

Admission/Readiness Profile

This worksheet helps you assess your strengths as a college applicant. Although it provides insights for all students, it may be most valuable for students considering colleges with very selective admissions. The worksheet lists the attributes and accomplishments that admission committees take particular note of as they review applications. Completing this worksheet should give you a sense of how you might compare with other applicants. Some questions are factual and others are subjective. Your straightforward responses and your best judgment will allow you to evaluate yourself realistically as a candidate for admission.

In sections I through VII of this worksheet, the preparation that is considered the strongest and most attractive (to the colleges) is marked with ①, the next strongest is marked with ②, and the next strongest with ③. Please keep in mind that most colleges in the United States are relatively easy to get into. Even students who are ③'s on this scale have plenty of good colleges from which to choose.

I. Coursework. For each subject listed, check the number of years of coursework (grades 9-12) you will have completed upon graduation. In other words, mark the number of years of study in each subject that you expect to have completed over four years of high school by making one check per subject.

A. English

- _____ 4 years (includes at least 2 in writing) ①
 _____ 3 plus years ②
 _____ Less than 3 years ③

B. Mathematics (algebra, geometry, trigonometry, math analysis, pre-calculus, calculus)

- _____ 4 years ①
 _____ 3 plus years ②
 _____ 2 plus years ②
 _____ Less than 2 years ③

C. Foreign Language (remember, for grades 9 through 12 only)

- _____ 4 years ①
 _____ 3 plus years ①
 _____ 2 plus years ②
 _____ 1 plus year ③
 _____ Less than 1 year ③

D. Social Studies (history, government, psychology, etc.)

- _____ 4 years ①
 _____ 3 plus years ②
 _____ 2 plus years ②
 _____ Less than 2 years ③

E. Science

- _____ 4 years (includes many lab courses) ①
 _____ 4 years (includes few lab courses) ②
 _____ 3 plus years ②
 _____ 2 plus years ②
 _____ Less than 2 years ③

F. Have you taken at least a year of art, music, or theater?

- _____ Yes ①
 _____ No ②

II. Class Rank. Check where you rank in relation to the other students in your graduating class. If your school does not rank students, make an educated guess.

- _____ Top 3% ①
 _____ Top 10% ①
 _____ Top 33% ②
 _____ Top 50% ②
 _____ Lower 50% ③

III. Test scores to date. Check appropriate columns for tests you have taken.*

SAT Evidence Based

Reading and Writing

- _____ 710 or above
 _____ 660-700
 _____ 590-650
 _____ 510-580
 _____ 500 or below

ACT Composite

- _____ 31 or above
 _____ 28-30
 _____ 25-27
 _____ 21-24
 _____ 20 or below

SAT Mathematics

- _____ 710 or above
 _____ 660-700
 _____ 590-650
 _____ 510-580
 _____ 500 or below

*Submission of test scores is optional at many colleges.

IV. Extracurricular Activities. Review your completed Worksheet 3, Activities/ Experiences Record. Check the statement that best describes the extent of your involvements.

- _____ Extensive record of involvement in activities and/or individual talent of an extraordinary nature. Recognition extends beyond the local school or community and/or perceived as one of the most outstanding persons in the school or the community. ①
- _____ Intensive leadership demonstrated in a major school or community activity (editor-in-chief of newspaper, president of student council, etc.) and/or individual talent recognized as superior. Substantial recognition for achievements. ①
- _____ Significant leadership position or major participant in school or community activities and/or one or two very fine individual talents. Appropriate recognition for achievements. ②
- _____ Some leadership positions or memberships in several clubs or community activities or a significant individual talent. ②
- _____ Few in- or out-of-school involvements. ③

V. Basic Academic Skills. In assessing these basic tools, think about the following areas:

- Your note-taking ability.
- Your ability to read with speed and comprehension.
- Your ability to write with clarity and substance.
- Your ability to research.

You may feel better about one of these skills, not so satisfied about another. But in your best judgment, and compared with other students, check the one item below that seems most true of your basic academic tools.

- _____ Excellent in basic academic skills. ①
- _____ Good in basic academic skills. ②
- _____ Average in basic academic skills. ②
- _____ Below-average in basic academic skills. ③

VI. Study Skills and Time Management. In assessing these qualities, think about the following.

- Your ability to complete assignments on time.
- Your ability to set and meet deadlines for papers, for review of class material, and so on.
- Your ability to handle pressure.
- Your ability to focus on what needs to be done.

While you may be better in one area and weaker in another, check the one item below that seems most true of you.

- _____ Excellent in study skills and time management. ①
- _____ Good in study skills and time management. ②
- _____ Average in study skills and time management. ②
- _____ Below-average in study skills and time management. ③

VII. Academic Recommendations. Check the one set of words and phrases most likely to appear in your teacher recommendations:

- _____ “best student I’ve ever taught,” “unbelievably curious,” “a real scholar,” “here are specific examples of academic/intellectual depth . . .” ①
- _____ “one of my best students in class,” “loves learning,” “sees relationships between concepts that other students miss . . .” ①
- _____ “a good deal of intellectual potential,” “tries awfully hard,” “I see evidence of academic prowess.” ②
- _____ “personally, he/she is a good kid,” “likable,” “completes work on time,” “an above-average student,” “lots of potential for growth.” [recommendations that tend toward description of personal—rather than academic—qualities] ③

VIII. Rank Ordering of Admission Strengths. Rank each of the following qualities as they apply to you as a college applicant. For example, if you feel your “test scores” are your strongest feature as viewed by colleges, mark that item with a one (1).

- _____ Coursework (strong, competitive courses)
- _____ Grades
- _____ Academic recommendations
- _____ Rank in class
- _____ Extracurricular activities
- _____ Test scores (if submitted)
- _____ Personal attributes/personality
- _____ Work experiences
- _____ Other (specify) _____

IX. Summarize Your Admission Profile. Look at your responses to items I through VIII. Comment on your strengths and weaknesses as a college applicant. In how many areas (I–VIII), do you show the very strongest preparation (strongest is indicated with ①)? What about weaker areas? Can you do anything now to strengthen your preparation?

Evaluate Your Admission Profile

What have you learned about yourself as a candidate for admission? How do you assess your readiness for college? What strengths about yourself will you want to emphasize in the admission process? What weaknesses will you need to take into consideration?

Next, share your responses on this worksheet with your parents, your college counselor, and/or a good friend. How do they react? Do they have any additions or comments about any of your answers? Make notes of their comments and additions on the worksheets. Your counselor will help you analyze what your responses to these worksheets say about your college choices.

Sometimes learning about yourself can be painful because your sense of yourself may not be what you wish it were or hope it will become. You may have found you are not as strong a college applicant as you thought you were. But keep in mind there are many colleges from which to choose, and your happiness and your comfort in the right educational environment is what is most important. In life, each of us deals with the reality of our situation and with the knowledge of our strengths and weaknesses.

As you progress through the admission process, keep your strengths in mind but also let your weaknesses point toward ways you can improve. It is not what you are today that is the most important—it is what you will become after your undergraduate years that will be most meaningful to a fulfilling professional career and a happy life.