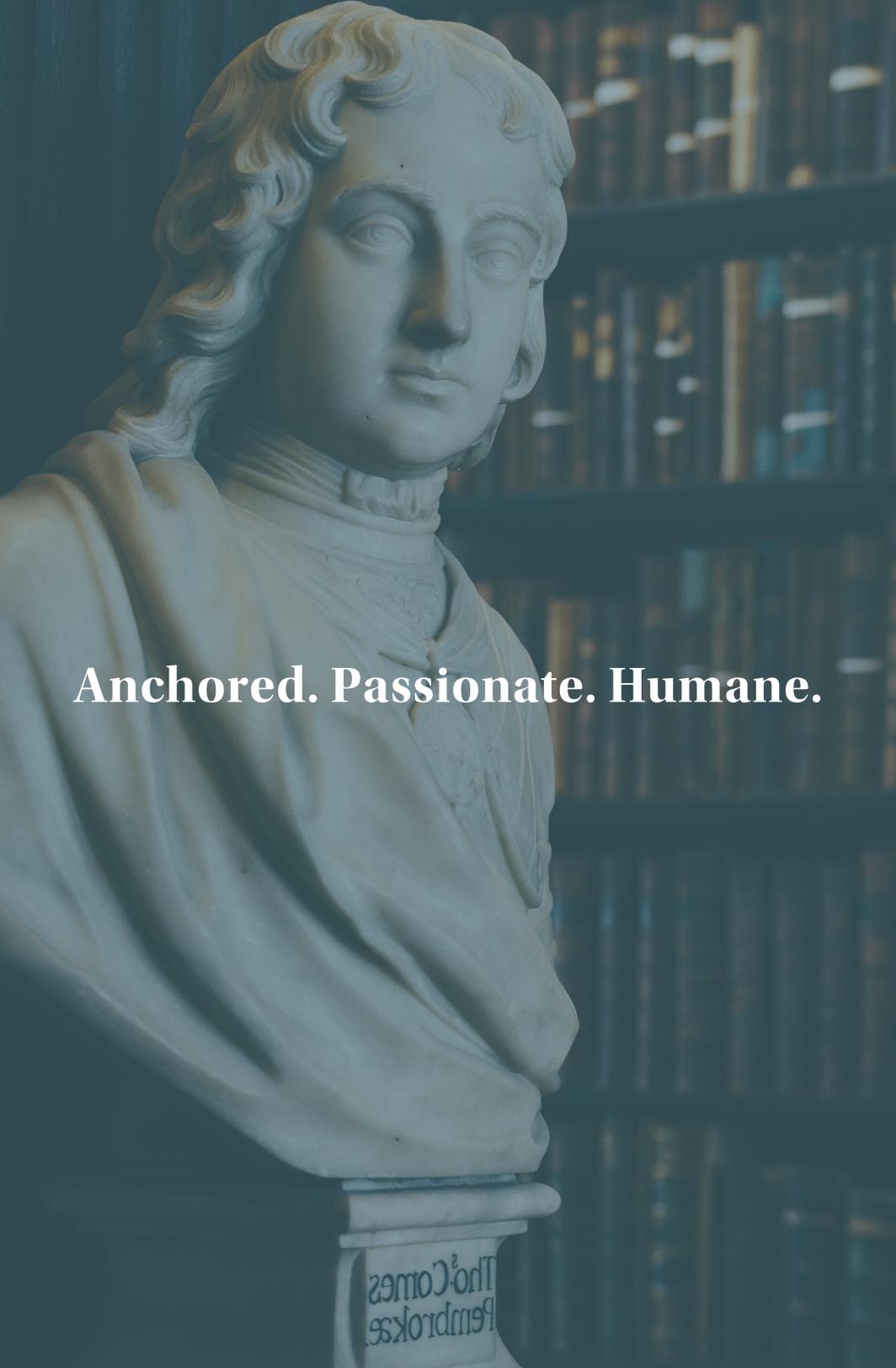


CLASSIC LEARNING TEST

*The Role of Assessment in
Reviving Great Education*

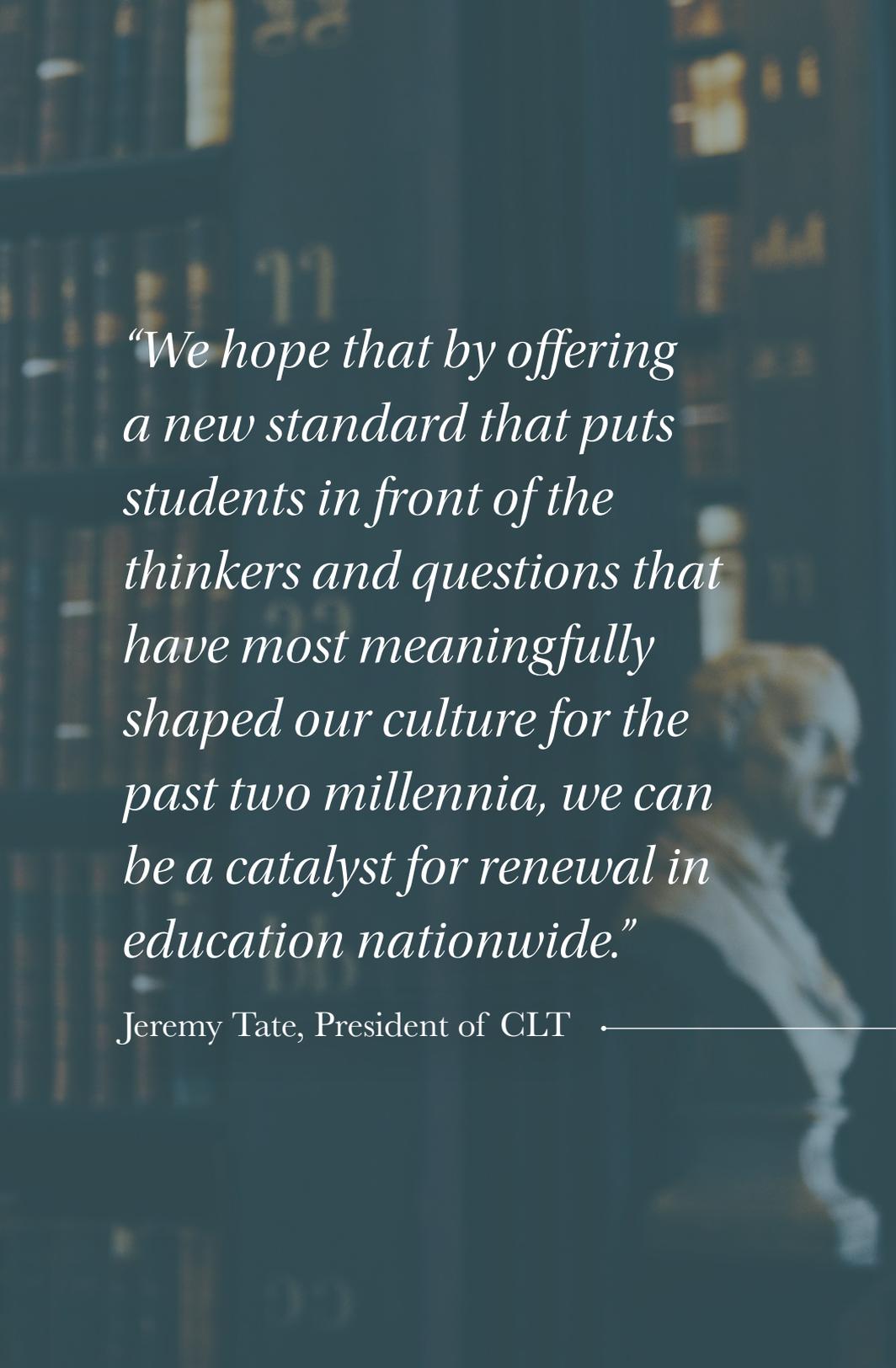


CLT



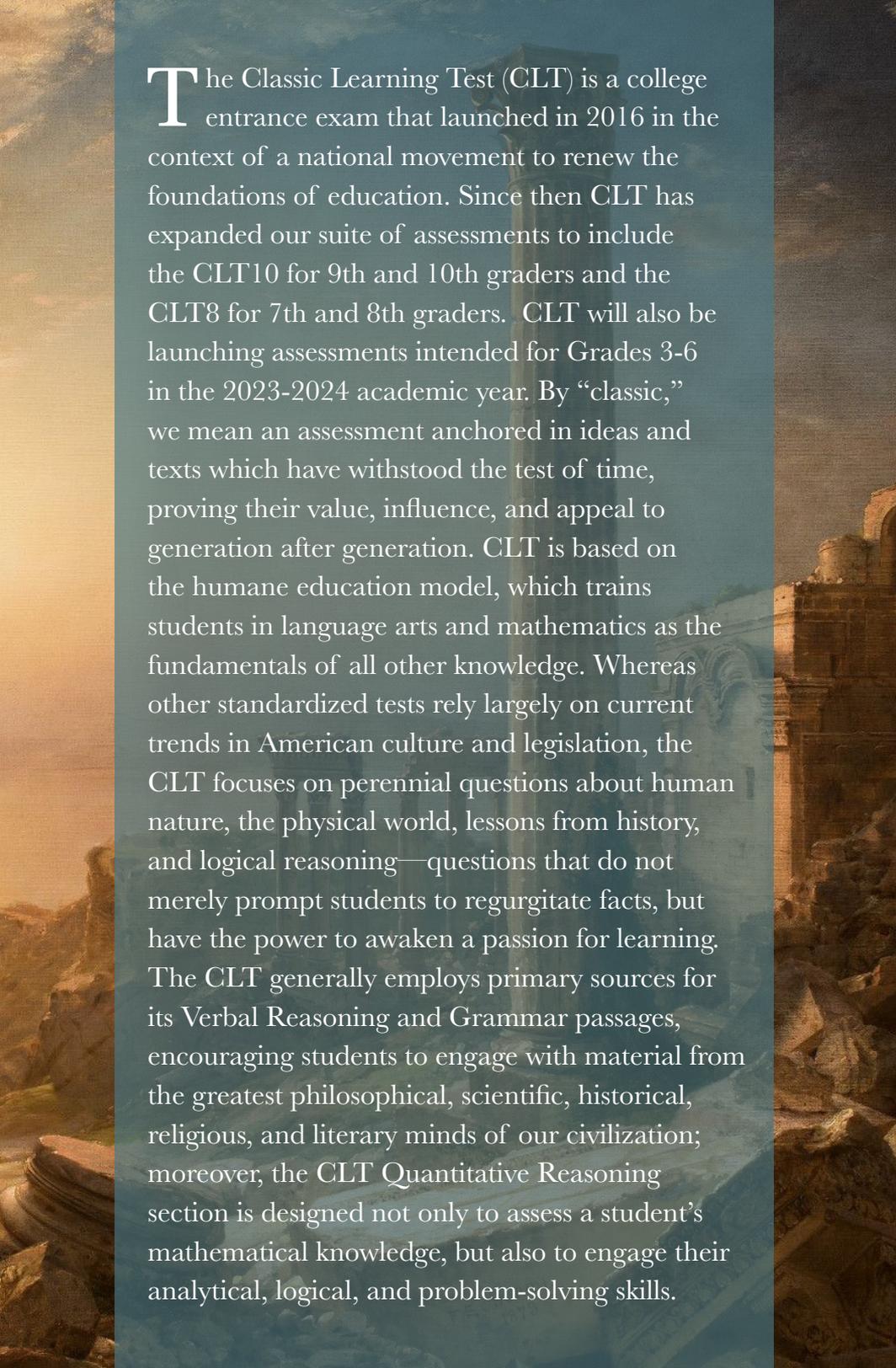
Anchored. Passionate. Humane.

Penelope
The Comes



“We hope that by offering a new standard that puts students in front of the thinkers and questions that have most meaningfully shaped our culture for the past two millennia, we can be a catalyst for renewal in education nationwide.”

Jeremy Tate, President of CLT

The background of the page features a sepia-toned photograph of ancient stone ruins, including columns and arches, partially obscured by a semi-transparent blue rectangular overlay. The text is positioned within this blue area.

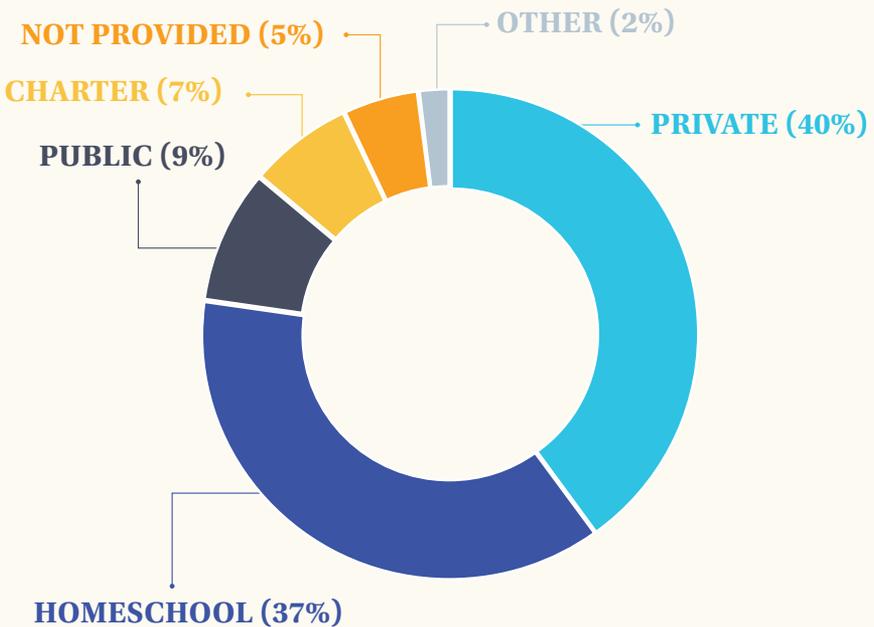
The Classic Learning Test (CLT) is a college entrance exam that launched in 2016 in the context of a national movement to renew the foundations of education. Since then CLT has expanded our suite of assessments to include the CLT10 for 9th and 10th graders and the CLT8 for 7th and 8th graders. CLT will also be launching assessments intended for Grades 3-6 in the 2023-2024 academic year. By “classic,” we mean an assessment anchored in ideas and texts which have withstood the test of time, proving their value, influence, and appeal to generation after generation. CLT is based on the humane education model, which trains students in language arts and mathematics as the fundamentals of all other knowledge. Whereas other standardized tests rely largely on current trends in American culture and legislation, the CLT focuses on perennial questions about human nature, the physical world, lessons from history, and logical reasoning—questions that do not merely prompt students to regurgitate facts, but have the power to awaken a passion for learning. The CLT generally employs primary sources for its Verbal Reasoning and Grammar passages, encouraging students to engage with material from the greatest philosophical, scientific, historical, religious, and literary minds of our civilization; moreover, the CLT Quantitative Reasoning section is designed not only to assess a student’s mathematical knowledge, but also to engage their analytical, logical, and problem-solving skills.

Who Takes the CLT?

*A True Education Inspires.
A Test Should be No Different.*

CLT assessments are taken by 7th to 12th grade students all over the country. The majority of CLT test-takers are either homeschool or private school students, though many public and charter school students have also taken the test. Graphic 1 provides the distribution of the types of schools which CLT test takers attend. Given that the CLT is a college admissions test, most of the students who take it are 11th and 12th graders.¹

Distribution of School Types

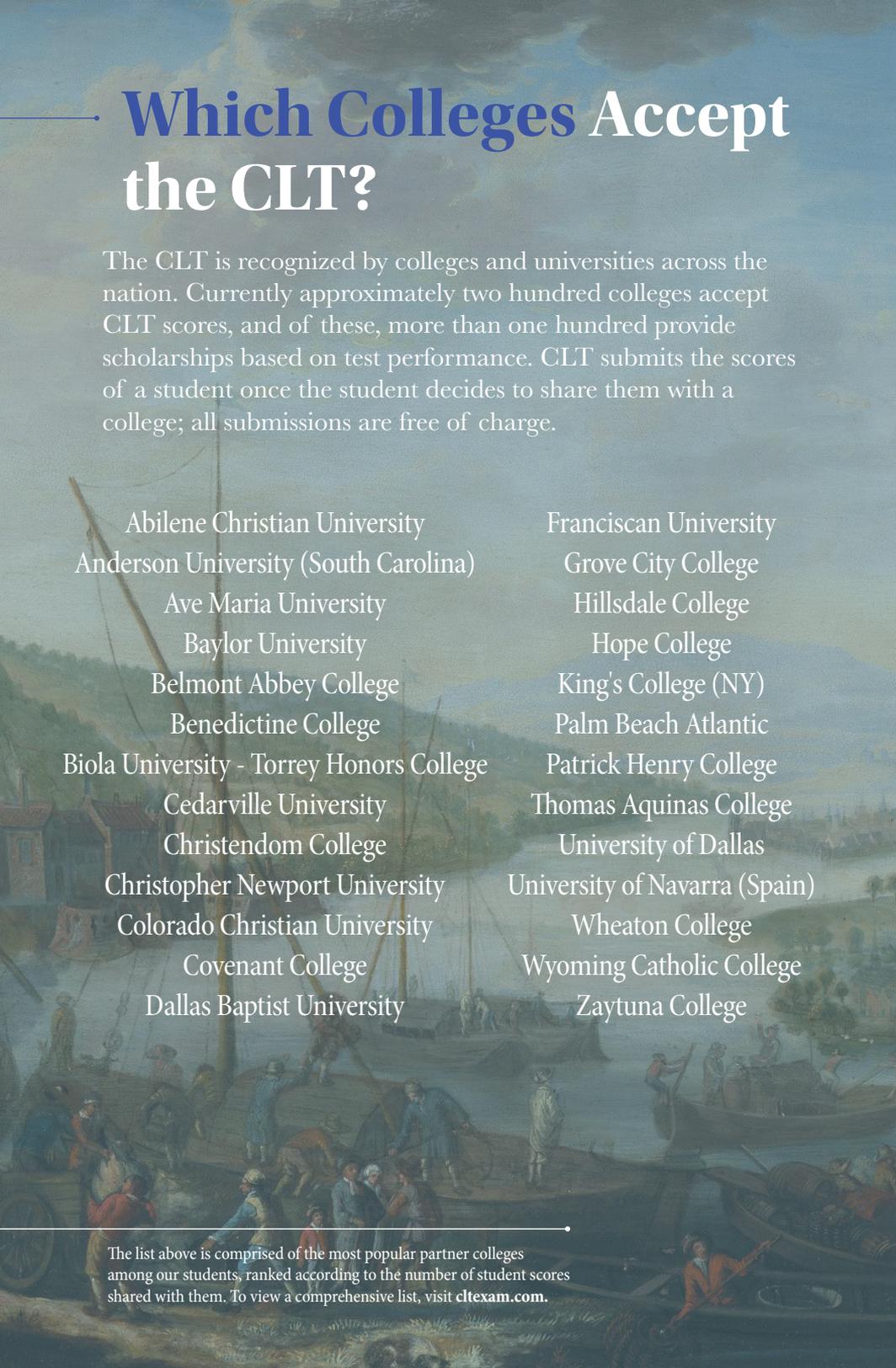


Graphic 1

¹The CLT suite of assessments also includes the CLT¹⁰ and CLT⁸. The CLT¹⁰ is a preparatory exam for the CLT, designed for 9th and 10th grade students (analogous to the PSAT). The CLT⁸ is a summative assessment for 7th and 8th grade students that can also be used for formative assessment purposes to monitor progress.

Which Colleges Accept the CLT?

The CLT is recognized by colleges and universities across the nation. Currently approximately two hundred colleges accept CLT scores, and of these, more than one hundred provide scholarships based on test performance. CLT submits the scores of a student once the student decides to share them with a college; all submissions are free of charge.



Abilene Christian University	Franciscan University
Anderson University (South Carolina)	Grove City College
Ave Maria University	Hillsdale College
Baylor University	Hope College
Belmont Abbey College	King's College (NY)
Benedictine College	Palm Beach Atlantic
Biola University - Torrey Honors College	Patrick Henry College
Cedarville University	Thomas Aquinas College
Christendom College	University of Dallas
Christopher Newport University	University of Navarra (Spain)
Colorado Christian University	Wheaton College
Covenant College	Wyoming Catholic College
Dallas Baptist University	Zaytuna College

The list above is comprised of the most popular partner colleges among our students, ranked according to the number of student scores shared with them. To view a comprehensive list, visit cltexam.com.

CLT Content & Standards

Each CLT exam consists of three sections: Verbal Reasoning, Grammar/Writing, and Quantitative Reasoning.

The sections of the CLT are similar to the sections of the SAT in the type of skills they measure, and are recognizable to students taking standardized tests; however, the content of the test is distinct from other standardized tests in two main ways.

First, instead of the majority of reading passages coming from contemporary sources, the CLT's Verbal Reasoning and Grammar/Writing sections primarily use selections from our Author Bank—time-tested names who have shaped history, literature, science, and philosophy in foundational ways through the centuries (further details are below). Therefore, the CLT exam provides an opportunity for students to interact with important thinkers whose voices have made a profound difference in the world of ideas.

Second, the Quantitative Reasoning section assesses students' ability to solve problems and to think logically. The test focuses on assessing mathematical reasoning capacity, as opposed to mechanical application of formulas to find the answer. (It is for this reason that calculators are not permitted on the CLT.)

The SAT and ACT tend to select materials based on trends in public education, as well as emphasizing test skills centered on career and workforce training. By contrast, the CLT is based on enduring concepts, accessible to students from a variety of educational backgrounds, that prepare students for all aspects of a virtuous life.

The background image shows the interior of a grand, ornate hall, likely the Library of Congress. The ceiling is a complex, multi-tiered dome with intricate gold and brown patterns. A large clock face is visible on the wall, and a Latin inscription "ET IN COE LIS EGO RO" is partially visible. The lighting is dramatic, with a bright light source from the left creating a lens flare effect.

*“The belief of
truth, which is
the enjoying of
it, is the sovereign
good of human
nature.”*

— Francis Bacon

What Makes the CLT Different?

CLT seeks to reintroduce Truth, Beauty, and Goodness into modern education. We strive to provide assessments steeped in content that is intellectually richer and more rigorous than other standardized tests, putting students in front of thinkers that have made invaluable contributions to culture and history. In the selections below, see the differences between CLT content and other standardized tests.

From Today's College Entrance Exams

“Half the population of New York, Toronto, and London do not own cars. Public transport is how most of the people of Asia and Africa, the world's most populous continents, travel. Every day, subway systems carry 155 million passengers, thirty-four times the number carried by all the world's airplanes, and the global public transport market is now valued at \$428 billion annually.”

Taras Grescoe, *Straphanger: Saving Our Cities and Ourselves From the Automobile*

From CLT's College Entrance Exam

“Thus the reality of suffering prompts the question about the essence of evil: what is evil? This question seems, in a certain sense, inseparable from the theme of suffering. Man suffers on account of evil, which is a certain lack, limitation, or distortion of good. We could say that man suffers because of a good in which he does not share, from which in a certain sense he is cut off, or of which he has deprived himself.”

John Paul II, *On the Christian Meaning of Human Suffering*

Author Bank

The CLT draws on sources from all over the world and throughout recorded history, but particularly those that have shaped the Western intellectual tradition. This includes literary, religious, scientific, legal, philosophical, and historical texts, chosen both for their inherent profundity and beauty, and for their influence upon the history of thought.

In consultation with a wide range of professional academics and active teachers, we especially sought out those works that represent a broad, modern understanding of the Western canon.

Whereas rival exams primarily use recent passages that often have little intellectual or aesthetic substance, CLT makes a special point of prioritizing authors that have proven their power to retain an audience for many generations—no name is included on the Author Bank whose body of work is not at least fifty years old, and our list of authors reaches as far back as the third millennium BC.

As of 2022, two-thirds of CLT Verbal Reasoning and Grammar/Writing passages are drawn from the list of authors. The other one-third of passages are drawn from modern scientific writings, modern and influential thinkers, or historical figures. Authors are periodically added to our Author Bank.

“The Classic Learning Test is based upon exactly the same foundation of the meaning and purpose of education. CLT’s Author Bank is, accordingly, one of the defining elements of its curriculum.”

• **Dr. Angel Adams Parham**

Distinguished Professor of Social Science and Associate Professor of Sociology at Loyola University

Ancients

Homer, 9th c. BC?

Æschylus, 525-455 BC

Sophocles, 496-406 BC

Herodotus, 484-425 BC

Plato, 428-347 BC

Aristotle, 382-322 BC

Euclid, 4th-3rd c. BC

Cicero, 106-43 BC

Virgil, 70-19 BC

Ovid, 43 BC-AD 17

Josephus, 37-100

Tertullian, 160-220

St. Athanasius, 297-373

St. Augustine of Hippo, 354-430

Medievals

St. Benedict, 480-547

St. Gregory the Great, 540-604

St. Bede the Venerable, 673-735

Beowulf, 9th c.?

Peter Abælard, 1079-1142

Hugh of St. Victor, 1096-1141

Magna Carta, 1215

St. Thomas Aquinas, 1225-1274

Dante Alighieri, 1265-1321

Giovanni Boccaccio, 1313-1375

John Wycliffe, 1328-1384

Geoffrey Chaucer, 1343-1400

St. Thomas à Kempis, 1380-1471

Thomas Malory, 1415-1471

Early Moderns

Desiderius Erasmus, 1466-1536

Niccolò Machiavelli, 1469-1527

Martin Luther, 1483-1546

John Calvin, 1509-1564

Francis Bacon, 1561-1626

William Shakespeare, 1564-1616

John Milton, 1608-1674

John Locke, 1632-1704

Isaac Newton, 1642-1727

Charles Montesquieu, 1689-1755

Jonathan Edwards, 1703-1758

Benjamin Franklin, 1706-1790

Jean-Jacques Rousseau, 1712-1778

Thomas Jefferson, 1743-1826

Late Moderns

Jane Austen, 1775-1817

Alexis de Tocqueville, 1805-1859

Charles Dickens, 1812-1870

Charlotte Brontë, 1816-1855

Frederick Douglass, 1818-1895

Fyodor Dostoevsky, 1821-1881

Mark Twain, 1835-1910

G. K. Chesterton, 1874-1936

J. R. R. Tolkien, 1892-1973

Dorothy Sayers, 1893-1957

F. Scott Fitzgerald, 1896-1940

C. S. Lewis, 1898-1963

Ernest Hemingway, 1899-1961

Friedrich Hayek, 1899-19927

John Steinbeck, 1902-1968

George Orwell, 1903-1950

Flannery O'Connor, 1925-1964

Toni Morrison, 1931-2019

The list above is a sampling of some of the authors we use. This is not a comprehensive list. To view the full list of authors, visit cltexam.com.

Verbal Reasoning Section

The Verbal Reasoning section tests a student's ability to understand and interpret a text. Students are asked to interact with a variety of texts in different subject areas, and are tested on their ability to comprehend the text and synthesize ideas within it. They must be able to understand how different phrases and words are used in context, the author's purpose in a particular section or in the passage overall, how a text is structured, and what could be reasonably inferred based on the information in the text.

Passage Type	Description
Literature	The passages in the Literature category are drawn from classic and modern literary prose. Possible authors include Flannery O'Connor, Oscar Wilde, Charlotte Brontë, and others whose stories, style, and ideas have contributed significantly to Western culture.
Science	The passages in the Science category are from articles, essays, and other works exploring various disciplines such as genetics, astronomy, physics, biology, and chemistry. When relevant, these passages may touch on the ethical, moral, or societal implications of the given work. Each science passage in the Verbal Reasoning section will be accompanied by a graphic, such as a chart or table.
Philosophy & Religion	The passages in the Philosophy/Religion category are from contemporary or classic sources, and are concerned with issues of truth, reasoning, ethics, and more. They are drawn from a variety of perspectives and time periods.
Historical & American Founding Documents	The paired passages in the Historical/Founding Documents category are two brief selections that present perspectives on an important topic. The first is a historical document drawn from sources such as Plato, Cicero, and Epicurus. The second is a passage from a writer or time period essential to U.S. history.

Verbal Reasoning Section Blueprints

Each Verbal Reasoning section consists of four passages: three full passages, and one portion composed of two shorter excerpts presented together. The passages are presented in this order:

- » *Literature*
- » *Science*
- » *Philosophy/Religion*
- » *Historical/Founding Documents*

Each passage has ten corresponding questions. They are not ordered by level of difficulty. These questions test students' ability to understand and draw conclusions about topics including:

- » *The passage's main ideas*
- » *The author's tone or attitude*
- » *A character's motives*
- » *The meaning of a word or phrase in context*
- » *The structure of a passage*
- » *The evidence or support for the answer to a previous question*
- » *Passage-based analogies*

The questions in the Verbal Reasoning section are broken down into two domains, Comprehension and Analysis. Comprehension questions include the subdomains "Passage as a Whole," "Passage Details," and "Passage Relationships." Analysis questions include the subdomains "Textual Analysis" and "Interpretation of Evidence."

One of the Interpretation of Evidence questions always refers to a chart or figure that appears with the scientific passage. Two questions per passage in the Verbal Reasoning section test analogies based on the passage, for a total of eight analogy questions per set; these analogies require students to be able to connect high-level concepts within a passage and to make connections between ideas and terms in a passage. The SAT removed analogies in 2005, but the CLT includes them, based on the understanding that analogies require a high order of logical reasoning and synthesis. Whereas the SAT's analogies were unattached to reading passages and were criticized for using challenging vocabulary that made its analogies difficult or even impossible for students to understand, CLT's analogies refer to concepts within a passage and use terms students are likely to know already.

Grammar & Writing Section

The Grammar/Writing section tests a student's ability to edit and improve a text. Students are again expected to interact with a variety of subjects, and are tested on their ability to correct errors within each text and improve its readability and flow. The section assesses students' ability to use punctuation correctly, to convey points precisely and briefly, to make appropriate transitions, to choose the correct part of speech, to match verb tense, and to make other grammatically well-formed choices.

Passage Type	Description
Philosophy & Religion	The passages in the Philosophy/Religion category are contemporary or classic sources that touch on issues of truth, reasoning, ethics, and more. They are drawn from a variety of perspectives and time periods.
Historical Profile	The passages in the Historical Profile category consist of short biographical pieces on important historical figures, such as Joan of Arc or Shakespeare.
Science	The passages in the Science category are from articles, essays, and other works exploring various disciplines such as genetics, astronomy, physics, biology, and chemistry. When relevant, these passages may touch on the ethical, moral, or societal implications of the given work.
Modern Influential Thinkers/Issues	The passages in the Modern Influential Thinkers/Issues category are similar in scope to the Philosophy/Religion category, but are always drawn from more modern sources and may offer perspectives on salient issues faced by modern society.

Grammar & Writing Section Blueprints

Each Grammar/Writing section consists of four passages, arranged in this order:

- » *Philosophy/Religion*
- » *Historical Profile*
- » *Science*
- » *Modern/Influential Thinker*

Each passage has ten corresponding questions, which are not ordered by level of difficulty. Each question requires students to either correct an error or suggest an improvement in the passage. If no change is necessary, students can select the option “NO CHANGE.”

Questions may test students’ ability to understand, correct, or improve on:

- » *Diction (word choice)*
- » *Punctuation*
- » *Syntax (sentence structure)*
- » *Flow*
- » *Logical coherence*
- » *Subject/verb agreement*
- » *Rhetorical strength of additional/subtracted sentences*
- » *Pronoun/antecedent agreement*

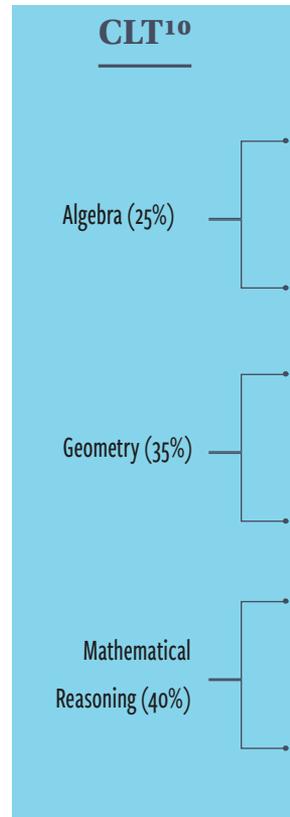
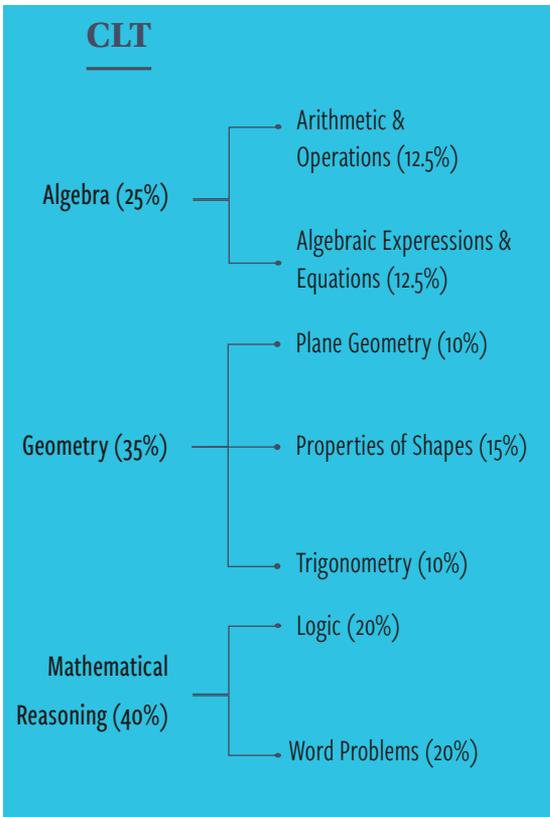
In the Grammar/Writing section, questions are broken down into two domains, Grammar and Writing. Grammar questions include the subdomains “Agreement” and “Punctuation and Sentence Structure.” Writing questions include the subdomains “Structure,” “Style,” and “Word Choice.”

Grammar questions specifically test a student’s ability to correct agreement, punctuation, sentence structure, and other issues. Writing questions test a student’s ability to improve upon a text’s style, flow, and word choice.

Quantitative Reasoning Section

The Quantitative Reasoning section tests students' ability to think logically, use and manipulate symbols, and understand shapes. Students are asked to complete a variety of questions of various subtypes, in order to assess their logic and reasoning ability across different domains.

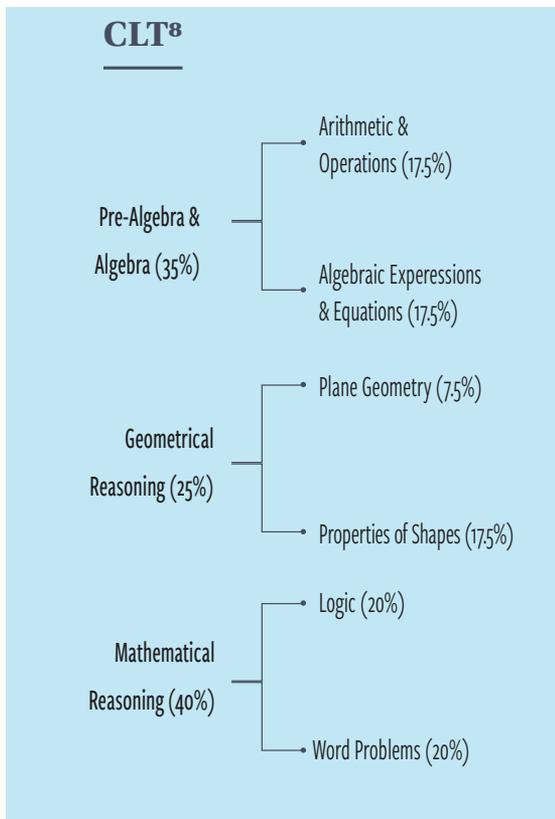
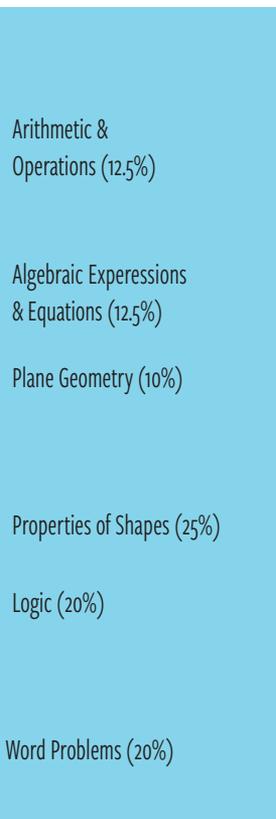
High Level Quantitative Reasoning Blueprint by Test Test Type



Quantitative Reasoning Section Blueprints

In the Quantitative Reasoning section, questions are broken down into three domains: Algebra, Geometry, and Mathematical Reasoning. Algebra questions include the subdomains “Arithmetic and Operations” and “Algebraic Expressions and Equations.” Geometry questions include the subdomains “Coordinate Geometry,” “Properties of Shapes,” and “Trigonometry.” Mathematical Reasoning questions include the subdomains “Logic” and “Word Problems.”

Our two assessments, geared toward 7th-10th graders, CLT8 and CLT10, have similar Quantitative Reasoning blueprints as the CLT, with grade-appropriate variations



Optional Essay

When proctored in person, the CLT and CLT¹⁰ include an optional essay.

Many CLT test-takers complete this essay, which is sent directly to colleges of their choosing. Our essay prompts are designed to be humane—that is, drawing upon the humanities and developing students’ humanity—as this is one of CLT’s core values.

Sample Essay Prompt for Optional Essay

Describe a literary character that you believe demonstrates one of Plato’s four cardinal virtues: prudence (wisdom), courage, temperance (self-restraint), and justice. Give 2-3 reasons for your choice.

The inclusion of an optional essay allows students to demonstrate their rhetorical skills, as well as their familiarity with classic works.





“The importance of argumentation dates back to the art of oratory in Ancient Greece. During that time, oratory was the means of achieving success in public life and a requirement in practicing citizenship. Nowadays, written argumentation, the interpretation and production of it, is highly valued in educational and professional life. Essay writing is one of the main methods of assessment for academic and professional qualification.”

Richard Andrews •

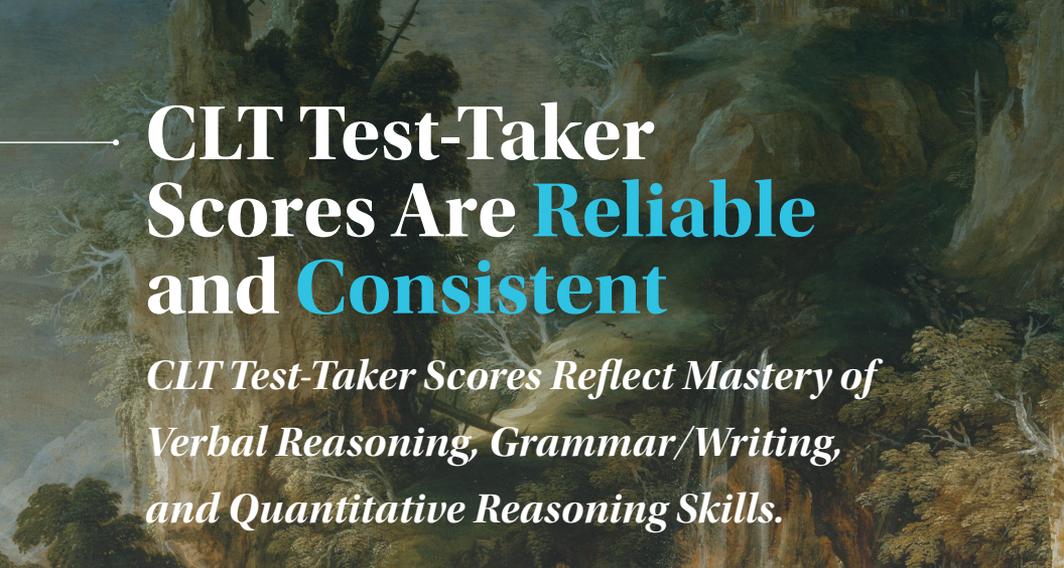
Teaching and Learning Arugment: Cassell Education

How Accurate Are CLT Scores?

Students' overall score on the CLT reflects their grammatical, logical, rhetorical, quantitative, and critical-thinking skills needed for college entrance.

As previously mentioned, CLT measures the same core domains as the SAT and ACT, but with different test content. To validate that CLT scores actually represent mastery of verbal, grammatical, and quantitative skills, students' performance on the CLT is correlated to SAT/ACT scores. The correlation between CLT and SAT is **0.83**, and the correlation between CLT and ACT is **0.86**; both these rates are very high. This provides evidence of concurrent validity, meaning the results of CLT concur with the results of well-established standardized tests.

Our item writers have substantial educational and/or teaching experience in the sections of the exam.



CLT Test-Taker Scores Are **Reliable** and **Consistent**

*CLT Test-Taker Scores Reflect Mastery of
Verbal Reasoning, Grammar/Writing,
and Quantitative Reasoning Skills.*

Writers are also trained on the CLT test blueprint, which follows best practices in test blueprint design to develop the question types. Our domain (Verbal Reasoning, Grammar/Writing, and Quantitative Reasoning) scores reflect students' performance in the areas of grammar, logic, rhetoric, quantitative, and critical thinking. These domain scores are related to each other, statistically, in such a way that they can be summed to a total CLT score.

CLT scores are highly reliable (>0.9) overall and across various subgroups of test-takers (gender, ethnicity, school type, and household income). **This means that CLT results are precise and consistent, with low measurement error.**

CLT Scores & Their Interpretation



CLT

Student, Sample - CLT on January 9, 2021

Score Summary

Scores are shown by subject area and total. The chart to the right compares your subject section scores to one another.

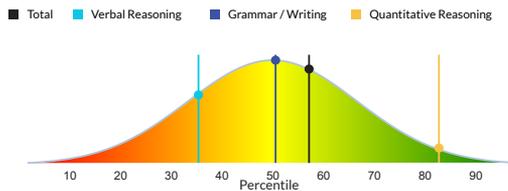
		Score
Overall Score		79 / 120
Verbal Reasoning		25 / 40
Grammar / Writing		28 / 40
Quantitative Reasoning		26 / 40

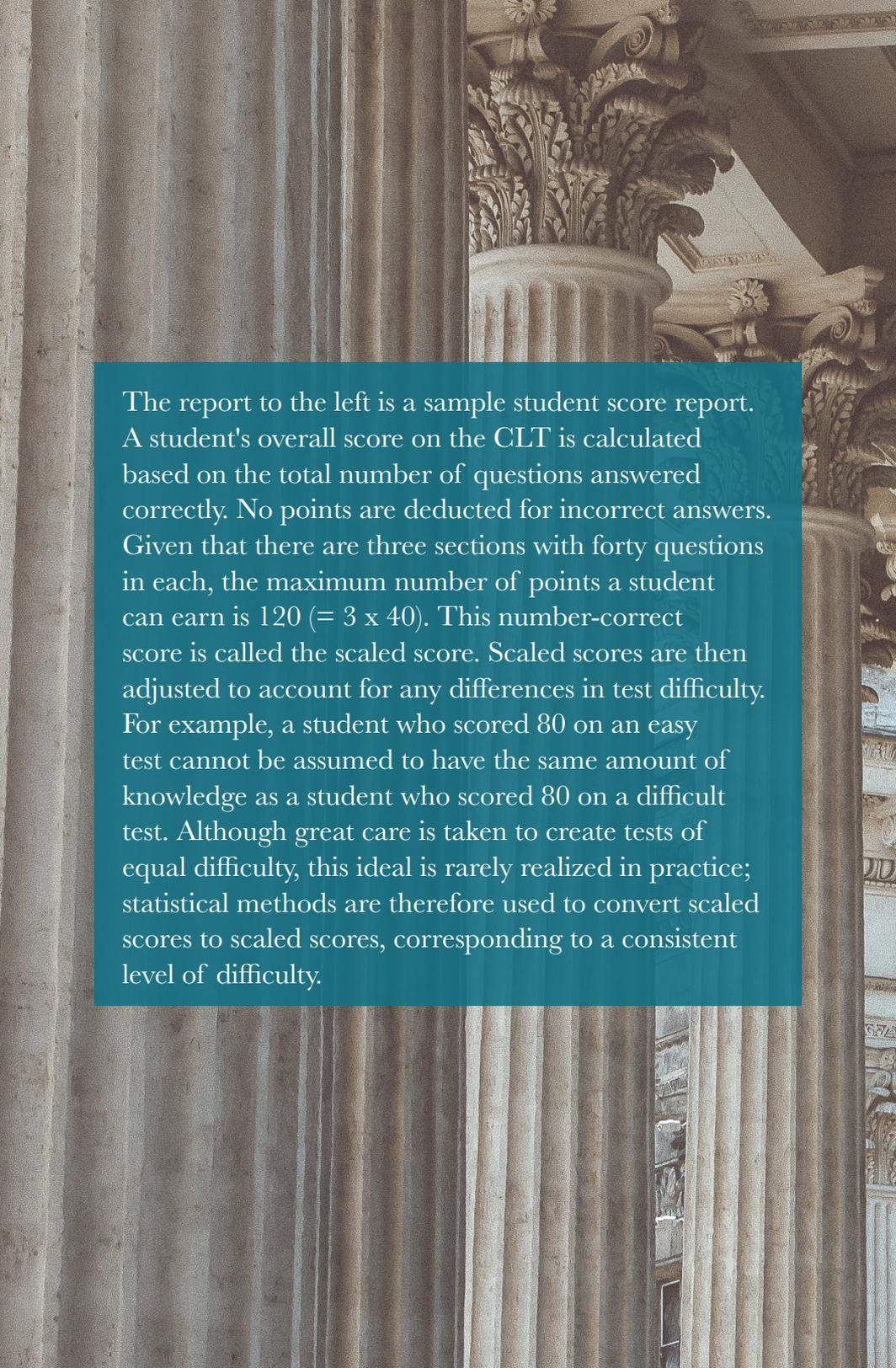
SAT / ACT Concordance	Projected Score	Nat'l Percentile
SAT	1210	82 nd
ACT	25	N/A

CLT Test-Takers Comparison

This report displays how your scores compare to all other examinees on this test type (CLT, CLT10, or CLT8). The percentiles indicate the percentage of students that scored lower than your score, in each category. The chart displays where each of your scores fall among all examinees. The area in the middle contains the majority of students. Scores right-of-middle indicate above-average performance, whereas scores left-of-middle indicate below-average performance.

	CLT User Percentiles
Overall Performance	57 th
Verbal Reasoning	35 th
Grammar / Writing	50 th
Quantitative Reasoning	82 nd





The report to the left is a sample student score report. A student's overall score on the CLT is calculated based on the total number of questions answered correctly. No points are deducted for incorrect answers. Given that there are three sections with forty questions in each, the maximum number of points a student can earn is 120 ($= 3 \times 40$). This number-correct score is called the scaled score. Scaled scores are then adjusted to account for any differences in test difficulty. For example, a student who scored 80 on an easy test cannot be assumed to have the same amount of knowledge as a student who scored 80 on a difficult test. Although great care is taken to create tests of equal difficulty, this ideal is rarely realized in practice; statistical methods are therefore used to convert scaled scores to scaled scores, corresponding to a consistent level of difficulty.



The CLT Test-Takers Comparison chart, as seen on the student report, shows the student's overall score are their subsection scores.. These scores, like the overall score, are scaled scores for each subsection: Verbal Reasoning, Grammar/Writing, and Quantitative Reasoning. Students can see how their performance on each subsection contributed to their overall score.

After the subsection scores, projected SAT and ACT scores are reported, based on our CLT-SAT and CLT-ACT concordances. Along with a projected SAT score, a national projected SAT percentile is also provided, explained below.

Under the CLT Test-Taker Comparison, the CLT user percentile is reported based on the student's score (both overall and by subsection). Students and parents may be understandably uncertain about the meaning of a score: how good is, e.g., a score of 90, and how does it compare to the scores of other students? This question can be answered using the concept of percentiles.

The percentile of a score is the percentage of scores that are equal to or lower than that score. For example, a scaled score of 90 is at the 80th percentile; this means that 80% of all scores are equal to or lower than 90. Phrased more simply, a student who has scored a 90 is in the top 20% of all test takers. Figure 1 visualizes this idea. The base of the bell-shaped curve shows the scores. The height of the curve at a given score is the probability of observing that score. The curve is at its highest at 75.6, which is the average score of all students. The curve becomes lower for extreme scores because they are less likely to be observed. The higher a score, the further right it is on the distribution, and the higher its percentile.

Distribution of Total CLT Scores

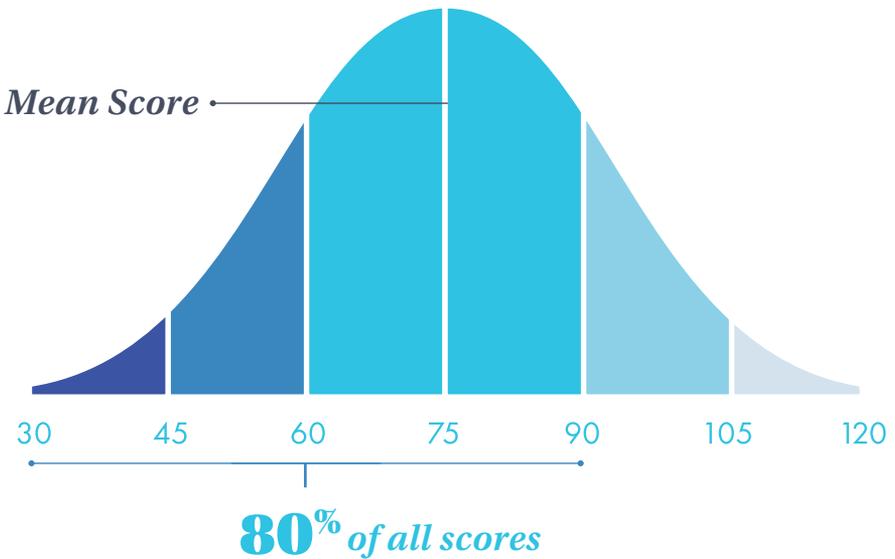


Figure 1

Table 1 shows CLT scores, the percentile of each score, the concorded SAT and ACT scores, and the percentiles of the concorded SAT and ACT scores. It is important to note that the table shows user percentiles rather than national percentiles. National percentiles are obtained from a nationally representative sample that reflects the general population; user percentiles are calculated based on the actual scores of students who took the CLT in the past. This latter group displays different demographics, and tends to score higher than nationally representative groups. For example, the national percentage of students who are homeschooled was 3.3%-5.4% before the COVID-19 pandemic and rose to 11.1% in the 2020-2021 academic year. In contrast, 36% of students who take the CLT are homeschooled, more than three times the proportion in the general population. On average, homeschooled students score 6.5 points higher on the CLT. Since higher achieving students take up a larger proportion among CLT users, a student who takes the test with typical CLT users would need a higher score to be at a given percentile rank than a student who takes the test with a nationally representative group.

Table 1 shows that the CLT is a more challenging test than the SAT and the ACT, enabling it to test a wider range of student ability; in fact, there is no SAT or ACT score that corresponds to a CLT score of 115 or above. A CLT score of 114 corresponds to a perfect score of 1600 on the SAT and a perfect score of 36 on the ACT. Furthermore, the table indicates that the group of students who take the CLT are higher-achieving than those who take the SAT or the ACT. For example, a student who has scored an 85 on the CLT is at the 70th percentile of all CLT test takers. This student is expected to score a 1280 on the SAT and 27 on the ACT, which are at the 89th and 85th percentile of all SAT and ACT test takers, respectively. In other words, it is harder to score at the top among CLT takers than among SAT and ACT takers.

Table 1: The Percentiles of CLT and the Corresponding SAT/ACT Scores*

CLT Scaled Score	CLT User Percentile	Concorded SAT Score	SAT Percentile	Concorded ACT Score	ACT Percentile
120	99+	#N/A	#N/A	#N/A	#N/A
115	99+	#N/A	#N/A	#N/A	#N/A
110	99	1560	99+	35	99
105	98	1510	99	34	99
100	94	1460	99	33	98
95	88	1400	97	31	95
90	80	1340	94	29	91
85	70	1280	89	27	85
80	59	1220	83	25	78
75	47	1140	73	23	69
70	36	1080	63	21	58
65	27	1010	50	19	46
60	18	950	28	17	34
55	12	880	26	16	27
50	8	800	14	14	15

The concorded SAT and ACT scores were presented in the 2018 CLT Technical Report. The corresponding percentiles reflect the 2018 percentiles for both tests.

*This table only represents a subset of CLT scores. The official concordance tables contain every possible CLT score point.

Table 2 makes the same comparison for the Verbal Reasoning and Grammar/Writing sections. However, the SAT only has “Math” and “Evidence-Based Reading and Writing” sections. Unlike the CLT, the SAT does not separate the Verbal Reasoning / Reading and the Writing section. To make comparisons possible, Table 2 combines the Verbal Reasoning and Grammar/Writing sections and shows percentiles for the sum of the scores on the two sections. The ACT has three sections like the CLT, separating “English” from Writing. These two ACT sections were combined in the same way as the CLT sections. Table 3 compares the Quantitative Reasoning section of the CLT to the Math sections of the SAT and the ACT.

Table 2: The Percentiles of Verbal Reasoning & Grammar/Writing*

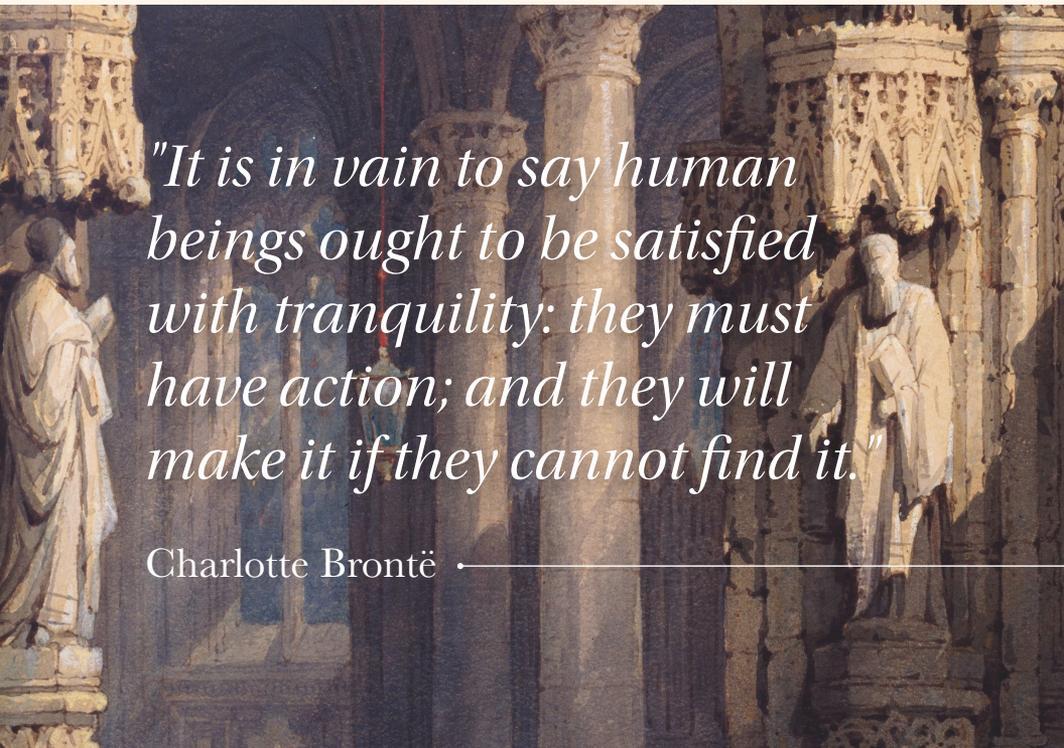
CLT	Percentile	SAT	Percentile	ACT	Percentile
80	99+	N/A	N/A	N/A	#N/A
75	99	790	99+	72	99+
70	93	780	99+	71	99+
65	80	730	99	68	96
60	63	660	92	58	91
55	47	590	76	48	72
50	33	530	58	40	51
45	21	500	48	37	43
40	12	400	16	26	16

*This table only represents a subset of CLT scores. The official concordance tables contain every possible CLT score point.

Table 3: The Percentiles of Quantitative Reasoning*

CLT	Percentile	SAT	Percentile	ACT	Percentile
40	99+	N/A	N/A	N/A	N/A
35	99	780	99	35	99
30	92	700	95	30	95
25	77	620	85	26	83
20	51	550	68	23	68
15	23	480	40	17	38
10	5	420	20	16	29

*This table only represents a subset of CLT scores. The official concordance tables contain every possible CLT score point.



"It is in vain to say human beings ought to be satisfied with tranquility: they must have action; and they will make it if they cannot find it."

Charlotte Brontë

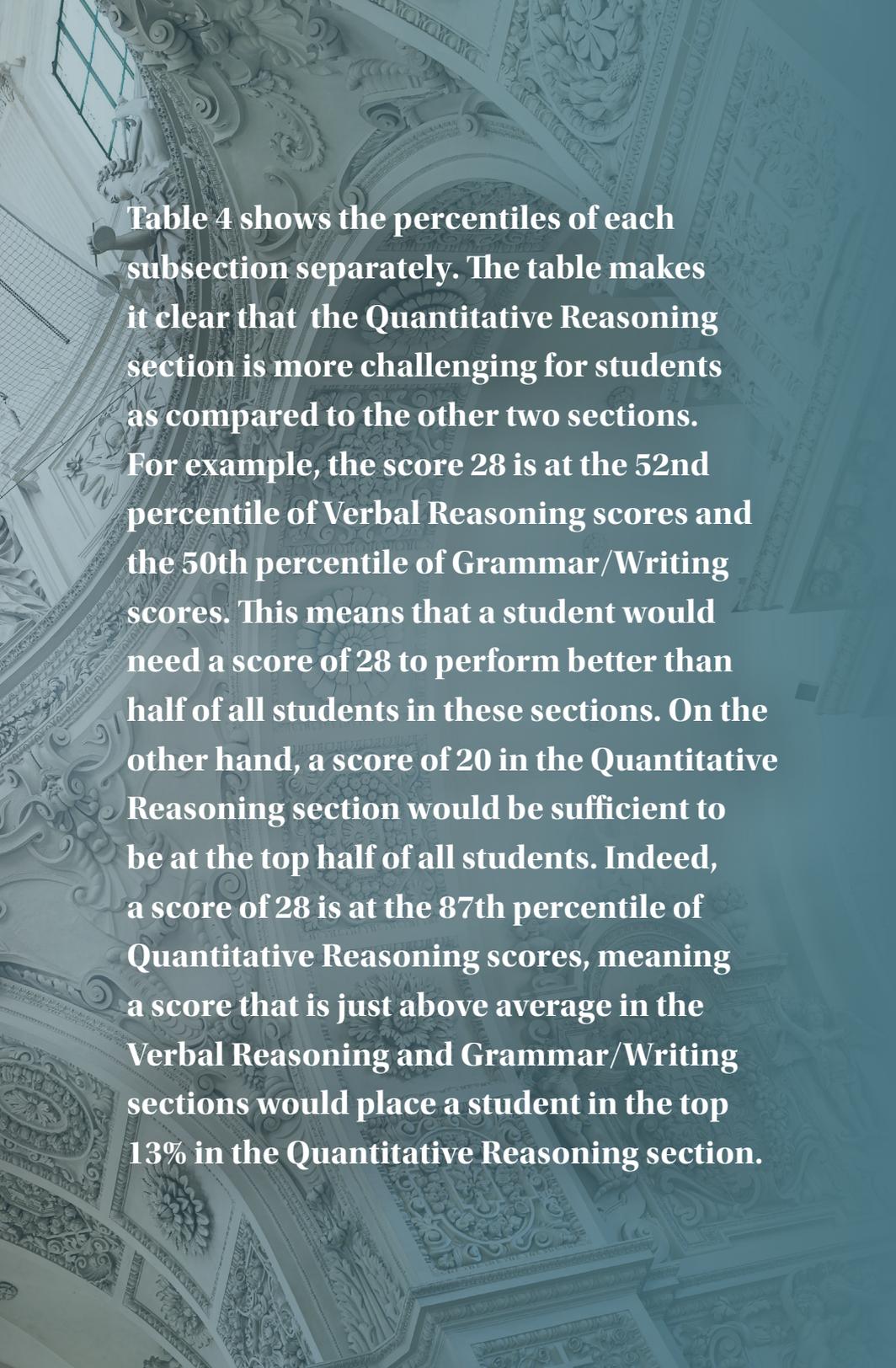
The background of the page is a photograph of a highly ornate, classical architectural ceiling. The ceiling features intricate carvings, including floral motifs, scrolls, and a central figure that appears to be a winged cherub or angel. The lighting is dramatic, highlighting the depth of the carvings. A semi-transparent blue overlay is applied to the entire image, creating a uniform color scheme for the text.

Table 4 shows the percentiles of each subsection separately. The table makes it clear that the Quantitative Reasoning section is more challenging for students as compared to the other two sections. For example, the score 28 is at the 52nd percentile of Verbal Reasoning scores and the 50th percentile of Grammar/Writing scores. This means that a student would need a score of 28 to perform better than half of all students in these sections. On the other hand, a score of 20 in the Quantitative Reasoning section would be sufficient to be at the top half of all students. Indeed, a score of 28 is at the 87th percentile of Quantitative Reasoning scores, meaning a score that is just above average in the Verbal Reasoning and Grammar/Writing sections would place a student in the top 13% in the Quantitative Reasoning section.

Table 4: The Percentiles of Each CLT Section

Scores	Percentiles		
	Verbal Reasoning	Grammar & Writing	Quantitative Reasoning
40	99+	99+	99+
38	99	99	99+
36	96	95	99
34	88	87	98
32	76	76	96
30	64	63	92
28	52	50	87
26	41	39	80
24	31	29	72
22	22	20	62
20	15	14	51
18	10	9	39
16	6	5	28
14	4	3	18
12	2	2	10
10	1	1	5

This table only represents a subset of CLT scores. The official concordance tables contain every possible CLT score point.

— Meet the Board of Academic Advisors

The CLT Board of Academic Advisors is composed of prominent scholars, thought leaders, and visionaries in education.



In addition to the distinguished list of educators in colleges, universities, and private, homeschool, and charter schools, the board has executive leaders from mission-aligned organizations including Classical Academic Press, The Circe Institute, Classical Conversations, Society for Classical Learning, Memoria Press, Association of Classical Christian Schools, American Council of Trustees and Alumni, Heritage Foundation, The Institute for Catholic Liberal Education, and The National Association of Scholars. Collectively these leading scholars on our Board of Academic Advisors advise and advocate for CLT in order to achieve our mission.



A landscape painting showing a coastal town and harbor. In the foreground, there are dark, silhouetted trees and a rocky outcrop. The middle ground features a large body of water with several small boats. In the background, there are rolling hills and a town built on a cliffside. The sky is a pale, hazy yellow. The text "Reconnecting Kno" is written in a white, cursive font across the middle of the image.

Reconnecting Kno

Knowledge & Virtue





Classic Learning Test exists to reconnect knowledge and virtue by providing meaningful assessments and connections to seekers of truth, goodness, and beauty.

For questions and information about upcoming test dates, college and university partnerships, or registration, please contact us at info@cltexam.com

For other inquiries, please call us at: **(844) 925-8392**



CLT

73 FRANKLIN STREET
ANNAPOLIS, MD 21401

CLTEXAM.COM
(844) 925-8392