> Common application with more than 750 universities and colleges across the US and around the world.

www.csumentor.edu
> Admissions information and application for the California State University system.

www.ucas.com
> British national application site.

www.ouac.on.ca
> Centralized application site for post-secondary institutions in Ontario, Canada.

Appendix D: Scholarship & Financial Aid Search Websites

www.fastweb.com
www.scholarships.com
www.iefa.org