A Publication of the Law School Admission Council

2012–2013 LAW SCHOOL ADMISSION REFERENCE MANUAL

for Law School Administrators and Prelaw Advisors

2012–2013 LAW SCHOOL ADMISSION REFERENCE MANUAL

LSAC.org

LSAC®

The Law School Admission Council (LSAC) is a nonprofit corporation that provides unique, state-of-the-art admission products and services to ease the admission process for law schools and their applicants worldwide. More than 200 law schools in the United States, Canada, and Australia are members of the Council and benefit from LSAC's services.

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LSAC fees, policies, and procedures relating to, but not limited to, test registration, test administration, test score reporting, misconduct and irregularities, Credential Assembly Service (CAS), and other matters may change without notice at any time. Up-to-date LSAC policies and procedures are available at LSAC.org.

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SECTION 1: **WHO'S WHO AT LSAC**

LSAC offers a wide variety of resources to law schools and prelaw advisors. As a primary point of contact, law school staff should contact their Law School Support Services Regional Support Manager, and prelaw advisors should call Anne Brandt at 215.968.1297. For technical or computer questions, the Help Desk is also available. Below is a summary list of the most commonly needed LSAC telephone numbers and e-mail addresses. It is for use by law schools and prelaw advisors only. Please do not share these numbers with candidates. In order to get appropriate assistance, candidates must call 215.968.1001 or e-mail LSAC at LSACinfo@LSAC.org.

Applicant Evaluation Services

- **LSAT accommodations for persons with disabilities**
  Kim Dempsey
  215.968.1218
  kdempsey@LSAC.org
- **LSAT administration/test center management**
  Terri Neuman
  215.968.1205
  tneuman@LSAC.org
- **Misconduct and irregularities in the admission process**
  Sharon Kemble
  215.968.1204
  skemble@LSAC.org
- **Transcript/UGPA/Credential Assembly Service questions**
  Julio Ballester
  215.968.1181
  jballester@LSAC.org
- **LLM Credential Assembly Service questions**
  Heidi Fox
  215.968.1378
  hfox@LSAC.org

Candidate Services

- **General information and questions**
  Robert Meshanko
  215.968.1195
  rmeshanko@LSAC.org
- **LSAT and Credential Assembly Service (CAS) registration information, fee waivers**
  Vicki Matthews
  215.968.1220
  vmatthews@LSAC.org

Communications

- **General information/websites**
  Wendy Margolis
  215.968.1219
  wmargolis@LSAC.org
- **School and bookstore publication orders**
  Linda Lee
  215.968.1136
  llee@LSAC.org

Data and Statistical Questions

- **School-specific and general reports available to law schools and prelaw advisors**
  Judy Florek
  215.968.1229
  jflorek@LSAC.org
- **General statistical information**
  Kimberly Dustman
  215.968.1154
  kdustman@LSAC.org

Law School Support Services

Bill Carter
Director
215.968.1301
bcarter@LSAC.org

Midwestern Region
Toll Free: 866.577.2011
mwestteam@LSAC.org

Patricia Marks
Regional Support Manager
215.968.1373
pmarks@LSAC.org

Vanessa Saunders
Training and Education Specialist
215.968.1256
vsaunders@LSAC.org

Linda DiSangro
Technical and Software Specialist
ldisangro@LSAC.org

Jason Tyndale
Technical and Software Specialist
jtyndale@LSAC.org

Colleen Stevens
Technical and Software Specialist
cstevens@LSAC.org

Northeastern Region
Toll Free: 866.577.1690
neastteam@LSAC.org

Vineeta Prasad
Regional Support Manager
215.968.1151
vprasad@LSAC.org

Brian Brillman
Training and Education Specialist
215.504.1402
bbrillman@LSAC.org

Cory Robbins
Training and Education Specialist
215.504.1448
crobbins@LSAC.org

Chad Goldberg
Technical and Software Specialist
cgoldberg@LSAC.org

Mercy Thomas
Technical and Software Specialist
mthomas@LSAC.org

Tara Dean
Technical and Software Specialist
tdean@LSAC.org

Southern Region
Toll Free: 866.577.3010
seastteam@LSAC.org

Linda Stranix
Regional Support Manager
215.968.1107
lstranix@LSAC.org

Krista Parson
Training and Education Specialist
215.504.1426
kparson@LSAC.org

Mark Tsebro
Technical and Software Specialist
mtsebro@LSAC.org

Christopher Vogel
Technical and Software Specialist
cvogel@LSAC.org

Beth Janke Love
Technical and Software Specialist
bjanke@LSAC.org

Western Region
Toll Free: 866.577.4240
westernteam@LSAC.org

Meagan Hannigan
Regional Support Manager
215.968.1110
mhannigan@LSAC.org

Vicki Ozarowski
Training and Education Specialist
215.504.1475
vozarowski@LSAC.org

Edward Beaudet
Technical and Software Specialist
ebeaudet@LSAC.org

Neena Chadha
Technical and Software Specialist
nchadha@LSAC.org

Daniel Staniewicz
Technical and Software Specialist
dstaniewicz@LSAC.org

Diversity Initiatives Office

- **General information and questions**
  Kent Lollis
  215.968.1227
  klollis@LSAC.org

  Yessenia García-Lebrón
  215.968.1161
  ygarcia@LSAC.org

  Yusuf Abdul-Kareem
  215.504.1488
  yabdul-kareem@LSAC.org

Prelaw Advisor Services

- **General information and questions**
  Anne Brandt
  215.968.1297
  abrandt@LSAC.org

Recruitment Services

- **Forums**
  Gayle Patterson Withers
  215.968.1206
  gpatterson@LSAC.org
- **Recruitment calendar**
  Judy DiBenedetto
  215.968.1228
  jdibenedetto@LSAC.org

Technical Support Services (Help Desk)

215.968.1393
support@LSAC.org

THE LAW SCHOOL ADMISSION COUNCIL

The Law School Admission Council (LSAC) is a nonprofit corporation that provides unique, state-of-the-art products and services to ease the admission process for law schools and their applicants worldwide. More than 200 law schools in the United States, Canada, and Australia are members of the Council. All law schools approved by the American Bar Association (ABA) are LSAC members, as are Canadian law schools recognized by a provincial or territorial law society or government agency. Many nonmember law schools also take advantage of LSAC's services. Accredited law schools outside of the US and Canada are eligible for membership at the discretion of the LSAC Board of Trustees.

Founded in 1947 as an educational association, the Council relies heavily on the efforts of its member representatives and volunteers. Its volunteer spirit is evidenced by the participation of the many law school deans, professors, and administrators in the governing process of the organization. These volunteers serve on the committees, subcommittees, work groups, and panels that assist and guide the LSAC Board of Trustees in its governance.

The Council sponsors the annual meeting and educational conference for law school admission professionals, deans, and faculty; workshops for new admission professionals; regional workshops on a variety of subjects; and advanced training workshops for seasoned admission professionals. The Council also administers a number of programs designed to increase law school enrollment of members of minority groups, including DiscoverLaw.org.

The Council's website, LSAC.org, offers distinct pathways to information for JD candidates, LLM candidates, law schools, and prelaw advisors. Go to the site for easy-to-find data, event registration, publications, news, and other relevant information.

SECTION 3: **RECRUITMENT SERVICES**

CANDIDATE REFERRAL SERVICE (CRS)

Overview

The Candidate Referral Service (CRS), available through ACES[2], makes information about law school candidates available to law schools. This service enables law schools to contact potential candidates who might not previously have considered applying to those schools. It also lets potential applicants hear from law schools that might be interested in receiving their applications if they possess particular characteristics specified by the law schools relating to LSAT score, grade-point average (GPA), age, citizenship, and racial/ethnic and geographic background. The CRS makes use of descriptive information on file to serve both the law school and the law school applicant in this mutually productive fashion.

Candidate participation is voluntary and free of charge. Participation in CRS is not a substitute for applying to law schools. Candidates who opt to be part of CRS are included in CRS as long as they have both an active file with LSAC—for example, they registered with the Credential Assembly Service within the last five years—and some qualifying activity (e.g., an LSAT registration, a forum registration, a publication order, etc.) in the current CRS cycle. If a candidate has had no qualifying activity in the current CRS cycle, that candidate will not be included in CRS; however, if that candidate has some qualifying activity at any time while his or her Credential Assembly Service file is still active, that candidate will then be included in CRS once again.

The CRS Process

Candidates must indicate their desire to be included in the CRS pool and their willingness to make their name, address, telephone number, e-mail address, and descriptive information (including citizenship, race/ethnicity, and gender) available to law schools participating in the service. Candidates may also opt to make available to law schools information about their preferences for the location of a law school, specific program or curricular offerings, student organizations, and other factors important to them in the admission process.

CRS offers LSAC-member schools the opportunity to search for those participating candidates who meet the law school's criteria at no charge.

Please note: LSAC does not verify the accuracy of the candidate-reported information, including age and racial/ethnic identity. The biographical data in LSAC files are self-reported for any candidate and therefore may not be accurate. Law schools that are not approved by the ABA but meet certain LSAC criteria may apply for CRS searches, but must pay a fee. Not-for-profit educational organizations or institutions that are solely engaged in the support of legal education opportunities for minority students may apply for CRS searches.

Confidentiality of CRS Data

In order to protect each candidate, a law school must maintain the confidentiality of the information it receives through CRS. The information provided by CRS is to be used only by the law school and is not to be released to other departments, schools, or campuses of the institution, or to agencies not acting directly on behalf of the law school. Each law school shows its acceptance of this condition by having an authorized representative sign a statement of confidentiality or agree to the statement electronically in ACES[2].

Generating a CRS Search

During the application year, information for use in CRS searches is updated weekly by LSAC. Law schools may generate searches against these updated data in ACES[2] at their discretion. Schools can also download the CRS data and print a copy of the criteria selections.

CRS Variables

There are many variables that can be selected singly or in combination for a CRS search. LSAT and undergraduate grade-point average (UGPA) data, racial/ethnic identity, test date, and state or province of permanent residence or undergraduate school location are the variables used most often for CRS searches.

LAW SCHOOL FORUMS

Each year, LSAC sponsors Law School Forums in ten major cities—Washington DC, San Francisco Bay Area, and Chicago in the summer; and Atlanta, Boston, Houston, Los Angeles, Miami, New York, and Toronto in the fall. For dates, locations, and more information, go to LSAC.org. The forums provide potential law school applicants with opportunities to talk with representatives of American Bar Association-approved law schools from across the United States, and with representatives from Canadian and Australian LSAC-member schools. Forum participants can obtain admission materials, catalogs, and financial aid information from those schools. They can attend a workshop ("Forum 101") designed to help them make the most of their time at the forum. Other forum workshop topics include the application process, opportunities for diverse candidates, financing a law school education, the LSAT, and career paths in law. There is also a financial aid information table. In addition, visitors are able to review LSAC publications and LSAT preparation materials. Preregistration for forum attendees is available at LSAC.org.

GUIDELINES FOR THE LAW SCHOOL FORUMS

To provide a positive educational experience for forum attendees, member law schools are asked to familiarize themselves with the following guidelines. If law schools use alumni, faculty, or students to staff their tables, they are asked to inform all representatives about these guidelines.

Objectives of Law School Recruitment Forums

1. To provide information on the diversity of law schools, legal education, and careers.

2. To provide law schools with an opportunity to meet a diverse group of prospective law candidates.

3. To encourage prospective law students to seek information from a variety of law schools.

4. To educate prospective law students about the questions they may have about the application process, the LSAT, financial aid, law school programs, and other admission issues.

Forum Protocol

The forum is designed as an introduction to the legal profession and to the law school admission process.

1. All law school representatives should treat other law school representatives and candidates with respect at all times.

2. Questions about another school present at a forum should be referred to that school's representative. If the school is not a forum participant, questions should be directed to the Law School Admission Council information table.

3. In order to ensure that all candidates have access to all law schools participating in a forum, individual schools should not plan or promote recruitment events that conflict with forum hours.

4. Representatives should be knowledgeable about programs and admission requirements.

5. Each school should provide staffing at its table for the entire forum period.

6. If it is necessary to leave the school table, a note should be left indicating the time of return.

7. If school representatives must close the table prior to the end of a forum, staff at the Law School Admission Council information table must be informed.

Forum Logistics

Law school representatives should familiarize themselves with forum logistical arrangements.

1. Each school will have a six-foot table (unless otherwise noted) and two chairs, as well as a sign with the school name and number. Because of space limitations, schools must limit the representation behind their table to no more than three representatives at any one time.

2. In an effort not to inconvenience or interfere with any of the forum law school representatives, recruitment must be limited to designated table areas, and representatives must stand behind their tables. Representatives may not solicit attendees in public areas.

3. To maintain reasonable noise levels, please do not use audio presentations. Electrical outlets will not be available. It is also requested that schools not use displays that might block any surrounding tables, including table displays taller than one foot and floor displays.

4. Outside vendors, test preparation consultants, and other marketing agencies are not permitted to distribute information, sell items, or solicit clients or law school representatives at the forum sites. Questions about suitable marketing practices should be directed to Law School Admission Council staff.

5. A map of school locations is given to attendees.

6. Schools are permitted to drape school banners over their tables.

7. Forum sites do not permit displays/banners to be hung on the walls or pillars.

8. Valuable materials should not be left overnight at tables.

9. LSAC provides refreshments in a specially designated area of the forum and each law school is provided with two lunch tickets.

10. Smoking will be permitted in designated smoking areas only.

Marketing and Interacting With Candidates

Certain marketing practices demean the quality and integrity of the forums.

1. If possible, application and financial aid deadlines should be provided, as well as other information concerning the admission cycle.

2. Schools are not permitted to distribute promotional materials such as pens, pencils, bags, candy, and so on, nor are they permitted to conduct raffles for prizes or to sell items at their tables, as these activities distract from the educational aspect of the forum.

3. The use of surveys and rankings that purport to compare the quality of law schools may be misleading to applicants, and, for that reason, is discouraged.

4. In addition, as stated in the *Statement of Good Admission and Financial Aid Practices*, recruitment activities should not include unreasonable and unfounded comparisons with other law schools.

5. Forum attendees who are contacted by schools after a forum should be provided with accurate information about admission procedures and standards, so they may better understand their chances of being accepted.

The Role of the Law School Admission Council at the Forums

LSAC will staff an information table at each forum. Please refer questions to this table concerning general issues, such as

- test registration,
- LSAT and Credential Assembly Service (CAS) fees,
- workshops, and
- statistical information about the LSAT.

Contacting Prospective Students

1. Participating schools may contact preregistrants in advance of the forums. Information regarding all forum attendees, as requested in the forum registration process, will be available to participating schools within two weeks of each forum for recruiting purposes.

2. Attendees are assigned a five-digit identifier, and schools are urged to record the numbers rather than asking attendees to complete an information card.

3. Law school representatives may download from LSAC contact information about forum attendees following the event, in order to facilitate record-keeping and follow-up contacts.

Commitment to Diversity

The forums are designed to provide information on the diversity of legal education and careers. Schools participating in the forums reflect that diversity and should make every effort to ensure that attendees are encouraged to talk with specific law school representatives and to seek information from a variety of schools. In addition, LSAC is committed to diversifying the legal profession, and the forums specifically seek to encourage minority applicants to consider law school and to research and apply to several law schools.

1. Law school representatives should encourage prospective minority law students to visit the LSAC minority resource table to acquire information about special programs designed to assist them in the application process.

2. Law school representatives should encourage minority applicants to attend the educational workshop on minority issues.

These guidelines represent the consensus of the members of the 1985 LSAC Programs, Education, and Prelaw Committee, which recommended these guidelines after extensive discussion in March 1985 and further revised the guidelines in October 1985. The guidelines were reviewed and revised by the LSAC Services and Programs Committee in March 1991. The guidelines were reviewed and revised by the LSAC Recruitment Issues Subcommittee in February 1997 and by the Services and Programs Committee in April 1997, in March 2000, in March 2001, in March 2003, and in March 2007.

RECRUITMENT CALENDAR

The *Recruitment Calendar*, posted online at LSAC.org, is a listing of law school recruitment and information events across the nation. The calendar includes both the type of event and its sponsor by region, and is arranged chronologically.

LAW SCHOOL ADMISSION TEST (LSAT)

The Law School Admission Test (LSAT) is a half-day, standardized test administered four times each year at designated testing centers throughout the world. The test is an integral part of the law school admission process in the United States, Canada, and a growing number of other countries. It provides a standard measure of acquired reading and verbal reasoning skills that law schools can use as one of several factors in assessing applicants. The LSAT consists of five 35-minute sections of multiple-choice questions. Four of the five sections contribute to the test taker's score. These sections include one reading comprehension section, one analytical reasoning section, and two logical reasoning sections. The unscored section, commonly referred to as the variable section, typically is used to pretest new test questions or to preequate new test forms. The placement of this section in the LSAT will vary. A writing sample is administered at the end of the test. The writing sample is not scored by LSAC, but copies are sent to all law schools to which the candidate applies. The score scale for the LSAT is 120 to 180.

The LSAT is designed to measure skills that are considered essential for success in law school: the reading and comprehension of complex texts with accuracy and insight, the organization and management of information and the ability to draw reasonable inferences from it, the ability to think critically, and the analysis and evaluation of the reasoning and arguments of others.

The three multiple-choice question types in the LSAT are:

Reading Comprehension Questions

These questions measure the ability to read, with understanding and insight, examples of lengthy and complex materials similar to those commonly encountered in law school. The Reading Comprehension section contains four sets of reading questions, each consisting of a selection of reading material, followed by five to eight questions that test reading and reasoning abilities.

Analytical Reasoning Questions

These questions measure the ability to understand a structure of relationships and to draw logical conclusions about that structure. The test taker is asked to reason deductively from a set of statements and rules or principles that describe relationships among persons, things, or events. Analytical Reasoning questions reflect the kinds of complex analyses that a law student performs in the course of legal problem solving.

Logical Reasoning Questions

These questions assess the ability to analyze, critically evaluate, and complete arguments as they occur in ordinary language. Each Logical Reasoning question requires the test taker to read and comprehend a short passage, then answer a question about it. The questions are designed to assess a wide range of skills involved in thinking critically, with an emphasis on skills that are central to legal reasoning. These skills include drawing well-supported conclusions, reasoning by analogy, determining how additional evidence affects an argument, applying principles or rules, and identifying argument flaws.

Test Registration

Most law school candidates learn about the LSAT from LSAC's website at LSAC.org. The website contains all the information needed to register for the test, register for the Credential Assembly Service, and order publications and includes complete information on test dates and testing centers.

Test takers must register in advance of the test date. Walk-in registration on the day of the test is not permitted at any test center for any test administration.

Throughout the year, candidates may register for the LSAT online or by telephone in accordance with the deadlines indicated at LSAC.org.

There are two, separate registration periods: regular registration and late registration. Anyone who registers for a specific LSAT administration during the regular registration period is not eligible for late registration for that same LSAT administration. Once a candidate has registered for a test during the regular registration period, that candidate may not withdraw or cancel his or her registration and reregister for that same test during the late registration period.

LSAC recommends that candidates register early, as nearby centers may already be full if candidates register too close to the regular registration deadline or during late registration. Candidates will find up-to-the-minute information on test center availability when registering through their LSAC.org account.

Online and telephone registration fees must be paid at the time of the candidate's registration by VISA, MasterCard, DISCOVER, or American Express card only. When registering online, the candidate must proceed to Checkout and submit a credit card number for payment. Otherwise, the seat reservation expires when not paid within the allotted time. All registrants are subject to the same refund policies.

Providing registration information online or by telephone is deemed to be consent to the policies and procedures published online at LSAC.org.

Candidates who observe a Saturday Sabbath and cannot take the test at a regular administration may take the LSAT on one of the Saturday Sabbath observers test dates established by LSAC or take the (Monday) June exam, which is an administration date for all candidates. A copy of the test questions and a copy of the candidate's answer sheet will not be made available for Saturday Sabbath observers administrations, which are nondisclosed tests. (For more information regarding administrations of the LSAT for Saturday Sabbath observers and nondisclosed tests, go to LSAC.org.)

For candidates who are registered LSAC.org account holders, the itemized test information for disclosed tests will be available via their LSAC.org accounts subsequent to the test date.

The LSAT is administered in a number of countries outside the US and Canada. The test center registration deadline for these centers is earlier than the regular registration deadline, and there is no option for late registration. Candidates requesting an accommodated test at a published test center outside the US, the Caribbean, or Canada must submit all required documentation relating to their disability in time to meet the appropriate published test-center registration receipt deadline for those test centers.

When registering for the LSAT, candidates may also choose to send their biographical, LSAT, GPA, and other undergraduate degree-granting school information to the principal prelaw advisor at their four-year undergraduate degree-granting institution.

Once the candidate registers, a file is created under an eight-digit LSAC account number. An LSAT Admission Ticket or Credential Assembly Service confirmation (or both) is sent only to those candidates with no LSAC.org account. Online users must print their own admission tickets from their LSAC.org accounts.

Candidates wishing to retake the LSAT must register and pay the appropriate fees for each test administration.

Except as noted below, candidates may not take the LSAT more than three times in any two-year period. This policy applies even if test takers cancel their score or it is not otherwise reported. LSAC reserves the right to cancel a candidate's registration, rescind a candidate's admission ticket, or take any other steps to enforce this policy, which is a necessary component of LSAC's security procedures. For significant extenuating circumstances, exception to this policy may be made by LSAC. To request an exception, candidates must submit a signed, detailed explanation addressing the circumstances that they feel make them eligible to retake the LSAT. They will be notified by e-mail of approval or denial of their request. LSAC's decisions are final.

Test Administration

New test centers are listed on the website as soon as they are opened. Each December, online registration becomes available for the subsequent June administration. In May, registration opens for the October, December, and February administrations. Test center information will only be available through LSAC.org. Test centers are usually located at colleges, law schools, and some secondary schools, and are generally within a reasonable distance of any candidate. For information on the establishment of nonpublished test centers, go to LSAC.org (**Future JD Students** section). Supervisors of test centers are usually officials of the institutions where the test centers are located. A few weeks before the test date, supervisors receive the necessary test forms and supplies from LSAC. About 10 days before the test, supervisors receive a roster of LSAT candidates assigned to their test centers.

On the day of the test, supervisors match the candidates' LSAT Admission Tickets with the data on their test center rosters. Candidates must show one form of valid, current (or expired within 90 days of the test date), government-issued ID containing a recent, recognizable photo. Acceptable IDs include passport book, passport card, driver's license, state- or province-issued ID card, US military ID card (Common Access Card), US Permanent Resident Card (Green Card), Canadian Permanent Resident Card, National ID card, Consular ID card, or Canadian healthcare benefit card. Government-issued employment IDs, school IDs, Social Security cards, Social Insurance cards, birth certificates, credit cards (including those with photo), photocopied IDs, and any ID expired for more than 90 days prior to the test are not acceptable. Those unable to produce proper identification are not permitted to take the test. The candidates' first and last name on the admission ticket must match exactly the first and last name on the ID.

In addition, candidates must attach to their ticket a recent photograph (taken within the last six months) showing only their face and shoulders. The photograph must be clear enough so there is no doubt about the test taker's identity, and must be no larger than 2x2 inches (5x5 cm) and no smaller than 1x1 inch (3x3 cm). The candidate's face in the photo must show the test taker as he or she looks on the day of the test (for example, with or without a beard). The photograph will be retained by LSAC only as long as needed to assure the authenticity of test scores and to protect the integrity of the testing process.

The effort to ensure that tests are administered properly begins with the appointment and instruction of test center supervisors and their staff. Each supervisor receives an *LSAT Supervisor's Manual* and is expected to master its policies and procedures. It sets forth the general requirements of test center management such as the type of facilities and staff needed, handling and security of test materials, proper seating of candidates, timing, and maintenance of test security. It also provides detailed rules for conducting the test session, verbatim directions to candidates, and forms for reporting on several aspects of the administration, including any irregularities that may occur.

LSAC offers a test center staff training program, designed to reinforce test center procedures and emphasize test security to ensure that each candidate has an equal opportunity to earn a valid score.

Operation of test centers is continually monitored by LSAC staff. Test observations are conducted at selected centers on a regular basis. If testing conditions at a center are found to be inadequate, appropriate adjustments are made. Each case is investigated by LSAC and appropriate action is determined on a case-by-case basis. Should there be serious problems in administering the test, candidates are notified as quickly as possible of options. (In some cases, candidates are offered a makeup test.)

Inquiries About Test Questions

If a test taker finds what he or she believes to be an error or ambiguity in a test question that affects his or her response to the question, the test taker should report it to the test supervisor as soon as he or she finishes the test and write immediately to LSAC. Candidates may contact LSAC about test questions by e-mail at LSATTS@LSAC.org.

Test Scoring

Approximately three weeks after a test administration, answer sheets are scored and results are available for reporting. Delays can occur due to delayed receipt of answer sheets (especially from test centers outside the US, the Caribbean, and Canada), scoring problems, candidate errors in completing documents, security investigations, and other similar events. The task of translating the marks on test answer sheets into interpretable score reports is accomplished largely by high-speed scoring and data-processing equipment.

To ensure that a test taker's results will be matched with those he or she may have earned at earlier administrations, identification is required of the candidate each time he or she takes the test. The normal scoring process for a candidate's LSAT answer sheet begins with a machine that reads the number of credited responses marked on the sheet. To assure accurate scoring, a test taker must follow instructions carefully and properly complete the LSAT answer sheet. If improper completion of the test taker's answer sheet precludes machine scanning, LSAC may score the test by hand.

To ensure the greatest possible accuracy in the scoring and reporting operation, a series of checks is built into the data-processing system. The system is programmed to reject cases in which test taker identification information is inadequate or questionable. In these cases, the score is manually added to the electronic file. In addition, a continuous quality control procedure, based on a random sample of all the cases, provides a constant independent check on the entire system.

If a test taker has reason to believe that his or her score is not accurate, he or she may request a score review, including confirmation of the test taker's identification and handscoring of the answer sheet. Rescoring can, of course, result in score decreases as well as increases. If a change in score occurs during the handscoring process, the revised score will be sent to the test taker and the law schools to which he or she has applied. Requests to handscore answer sheets must be made in writing and received no later than 60 days after the test date. Additional statements about scoring policies, practices, accuracy, and reporting may be found under **LSAC Policies** on our homepage at LSAC.org.

Score Reporting

LSAT score reports are produced for the candidate, for law schools to which the candidate applies, and, with the candidate's permission, for the principal prelaw advisor at the candidate's four-year undergraduate degree-granting institution. Those who took the LSAT under accommodated conditions will not receive a percentile rank. Note that online users must print their LSAT score reports from their LSAC.org account. A paper score report will be mailed at no additional charge only to those who have not established an LSAC.org account.

Score by E-mail

Approximately three weeks after each test administration, scores will be e-mailed to all LSAC.org account holders. It is the responsibility of the candidate to ensure that a current e-mail address is on file. The e-mail message will provide the LSAT score and percentile rank for the most recently administered test, but not for previous tests. Scores and percentiles for past tests administered within the last five years are available to online users.

LSAT Candidate Reports—Paper and Online

LSAC mails score reports approximately four weeks after each test administration to test takers without online accounts. The report will indicate current test results and the results of all tests for which the candidate registered since June 1, 2007, including absences and cancellations. A candidate report can accommodate up to 12 test dates. An average score is also calculated and reported when more than one reportable LSAT score is on file. An average score is not reported if one test is taken under accommodated conditions. The LSAT Candidate Report also contains a copy of the test questions in each scored section (disclosed tests only), a list of item responses comparing the candidate's answers with the credited responses for each question that contributed to the score, a copy of the test taker's LSAT answer sheet, and a score conversion table showing the reported LSAT score that corresponds to each possible raw score.

LSAC.org account holders may access their complete score reports in their LSAC.org account. The online score report is broken down into six parts:

- Item Response Report (IRR), i.e., the test taker's responses and the credited responses (for disclosed tests only)
- IRR Additional Information Document
- Answer Sheet (for disclosed tests only)
- Writing Sample
- Disclosure Book (for disclosed tests only)
- Conversion Table (for disclosed tests only)

Disclosed questions will be available online for six months following the test date.

Candidates who take a nondisclosed test, those who test at a Saturday Sabbath observers administration, those who take the braille version of the test, and those who test at any other special administration will receive only their score and percentile. **Note:** One braille test a year will be disclosed.

LSAT and Credential Assembly Service Law School Reports

Most applicants' LSAT scores are reported to law schools on the Credential Assembly Service Law School Report. LSAT Law School Reports will be produced for the few law schools

that do not require the Credential Assembly Service, and for applicants educated outside the US, its territories, or Canada, who are applying to law schools that do not require the authentication and evaluation feature (see page 17) of the Credential Assembly Service. The LSAT Law School Report will contain biographical information, current test results, and the results of all previous reportable LSAT scores since June 1, 2007, including cancellations and absences. An average score is also calculated and reported when more than one reportable score is on file. Copies of the test taker's most recent LSAT writing samples, with a limit of three, from as far back as June 1, 2007, are also sent. Older scores (back to June 1, 2003) may be reported on law school reports at the candidate's request.

An LSAT Law School Report can be produced only when a reportable LSAT score is on file and LSAC has received a request from a law school.

A complete explanation of the information that appears in the Credential Assembly Service Law School Reports can be found beginning on page 23.

LSAT Undergraduate College Score Reports

If a candidate gives permission at the time he or she creates an online account or registers for the LSAT, biographical information (including the candidate's e-mail address), LSAT scores, degree date, and undergraduate major are sent to the principal prelaw advisor at the candidate's undergraduate degree-granting college. Candidates are encouraged to grant such permission, as this information may help the prelaw advisor improve services to candidates as well as to all students and alumni of the college or university. These undergraduate college score reports are available via the prelaw advisors' website (accessed through LSAC.org) approximately four weeks after each test administration.

LSAT Writing Samples

Since June 1982, the LSAT has required a writing sample from each test taker. LSAC does not score the writing sample, but copies are sent to all law schools to which a candidate applies. According to a 2006 LSAC survey of 157 United States and Canadian law schools, almost all schools utilize the writing sample in evaluating at least some applications for admission. Failure to respond to writing sample prompts and frivolous responses have been used by law schools as grounds for rejection of applications for admission.

The writing prompt presents a decision problem. The candidate is asked to make a choice between two positions or courses of action. Both of the choices are defensible, and candidates are given criteria and facts on which to base their decisions. There is no right or wrong position to take on the topic, so the quality of each test taker's response is a function not of which choice is made, but of how well or poorly the choice is supported and how well or poorly the other choice is criticized.

The LSAT writing prompt was designed and validated by legal education professionals. Since it involves writing based on fact sets and criteria, the writing sample gives applicants the opportunity to demonstrate the type of argumentative writing that is required in law school, although the topics are usually nonlegal.

In developing and implementing the writing sample portion of the LSAT, LSAC has operated on the following premises: First, law schools and the legal profession value highly the ability to communicate effectively in writing. Second, it is important to encourage potential law students to develop effective writing skills. Third, by virtue of the reasoning, clarity, organization, language usage, and writing mechanics displayed in the essay, a sample of an applicant's writing, produced under controlled conditions, is a potentially useful indication of that person's writing ability. Fourth, the writing sample can serve as an independent check on other writing submitted by applicants as part of the admission process. Finally, writing samples may be useful for diagnostic purposes related to improving a candidate's writing.

Although LSAC does not score the writing sample, it can provide valuable information for the admission process. The three most recent writing samples are sent with law school reports to the law schools to which a candidate has applied.

LSAT Score Consideration

The LSAT permits the direct comparison of the abilities of persons from diverse educational backgrounds. In addition, it is a reliable indicator of reading and reasoning skills related to academic performance in law school, particularly in the first year. Its relationship with first-year law school performance has been well established in at least 5,000 validity studies conducted on behalf of individual law schools since the inception of the test.

For tests administered after June 1, 1991, raw scores (the total number of credited responses) have been placed on a score scale ranging from a low of 120 to a high of 180. The 120 to 180 scale has been designed to have a mean of approximately 150 and a standard deviation of approximately 10. It should be noted that the actual score distributions of the 120 to 180 LSAT are likely to vary somewhat from the theoretical distribution. See page 13 for a percentile table showing the national distribution of 120–180 LSAT scores for the June 2009 through the February 2012 test administrations.

All test forms of the LSAT reported on the same score scale are designed to measure the same abilities, but one form may be slightly easier or more difficult than another. The scores from different test forms are made comparable through a statistical procedure known as equating. As a result of equating, a given score earned on different forms reflects the same level of ability. And because of equating, candidates who happen to test with an atypically able group of test takers will not be disadvantaged since their scores do not depend on the specific test-taker group they encounter.

Law schools are cautioned that LSAT scores should not be used as the sole criterion for admission to law school but rather should be one part of the information about candidates (e.g., undergraduate grades, recommendations, and so on) used to aid in the selection process. (See *Cautionary Policies Concerning LSAT Scores and Related*

Services in Appendix A.) Scores on the LSAT have certain advantages over the other elements to be considered. The primary advantage is that they provide a standard measure and are administered to all applicants under standard conditions. Unlike undergraduate records, which represent different courses and professors for each applicant, the LSAT demands the same or equivalent tasks of everyone. This standardization permits direct comparison of a law school's applicants both with other applicants to that institution as well as with all applicants who have taken the test.

Because of the need to provide a standard measure, LSAC is not able to offer aptitude tests related specifically to the requirements for success in a particular law school. The net effect is that LSAT results, while serving a useful purpose in the admission process, may not measure all of the elements important to success or to the specific admission requirements of individual institutions. Test results require examination in relation to the total range of information about each prospective law student.

Score Interpretation

There are three principal considerations that one should take into account when using test scores:

- the usefulness of the score in predicting academic performance at a particular law school (validity);
- the similarity of the score obtained to the score that would have been obtained if the same candidate had taken a different but parallel form of the test (reliability); and
- the test performance of other law school applicants, as well as the test performance of students currently enrolled at a particular law school.

Validity

Test *validity* is the term used to describe the degree to which a test measures what it is designed to measure. Validity can be viewed in a number of ways. Content validity, for example, deals with the degree to which the knowledge and ability tested are appropriate to the purpose and use of the test and to the field with which the test is concerned. The content validity of the LSAT lies in its testing the kinds of skills and abilities that are involved in the study of law—the ability to read, understand, and reason logically and analytically. Another kind of validity, predictive validity, describes the ability of one variable to accurately predict another. Thus, the LSAT is valid to the extent that it accurately predicts performance in the first year of law school. To investigate the predictive validity of a test, LSAC conducts validity studies to estimate the relationship between an individual's test scores and some measure of his or her later performance (e.g., law school grades). One measure of test validity is obtained by regression analysis, a statistical tool that yields, among other things, a correlation (or validity) coefficient. It should be noted, however, that there are some difficulties involved in carrying out a validity study for the LSAT; these include the limited range of the ability of students studying law (most are very well qualified); the difficulty of finding acceptable, reliable, and suitably far-ranging criteria (grades for some schools do not offer enough variation, ratings are often unreliable, and performance evaluations are hard to accumulate and validate); and, in some cases, the small number of candidates available for study from any one law school.

Over the years, most law schools have participated in studies that have compared students' LSAT scores with their first-year grades in law school. While the correlations between test scores and grades are not perfect, these studies show that LSAT scores help to predict which students will do well in law school. Moreover, the combination of a student's LSAT score and undergraduate grade-point average yields a better prediction of law school performance than either measure used alone. Typically, LSAC uses three years of first-year grade data in the validity study process to smooth out the inevitable fluctuations that can occur from one year to another.

The relationship between performance on the LSAT and performance in the first year of law school varies from law school to law school. For the 182 law schools that participated in LSAC validity studies in 2011, the correlations between average LSAT score and first-year law school grades ranged from .16 to .54, with a median correlation of .36. (Correlation is stated as a coefficient for which 1.0 indicates an exact positive correspondence.) The correlations between UGPA and first-year law school grades ranged from .09 to .45, with a median correlation of .28. However, the correlations between the combination of average LSAT score and undergraduate grades with first-year law school grades ranged from .27 to .63, with a median correlation of .46. Summaries of LSAT validity studies and other LSAT research can be found in member law school libraries and on LSAC.org.

The LSAT is not designed, nor intended to be used, for predicting success in the practice of law.

Reliability and Standard Error of Measurement

The effectiveness of a test is limited, in part, by the number of questions it asks and the amount of time a candidate is given to answer those questions. The best possible test can provide no more than an approximate measure of a candidate's true achievement or ability. Moreover, candidates perform at different levels on different occasions for reasons quite unrelated to the characteristics of a test itself. The accuracy of test scores is best described by the use of two related statistical terms, reliability and standard error of measurement.

Reliability is a measure of how consistently a test measures the skills under investigation. The higher the reliability coefficient for a test, the more certain we can be that test takers would get very similar scores if they took the test again. A reliability coefficient can vary from 0.00 to 1.00; a test with no measurement error would have a reliability coefficient of 1.00 (never attained in practice). LSAC reports an internal consistency measure of reliability for every test form. In the past, reliability coefficients for LSAT test forms have ranged from .90 to .95, indicating a very reliable test. This is certainly sufficient evidence of reliability to justify the use of test scores in individual counseling and prediction.

All measures, including the undergraduate record, faculty recommendations, and first-year law school grades, are unreliable to some degree. One of the strengths of test scores is that their reliability can be easily quantified in contrast to other measures used in admission decisions. Although undergraduate records, being the accumulation of four years' grades, tend to have high reliability, faculty ratings and recommendations have often been shown to be of relatively low reliability.

An individual LSAT score by itself has no significance; it acquires meaning only when placed in comparison to other LSAT scores or other measures. An important consideration in interpreting a test score, therefore, is how an applicant for admission to a particular law school compares with all LSAT examinees, with other applicants to the same law school, and with students already enrolled in the school. The latter two relationships are, of course, known only to the individual law school, but many schools provide some comparative data in the *ABA-LSAC Official Guide to ABA-Approved Law Schools* or in the *Official Guide to Canadian Law Schools* (available only online).

The group choosing to take the LSAT is highly select and able. The percentile ranks for LSAT candidates' scaled scores would be considerably higher if their scores were compared with those of a random sample of college seniors.

As noted previously, scaled scores are directly comparable across recent years. Percentile ranks, however, show the relative position of scaled scores within a distribution of scores for a specified group. Since the norm groups on which the LSAT percentile ranks are based change each year, the percentile rank for an LSAT score in one year may differ from that same score in another year. The standing (relative meaning) of any score, therefore, depends on the specific reference group with which it is compared. Equal percentile ranks do not represent equal standards of performance across time or groups; however, equivalent scaled scores do represent approximately equal standards of performance across time or groups.

The LSAT, like any standardized test, is not a perfect measuring instrument. One way to quantify measurement error is through calculation of the *standard error of measurement* (SEM). The SEM, which is usually about 2.6 points for LSAT forms, indicates how close a test taker's observed score is likely to be to his or her true score. True scores are theoretical scores that would be obtained from perfectly reliable tests with no measurement error—scores never known in practice.

Score bands, or ranges of scores that contain a test taker's true score a certain percentage of the time, can be derived using the SEM. LSAT score bands are constructed by adding and subtracting the (rounded) SEM to and from an LSAT score (e.g., the LSAT score, plus or minus 3 points). Scores near 120 or 180 have asymmetrical bands. Score bands constructed in this manner will contain an individual's true score approximately 68 percent of the time.

Measurement error also must be taken into account when comparing LSAT scores of two test takers. It is likely that small differences in scores are due to measurement error rather than to meaningful differences in ability. The standard error of score differences provides some guidance as to the importance of differences between two scores. The standard error of score differences is approximately 1.4 times larger than the standard error of measurement for the individual scores.

Thus, a test score should be regarded as a useful but approximate measure of a candidate's abilities as measured by the test, not as an exact determination of his or her abilities. LSAC encourages law schools to examine the range of scores within the interval that probably contains the test taker's true score (e.g., the test taker's score band) rather than solely interpret the reported score alone.

A short explanation for candidates of the concepts of validity, reliability, and the standard error of measurement can be found at LSAC.org.

National Distribution of LSAT Scores

The LSAT percentile table (page 13) shows the national distribution of 120–180 LSAT scores for the June 2009 through February 2012 test administrations.

The percentile rank for any given test score, reported in the right-hand column of the table, is the percentage of test scores that are less than the given score.

Using Multiple Scores

The Council's Test Development and Research (TD&R) Committee has examined and continues to examine the problems of predicting the law school academic performance of candidates who repeat the LSAT. Several studies have explored alternatives for using multiple LSAT scores for repeat test takers in predicting law school academic performance. These results apply for repeated tests on the same score scale.

The committee emphasized the following conclusions:

- Using the *average* LSAT score of repeaters to predict their law school academic performance in comparison with nonrepeaters is clearly better than using the first score, the last score, the highest score, the lowest score, or the highest score reduced by an arbitrary number of points.

- After a diligent search, researchers have been unable to find a procedure for predicting the law school academic performance of repeaters that is clearly better than averaging repeat LSAT scores.

Averaging repeat LSAT scores may not be appropriate for every candidate who repeats the test. For example, if it is documented that a candidate was ill or that some other unusual condition occurred at one of the test administrations, the score involved probably should be ignored.

Based upon research it supervised, the TD&R Committee recommended that all law schools that consider candidates presenting more than one score use the average LSAT score rather than any single score on the same score scale. The committee recommended that the average LSAT scores of repeaters, together with an admission index based upon the

average LSAT score, appear on law school reports in addition to individual LSAT scores and admission indexes based upon individual scores.

Validity Studies and Admission Index Selection

One of the uses of the results of the validity studies for some law schools is for the selection of components of an index formula. The index formula, whether based on validity study results or on law school-specified weightings, is applied to applicant data by the law school in its admission process.

The validity studies performed by LSAC for participating law schools use statistical regression analysis techniques to relate the grades obtained by first-year law students with the LSAT scores and undergraduate grade-point averages on file for these students as candidates. By the nature of these studies, there is a long lag time from the time most candidates who become law school students earn LSAT scores and provide undergraduate grades until the validity study results for these students are available for use in the admission process.

For example, consider the first-year law school class for the 2009–2010 school year. Most of these students were applicants, earned their LSAT score, and provided undergraduate data during the 2008–2009 application year. A few students had test scores from testing years earlier than 2008–2009. The first-year grades were earned during the 2009–2010 school year and were reported to LSAC early in the fall of 2010. Following the receipt, entry, and checking of the first-year grades, the validity analyses were run, with the results reported later in the fall of 2010. Because this was the middle of the 2010–2011 application year, the first best opportunity to use validity study results to adjust the admission index and be consistent for all candidates in the application process was in the summer of 2011 for use with the 2011–2012 application year. Thus, for most candidates, LSAT scores earned in a given testing year will not be available for use with an admission index until three application years later.

By this schedule, validity study results using LSAT scores earned during the 2010–2011 testing year will be available for admission index use during the 2013–2014 application year.

The LSAT and Guidance of Educationally Disadvantaged Candidates

The interaction of poverty, segregation, and unequal educational opportunity has created a group of students described conventionally as "educationally disadvantaged." Equal educational opportunity generally has not been available to African Americans, Latinos, Asian Americans, Native Americans, and other minority groups. Thus, when candidates from these racially/ethnically diverse groups take tests such as the LSAT, questions sometimes arise concerning the interpretation of their test scores.

Scores on the LSAT, as on other tests of its kind, never completely represent the potential of any candidate. This is

Score Distributions for the June 2009 Through February 2012 Testing Years Combined*

Score	Pct Below
180	99.9%
179	99.9%
178	99.9%
177	99.8%
176	99.7%
175	99.5%
174	99.3%
173	98.9%
172	98.6%
171	98.0%
170	97.2%
169	96.5%
168	95.6%
167	94.2%
166	92.9%
165	91.4%
164	89.5%
163	87.4%
162	85.1%
161	82.5%
160	79.9%
159	76.9%
158	73.6%
157	70.3%
156	66.7%
155	63.3%
154	59.8%
153	55.6%
152	51.6%
151	47.9%
150	44.4%
149	40.2%
148	36.6%
147	33.6%
146	29.9%
145	26.7%
144	23.6%
143	20.6%
142	18.3%
141	15.7%
140	13.7%
139	11.7%
138	9.9%
137	8.5%
136	7.0%
135	6.0%
134	4.8%
133	4.0%
132	3.3%
131	2.7%
130	2.1%
129	1.8%
128	1.4%
127	1.1%
126	0.9%
125	0.7%
124	0.6%
123	0.5%
122	0.4%
121	0.3%
120	0.0%

*Tests given under nonstandard conditions are not included.

especially true for minority candidates whose educational experience, in and out of school, may have differed significantly from that of the majority of candidates.

It cannot be emphasized too often that uncritical use of test scores to forecast any individual candidate's performance is always inappropriate, but it may be especially so for those who were disadvantaged in their earlier educational preparation. It is best to consider as wide a range of information as possible for the most accurate assessment of any candidate's potential for success. This is especially true of some minority or disadvantaged candidates. In addition to test scores, such information might include the undergraduate record, evidence of motivation and drive, education and work experience, indications of particular interest in a field, community leadership, and attitude about and commitment to education.

Law school admission decisions regarding educationally disadvantaged candidates require a willingness to invest more time than usual in evaluating their potential for success in law school. To obtain the kind of information needed, it may be necessary to solicit interviews and recommendations from students, administrators, and faculty at such a candidate's institution and in his or her home community. Thorough inquiry into the candidate's personal background may also help.

Many law schools, in an effort to help disadvantaged candidates enter and complete a standard academic program, do not automatically dismiss such candidates' lower test scores, but use additional background information to develop special programs designed for disadvantaged students. The availability of such programs, both before and after admission, should be considered when making admission decisions about disadvantaged candidates.

In summary, law school admission professionals should be cautious and discerning when interpreting the test scores of candidates believed to be educationally disadvantaged due to past experience and social and environmental circumstances. The general rule that test scores should not be used alone as a basis for educational decision making should be stringently applied in the case of minority and/or disadvantaged candidates.

Accommodations for Persons With Disabilities

Accommodations may be available to individuals with documented disabilities who are registered to take the LSAT. Please be aware that submission of the Accommodations Request Packet does **not** guarantee testing accommodations. Decisions will be made on a case-by-case basis using the documentation submitted.

The test is available in regular print; large, 18-point-type print; and braille. A nonscannable answer sheet is also available. Depending on the nature of the condition, other accommodations may include, but are not limited to, the use of a reader, an amanuensis, a wheelchair-accessible test center, additional rest time between sections, or additional testing time. Requests for these or other arrangements, or the use of special aids, should be included when the candidate submits his or her registration materials.

To request accommodations for the LSAT, a candidate must obtain an Accommodations Request Packet online or by contacting LSAC. It is important that candidates review the entire Accommodations Request Packet for detailed information on accommodated testing policies, procedures, and deadlines; they must be certain to check LSAC.org often for updates. **Candidates must first register for the LSAT** and then submit all the required forms in the Accommodations Request Packet.

The Accommodations Request Packet contains forms that the candidate and his or her evaluator must complete, a description of the type of documentation that must be supplied to support the request for accommodations, and detailed instructions for completing the forms.

The candidate must be registered for the LSAT in order for his or her request for accommodations to be processed. Candidates may register online, by phone, or by submitting a paper registration form, which can be obtained by calling 215.968.1001. **It is the candidate's responsibility to obtain and submit all required documentation by the receipt deadlines listed in the Accommodations Request Packet.**

Barring unforeseen circumstances, LSAC will respond to the candidate's request for accommodations within 14 working days of its receipt; however, depending on the nature of the request and the documentation submitted, the entire process may take substantially longer. Therefore, if a request is received within two (2) weeks of the deadline, the candidate may not have the opportunity to supplement his or her file if, after review of the request, LSAC determines that additional information is needed to make a decision. Additionally, the candidate may not be able to request reconsideration of LSAC's decision. We strongly recommend that the candidate submit his or her request for accommodations well in advance of the registration deadline so that he or she can receive timely notification of LSAC's decision. This will facilitate the candidate's planning and preparation for the test.

If a request for accommodations is granted, LSAC will make arrangements with the test center and send both the candidate and the test center supervisor confirmation of the accommodations granted. Since some test centers may be unable to provide certain types of accommodations, LSAC strongly recommends that the candidate register early to allow sufficient time for alternate arrangements, if necessary. LSAC cannot guarantee that candidates will test at the test center for which they hold an admission ticket. Additionally, a test may be scheduled for an alternative, later date. Candidates must also **notify** LSAC's Accommodated Testing department if they change their test center location. Notification must be received in writing by the appropriate receipt deadline.

If a request for accommodations is denied or incomplete, candidates will be registered at a standard administration of the LSAT.

How to Reach Accommodated Testing

- **Online** LSAC.org
- **E-mail** accom@LSAC.org
- **Phone** 215.968.1001
- **Fax** 215.504.1420

US mail address:
LSAC Accommodated Testing
PO Box 8512
Newtown PA 18940-8512
USA

Courier address:
LSAC Accommodated Testing
662 Penn Street
Newtown PA 18940-0995
USA

Candidates who seek additional test time on scored sections of the test should pay particular attention to the following:

- If a candidate receives additional test time as an accommodation for a condition, LSAC will send a statement with the Credential Assembly Service or LSAT Law School Reports advising that the score(s) should be interpreted with great sensitivity and flexibility.
- Scores earned with additional test time are reported individually and will not be averaged with standard-time scores or other nonstandard-time scores.
- Percentile ranks of nonstandard-time scores are not available and will not be reported.
- All information related to a request for accommodations will remain confidential unless the candidate authorizes its release. If a candidate wants this information to be sent with his or her law school reports, the candidate must complete and submit the Authorization to Release Information Form included in the Accommodations Request Packet.

Test takers who receive accommodations are subject to the same score cancellation policy as all other test takers. All LSAC policies published on LSAC.org will apply to test takers who receive accommodations on the LSAT.

If a candidate wishes to take the LSAT again or transfer the registration to another date, he or she must submit another written request for accommodations by the deadline associated with the registration for an administration of the LSAT. All documentation submitted must meet LSAC's **current** criteria and reflect the **current impact** of the condition. If the candidate needs additional or different accommodations, he or she must complete all the required forms.

LSAC reserves the right to make final judgment regarding testing accommodations.

Avoiding Misuse of LSAT Scores

The LSAT is designed to serve only the admission process and has not been validated for any other purpose. LSAT performance is subject to misunderstanding and misuse in other contexts, as in making an employment decision about an individual who has completed most or all of his or her law school work. These considerations suggest that LSAT scores should not be included on law school transcripts, nor supplied to inquiring employers. For their part, employers should not seek or use individual LSAT scores in the employment process. As well, bar examination officers wishing to use LSAT scores for research are encouraged to obtain scores from LSAC under existing LSAC research policies.

The Law School Admission Council's Board of Trustees, which determines policy for LSAC, has adopted a policy of restricting release of LSAT scores only to the candidate, and, at the candidate's request, to law schools and the candidate's prelaw advisor. For the guidance of interested parties, the Law School Admission Council has approved and issued *Cautionary Policies Concerning LSAT Scores and Related Services*, which is reprinted in full in Appendix A.

CREDENTIAL ASSEMBLY SERVICE (CAS)

The Credential Assembly Service provides a number of services that benefit law school candidates and law schools. It began as a service to centralize the collection of transcripts for applicants educated in the US, its territories, or Canada who were applying to US law schools. The Credential Assembly Service has recently been expanded to include the evaluation of transcripts for applicants educated anywhere outside that original region. Known as the authentication and evaluation feature of the Credential Assembly Service, this expanded service allows applicants educated anywhere in the world to obtain benefits similar to those educated in the US, its territories, or Canada in their pursuit of admission to law school. Further explanation of this feature can be found on page 17. The Credential Assembly Service

- centralizes the collection of college transcripts and letters of recommendation/evaluations required for law school admission decisions,
- combines a summary of these transcripts with LSAT scores and basic data about law school applicants,
- produces for law schools a Credential Assembly Service Law School Report for each applicant, and
- provides candidates with access to electronic applications for all ABA-approved law schools.

The Credential Assembly Service Law School Report (in combination with the evaluative report of the work completed outside the US, its territories, and Canada, when applicable) summarizes the data collected and serves as a convenient cover sheet for the candidate's credentials. Candidates may view their own Academic Summary Report in their LSAC.org account.

On the Credential Assembly Service Law School Report banner, grades and measures of credit are reported in a standard form of notation. Grades are not standardized on the international credential evaluation document, but rather, are reported on the school's indigenous scale. LSAT scores since

June 1, 2007, including absences and cancellations, are also reported on the Credential Assembly Service banner. TOEFL and IELTS scores, if available and applicable, are reported on the international credential evaluation document.

In addition to the report, the law school receives copies of undergraduate (and, if applicable, graduate) school transcripts and copies of the three most recent writing samples (as far back as June 2007). If the candidate has chosen to use the optional Letter of Recommendation Service, or if the law school(s) to which the candidate applies requires its use, then copies of up to four letters received by LSAC will be sent with the law school report, depending upon the school's requirements. Candidates may also use the evaluation service, which is adjunct to the Letter of Recommendation Service, except that the evaluation service is entirely online. (For more information, see page 18.) If the candidate has chosen to use the electronic application service, a copy of the application will be sent either as a part of the law school report or under separate cover, depending upon the school's application receipt preference. The candidate may check his or her LSAC.org account for an update of reports requested by or sent to law schools.

The Credential Assembly Service transcript summarization service (including the international credential evaluation document) is not a substitute for the reasoned judgment of admission committees and admission professionals, and the Credential Assembly Service Law School Report is not meant to be a substitute for the transcript. LSAC does not assess the candidate's credentials or chances of being admitted to law schools. Because it provides in one uniform document much of the basic data required by law school admission committees, the Credential Assembly Service eases the clerical burden of law schools and allows admission committees to devote more time to careful evaluation of each candidate's credentials.

If desired by the law school, the objective measures of an applicant's background (LSAT and GPA) can be combined into a single number called an admission index, using a formula provided by the law school (see page 26). The law school also has the option of determining whether the GPA earned at the four-year undergraduate degree-granting institution or the cumulative GPA earned at all institutions attended will be used in the index formula. Law schools are contacted each spring concerning their choice of index options.

As of August 2011, LSAC no longer reports a cumulative GPA or admission index for some applicants. This includes applicants who

- received their undergraduate degree from an institution located outside the US, its territories, or Canada, and who also completed less than 60 credits of US/Canadian undergraduate-level work prior to the awarding of the international degree;
- received their undergraduate degree from a US institution that does not issue grades and credits, only narratives;
- received their undergraduate degree from a US institution that does not issue grades and credits, only narratives, and also completed less than 60 credits of other US/Canadian undergraduate-level work prior to the awarding of the US/Canadian degree;
- do not have an institution identified as their undergraduate degree-granting school and have a total of less than 60 credits of US/Canadian undergraduate-level work on their file.

If law schools use an index to assess their applicants, reporting an index (which uses the cumulative GPA for calculation) or cumulative GPA for someone who only had a few hours of US/Canadian classes could be misleading.

Before registering for the test or for the Credential Assembly Service, candidates should check the LSAT and Credential Assembly Service requirements of their prospective law schools. They can find this information on the **Credential Assembly Service** section of LSAC.org. Since deadlines at individual law schools vary, candidates should register for the Credential Assembly Service at least eight weeks before law school application deadlines, and may register as early as March of their junior year.

The Credential Assembly Service Process

A candidate's registration for the Credential Assembly Service is valid for a five-year period beginning on the date LSAC processes the candidate's Credential Assembly Service registration request. If a candidate registers for an LSAT during that time, the five-year period begins again.

Candidates may register for the Credential Assembly Service using LSAC's website at LSAC.org.

When the registration is processed, a file is created under an eight-digit LSAC account number as the main identifier. The candidate may confirm a Credential Assembly Service registration by checking his or her LSAC.org account.

Checking File Status

Online

Candidates may check the up-to-date status of their LSAC file online at LSAC.org. Using their LSAC.org account, Credential Assembly Service registrants can check information such as the following:

- Receipt (or nonreceipt) of transcripts
- Receipt of letters of recommendation
- Receipt of evaluations
- Reports requested by or sent to a law school
- Receipt of electronic applications submitted through LSAC
- The name and telephone number of the prelaw advisor at the candidate's four-year undergraduate degree-granting school

Candidates will need their username and password to access their file online.

Transcript Processing

The candidate should follow these steps when requesting transcripts for the Credential Assembly Service:

- Register for the LSAT and the Credential Assembly Service **prior** to requesting transcripts.
- Send a Transcript Request Form—which should be downloaded from the applicant's LSAC.org account—to the registrar of each institution he or she attended. Special instructions are printed directly on this form. Transcripts received directly from a candidate, or in a form other than an official envelope from the registrar, will be returned unprocessed.
- As an applicant completes additional coursework, updated official transcripts should be submitted to LSAC along with a Transcript Request Form.

As long as the candidate's file is current, the reporting term for the report request is still active, and the school has not submitted a deny decision (if they have chosen the option to discontinue paper Credential Assembly Service updates for those whom they deny), updated transcript summaries will be sent to those schools that have received Credential Assembly Service Law School Reports previously.

Registrars will send the candidate's Transcript Request Form to LSAC with the official transcript to expedite the matching of the transcript to other applicant data. Candidates may check their online file to confirm receipt of transcripts. A description of the Credential Assembly Service policies and procedures for transcript summarization is available online in the **LSAC Policies** section.

All transcripts are processed as received. Transcript reproductions sent by LSAC to law schools are not official. Before reproduction, all transcripts are water-marked "CAS ONLY—UNOFFICIAL" along with the date and school code number. Law schools will receive reproductions only; original documents are kept at LSAC.

If a candidate has attended an institution from which he or she is unable to obtain a transcript due to an outstanding financial obligation, he or she must note that in the online registration. A notation stating the college code, years attended, and "Financial Obligation" will appear in the "Notes" section and within the "Transcript Analysis" portion of the law school report. Similarly, if LSAC determines that a candidate has attended an undergraduate school that is not listed when the candidate registers, a notation stating the college code, years attended, and "Unacknowledged Transcript" will appear in the same sections of the report.

If LSAC receives transcripts that were not listed on the original Credential Assembly Service registration, these transcripts will still be summarized, reproduced, and included in the candidate's file. If reports to law schools have been sent prior to LSAC's receipt of these unlisted undergraduate transcripts, a revised report will be forwarded to appropriate law schools as long as the reporting term for the report request is still active and the school has not submitted a deny decision (if they have chosen the option to discontinue paper Credential Assembly Service updates for those whom they deny).

If a law school requires matriculants to present official transcripts noting degree conferral, these transcripts must be obtained directly from the institution(s) at the request of the enrolling student. An exception to this policy exists for applicants educated outside the US, its territories, or Canada. At the end of the decision processing cycle, original transcripts for these applicants will be sent to the school at which the applicant matriculates.

All law schools using the Credential Assembly Service are urged to acknowledge that their application deadline has been met if LSAC has received a candidate's documents prior to the law school's deadline.

Credential Assembly Service International Credential Evaluations

The Credential Assembly Service allows applicants educated outside the US, its territories, or Canada to obtain benefits similar to those educated in that region in their pursuit of admission to law school.

LSAC's Credential Assembly Service, in association with the American Association of Collegiate Registrars and Admissions Officers (AACRAO), provides transcript authentication and evaluation for all institutions located outside the US, its territories, or Canada. The data from AACRAO's evaluation is assembled into an international credential evaluation document that contains AACRAO's summary, as well as copies of the transcripts (and translations, as necessary) and a TOEFL score, if applicable, that must be requested by the applicant through the Educational Testing Service (ETS). LSAC's designated institution code for TOEFL requests is 8395. IELTS scores, if applicable, will also be included in the international credential evaluation document. Applicants must request that their score be sent to LSAC when completing the application form to take an IELTS test.

This international credential evaluation and its associated documents are incorporated into the regular Credential Assembly Service report, with its familiar banner page, writing samples, letters of recommendation, evaluations, and applications (if applicable). There is no additional fee; it is included in the standard Credential Assembly Service fee. Reports are produced in both paper and electronic versions. Upon LSAC's processing of all matriculation decisions, the *original* transcript(s) received by LSAC is forwarded to the law school.

Applicants must list every undergraduate, graduate, professional, and law school attended in the US, its territories, or Canada during the registration process. Schools attended outside this region must also be listed **only** if candidates are applying to a law school that requires the authentication and evaluation feature, and applicants received their undergraduate degree from an institution outside the US, its territories, or Canada, **or** if applicants were directly enrolled at a school(s) outside the US, its territories, or Canada **and** the

total amount of work completed at all institutions combined that are outside the region is the equivalent of more than one year of postsecondary study in the US, its territories, or Canada. A transcript must be sent for every school listed during the registration process.

Law schools may choose whether or not to use this authentication and evaluation feature, and at what level. Schools may require, accept, or not accept the transcript authentication and evaluation feature. A link to the participating schools will be available in the applicants' files. Questions about participation should be directed to your LSAC Regional Support Manager.

LSAC Applicant References

The **LSAC Letter of Recommendation (LOR) Service** is offered as a convenience to Credential Assembly Service registrants, recommendation letter writers, and law schools. Law school applicants use their LSAC.org account to direct LORs to specific law schools based on each school's desire to receive a specific number of letters and based on the applicant's desire to target the letters appropriately to individual schools. LORs are sent with the paper Credential Assembly Service Law School Reports as well as electronically.

An unlimited number of active letters may be in a candidate's file, and multiple LORs from a single recommender are accepted. This provides the opportunity for each candidate to target letters from each recommender.

By identifying their recommenders in their LSAC.org account, candidates ensure that their letters of recommendation will be properly matched and routed. Providing recommender information is required, as it speeds the processing of the letter. Recommender information is necessary to direct letters to particular law schools. In addition to the recommender information, candidates are asked to provide a brief description of the contents or intended use of each letter. The description, along with their LSAC account number and a barcode, will appear on the Letter of Recommendation Form that candidates must print out and mail, or e-mail, to each recommender. Their recommenders will need to check the description on the form to make sure they attach the correct letter to the correct form. Each law school's LOR preferences will be indicated to the candidate during the process.

LSAC will continue to accept copies of letters from undergraduate school credential services or career planning offices. An LOR form must be received with *each* letter sent by one of these offices.

Letters must be received by LSAC at least two weeks prior to a school's application deadline in order for LSAC to ensure that the letters will be sent to the school before its deadline.

Copies of letters of recommendation processed by LSAC will be sent according to the options specified by each school. Law schools may change their schedule for receiving Credential Assembly Service reports and LORs at any time. Each school's preference will be viewable by candidates online. Law schools may choose to receive the letters

- when the initial law school report is sent;
- when the initial law school report is ready **and** a specified number of LORs have been received;
- not at all;
- each time a new LOR is received by LSAC, up to the limit set by the school;
- when there are new LORs **and** there is other new activity such as transcript or score updates;
- with updated law school reports once per week;
- with updated law school reports twice per month; or
- with updated law school reports once per month.

Candidates can monitor the status of their letters in their LSAC.org account.

LSAC's Evaluation Service is a simple online tool that evaluators can use to provide structured, consistent, and worthwhile information about applicants to law schools. Evaluators rate specific noncognitive factors that will help law schools assess whether an applicant is a good fit for law school and the legal profession. These noncognitive factors are based on recent research on their relation to success in law school and the legal profession. Focus groups of law school professionals informed the design of this service.

LSAC's Evaluation Service includes ratings of 30 individual attributes and skills in six categories, including:

- intellectual skill,
- personal qualities,
- integrity and honesty,
- communication,
- task management, and
- working with others.

The evaluations are an adjunct to LSAC's current Letter of Recommendation (LOR) Service and will function in a similar way, except that the Evaluation Service is entirely online. Recommenders may choose electronic or paper submission of their letters. Electronic submission is fast and secure.

Using ACES[2], participating law schools will be able to choose any combination of letters of recommendation and evaluations that they may wish to require or accept (up to four of each). Applicants will provide evaluator information in their LSAC account. Applicants will assign evaluations to law schools to which they apply, just as they do LORs. A single person can do both evaluations and LORs, but the applicant

must determine, based on each law school's requirements, which service (LOR or Evaluation) to solicit and assign. Schools' evaluation requirements are displayed for applicants just like LOR requirements.

For LORs, applicants may print out or e-mail request forms to their recommenders. For evaluations, they submit a request by e-mail to begin the process. The process takes place completely online.

Applicants have the option of waiving their right to see the evaluations. They must provide a separate waiver of access for LORs. Applicants can track the status of their evaluations in their LSAC account.

When an applicant submits a request, the evaluator will receive an e-mail from LSAC with a link back to a private, secure evaluator website. The evaluator creates an account with LSAC. The account will display the names of all applicants who have requested an evaluation from that person. Evaluators will respond to questions about their relationship to the applicant, in addition to rating the applicant's skills and attributes. Evaluators do not have to complete evaluations in one sitting; they can go back to their account as needed. Completed evaluations are submitted online to LSAC.

Evaluation reports are sent to schools on paper or electronically, or both, depending on the preferences specified by the school. Applicants designate which evaluations to use in each school's report. The results of the designated evaluations are then compiled and sent to the school in conjunction with the applicant's law school report. The first page of the evaluation report contains information about the evaluator and his or her relationship to the applicant. The second part of the report displays, in an aggregated grid format, the ratings of all evaluators for the 30 skills and attributes. Evaluators can include comments after each category and general comments at the end of each evaluation. These are appended to the documents that are transmitted to the law schools.

Electronic Applications

The Credential Assembly Service registration fee includes access to electronic applications (FlexApp) for all ABA-approved law schools. The FlexApp is *not* a common application; each law school may include school-specific information requirements in addition to the many standard FlexApp questions. Law schools also have the option of *not* including some standardized information in their applications (an example might be schools that are not allowed to collect race/ethnicity data). Law schools may also customize the order of their application sections. Applications will vary according to the law schools' needs and requirements.

Applicants can electronically attach personal statements, résumés, and other documents to each application. This data is available to schools electronically (through ACES^2), as a PDF, and on paper. Each school can submit its FlexApp preferences to LSAC at any time throughout the year, including the time intervals at which schools would like the data transferred. Law schools can elect to activate applications for a new admission year while current-year applications are still available online. Schools can have as many separate JD and LLM applications as they need. Schools can specify a link name for each, which is displayed at LSAC's candidate website, LSAC.org, for applicants to select. Individual FlexApp links for placement on each school's website (for direct access by applicants) are retrievable from ACES^2. FlexApp options that schools can select include defining the start and stop dates and times for application transmission for each entry term; specifying the level of interest in receiving electronic applications from candidates (accepts, prefers, requires); bundling applications with Credential Assembly Service reports; collecting application fees electronically via LSAC; transferring and depositing fees collected by LSAC electronically; certifying applications electronically; and waiving application fees automatically for applicants who have an approved LSAC fee waiver. Law schools can also waive their FlexApp fee for individual applicants and for applicants solicited via CRS.

Credential Assembly Service Law School Reports

A candidate's file is complete and a Credential Assembly Service report can be produced only when

- a candidate is a current registrant for the Credential Assembly Service,
- a reportable LSAT score is on file,
- all undergraduate transcripts from schools listed on the candidate's registration have been confirmed by the applicant and received and summarized by LSAC,
- a request for the report has been received from a law school to which the candidate has applied, and
- the appropriate fees have been received.

Candidates are instructed to forward their application to each law school electronically via LSAC or the law school's website, or by mail. Individual law schools then request the candidate's report from LSAC through the Admission Communication & Exchange System (ACES^2). The requests are made automatically at time intervals selected by the school. Once LSAC receives a request from a law school, it knows that the applicant has applied to that law school and adds the school to the candidate's file, thus triggering the production of a Credential Assembly Service Law School Report both electronically and on paper when the file is complete. Note that schools may opt to have paper reports suppressed if desired.

Credential Assembly Service Law School Reports contain:

- biographical information;
- a year-by-year, college-by-college summary of undergraduate grades and credits;
- photocopies of each transcript sent to LSAC;

- up to 12 of the candidate's most recent test results received since June 1, 2007, including cancellations and absences, and an average LSAT score when more than one reportable score is on file;
- photocopies of the last three LSAT writing samples as far back as June 2007;
- an admission index, if requested by the law school;
- the name of all law schools reporting a candidate's prior matriculation or intent to matriculate and the year in which such reports were made (only if such information has been reported);
- a "yes" or "no" notation of whether the candidate has ever been the subject of a misconduct or irregularity in the admission process determination;
- special documents such as a letter from a certified professional regarding a disability, if authorized by the candidate, or a letter from LSAC regarding conditions during a particular test administration;
- copies of up to four letters of recommendation processed by LSAC, depending upon the school's requirements;
- evaluations (up to four); and
- a copy of the school's application, depending upon the school's requirements. Applications may be sent separately from law school reports.

If applicants have used the authentication and evaluation feature of the Credential Assembly Service, a separate evaluation of those credentials will be included in the Credential Assembly Service Law School Report. It will contain:

- biographical information,
- an overall postsecondary summary,
- individual postsecondary institution information,
- secondary school information,
- comments/resource information, and
- TOEFL and/or IELTS score information, if applicable.

Updated reports are produced when: (1) there is score-reporting information available, for example, adding a previous or new LSAT score or a TOEFL or IELTS score to the candidate's file; (2) a correction has been made to the LSAC academic record summarization or the AACRAO international credential evaluation for the candidate; (3) a candidate submits updated transcripts to LSAC; (4) LSAC receives an additional letter of recommendation; (5) LSAC receives an additional evaluation; or (6) a school reports a candidate's prior matriculation or intent to matriculate. The reason for the updated report is indicated on the report in the area titled UPDATE REASON. If the update is due to the addition of a TOEFL or IELTS score or an addition or correction to an AACRAO international credential evaluation, the update reason will be indicated as A&E on the Credential Assembly Service banner. See the update reason in the middle of the attached international credential evaluation for the specific reason. A complete international credential evaluation report, including all transcripts, will be provided for an authentication and evaluation update. For applicants educated in the US, its territories, or Canada, updated reports are accompanied only by a copy of the transcript, writing sample, letter of recommendation, or evaluation associated with the update. Not all documents are sent. **If an updated report is produced due to a correction to the academic record, on occasion there may be no transcript attached (i.e., coding error).** Updated reports produced as a result of a change to prior matriculation data will never have any documents attached.

Reports are sent even if the available LSAT score is from a past testing year, and the candidate has registered for a current-year test that has not yet been given. An updated report is sent when the current score becomes available. If the only available LSAT notation is a report that the candidate was absent or that a score was canceled, the Credential Assembly Service Law School Report is not produced.

The Credential Assembly Service Law School Report produced for each candidate may be based on less than eight semesters of work. If a law school needs grades from an additional semester in order to make an admission decision, it should advise the candidate to have the later transcript sent to LSAC.

Candidates may view their Academic Summary Report in their LSAC.org account when all undergraduate transcripts have been received and summarized. Candidates who have completed work outside the US, its territories, or Canada and have used the authentication and evaluation feature of the Credential Assembly Service may view their international credential evaluation in their LSAC.org account. Admission index information does not appear on these reports. Candidates are, however, provided with necessary formulas to determine what the admission index will be. The candidate is encouraged to check the biographical data and the transcript analysis area of his or her report for accuracy. If the candidate is aware of any discrepancies that exist on the report, he or she is instructed to print out the report, circle the area(s) in question, note the corrected information (if available), and mail a copy and any accompanying explanations to LSAC. The candidate is notified of the outcome of LSAC's review.

Candidates should go online to check the up-to-date status of their LSAC.org account.

(A complete explanation of the information that appears in a Credential Assembly Service Law School Report begins on page 23. A complete explanation of the information that appears in an International Credential Evaluation report provided by AACRAO begins on page 80.)

Summary of US and Canadian Transcripts

Grading systems used by US and Canadian undergraduate institutions vary widely in style, format, and clarity. To bring uniformity to the transcript summarization process, LSAC has developed grade-conversion procedures for the Credential Assembly Service that are periodically reviewed by LSAC committees.

The procedures used are fully disclosed to candidates and institutions receiving reports. In addition, copies of the transcripts themselves accompany reports sent to law schools, enabling admission professionals to study the transcripts and exercise their own judgment. The transcript summary service is not a substitute for the reasoned judgment of admission committees and admission professionals, and the Credential Assembly Service Law School Report is not meant to be a substitute for the transcript. The report is intended only to simplify the exercise of that judgment. Undergraduate institutions and individual applicants are advised that they are free to communicate directly with law school admission personnel about special aspects of candidates' grades and transcripts.

How US and Canadian Grades Are Converted

Grades are converted to a standard 4.0 system in order to provide law schools with a uniform basis for comparing applicants (see Grade Conversion Table, page 22).

LSAC-member schools, in establishing the Credential Assembly Service, have selected a common set of numerical values to represent the various grading systems used by institutions. LSAC makes no attempt to assess the value of grades earned at different institutions. Members of law school admission committees understand that a particular grade earned at one institution may not have the same meaning as the identical grade at another. In all cases, a copy of the candidate's transcript(s) accompanies the Credential Assembly Service Law School Report. Interpretation of the grade-point average (GPA) is left to the school's expertise.

For example, a Credential Assembly Service average of 3.33 always signifies a B+; if a B+ at a particular institution is meant to indicate unusual achievement, then appropriate weight should be given to it by the law schools. Undergraduate schools are able to explain unusual or unique aspects of their grading systems via their "institution statement," which is reported to LSAC yearly. Law schools may view this statement in the *Interpretive Guide to Undergraduate Grading Systems* at LSAC.org.

If LSAC were to convert standard grades in the various ways that might be recommended by individual institutions, students with identical undergraduate grade notations would find themselves with widely divergent averages. This would inevitably bring pressure to bear on institutions to adopt the highest possible conversion scales. The resulting Credential Assembly Service averages would lose any semblance of uniformity and law schools would have to recalculate transcripts to obtain meaningful results.

The ultimate purpose of the Credential Assembly Service is to minimize the routine, manual aspects of the admission process, thereby freeing admission personnel to look beyond a student's cumulative average. The more important questions—such as what a particular average means at a given undergraduate institution or whether an applicant's record has improved significantly from year to year—can then be given appropriate attention. These kinds of considerations are vital when comparing large numbers of candidates.

LSAC encourages law schools to contact candidates directly if they note any discrepancy between candidate-supplied information and information supplied and confirmed by LSAC on the Credential Assembly Service Law School Report. Once an explanation has been obtained, either the candidate or the law school should provide LSAC with the corrected information so that LSAC can send this new information to other law schools receiving reports for the candidate. If, in the school's judgment, the candidate has supplied false or misleading information, the school should submit documentation to the LSAC Misconduct and Irregularities in the Admission Process Subcommittee. (For more information on misconduct and irregularities matters, see page 29 and Appendix D.) If a law school notes a discrepancy between the Credential Assembly Service Law School Report and the LSAC-supplied transcript copies, the law school should inform LSAC. LSAC will then contact the candidate and resolve the discrepancy.

US and Canadian Grades Excluded From Conversion

- Withdraw, Withdraw/Pass—only if the issuing school considers the grade nonpunitive.
- Incomplete—only if the issuing school considers the grade nonpunitive.
- Those given for remedial courses only if the transcript clearly indicates they are remedial.
- Those awarded after the first undergraduate degree was received.
- Those assigned no measure of credit by the granting institution, regardless of the grade. Physical Education, Practical Art, Practical Music, and ROTC courses that are assigned credit will be included in the academic summary even if the granting institution does not include these courses in its calculation of a GPA.
- Passing grades from systems of one or two passing grades (e.g., Pass/Fail, Satisfactory/Unsatisfactory, Credit/No Credit, or Honors/Pass/Fail, High Pass/Pass/Fail), and those for which conversion rules cannot be formulated, including courses for which a transcript gives only narratives or descriptions. Credits for the work in these courses are totaled and reported separately as unconverted credits (see next page).

- Grade symbols that have multiple meanings at the issuing school and the issuing school's registrar is unable to confirm whether course credit was attempted (such as NC=**either** No Credit Attempted or No Credit Awarded, etc.). The total number of credits usually assigned to that particular type of course will appear on the applicant's academic summary, but will not be included in the GPA calculation.

- Withdrawal grades that signify failure (such as WF=Withdraw/Fail, WU=Withdrew Unsatisfactory, WNP=Withdrew Not Passing) if the issuing school considers the grade nonpunitive. The total number of credits assigned to these grades will appear on the applicant's academic summary, but will not be included in the GPA calculation.

- The original grade for a repeated course when the transcript does not show both the grade and the units for the original attempt. The total number of credits assigned to these grades will appear on the applicant's academic summary, but will not be included in the GPA calculation.

- A No Credit grade that does not signify failure and for which no attempt at credit was made (e.g., NC=No Credit/Withdraw or NC=No Credit Attempted).

US and Canadian Failing Grades

Any grade notation that signifies failure (such as No Credit, No Credit/Fail, Not Passing, Incomplete/Fail, Withdraw/Fail, Unsatisfactory, Fail, etc.) is converted to zero on the 4.0 scale and is included in the calculation of the GPA, even if the issuing school considers the grade to be nonpunitive. Failure is defined as credit attempted, but not earned. If a transcript is not clear about credit attempted, LSAC staff will contact the registrar at the issuing school to confirm whether course credit was attempted. Incomplete and Withdraw grades considered punitive by the issuing school will be included in the conversion. The only exception to this policy is for No Credit, Withdraw/Fail, repeated courses, and incomplete grades specifically explained under the "US and Canadian Grades Excluded From Conversion" section beginning on the previous page.

Repeated Courses

All grades and credits earned for a repeated course will be included in the GPA calculation if the course units and grades appear on the transcript. A line drawn through course information or a grade does not eliminate the course from GPA calculation if the course units appear on the transcript.

Academic Notes

If an undergraduate transcript contains an academic note(s) such as dean's list, study-abroad credits, academic probation, suspension, dismissal, warning, and so on, it will be noted on the law school report. Transcript notations such as dean's list, Phi Beta Kappa, summa cum laude, and the like will be included on the report as "Academic Honors." Academic honors not included on transcripts will be noted on the law school reports if an official, sealed letter sent from the registrar is received by LSAC.

Advanced Placement (AP) or College Level Examination Programs (CLEP)

AP or CLEP courses are summarized and included in the GPA if the undergraduate school transcript shows grades and credits for them. (See "Unconverted Credit Hours" for transcripts showing credits but no grades.)

US and Canadian Grade Conversion Table

LSAC Conversion	Grades as Reported on Transcripts				
4.0 Scale	A to F	1 to 5	100–0*	Four Passing Grades	Three Passing Grades
4.33 4.00 3.67 3.50	A+ A A– AB	1+ 1 1–	98–100 93–97 90–92	Highest Passing Grade (4.0)	Highest Passing Grade (4.0)
3.33 3.00 2.67 2.50	B+ B B– BC	2+ 2 2–	87–89 83–86 80–82	Second Highest Passing Grade (3.0)	Middle Passing Grade (3.0)
2.33 2.00 1.67 1.50	C+ C C– CD	3+ 3 3–	77–79 73–76 70–72	Third Highest Passing Grade (2.0)	Lowest Passing Grade (2.0)
1.33 1.00 0.67 0.50	D+ D D– DE or DF	4+ 4 4–	67–69 63–66 60–62	Lowest Passing Grade (1.0)	
0.00	E and F	5	Below 60	Failure (0.0)	Failure (0.0)

*In some instances, a school's numeric grading scale might be converted differently than shown here.

Grade-Point Average (GPA)

LSAC calculates a GPA for each year and a cumulative GPA for each undergraduate institution that issued a transcript for a candidate. A cumulative GPA for a school within an institution cannot be calculated. A cumulative GPA that includes all undergraduate work is also calculated and reported.

In calculating a GPA, LSAC uses the grades and credits for every course that can be converted to the 4.0 scale, although the institution issuing the transcript may exclude some of the courses from its own calculations. Courses excluded from the academic summary are not included in the GPA calculation.

Course Credits

All credits are reported in terms of semester hours. All earned credits not reported in semester hours are converted to that system. Trimester hours are treated as semester hours; quarter hours are multiplied by .67 to arrive at semester hours. Credits recorded in other units are converted to semester hours using the formula supplied by the institution issuing the transcript.

Unconverted Credit Hours

Although passing grades for courses with only one or two passing grades are not converted to the 4.0 scale, credit is given for them in the academic summary (see "US and Canadian Grades Excluded From Conversion" on page 21 for examples). These courses, and any course for which the transcript shows credit but no grade, appear in the Unconverted Credit Hours section of the Credential Assembly Service Law School Report.

Explanation of the Credential Assembly Service (CAS) Law School Report

Description by Section

The following is a description of the Credential Assembly Service Law School Report, divided into its four major subject areas. **(Please refer to the sample report on page 71.)**

Background Information

Much of this background information is self-explanatory. The candidate is identified by name, LSAC account number, and Social Security/Social Insurance number. If the candidate has already reported during the current term, the reason for the updated report will appear here (e.g., transcript, score, etc.). The term and year for which the report is being provided is displayed. The completion date is the day the candidate's file becomes ready to report to a law school(s). The service type is CAS, indicating the applicant has registered and paid for the Credential Assembly Service. The candidate's birthdate, age, sex, and previous name (if applicable) are provided. Ethnicity is provided if authorized for release by the candidate. Two undergraduate majors may be listed.

The next entries provide the code number and name of each institution the candidate attended, as well as the degree(s) earned at the institution and the date it was (or will be) awarded. If any transcript submitted from an undergraduate school contains Academic Notes—for example, dean's list, credit obtained from study abroad, academic probation, and so on—these will be noted along with relevant dates in the bottom background box. The candidate's name and current address are provided in the lower-left corner of the report.

Degree School

This section contains LSAT score and grade-point average information from the candidate's undergraduate degree-granting school.

Percentage of LSAT: The top line indicates percentiles; the bottom line indicates the percentage of graduates from the candidate's school who graduated at any time period and who registered for either the LSAT, or the Credential Assembly Service, or both services between mid-March 1991 and mid-March 2012 and had a reportable score as of early July of each reporting year and obtained LSAT scores falling within the percentiles indicated.

Percentage Distribution of GPAs: The top two lines indicate the GPA ranges; the bottom line indicates the percentage of graduates from the candidate's degree-granting school who graduated at any time period and obtained GPAs falling within the ranges indicated. Only graduates registering for the Credential Assembly Service for the years the candidate attended the degree-granting school, up to the three most recent years, are included. For example, if the candidate graduated in June 2009, and attended the degree-granting school in 2006, 2008, and 2009, the pool will include graduates who registered for the Credential Assembly Service in 2006, 2008, and 2009.

Note: No information will appear under the percentile ranges when the undergraduate degree-granting school has fewer than 50 applicants in the LSAC system. The LSAT percentile represents only the portion of the undergraduate school population that has taken the LSAT (and registered for the Credential Assembly Service in the case of the percentage distribution of GPAs). Since the data do not represent all undergraduates, law schools should use the information with caution.

Transcript Analysis

LSAC summarizes all undergraduate transcripts and presents them in a columned table. Undergraduate courses taken after the first four-year degree is awarded are listed as graduate coursework and are not summarized. The vertical columns represent the candidate's academic achievement by year if he or she attended only one school, or by semester if he or she attended more than one school in the year. The horizontal rows are defined as follows:

Year: year(s) of attendance at a particular school.
Education Level: U=undergraduate, G=graduate.
College: the abbreviated name of the institution.
College Code: the four-digit code number assigned to the institution.

LSAT College Mean (LCM)[1]: the average LSAT score for graduates of each of the candidate's schools. The people that make up this pool may have graduated during different time periods, but all registered for the LSAT during the three most recent years the candidate attended school, and all tested on the same score scale range during that same period. There must be a minimum of 50 candidates in the LSAC database for each school to produce this calculation.

Num. Candidates[1]: the number of candidates in the LSAC database from which the LSAT college mean was calculated. This figure will appear only in the column representing the candidate's final year of attendance at each school.

Semester Hours: the number of semester credit hours earned for academic work during the time period indicated.

GPA: the weighted average of all grades received during the period indicated.[2]

Cum. GPA/College: the cumulative GPA for each undergraduate institution by year. A cumulative GPA for a school within an institution cannot be calculated.

Cum. GPA Percentile Rank[1]: the percentage of graduates whose GPA was below the candidate's GPA for each of the candidate's schools. The people that make up this pool may have graduated during different time periods, but all were registered for the Credential Assembly Service during the three most recent years the candidate was in attendance. There must be a minimum of 100 candidates in the LSAC database to produce this calculation.

GPA College Mean[1]: the average GPA for law school candidates who graduated at any time period from the institution and who registered for the Credential Assembly Service during the most recent three years the candidate attended the school. There must be a minimum of 50 applicants in the LSAC database to produce this calculation.

Cum. Across GPA: the cumulative GPA for all schools by year.

3.50 & Up–0.49 & Down: This portion of the Transcript Analysis section provides the undergraduate grade distribution. It notes the total number of semester hours per grade each year.

Unconverted: the total number of semester hours awarded for courses LSAC cannot convert to the 4.0 system.

Note: Withdraw/fail (WF), no credit (NC), and incomplete (I) course credits are included in the calculation of GPA if the school indicates credits attempted and considers the grade to be punitive. All grades and credits earned for repeated courses will be included in the GPA calculation if the course units and grades appear on the transcript. A line drawn through course information or a grade does not eliminate the course from GPA calculation. NC grades are also included if the school indicates credit was attempted, but not earned, regardless of whether the school considers the grade to be punitive.

Notes That May Appear Within the Transcript Analysis Section of the Report

INSF (insufficient data): If the candidate's college had fewer than the minimum number of candidates required for calculation, this notation will be printed.

(****): If the candidate's last year in attendance at a particular school was earlier than 1976–1977, this notation will be printed.

UNACK TRANS (unacknowledged transcript)**:** The candidate is required to list, when registering for the Credential Assembly Service, all institutions he or she has attended. If LSAC learns that the candidate has not acknowledged his or her attendance at an institution when registering for the Credential Assembly Service, this notation alerts the candidate to submit a transcript and informs the law school(s).

FINAN OBLIG (financial obligation)**:** If the candidate cannot obtain a transcript due to an outstanding financial obligation, this notation will appear. If this is the only undergraduate school the candidate attended, LSAC will be unable to produce a Credential Assembly Service report.

SEE TRANS (see transcript)**:** If a graduate-level transcript is received at LSAC, this notation will be printed. Graduate-level work completed after the first undergraduate degree is not summarized.

SEE FOREIGN EVAL (see international credential evaluation)**:** If the candidate has completed more than one year of undergraduate or graduate-level work outside the US, its territories, or Canada, and he or she is applying to a law school that requires applicants to use the authentication and evaluation feature of the Credential Assembly Service, this notation will appear. It indicates that an international credential evaluation is included in the Credential Assembly Service report.

Summary

This section provides an overall profile of the candidate's LSAT and academic data, the number of letters of recommendation and evaluations available for reporting, any prior law school matriculation, any misconduct or irregularity determination, and any prior application information.

[1]*The LSAC database contains statistics from 1976 to the present. These calculations are based on graduates from each of the candidate's schools who tested on the LSAT or registered for the Credential Assembly Service during the years the candidate attended each school. The statistics for these categories are printed only for the last school date period of each institution attended.*

[2]*The weighted average (GPA) is calculated by multiplying the number of credit hours earned for each converted grade by the converted grade value, adding the results of these multiplications, and dividing the resulting sum by the total number of credit hours attempted.*

Score Band: This band will be displayed for all LSAT scores earned to emphasize that the LSAT scores are estimates of a candidate's actual proficiency level. A score band is a range of scores that has a certain probability of containing the candidate's actual proficiency level. The standard error of measurement (SEM), a statistic that indicates the average amount of error in scores, is used to construct the band. For example, an individual's test score is within one SEM of his or her "true score" approximately 68 percent of the time, and within two SEMs approximately 95 percent of the time. A 68 percent score band, constructed using one SEM, is being reported for the LSAT. A score band is reported for each individual score, as well as for the average score if more than one reportable score is on file.

Score: Up to 12 of the candidate's most recent test administrations are reported here. If the candidate has two or more reportable scores, the average of those scores is printed below the individual scores. If the candidate takes one or more tests under accommodated circumstances, no average score will be reported. If for some reason a score has not been reported, an alpha-designation appears in its place, which correlates with the codes briefly described on the bottom of the Summary. The alpha-designations are:

A - **Absent or Delay—**candidate is absent or there is a delay in the reporting of the score.

C - **Candidate Cancel—**score cancellation at the request of the test taker.

I - **Statistical Cancel—**for statistical reasons, the score cannot be reported.

N - **LSAC Cancel—**score cancellation due to circumstances beyond the control of the candidate. LSAC determined it impossible to obtain a valid score (example—LSAC cancellation resulting from a badly printed test book or nonreceipt of test materials after the test has been administered).

P - **Possession of Prohibited Electronic Device—**score cancellation based on possession of a prohibited electronic device at a test center.

S - **Security Cancel—**score cancellation by LSAC following a security or irregularities investigation.

V - **Other Test Center Violations—**score cancellation by LSAC. Test taker was dismissed from the test due to a violation of the test center procedures, not involving a prohibited electronic device. For example, test taker observed working in the wrong test section or continuing to work on a section after time has been called.

Percent Rank: The percentage of LSAT scores lower than the score being ranked. The percentile rank of an LSAT score is not a fixed number, but depends upon the distribution of scores upon which it is based. For test scores earned in June 1991 or later, the percentile rank is based on the distribution of test scores for the three testing years preceding the year in which the score is **reported**. Thus, for all scores earned in June 1991 or later and reported in the 2012–2013 reporting year, the percentile rank is based on the three-year distribution of test scores for 2009–2012. Percentiles will not be reported for tests taken under accommodated conditions involving additional testing time on a scored section. This is due to the small number administered and the variations in accommodations.

Admin. Date: The date the candidate took or was scheduled to take the test.

Index: See the Admission Index section on next page.

Degree (Summary) GPA: The weighted average of all grades received at the candidate's degree-granting school. The total semester hours associated with that GPA are also reported.

Cumulative GPA: The cumulative average of all grades received at all undergraduate schools the candidate has attended. The total semester hours associated with that GPA are also reported.

Nonpunitive "NC," "WF," and "Repeated" Course Credit Hours: The total number of credits assigned to the following grades will appear here: Grade symbols that have multiple meanings at the issuing school and the issuing school's registrar is unable to confirm whether course credit was attempted (such as NC = either No Credit Attempted or No Credit Awarded, etc.); withdrawal grades that signify failure (such as WF = Withdrawal/Fail, WU = Withdrew Unsatisfactory, WNP = Withdrew Not Passing, etc.) if the issuing school considers the grade nonpunitive (not included in the GPA); and the original grade for a repeated course when the transcript does not show both the grade and units for the original attempt.

Letters of Recommendation: The number of letters included in this report.

Evaluations: The number of evaluations included in this report.

Law School Matriculation: The school name and year for which an admission decision or matriculation status was reported to LSAC. Any inaccuracy must be reported to the *law school* indicated.

Misconduct or Irregularity Determination: If the candidate has ever been the subject of a misconduct or irregularity in the admission process determination, the word "yes" will appear here with "Report Attached." If not, the word "no" will appear here.

Report Date: The date the candidate's documents were electronically assembled and ready for reporting. This is not a physical print date.

Prior Application: The term and the year (e.g., fall 2008) in which the applicant previously applied to your school. This data will be reported for all valid report requests, which means you might receive prior application notification for someone whose file was never completed, and consequently never reported to you. We will provide data for the last five years, in line with our current applicant reporting policy of five years. For some applicants, the period may be longer if the life of their file extends beyond five years due to a subsequent test registration. A double asterisk will be displayed if we have a record of more than one application to your school for the applicant (within the five-year period), but we will only display the most recent prior year application.

Admission Index

The admission index is a single number obtained by applying a formula drawn from two predictors: undergraduate grade-point average (UGPA) and LSAT score. Many law schools use an index formula to combine applicants' LSAT and UGPA information in ways best suited to their particular admission procedures. For example, the index is often used as part of a preliminary evaluation of applicant files.

An index is provided on the Credential Assembly Service Law School Report in the summary section for Credential Assembly Service-requiring law schools that choose to have an index computed. Each law school may specify calculations to be made in determining the index numbers that LSAC reports. If an applicant has more than one LSAT score, an index number is calculated for each score and for the average of the scores. Each school choosing to have an index computed decides whether to use the cumulative UGPA across all undergraduate schools attended or the UGPA earned only at the undergraduate school granting the first four-year degree. The index is produced by (1) multiplying the LSAT score by some constant (A), (2) multiplying the UGPA by some other constant (B), and (3) adding the sum of these two quantities to a third constant (C). In symbols:

$$\text{Index} = [(A) \times (\text{LSAT})] + [(B) \times (\text{UGPA})] + C$$

The values of the constants A, B, and C are supplied by the law schools themselves. The values of the constants chosen by a law school may be changed from time to time at the request of the law school. For law schools that participate in validity studies, the results are available for use in the selection of the constants for the admission index.

Not all law schools use index formulas and those that do use index numbers do not necessarily use them in the same way. An index calculated by LSAC is not the exclusive means by which a law school may combine data reflected on the law school report and/or other data. The absence of an index on a report for a school does not mean that such calculations are or are not made by the school receiving the report. Some law schools may calculate their own admission indexes independently of LSAC.

As of August 2011, LSAC no longer reports a cumulative GPA or admission index for some applicants. This includes applicants who:

- received their undergraduate degree from an institution located outside the US, its territories, or Canada, and who also completed less than 60 credits of US/Canadian undergraduate-level work prior to the awarding of the international degree;
- received their undergraduate degree from a US institution that does not issue grades and credits, only narratives;
- received their undergraduate degree from a US institution that does not issue grades and credits, only narratives, and also completed less than 60 credits of other US/Canadian undergraduate-level work prior to the awarding of the US/Canadian degree;
- do not have an institution identified as their undergraduate degree-granting school and have a total of less than 60 credits of US/Canadian undergraduate-level work on their file.

If law schools use an index to assess their applicants, reporting an index (which uses the cumulative GPA for calculation) or cumulative GPA for someone who only had a few hours of US/Canadian classes could be misleading.

Academic Summary Report

As soon as all US and Canadian undergraduate transcripts have been summarized for a candidate, LSAC makes available online an Academic Summary Report. This enables the individual to check the summarized biographical and academic information that will appear on Credential Assembly Service Law School Reports. The Academic Summary Report available to candidates does not show the index numbers, since the numbers will vary depending on the law school to which the candidate applies. However, each candidate is provided an Admission Index Information Sheet for the current application cycle that contains the values of the constants and identifies the UGPA used by each law school that has chosen to have index numbers reported on the Credential Assembly Service Law School Report. Instructions for calculating an index number are also included. When all transcripts for institutions outside the US, its territories, or Canada have been evaluated by AACRAO, candidates may view their international credential evaluation in their LSAC.org account. If the candidate discovers an error in either report, he or she should report it by e-mailing LSACinfo@LSAC.org or writing to Law School Admission Council, Academic Record Analysis, 662 Penn Street, PO Box 2700, Newtown, PA 18940-0978 to request correction. LSAC will notify the candidate when a correction has been made.

LSAT/CREDENTIAL ASSEMBLY SERVICE (CAS) FEE POLICIES

LSAT Service Fees (credit cards charged in US dollars)

- **LSAT** **$160 ($162 CDN)**

  (Registration must meet the regular registration deadline indicated at LSAC.org. The fee includes score reporting for five years from the most recent LSAT registration date to law schools requiring only LSAT scores.)

Additional Fees

- **Late registration** **$160 + $69 ($162 + $70 CDN)**

  (Must be paid if envelope is received, or if telephone or online registrations are made, later than the regular registration deadline indicated at LSAC.org.)

- **Test center change** **$35 ($35 CDN)**

- **Test date change** **$80 ($81 CDN)**
  (Must be postmarked no later than the respective date indicated at LSAC.org.)

- **Nonpublished test center**
  Within the United States, Canada, and the Caribbean **$255 ($258 CDN)**
  Outside the United States, Canada, and the Caribbean **$339 ($342 CDN)**
  (Fee is in addition to the regular $160 [$162 CDN] LSAT fee.)

- **Handscoring** **$43 ($43 CDN)**

- **Former Registrant Score Report** **$43 ($43 CDN)**

Credential Assembly Service Fees

- **Credential Assembly Service registration** **$155**
  Five years of service (includes up to four general letters of recommendation, up to four evaluations, and access to electronic applications)

- **Credential Assembly Service Law School Reports** **$21 each**

LSAT Refund/Withdrawal Policy

If a candidate cannot take the test on the day for which he or she was registered, LSAC will, upon written request, refund $49 ($49 CDN). (The entire LSAT registration fee cannot be refunded due to processing costs.) Late fees, test date or test center change fees, and nonpublished test center fees are not refundable. **To request an LSAT refund**, candidates must mail or fax the LSAT Refund Request Form that is available online or a signed written request for a refund to LSAC. Their request for a refund must be **received** no later than the deadline indicated on our website. Candidates will receive refunds in about six weeks. Refund requests should be mailed to: LSAC, PO Box 2000-T, Newtown, PA 18940-0995, or faxed to 215.968.1277.

Candidates who miss the refund/test date change deadlines may still **withdraw** their registrations through their online accounts. Withdrawing the registration by the specified withdrawal deadline prevents an absence from being noted on their law school reports. No refund will be issued.

Credential Assembly Service (CAS) Refund Policy

If the summarization of an individual's undergraduate record has not yet begun and if no letters of recommendation or evaluations have been received, and no electronic applications have been sent to LSAC for processing, LSAC will, upon written request, refund $49 of the candidate's registration fee and the fees paid for Credential Assembly Service Law School Reports. (The entire registration fee cannot be refunded due to processing costs.) **Refunds for law school reports ordered but unused will not be given once any transcript summarization has occurred.** Refunds must be requested prior to file expiration.

Credit Card Denial/Stop Payments/Returned Check Charges

If a candidate stops payment on any check submitted to LSAC or if any check is returned to LSAC, a hold will be placed on that candidate's file and a $35 ($35 CDN) penalty will be applied to the candidate's account. While the hold will not prevent the candidate from taking the test, no further reporting services will be possible until the outstanding balance plus the $35 ($35 CDN) penalty is paid. Should a candidate wish to cancel a service, the appropriate refund procedure must be followed.

Fee Waivers

The Law School Admission Council has long been committed to ensuring student diversity in legal education. As part of that commitment, the LSAC Fee Waiver Program was established in 1968 to assure that no person is denied access to law school because of the inability to pay for the LSAT and other essential applicant services.

The current LSAC Fee Waiver Program design is a result of considerable thought, debate, and information gathering, and reflects both the desire of some law schools to have their fee waiver responsibilities lightened and of others who wish to continue to act as fee waiver agents.

In the United States, only LSAC or LSAC-member law schools can approve a fee waiver for LSAC services. Fee waivers cannot be granted by financial aid offices of undergraduate institutions, non-LSAC-member law schools, prelaw advisors, or any other individual or organization. Canadian citizens who need a fee waiver must apply for the waiver from a Canadian LSAC-member law school even if they plan to apply for admission to a US law school. **The candidate must be a US or Canadian citizen, a US national, or a permanent resident alien of the United States with an Alien Registration Receipt Card (I-151 or I-551) to be considered for a fee waiver.**

If a candidate is unable to pay the LSAT or the Credential Assembly Service fee, he or she may request a fee waiver through LSAC or through any participating LSAC-member law school. The basic criterion for granting a waiver is the absolute inability to pay for the service. The inability to pay will be validated via the LSAC Fee Waiver Application Form,

supported by federal income tax forms and other documentation as requested by LSAC or the school.

Fee waivers are available for the following LSAC services only:

- two LSATs within the two-year fee waiver period
- Credential Assembly Service fee (US only), including a total of four law school reports, the Letter of Recommendation Service, and access to electronic applications for all ABA-approved law schools
- *The Official LSAT SuperPrep*

No other fees will be waived. Because the cost of the services covered by the LSAC fee waiver is only a fraction of a percent of the cost of a legal education, the need criterion is considerably more stringent than for other financial aid processes. Only those candidates with extreme need should apply.

Requesting a Fee Waiver
Requesting a fee waiver is a two-step process. The candidate must:

1. Complete a fee waiver application.
2. Register for the LSAT or LSAC's Credential Assembly Service, or both.

There are three ways that a candidate may request a fee waiver.

1. Go to LSAC.org and use the online fee waiver application. This is the fastest and easiest way to apply for an LSAC fee waiver. Applicants will know the decision of their fee waiver application once the online fee waiver application is completed. If conditionally approved, the candidate can then immediately register for the LSAT and the Credential Assembly Service. Applicants must have an LSAC.org account or create an LSAC.org account to use this option. After conditional approval, applicants will have a 45-day deadline to submit (by mail or fax) their applicable tax forms, which will be reviewed by LSAC for a final decision. If the documents are not received within the 45-day period, their fee waiver will be rescinded and they will be billed for any services for which they have registered.
2. Download the fee waiver packet from LSAC.org or obtain a paper fee waiver packet from LSAC by calling 215.968.1001. Submit the fee waiver application and applicable tax forms to LSAC.
3. Obtain a paper fee waiver packet from a law school admission office or prelaw advisor. US residents can complete the application and either send it to LSAC for consideration for a fee waiver or take the completed application to a law school for consideration. Canadian residents must take the completed Canadian application to a Canadian law school for consideration.

Note: Regardless of how a candidate requests a fee waiver, all candidates may register for services online. However, candidates using a paper fee waiver application will need to wait until their fee waiver application is processed by LSAC to have their fees waived through online registration. Candidates who are unable to register online will need to contact LSAC to obtain a paper registration form.

Applying for an LSAC Fee Waiver Through a Law School
If your law school has chosen to participate in the LSAC Fee Waiver Program, candidates have the option of submitting their completed and signed fee waiver applications and tax forms directly to your school. In considering fee waiver applications, law schools are not bound by financial eligibility restrictions required of those who apply through LSAC. As in the past, when law schools grant fee waivers, they have the authority to determine eligibility and may elect any needs assessment method that they feel satisfies the goal of identifying the most needy candidates. Law schools are not bound by the restrictions imposed by the computerized decision-making process employed at LSAC.

In considering fee waiver applications, LSAC will firmly adhere to the LSAT **regular registration receipt deadlines** listed on our website. It is important, therefore, for applicants to allow sufficient time to meet the **regular registration receipt deadlines**. Since the approved fee waiver application needs to be processed by LSAC in order for the candidate's test fee to be waived, law schools may wish to specify a date by which they must receive fee waiver requests to assure sufficient processing time for applicants to meet deadlines. **Law schools may grant fee waivers during the late registration by mail period; however, a registration received during the late period that is not accompanied by the late fee will be billed the fee and a hold will be placed on the applicant's file.**

For more information, please call:

Candidates:
Candidate information number: 215.968.1001
Candidate fee waiver fax number: 215.504.1432

Law Schools:
Policy questions or suggestions:
Anne Brandt 215.968.1297
or
Robert Meshanko 215.968.1195

Processing questions, needs analysis questions, or additional form requests:
Vicki Matthews 215.968.1220

MISCONDUCT AND IRREGULARITIES IN THE ADMISSION PROCESS

The Law School Admission Council has established procedures for dealing with instances of possible candidate misconduct or irregularities on the LSAT or in the law school admission process. Misconduct or irregularity in the admission process is a serious offense with serious consequences. Intent is not an element of a finding of misconduct or irregularity. This means that an "honest mistake" is not a defense to a charge of misconduct or irregularity. Misconduct or irregularity is defined as the submission, as part of the law school admission process, including, but not limited to, regular, transfer, LLM, and visiting applications, of any information that is false, inconsistent, or misleading, or the omission of information that may result in a false or misleading conclusion, or the violation of any regulation governing the law school admission process, including any violation of LSAT test center regulations.

Examples of misconduct and irregularities include, but are not limited to:

- submission of false, inconsistent, or misleading statements or omission of information requested online or on forms as part of registering for the LSAT or using LSAC's credential assembly services, or on individual law school application forms;
- submission of an altered or a nonauthentic transcript;
- submission of an application containing false, inconsistent, or misleading information;
- submission of an altered, nonauthentic, or unauthorized letter of recommendation;
- falsification of records;
- impersonation of another in taking the LSAT;
- switching of LSAT answer sheets with another;
- taking the LSAT for purposes other than applying to law school;
- copying on, or other forms of cheating on, the LSAT;
- obtaining advance access to test materials;
- theft of test materials;
- working on, marking, erasing, reading, or turning pages on sections of the LSAT during unauthorized times;
- bringing prohibited items into the test room;
- falsification of transcript information, school attendance, honors, awards, or employment;
- providing false, inconsistent, or misleading information in the admission and financial aid/scholarship application process; or
- attempt at any of the above.

A charge of misconduct or irregularity may be made prior to a candidate's admission to law school, after matriculation at a law school, or after admission to practice.

When alleged misconduct or irregularity brings into question the validity of the LSAC data about a candidate, the school may be notified of possible data error, and transmission of that data will be withheld until the matter has been resolved by the Law School Admission Council's Misconduct and Irregularities in the Admission Process Subcommittee. The Council will investigate all instances of alleged misconduct or irregularities in the admission process in accordance with the *LSAC Rules Governing Misconduct and Irregularities in the Admission Process*. A subcommittee representative will determine whether misconduct or an irregularity has occurred. If the subcommittee representative determines that a preponderance of the evidence shows misconduct or irregularity, then a report of the determination is sent to all law schools to which the individual has applied, subsequently applies, or has matriculated. Notation that a misconduct or irregularity report is on file is also included on LSAT and Credential Assembly Service reports to law schools. Such reports are retained indefinitely.

A complete explanation of LSAC policies and procedures governing misconduct and irregularities in the admission process can be found in Appendix D. It is also published on LSAC.org. Questions regarding the misconduct process should be directed to LSAC, Misconduct and Irregularities in the Admission Process Subcommittee, 662 Penn Street, PO Box 40, Newtown, PA 18940-0040.

SECTION 5: **CANDIDATE SERVICES**

INTERACTING WITH LSAC

LSAC encourages all law school candidates to take advantage of online options for registering for services and purchasing all publications and software. Nearly all LSAT and Credential Assembly Service registrants have LSAC.org accounts with LSAC (see pages 7–10 and 15–21 for details about online services for candidates).

For candidates who prefer to interact with LSAC via telephone, we offer an automated phone service that is available at all times, except 6:00 AM to 8:00 AM (ET) Sundays, as well as phones staffed by candidate services representatives who are available weekdays September through February, 8:30 AM to 7:00 PM (ET), and March through August, 8:30 AM to 4:45 PM (ET). Candidate services representatives can be reached by calling our main candidate number—215.968.1001—and pressing 0 to bypass the automated system. Representatives will answer questions about the admission process or a particular candidate's file, but they cannot discuss a candidate with any third party, such as a parent or spouse.

PUBLICATIONS AND OTHER TOOLS FOR CANDIDATES

The Official Guide to Canadian Law Schools

This free online-only (LSAC.org) publication includes complete descriptions of all Canadian law schools.

LLM/Graduate Law Programs Online

This free online database (LSAC.org) is a guide to LLM programs offered by participating law schools.

ABA-LSAC Official Guide to ABA-Approved Law Schools

The *ABA-LSAC Official Guide to ABA-Approved Law Schools* is the only official guide to LSAC-member law schools and their admission procedures in the United States. Produced in cooperation with the American Bar Association, the *Official Guide* includes useful information on selecting a law school, gaining admission to and preparing for law school, the application process, law study, the legal profession, financing a legal education, law graduate salaries, and geography as an employment factor. The *Official Guide* also contains a number of charts that summarize a variety of details about US law schools. Admission directors of LSAC-member law schools, primary prelaw advisors, Council representatives, and law school deans receive a complimentary copy of the *Official Guide to ABA-Approved Law Schools* annually. The *Official Guide* is available at many bookstores and from LSAC. This information is also available online in a searchable format at LSAC.org.

DiscoverLaw.org

DiscoverLaw.org is an interactive website designed to encourage first- and second-year college students from racially and ethnically diverse backgrounds to consider legal careers. With access to experts, inspiring stories of law school graduates, webinars, podcasts, and more, students will receive resources, tips, and tools to help them become successful law school applicants. For more information, please visit DiscoverLaw.org, contact the Diversity Initiatives Office at 215.968.1338, or send a message to DiscoverLaw@LSAC.org.

Is Law School in Your Future?

This free brochure provides basic information about law school for minority high school students who are thinking about career possibilities. Copies can be obtained from the Diversity Initiatives Office at 215.968.1338, or by e-mailing aross@LSAC.org.

What Is a Score Band?

This brochure explains how score bands are constructed and how they should be properly interpreted. It is available at LSAC.org.

Out and In

This free brochure addresses issues of interest to lesbian, gay, bisexual, and transgender law school applicants. This information is also available at LSAC.org.

Financial Aid for Law School: A Preliminary Guide

This free brochure is designed to help law school candidates begin their quest for financial aid. It is distributed at law school forums. The information is also available at LSAC.org.

Getting the Most Out of an LSAC Law School Forum and *The Law School Admission Process: What to Expect*

These fliers are available at LSAC.org.

VIDEOS

Current LSAC videos (on financial aid, the LSAT, and diversity issues) can be found on our website on pages appropriate to the particular content. Many of our archived videos can be accessed on our YouTube channel at youtube.com/user/LSACvideos.

LSAT PREPARATION MATERIALS

Candidates may order LSAT preparation items at LSAC.org or by calling 215.968.1001. Bookstores and schools may order bulk quantities from Linda Lee at LLee@LSAC.org.

The Official LSAT Handbook

This new handbook for test preparation, published in the summer of 2010, introduces prospective test takers to the skills that the LSAT is designed to assess. Thorough and detailed explanations of each of the three types of questions—Analytical Reasoning, Logical Reasoning, and Reading Comprehension, including Comparative Reading—are provided, with comprehensive explanations about how to approach each type of test question. The handbook contains information that is also included in *The Official LSAT SuperPrep*, but the information has been expanded and updated.

The Official LSAT PrepTests

Each *Official LSAT PrepTest* contains a previously administered, disclosed LSAT, an answer key, a writing sample(s), and a score-conversion table. The *PrepTest* allows candidates to prepare for the LSAT by simulating actual test conditions and checking their answers to see what question types they may need to practice. The disclosed tests are made available for purchase approximately six weeks after they are administered. Two free practice tests are offered on LSAC's website, LSAC.org. They include Comparative Reading questions, the variant of reading comprehension that is now part of the LSAT.

The Official LSAT SuperPrep

This book contains three actual, previously undisclosed LSATs with explanations for every answer for every question in all three tests. Candidates can use the exams to practice timing, and they can use the answer rationales and the logic guide to master all of the item types on the LSAT.

10 Actual, Official LSAT PrepTests; *10 More Actual, Official LSAT PrepTests*; and *The Next 10 Actual, Official LSAT PrepTests*

Each book in the *10 Actuals* series contains 10 previously published *PrepTests*. If 10 *PrepTests* were purchased individually, they would cost almost four times the price. The first book in the series, *10 Actual, Official LSAT PrepTests* contains *PrepTests* 7, 9–16, and 18; *10 More Actual, Official LSAT PrepTests* contains *PrepTests* 19–28; and *The Next 10 Actual, Official LSAT PrepTests* contains *PrepTests* 29–38.

10 New Actual, Official LSAT PrepTests with Comparative Reading

The *10 New Actual, Official LSAT PrepTests with Comparative Reading* is the first book ever to include previously administered Comparative Reading questions. It contains *PrepTests 52–61*.

The New Whole Law School Package (2013 edition)

This package includes *The Official LSAT SuperPrep* along with the *Official Guide to ABA-Approved Law Schools* at a slightly lower cost than if ordered separately.

The Whole Test Prep Packages I–III

These packages include *The Official LSAT SuperPrep* with one of any of the three above-named *10 Actuals* books (except for the one with Comparative Reading).

The Whole Test Prep Package IV with Comparative Reading

This package combines *The Official LSAT SuperPrep* with the latest book in the *10 Actuals* series. It provides maximum exposure to the Comparative Reading questions.

ItemWise

LSAC's online LSAT familiarization tool, *ItemWise*, lets users answer test questions of all three types—Logical Reasoning, Analytical Reasoning, and Reading Comprehension (including Comparative Reading sample questions); keeps track of the answers; and explains why answers are correct or incorrect. Although it is best to use our paper-and-pencil *Official LSAT PrepTest* products to prepare for taking the LSAT, users can enhance their preparation by understanding all three item types and why their answers are right or wrong.

ADMISSION COMMUNICATION & EXCHANGE SYSTEM (ACES^2)

ACES^2 admission software for law schools provides online, real-time status of an applicant's file, as well as automated data exchange. ACES^2 lets law schools set defaults and preferences to minimize data entry and track applicants from first contact through the admission process using familiar web-based navigation. This service is provided to member law schools free of charge and is an office-wide system that can be used by all levels of staff.

Law schools have access to the following features and services:

Managing Your Applicant Pool

- Overview tabs in both the Applicants and Prospects sections show a snapshot of the file status.
- Improved search features help to locate applicant documents, see data problems with applicant files, and resolve data problems online in real time.
- Applicant Status Online provides a link to the school for applicants to view their admission status. Applicant Status Online displays the applicant's current status, decision status, contact information, mailings, term, year, and letters of recommendation that are currently on file. Screens that the applicant will see, as well as the data on the law school's screens can be customized.
- Electronic applications and Credential Assembly Service data are delivered automatically to the ACES^2 database using time intervals selected by the law schools.
- Reapplicants and deferrals can be quickly reactivated by searching the archives.
- Barcode scanners allow updating of large groups of applicant records.
- An enhanced daily check page allows law schools to check detailed status information on the prospect and applicant pool.
- Live data from United Parcel Service allows delivery tracking of paper reports and applications.

ACES^2 supports online evaluation of applicant files by:

- adding electronic versions of documents received in the office to applicant files (Word, Adobe PDF);
- giving the law school's admission committee or team of reviewers appropriate security access to applicant records; and
- assigning applicant documents and files to reviewers to review, comment, and score.

Prospects

- Law schools can use the improved Candidate Referral Service (CRS) and Forum query processes to automatically create prospect records, sifting out duplicates.
- Law schools can manage communications with prospects with enhanced e-mail capabilities.

Reports

- Law schools can schedule reports to run anytime and access results on the daily check page.
- Law schools can use the Favorites feature to bookmark preferred reports.
- Law schools can search the database to find recently run reports.

Many reports, like National School Profile, now include real-time data.

SCHOOL-SPECIFIC REPORTS AVAILABLE TO LAW SCHOOLS

Law School Applicant Profiles

Overview

Law School Applicant Profiles are available in ACES^2 in the Reports section and allow a law school to see important information about the school's applicant pool for the year. You can run the reports at any time, and you can specify which group of applicants should be reflected in these reports. The school may use these reports to help manage the ongoing admission process as well as for historical and planning purposes.

Description of Law School Applicant Profile Reports

The Law School Applicant Profile Reports include the Summary Report, Applicant Report, Feeder School Report, and Profile Reports. Any or all of these reports may be run in ACES^2 for the total group of applicants, or subgroups, based on your filter conditions. A description of each report follows.

The **Summary Report** identifies the number of applicants to the law school included in the reports, their average GPA, the average of the candidates' most recent LSAT scores, the average of all high LSAT scores, and the average high index. In addition, the report includes the number of feeder schools represented in the report, the number of applicants admitted to the law school, and the number of applicants registered at the law school.

The **Applicant Report** is an alphabetical listing of applicants identified for the term or application year specified by the law school. The following data appear for each applicant included in the report:

- Biographical Information
  - name
  - gender
  - date of birth
  - state of permanent residence
- Undergraduate Degree-Granting Institution
  - college code
  - college name
  - major field of study
  - degree
  - degree date
  - cumulative GPA
- LSAT Score Information
  - most recent test date
  - most recent LSAT score
  - number of LSAT scores
  - high LSAT score
  - high index
- Decision
- Program Descriptor Information
  - term (fall, winter/spring, summer)
  - time (full-time, part-time)

The **Feeder School Report** provides the same information as the Applicant Report; however, the applicants are listed alphabetically within undergraduate degree-granting schools. The undergraduate degree-granting schools are also listed alphabetically.

The **Profile Reports** include for the group of applicants:

- high LSAT score and GPA profiles;
- distribution of GPA by law school decision;
- distribution of high LSAT by law school decision;
- law school decision summary and high LSAT score and average GPA by racial/ethnic group, gender, and total applicants.

Using the Law School Applicant Profiles

Applicant Report
This alphabetical list of applicants identifies all applicants to the law school for the term or year specified for the report. This report can be useful to admission offices even if final decision data are not yet available or are only partially available.

The report can be used to

- check against the actual Report Requests submitted to LSAC;
- provide a "picture" of the applicant pool at the time the reports were run or to examine the mix of prospective applicants (e.g., state of residence, undergraduate schools represented, academic quality, age, etc.);
- check an applicant's LSAT and GPA information quickly; and
- cross-check for ratios of offers extended to deposits paid.

Feeder School Report
The Feeder School Report provides a convenient way to identify applicants from individual undergraduate schools. In addition to providing an indication of the number and quality of applicants from feeder schools, it can help law schools give consistent treatment to applicants from the same undergraduate school with similar or identical qualifications. By reviewing the objective credentials of applicants from a particular school, the admission office might be able to evaluate the effectiveness of the recruitment effort at that school. At the end of the admission cycle, law schools might use information from the Feeder School Report to advise prelaw advisors. **This information should be used with discretion because specific information contained in this report is confidential to the law school receiving it.**

Profile Reports
Profile Reports provide the admission office with statistical information that will aid it in determining the volume and quality of applicants. By comparing these reports with those from previous years, the law school can determine if the number and quality of its applicants has remained stable or has improved. In addition, these reports can help provide information for planning recruitment strategies. These reports also provide helpful information concerning the ratio of applicants to offers extended and the ratio of admitted applicants to matriculants.

Confidentiality of Data

Admission decision and status information reported by a law school for each of its applicants is used only in the reports produced for that law school and is not provided to the applicant or to any other law school. The only exception would be in the reporting of prior matriculations. Applicants included in the Law School Applicant Profiles are only those whom the law school has added to its applicant pool through ACES[2] and those for whom that law school has requested Credential Assembly Service Reports.

The usefulness of all Law School Applicant Profiles is enhanced if a law school's actions on a particular candidate's application are recorded in the LSAC database. Law schools may record decision or status information through ACES[2].

LSAC annually provides law schools with materials and instructions regarding the decision-submission process.

Application and Acceptance Overlap Report Series

LSAC produces a series of reports that provide law schools with information about their applicants who also apply to other law schools. The **Application and Acceptance Overlap Report Series** is intended to be useful in each school's admission planning.

Participation confirmation is sent annually to admission personnel at all LSAC-member schools. LSAC sends all reports produced to the admission personnel of each participating law school on a strictly confidential basis.

The LSAC Board of Trustees and its committees are aware of the sensitive nature of this series of reports. Guidelines approved by the LSAC Board of Trustees govern the production and distribution of this series.

The first series of Annual Application and Acceptance Overlap Reports was produced for the 1983 admission year. A majority of law schools typically agree to participate in this report series.

Common Applicant Reports

The **Common Applicant Reports** present the number and percentage of those applicants to a law school who also applied to other schools. Two reports, Report 1A and Report 1B, are provided. A box at the top of the first page of each report (also included on the first page of the other reports in the series) explains the data displayed. Beneath the explanatory box, the relevant time period, the total applicants to the law school, and the number of applicants who applied only to the school are reported.

Report 1A provides an alphabetical listing of law schools that had applicants in common with the recipient law school, showing the number and percentage of the law school applicant pool that also applied to the other law schools for each racial/ethnic group.

Report 1B lists the same law schools in descending order by number of total common applicants; it shows the number and the mean highest LSAT score of overlapping applicants for each racial/ethnic group.

Common Acceptance Reports

The **Common Acceptance Reports** present the number and percentage of those applicants who were accepted by the law school and who were also accepted by other participating law schools. Three reports—Report 2, Report 2A, and Report 2B—are provided. Report 2A and Report 2B supplement the information provided in Report 2 by presenting the counts of common acceptances by racial/ethnic group.

Report 2 provides the following data:

- the relevant time period;
- the total number of applicants accepted by the law school;
- an alphabetical listing of law schools that accepted applicants also accepted at the recipient law school, showing the number and percentage of the law school's total accepted applicants who were also accepted by the other law schools; and
- a listing of law schools that had commonly accepted applicants, in descending order by the number of common acceptances, showing the number and percentage of the law school's accepted applicants who were also accepted by the other schools.

Report 2A presents the information in alphabetical order by law school name and, in addition to the counts of common acceptances by racial/ethnic group, provides the percentages of the totals for each group.

Report 2B presents law schools in descending order based on the total number of common acceptances between a particular law school and other schools. In addition to the counts of common acceptances, Report 2B provides the mean highest LSAT score for each racial/ethnic group that contains more than one applicant.

Matriculation Reports

The **Matriculation Reports** present information about the reported matriculation of applicants commonly accepted by the law school and other participating law schools. Five reports—Report 3, Report 4, Report 4A, Report 4B, and Report 5—are provided.

Report 3 (Common Applicants and Acceptances and Matriculation Report) contains most of the information presented in Reports 1 and 2, plus, for those schools that had accepted applicants in common with the recipient law school, the number and percentage of applicants who matriculated at the school and each other participating school. Beneath the explanatory box, the report contains

- the relevant time period;
- the total number of applicants to the law school;
- the total number of applicants accepted by the law school;
- the total number of applicants matriculating at the law school; and
- an alphabetical listing of law schools (plus an entry combining all law schools not participating in this report) that had accepted applicants in common with the law school, showing the following for each school:

  (1) the number and percentage of applicants in common;

  (2) the number and percentage of accepted applicants in common;

  (3) the number and percentage (of those in #2, above) matriculating at the law school;

(4) the number and percentage (of those in #2, above) matriculating at each other law school; and

(5) the number and percentage (of those in #2, above) matriculating at any school other than the law school or the listed participating schools.

Report 4 (Matriculation Report) presents descriptive statistics for those commonly accepted applicants who chose to matriculate at the law school and each other participating law school with which the recipient school had common acceptances. Shown for each law school that had common acceptances with the law school are the number of common applicants and acceptances; and, for those matriculating at the law school and each other participating law school, the total number of matriculants, the number of females, the number of males, the average GPA, and the mean highest LSAT score. Reports 4A and 4B (Matriculation Report) supplement the information provided in Report 4 by presenting, for each participating law school, matriculation counts for that law school and each other participating law school where at least five commonly accepted applicants matriculated at either school. The matriculation counts for each racial/ethnic group as well as the total across all groups are presented. The law schools are presented in descending order of total number of matriculated students.

Report 5 (Overlap Feeder School Report) presents summary descriptive statistics for those undergraduate schools from which at least one of the law school's commonly accepted applicants matriculated at either that law school or other law schools.

For each undergraduate school listed there are summary data showing

- the total number of common applicants and acceptances; and
- for those who chose to matriculate at the law school or any other law school: the total number of matriculants, the number of females, the number of males, the average GPA, and the mean highest LSAT score.

Commitment Overlap Reports

Commitment Overlap Reports are available in ACES[2] daily, beginning in mid-April until the end of September. Beginning in early April, using ACES[2], participating schools may begin to identify applicants with active commitments to their school. These commitments may be in the form of monetary deposits or they may be written or verbal commitments to attend the law school. After April 15, Commitment Overlap Reports for current-year participating schools may be retrieved in ACES[2] daily, through the end of September. These current-year reports show the total number of applicants identified by the school as having active deposits; the number of those with active deposits at that law school and no other participating law school; and the number of those with active deposits at that law school and one other participating law school, at two other participating law schools, and at three or more other participating law schools. Then the law schools with overlapping deposits are listed in order, from highest to lowest, based on the number of shared applicants with active deposits. These reports include all commitment data released into the reporting area up through the previous day.

Also beginning in mid-April, Commitment Overlap Participation Reports may be retrieved in ACES[2]. These reports list all law schools that are participating in the Commitment Overlap reporting process as of the previous day.

Beginning May 15, participating law schools also receive the names and LSAC account numbers of applicants holding multiple commitments to schools. The Commitment Overlap Reports with Applicant Information include the personally identifying information about applicants and the name of every participating law school at which they have a commitment to enroll in common with the school receiving the report.

Commitment Overlap Comparison Reports provide the same type of data as the Commitment Overlap Reports, except the data are provided only for those law schools that have participated in the Commitment Overlap Reports for both the current year and the prior year. Using a common pool of participating law schools is the only way to make meaningful comparisons across years.

GENERAL REPORTS AVAILABLE TO LAW SCHOOLS

National Statistical Report

The **National Statistical Report** presents data for applicants to LSAC-member law schools in the United States for five admission years. The most recent edition was released to admission personnel at LSAC-member schools in spring 2012, and covered the admission years from 2006–2007 through 2010–2011 (fall 2011 term).

The information provided includes LSAT by GPA profiles and distributions of applicant counts on a variety of variables, including major field of study and racial/ethnic group. Feeder school profiles are provided for the feeder schools representing the greatest number of applicants. The information is provided for the total population of applicants, and then separately for males, females, and each racial/ethnic group listed.

Regional Statistical Reports

The set of five **Regional Statistical Reports** presents detailed information on applicants to LSAC-member law schools in the United States for a five-year period. Applicants' data are included in the report for the region in which their undergraduate degree-granting school is located. The most recent edition covers the five admission years from 2006–2007 through 2010–2011 (fall 2011 term).

Information is provided for the total population of applicants from undergraduate schools in the region, and

then separately for males, females, and each racial/ethnic group. Each regional report includes a profile of the region and feeder school listing for each racial/ethnic group (not including Caucasians), and feeder school profiles for all undergraduate schools in the region with at least five graduates applying to US LSAC-member law schools in any one of the five years.

Each report reflects data for a specific region of the country. The definitions of the regions are shown below.

Regional Report #1—New England and Northeast

New England includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Northeast includes New Jersey, New York, and Pennsylvania.

Regional Report #2—Midsouth, Southeast, and South Central

Midsouth includes Delaware, District of Columbia, Kentucky, Maryland, North Carolina, Tennessee, Virginia, and West Virginia. Southeast includes Alabama, Florida, Georgia, Mississippi, and South Carolina. South Central includes Arkansas, Louisiana, Oklahoma, and Texas.

Regional Report #3—Northwest, Far West, and Mountain West

Northwest includes Alaska, Oregon, and Washington. Far West includes California, Hawai'i, and Nevada. Mountain West includes Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming.

Regional Report #4—Great Lakes and Midwest

Great Lakes includes Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Midwest includes Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota.

Regional Report #5—Possessions and Canada

Possessions include Guam, Puerto Rico, and the Virgin Islands. Canada includes all Canadian provinces.

US National Decision Profiles

The **US National Decision Profiles** are located at LSAC.org. They are in the Data section of the members-only area and also under the Data section on the prelaw website. The profiles present detailed LSAT/GPA information on the application, admission, and matriculation of applicants to LSAC-member law schools in the United States during the admission year.

Profiles are provided for total applicants and for each racial/ethnic group. The profiles consist of a set of data cells. Each cell represents a particular combination of LSAT scores and GPAs. Each cell presents

- the number of applicants with the cell's credentials;
- the number of applicants accepted by at least one LSAC-member law school in the United States and the resulting admission ratio; and
- the number of applicants matriculating at an LSAC-member law school in the United States and the resulting yield ratio.

REPORTS AVAILABLE TO PRELAW ADVISORS

Undergraduate College Score Report

The **Undergraduate College Score Report** will list those applicants who registered for or who have taken the LSAT. Candidates' LSAT results will be made available to undergraduate degree-granting college prelaw advisors if the candidates give their approval to do so when they register. The sole/coordinating prelaw advisor at each undergraduate institution who has signed the online confidentiality agreement automatically can view or download these reports at LSAC.org four weeks after each test administration. They may, at their discretion, establish access rights for supporting prelaw advisors who must also sign the online confidentiality agreement.

Prelaw Advisor Action Reports

Prelaw Advisor Action Reports are a set of up to six reports produced following the receipt and processing of law school admission decisions at LSAC. In the past, more than 750 undergraduate schools have taken advantage of this service by signing a confidentiality agreement with LSAC. In an effort to increase the use and effectiveness of these reports, LSAC will continue to offer them to prelaw advisors free of charge. They are located at LSAC.org. The sole/coordinating prelaw advisor must sign the online confidentiality agreement to access the reports. They may, at their discretion, establish access rights for supporting prelaw advisors who must also sign the online confidentiality agreement.

This set of reports includes a Summary Report, a Law School Report, an Applicant Report, a Law School Summary, a Matriculated Applicant Report, and a Matriculated Law School Report. Brief descriptions of each report follow.

Summary Report

The **Summary Report** contains aggregated information on all graduates, senior graduates, nonsenior graduates, and those graduates who authorized the release of information and applied to a participating law school. Prelaw advisors may share information **from the Summary Report only**, based on their school's data-release policy. The following data are provided for each group:

- total number in the Credential Assembly Service system, their average of the group's average LSAT score, their average of the group's highest LSAT score, and their average GPA;
- total number of applicants, their average of the group's average LSAT score, their average of the group's highest LSAT score, and their average GPA;

- total number of applications to law schools;
- average number of applications per applicant;
- number of applicants accepted to one or more law schools;
- total number of applications accepted;
- average number of admissions per applicant;
- number of applicants registered at a law school; and
- total number of prior-year applicants.

Law School Report and Applicant Report

The **Law School Report** and the **Applicant Report** contain information that allows identification of individual candidates. **The release of this information to the prelaw advisor depends on candidate authorization**. In recent years, about 67 percent of Credential Assembly Service registrants authorized this release. In addition, participating law schools must agree to release application and decision information for their applicants. Graduates of a particular institution will not appear in either of these reports unless they have authorized the release of their information to their undergraduate school and have applied to at least one participating law school. In order to receive this information, prelaw advisors must sign an online confidentiality agreement that restricts the release of this data for prelaw advising purposes only.

The Law School Report and the Applicant Report provide the following information:

- applicant name,
- name of law school(s) applied to,
- state of permanent residence,
- average LSAT score,
- highest LSAT score,
- test date (mm/yy) of the highest LSAT score,
- cumulative GPA,
- major field of study,
- year undergraduate degree was earned,
- an admission decision for any participating law school to which the graduate has applied if that law school has supplied LSAC with this information,
- ethnicity,
- sex,
- date of birth, and
- age.

The Law School Report lists this information for graduates from the participating undergraduate school. The list is sorted alphabetically by law school name and sorted within law schools by average LSAT score, highest to lowest. Law schools may elect not to participate.

The Applicant Report lists the same information as the Law School Report except that graduates are listed alphabetically by name and, within that, the law schools to which they applied are sorted alphabetically by name. The data contained in these reports are provided for prelaw advising only. Prelaw advisors are cautioned that personally identifiable information is not to be released. An online confidentiality agreement provided by LSAC must be signed before any completed reports are released to the prelaw advisor.

Law School Summary

The **Law School Summary** presents summary statistics for each participating law school that received applications from an undergraduate school's graduates. Data are presented for applicants, admitted applicants, matriculants, and applicants for whom some other decisions were submitted by the law school. The average of the group's average LSAT score, the average of the group's highest LSAT score, and the mean GPA are provided for each category that contains at least five applicants.

Matriculated Applicant Report and Matriculated Law School Report

These reports list the law schools where applicants from your school enrolled for the year selected. Only applicants who have agreed to release their information to prelaw advisors will be displayed.

Candidate Application Report

The **Candidate Application Report** lists all of the law schools to which applicants from your school have submitted an electronic application for the fall term. It is a real-time report, which means it is automatically updated each time an applicant applies to a law school. Only applicants who have agreed to release their information to prelaw advisors will be displayed.

PUBLICATIONS AND OTHER TOOLS FOR LAW SCHOOLS

LSAC.org—Law Schools

Law school admission professionals, deans, faculty, and anyone interested in information on legal education and LSAC events and services can find extensive resources on LSAC.org. It is also the location of a password-protected searchable version of the *LSAC Directory*.

Most of the data, published research, publications, and event information on LSAC.org is available to the public. Passwords are required to perform interactive, restricted-access activities such as registering for law school forums, the annual meeting, and workshops; submitting *Official Guide* entries; and updating admission directory contact information. Only LSAC-member law school account holders can obtain passwords to the law school areas of the site, where there is also access to official LSAC documents and other proprietary information. LSAC.org accounts can be requested through LSAC's Regional Support Managers.

LSAC.org—Prelaw Advisors

LSAC.org is the online location for LSAC information needed by prelaw advisors. The site contains links to essential publications, organizations, and tutorials. The Directories link will help advisors find colleagues in prelaw advising or admission-related professionals at LSAC-member law schools. The Events link lists recruitment activities and opportunities to interact face-to-face with prelaw advisors in every region. Sole and coordinating prelaw advisors can access Prelaw Advisor Action Reports and Summary Reports in the Reports Center. The site offers essential tools to update students on LSAC services and procedures. Demos, tutorials, and a simulation site that mimics interactive candidate functions are available for additional help.

Prelaw Advisor Directory

LSAC maintains the only known national registry of prelaw advisors. This registry contains the names of about 3,300 prelaw advisors on undergraduate campuses. The database is updated by the sole or coordinating prelaw advisor at each school. Authorization for a sole or coordinating prelaw advisor to be included on the list must be sent to LSAC in writing on school letterhead or by e-mail from the college official who is appointing the prelaw advisor. Coordinating prelaw advisors can add other prelaw advisors online. The online directory is searchable by name, school, city, state, region, minority designation, and other parameters. Search results can be easily exported to Excel. The searches are only accessible by member law schools, LSAC staff, and prelaw advisors. No commercial organizations can obtain these lists from LSAC. Additional information is available at prelaw@LSAC.org.

Law School Admission Council Directory

This publication is a comprehensive directory of LSAC staff; LSAC boards and committees; law school admission, financial aid, placement, and other relevant personnel; prelaw advisor association officers; and other legal education organizations. The print edition is sent each fall to LSAC-member law schools, primary prelaw advisors, and LSAC volunteers. The online edition is fully searchable using a variety of search fields. Search results can be exported as Excel files for mailings and other uses. Through LSAC.org, law school administrators can ensure that all contacts at their schools are always up to date.

LSAC Report

The *LSAC Report* is a newsletter for communication between LSAC and those in the legal education community. The newsletter provides in-depth information and analysis about matters affecting legal education and details about all LSAC services.

The *LSAC Report* is published twice a year. Notification of its online publication is sent to Council representatives, trustees, and committee members; law school admission professionals; and prelaw advisors. As part of the online admission directory on LSAC.org, law school administrators can indicate whether individuals at their school prefer to receive the *LSAC Report* on paper.

Cautionary Policies Concerning LSAT Scores and Related Services

This free brochure is intended for those who set policy and criteria for law school admission, interpret LSAT scores and Credential Assembly Service reports, and use other Council services. These policies are intended to minimize unwise or indefensible uses of Council services and to protect applicants from inappropriate treatment and unfair admission decisions based on improper use of these services. It is reprinted in full on pages 43–45.

LSAC Statement of Good Admission and Financial Aid Practices

The LSAC Statement of Good Admission and Financial Aid Practices is a code of conduct and principles agreed upon by law schools to guide them in conducting their admission, recruitment, and financial aid efforts. This document contains information designed to protect applicants and law schools from unfair practices and discriminatory policies in the process of applying for law school admission and financial aid. A copy of the Statement is located in Appendix C.

LSAC Certificate of Incorporation and Bylaws

A copy of LSAC's Certificate of Incorporation and Bylaws is available upon request and can also be found at LSAC.org. New editions are published and distributed periodically as the bylaws are amended.

Law School Admission Reference Manual

This manual is distributed annually at no charge to prelaw advisors and law school admission professionals. It is a guide to LSAC policies and procedures, and a reference tool for information about the LSAT, Credential Assembly Service, Candidate Referral Service, and other LSAC activities.

Interpretive Guide for LSAT Score Users

This guide provides score information for law school admission professionals, deans, faculty, prelaw advisors, and others who use LSAT scores as an aid in the admission process. It is published on our website after each test administration, with an annual issue after each February test. An e-mail notification is sent to score users when each issue is published online.

ADMIT-L

ADMIT-L is an electronic mailing list for law school admission professionals. Membership is limited to admission professionals at member law schools and other faculty and staff at member law schools who have a bona fide interest in admission. ADMIT-L is unmoderated—that is, messages are not screened prior to posting. The sole purpose of the ADMIT-L list is to facilitate the exchange of ideas and information about law school admission among law school admission professionals.

Admission directors can request subscriptions to the ADMIT-L list for themselves or for members of their staff by sending an e-mail to their Regional Support Manager. Once added to the list, participants may communicate with colleagues on the list by sending messages to admit-L@List.LSAC.org.

ADMIT-LLM

Admit-LLM is an electronic mailing list for law school admission professionals and administrators of LLM programs. Information about policies and subscription requests can be found in the section on Admit-L (above).

ADMIT-F

Admit-F is an electronic mailing list for law school admission professionals and financial aid professionals. Information about policies and subscription requests can be found in the section on Admit-L (above).

Guidelines for the Law School Forums

This document is available in the law school section of LSAC.org, and is reprinted on pages 4–6 of this book.

Reaching Out

This binder contains ideas, tools, information, and resources for reaching out to LGBT applicants.

Interpretive Guide to Undergraduate Grading Systems (IGUGS)

Available at LSAC.org, this snapshot of the LSAC college database is accessible to law schools wanting more information about a particular institution's grading system. Searches may be done by school code, US state or Canadian province, or school name. The results will contain the information typically found on the back of a school's transcript, including the grading scale, definitions of symbols, and notes pertaining to various policies like repeated courses and forgiveness, as well as notations other than grades that might appear on the school's transcript. The guide will also show degree requirements and institutional statements, if any. A link to the regional accrediting bodies can be found at the end of each of the search results screens. There are links to an individual school's website if the URL is listed on the accrediting agency's website.

Law schools also have access to a link called Averages and Counts when entering the IGUGS on the secure area of LSAC.org. This link will display the average LSAT and average UGPA of graduates of the institution for three-year periods since 1992. The summaries are created in the summer of each year. In order to provide a stable set of data, averages are only calculated when a minimum of 50 graduates are available with LSAT and UGPA data. Even though some Canadian schools may have 50 graduates with both LSAT and UGPA on file, that subset of graduates may not be representative of all graduates of that institution, as graduates planning to apply only to Canadian law schools do not register for the Credential Assembly Service and thus will not have a UGPA on file with LSAC.

LSAC Research Grant Program

The Law School Admission Council (LSAC) Research Grant Program funds research on a wide variety of topics related to the mission of LSAC. Specifically included in the program's scope are projects investigating precursors to legal training, selection into law schools, legal education, and the legal profession. To be eligible for funding, a research project must inform either the process of selecting law students or legal education itself in a demonstrable way. Projects will be funded for amounts up to $200,000.

The program welcomes proposals for research proceeding from any of a variety of methodologies, a potentially broad range of topics, and varying time frames. Proposals will be judged on the importance of the questions

addressed, their relevance to the mission of LSAC, the quality of the research designs, and the capacity of the researchers to carry out the project. Eligible investigators need not be members of law school faculties. Proposals from interdisciplinary teams of law faculty and researchers from outside law schools are strongly encouraged.

LSAC's membership includes law schools in the United States, Canada, and Australia. Comparative proposals about topics outside the United States, Canada, and Australia are welcome, but they must include some explicit connection to legal education or the legal profession within those countries.

A meritorious project could be informed by any disciplinary perspective and be guided by any of a variety of methodologies. Applicants may use methodologies derived from many disciplines, including anthropology, criminology, demography, economics, history, political science, psychology, and sociology. Projects may be qualitative or quantitative, cross-sectional, or longitudinal. They may involve any of a variety of research techniques such as surveys, experiments, correlational methods, systematic observations, and ethnography. The program, however, requires that any project that is funded be planned and conducted in accordance with the best social scientific standards that are applicable to the type of research in question.

Some types of projects are not eligible for funding under this research grant program. Examples of projects that would NOT be funded include doctrinal studies (e.g., investigations into points of substantive law), curriculum development or evaluation for a particular law school, preparation of casebooks, and other course-specific material. Others include projects that do not meet the criteria stated above, for example, evaluation of programs by the program administrators or researchers at the host law school; projects with an international focus that do not include or directly relate to LSAC member-school countries; projects whose conclusions would be too narrow to inform LSAC's broad membership; and studies that do not have a demonstrable relationship to LSAC's mission. Information about possible topics, eligibility, proposals, budgets, and the review process can be found on our website, along with downloadable forms for proposals.

EDUCATIONAL PROGRAMS OF THE LAW SCHOOL ADMISSION COUNCIL

The Law School Admission Council offers educational programs to people involved in law school admission. The Annual Meeting and Educational Conference is the largest and most comprehensive of these programs. Next in popularity and importance is the annual training workshop for new members of the law school admission community, both professional administrators and faculty members. Advanced training workshops and regional workshops are available for admission professionals. In addition, workshops and educational events are offered at forums and prelaw association meetings. LSAC's educational programs are described briefly below.

Annual Meeting and Educational Conference

The three-day Annual Meeting and Educational Conference is held in late May or early June each year in a resort location or a metropolitan area. Member law schools may send two delegates under a cost-sharing formula with the Council.

Scheduled programs may range from admission philosophy to services for students with disabilities. Topics from recent sessions have included marketing and recruitment, student diversity, international students, enrollment management, misconduct and irregularities in the admission process, nuts-and-bolts admission management issues, financial aid developments, and the job market for lawyers. The curriculum is developed by a planning committee whose members are law school administrators and faculty members. Workshops and sessions are led principally by members of the legal education community, but experts from outside the profession are called on as well.

The annual business meeting and town meeting of the membership are held during the conference. It is here that the activities of the governance structure of the Council are discussed and election results are announced.

In addition to the structured program, leisure activities provide an opportunity for colleagues to discuss professional concerns and get to know one another.

The 2013 Annual Meeting and Educational Conference is being held in Newport Beach, California. Members of the law school admission community are encouraged to suggest programs for the annual educational conference and to volunteer to be a presenter in areas where they have particular expertise.

Workshop for New Admission Personnel and Faculty Members of Admission Committees

The Law School Admission Council provides training to those new to the admission profession. The Newcomers Workshop (as it's called) is offered each September in Philadelphia, usually for a group of about 90 people. This three-day, intensive course introduces newcomers to the fundamentals of the complex world of law school admission by focusing on such matters as the *LSAC Statement of Good Admission and Financial Aid Practices* (see Appendix C); use and abuse of the LSAT; data services offered by LSAC; recruiting, marketing, and publications issues; diversification of law schools; and legal issues in admission. The workshop includes a visit to the LSAC headquarters in Newtown.

Regional Workshops

Since 1993, the Council has sponsored regional workshops at various locations around the country. The five-hour workshops, typically held during the summer months, address a topic of current interest to the law school admission community. The workshops are located at member schools, and there is no charge to attend. Examples of workshop subjects are enrollment management, affirmative action, online services, the law school admission decision-making

process, web-based marketing, and the paperless admission process. Schools wishing to host a regional workshop are encouraged to call Anne Brandt at 215.968.1297.

LSSS Regional Training Workshops

The LSSS Regional Training Workshops provide practical training for admission office staff in order to facilitate a deeper understanding and more efficient use of LSAC products and services.

Held at member law schools across the country, each workshop is facilitated by members of the respective LSAC regional support teams. During the one day seminar, the team provides valuable information about ACES[2], including the most effective ways to use the various functions and features and a look at new services planned for future releases.

Most workshops are conducted in a computer training lab or a laptop-ready classroom with Internet access where participants can practice using the concepts and features as they are presented. The emphasis is on hands-on activities with ample time to share ideas and ask questions.

Schools interested in hosting a Regional Training Workshop should contact Bill Carter at 215.968.1301.

Other Educational Events

The majority of educational events organized by LSAC depend on the volunteer efforts of administrators and faculty at member schools. A good example of these efforts are the educational workshops for candidates offered at forums. Subjects include applying to law school, financing law school, the LSAT, career paths, and the law school application process, with emphasis on advice and strategies for students from groups underrepresented in the legal profession. All educational workshops are offered by representatives of participating law schools or practicing attorneys. Other programs are offered at regional and national prelaw advisor events, and at other national conferences such as that of the American Bar Association and American Association of Law Schools.

Videos Online

LSAC has developed a series of videos as informational resources for prospective law school applicants. These videos may be viewed online at youtube.com/user/LSACvideos.

Advanced Training Workshops

Each summer, LSAC offers advanced training workshops for seasoned admission professionals. These in-depth, two-day workshops focusing on a single topic have limited enrollment in order to provide opportunities for hands-on exercises and maximum interaction with both faculty and other participants. Topics are selected annually for the advanced training workshops.

THE ROLE OF PRELAW ADVISORS AND ADMISSION PROFESSIONALS IN THE STUDENT FINANCIAL AID PROCESS

By helping students understand some of the important issues related to financing a legal education prior to entering law school, admission personnel and prelaw advisors can have a significant impact on student preparedness in managing that process.

Successful integration of admission and financial aid information, including information about credit and debt management as well as loan repayment obligations, can result in more meaningful presentations to prospective students and their parents. Many institutions view this as an important segment of the enrollment-management process. Students who are knowledgeable about all aspects of attending law school, including matters related to financing law school costs, will be better equipped to succeed. Thoughtful counseling efforts can help to ensure that the majority of law students will have positive law school experiences and careers that are not marred as a result of their choices regarding the financing of their legal education.

LSAC publishes a free brochure called *Financial Aid for Law School: A Preliminary Guide*. Multiple copies are available from LSAC for use by admission professionals and prelaw advisors. Copies are also sent to individual applicants upon request. This material is accessible at LSAC.org, along with our video, *Paying for Law School*. Law schools and prelaw advisors may use this video to supplement their educational programs on the financial aid process (see Appendix C—LSAC Statement of Good Admission and Financial Aid Practices).

Financial aid workshops are available at all LSAC forums along with a financial aid information table.

Students should be encouraged to contact the financial aid administrators at law schools in which they are interested to gain a more complete understanding of the student aid process at each school.

APPENDIX A: **CAUTIONARY POLICIES CONCERNING LSAT SCORES AND RELATED SERVICES**

These Cautionary Policies are intended for those who set policy and criteria for law school admission, interpret LSAT scores and Credential Assembly Service Law School Reports, and use other LSAC services. The Policies are intended to inform the use of these services by law schools, and to promote wise and equitable treatment of all applicants through their proper use.

I. The Law School Admission Test

Because LSATs are administered under controlled conditions and each test form requires the same or equivalent tasks of everyone, LSAT scores provide a standard measure of an applicant's proficiency in the well-defined set of skills included in the test. Comparison of a law school's applicants both with other applicants to the same school and with all applicants who have LSAT scores thus becomes feasible. However, while LSAT scores serve a useful purpose in the admission process, they do not measure, nor are they intended to measure, all the elements important to success at individual institutions. LSAT scores must be examined in relation to the total range of information available about a prospective law student. It is in this context that the following restraints on LSAT score use are urged.

Do not use the LSAT score as a sole criterion for admission.

The LSAT should be used as only one of several criteria for evaluation and should not be given undue weight solely because its use is convenient. Those who set admission policies and criteria should always keep in mind the fact that the LSAT does not measure every discipline-related skill necessary for academic work, nor does it measure other factors important to academic success.

Evaluate the predictive utility of the LSAT at your school.

In order to assist in assuring that there is a demonstrated relationship between quantitative data used in the selection process and actual performance in your law school, such data should be evaluated regularly so that your school can use LSAT scores and other information more effectively. For this purpose, Law School Admission Council annually offers to conduct correlation studies for member schools at no charge. Only by checking the relationship between LSAT scores, undergraduate grade-point average, and law school grades will schools be fully informed about how admission data, including test scores, can be used most effectively by that school.

Do not use LSAT scores without an understanding of the limitations of such tests.

Admission officers and members of admission committees should be knowledgeable about tests and test data and should recognize test limitations. Such limitations are set forth in the *Law School Admission Reference Manual* and are regularly discussed at workshops and conferences sponsored by Law School Admission Council.

Avoid improper use of cut-off scores.

Cut-off LSAT scores (those below which no applicants will be considered) are strongly discouraged. Such boundaries should be used only if the choice of a particular cut-off is based on a carefully considered and formulated rationale that is supported by empirical data, for example, one based on clear evidence that those scoring below the cut-off have substantial difficulty doing satisfactory law school work. Note that the establishment of a cut-off score should include consideration of the standard error of measurement in order to minimize distinctions based on score differences not sufficiently substantial to be reliable. Significantly, cut-off scores may have a greater adverse impact upon applicants from minority groups than upon the general applicant population. Normally, an applicant's LSAT score should be combined with the undergraduate grade-point average before any determination is made of the applicant's probability of success in law school.

Do not place excessive significance on score differences.

Scores should be viewed as approximate indicators rather than exact measures of an applicant's abilities. Distinctions on the basis of LSAT scores should be made among applicants only when those score differences are reliable.

Carefully evaluate LSAT scores earned under accommodated or nonstandard conditions.

LSAC has no data to demonstrate that scores earned under accommodated conditions have the same meaning as scores earned under standard conditions. Because the LSAT has not been validated in its various accommodated forms, accommodated tests are identified as nonstandard and an individual's scores from accommodated tests are not averaged with scores from tests taken under standard conditions. The fact that accommodations were granted for the LSAT should not be dispositive evidence that accommodations should be granted once a test taker becomes a student. The accommodations needed for a one-day, multiple choice test may be different from those needed for law school coursework and examinations.

Avoid encouraging use of the LSAT for other than admission functions.

The LSAT was designed to serve admission functions only. It has not been validated for any other purpose. LSAT performance is subject to misunderstanding and misuse in other contexts, as in the making of an employment decision about an individual who has completed most or all law school work. These considerations suggest that LSAT scores should not be included on a law school transcript, nor routinely supplied to inquiring employers. Without the student's specific authorization, the Buckley Amendment would preclude the latter, in any event.

II. The Credential Assembly Service (CAS)

The Credential Assembly Service summarizes undergraduate academic records in uniform fashion. It does not reflect differences in grading patterns or overall student body ability from college to college. Credential Assembly Service Law School Reports therefore provide only generalized information, the specifics of which must be probed in the decision-making process.

Do not rely on the grade-point average reported by the Credential Assembly Service without examining necessary additional information.

Decisions should not be based on cumulative averages as they appear on the Credential Assembly Service Law School Report alone. The following information is found on the Credential Assembly Service Law School Report and accompanying student transcripts and should be considered when interpreting grade-point averages:

- the undergraduate institution at which the averages were earned, and (when known) the colleges or departments within the institution;
- the distribution of grades at the institution, and the applicant's approximate rank in that distribution;
- the applicant's performance from year to year; and
- the types of courses in which the applicant excelled or did poorly.

Do not treat the one-page Credential Assembly Service Law School Report as a substitute for the actual transcript.

Interpretive information about college transcripts and grades can be obtained by consulting the Interpretive Guide to Undergraduate Grading Systems (available at LSAC.org) and the transcript(s) which accompany each Credential Assembly Service Law School Report. The transcript tells much more than the Credential Assembly Service Law School Report alone and should always be examined.

Do not misuse the predictive index available on the Credential Assembly Service Law School Report.

LSAC will produce an index calculation on the Credential Assembly Service Law School Report to the law school. The index calculation is unique for each law school. The index is a convenient starting place for the evaluation of each applicant. It is based on a combination of LSAT score and undergraduate grade-point average (UGPA), as specified by the law school. A law school should base its index formula on evidence of the predictive value of LSAT and UGPA for that particular law school. The validity study available annually to each law school by LSAC provides a formula for the statistically optimal combination of these two predictors. A law school should have a carefully considered justification if it uses any other index formula.

The simplicity and seeming precision of the index figure poses a risk that excessive weight will be placed on it. Admission officials should remember that the index is derived using methods that are subject to limitations discussed in the *Law School Admission Reference Manual*.

For application deadline purposes, a transcript's receipt at LSAC should be considered timely by the law school if the receipt date at LSAC is at least four weeks before the school's deadline.

Processing and mail delays can occur in the Credential Assembly Service system, particularly during peak periods; applicants should not be disqualified or disadvantaged as a result of these delays.

III. The Law School Candidate Referral Service (CRS)

The Candidate Referral Service enables eligible law schools to search the LSAC database to identify registrants who have characteristics specified by the schools and who have given their permission to be in the CRS. While this service provides candidates an opportunity to be made aware of educational and scholarship possibilities that they might not otherwise have considered, it places a concomitant responsibility on law schools to be sensitive and realistic in their encouragement of applications. Accordingly:

- Law schools using CRS data to initiate communications with prospective applicants should identify this source.
- Law schools should attempt to recruit only those persons who appear to have a reasonable chance for acceptance if they apply, and who, if admitted, would have a reasonable chance to succeed academically.
- Persons contacted should be provided with information about admission procedures and standards, so they may understand their chances of being accepted.
- CRS information should be used for recruiting purposes only by the law school to which the information has been released.

IV. Law School Admission Test and Employment

- Employers of law school students or graduates should not seek or use LSAT scores of individual students.
- Law schools should neither include LSAT scores on student transcripts nor supply individual LSAT scores to employers.

V. General Statement on Confidentiality of Law School Admission Council

Law schools that use LSAT scores, Credential Assembly Service Law School Reports, and related data should maintain a system for protecting the privacy of applicants. In particular, they should:

- treat such data confidentially;
- release such data to persons not associated with the admission process only with the consent of the applicant (except where the data may be aggregated in a form not identifiable with individuals); and
- use summary and other aggregated data with discretion and for the purposes intended.

Revised December 2005

APPENDIX B: **LAW SCHOOL ADMISSION COUNCIL POLICIES ON RETENTION AND CONFIDENTIALITY OF DATA AND LSAT FAIRNESS PROCEDURES**

LSAT scores are the property of LSAC and are kept indefinitely, to be reported to schools based upon the reporting policy adopted for each year. Paper Credential Assembly Service records are retained for one year and then destroyed. However, in most cases, all candidate Credential Assembly Service documents will be available until an applicant's Credential Assembly Service registration expires via an optical image storage and retrieval system.

All data retained are subject to the following LSAC Policies on Retention and Confidentiality of Data:

The Law School Admission Council affirms the right of individuals to privacy with regard to information about them collected or stored in data files primarily for the Council by an organization or person. This right extends both to processed information and to the raw data upon which processed information is based.

1. The Law School Admission Council, through its Board of Trustees, shall make every effort to see that all reasonable precautions are taken to protect the privacy of individuals in regard to information about them received or stored by any organization or person primarily for the Council.

2. The Law School Admission Council, through its Board of Trustees, shall request any organization or person to remove from its data files any information received or stored primarily for the Council that, in the judgment of the Board of Trustees, cannot be adequately protected from improper disclosure.

3. The Law School Admission Council, through its Board of Trustees, shall take all reasonable steps to prevent information received or stored by any organization or person primarily for the Council from being used in a form identifiable with a particular individual except for purposes approved by such individual, or for purposes relating to the integrity of the admission process, or for purposes of research conducted with the approval of the Council, its Board of Trustees, or its committees.

4. No information shall be requested from individuals or stored in data files maintained by any organization or person primarily for the Law School Admission Council unless it is reasonably necessary, in the judgment of the Board of Trustees, to the carrying out of the general objectives and goals of the Council.

5. LSAC may release data from a candidate's file pursuant to an enforceable subpoena or court order. In such cases, LSAC attempts to notify the subject of the records in advance of the release of those records, to the extent permitted by law.

LSAT FAIRNESS PROCEDURES

LSAC applies two procedures to ensure that the LSAT is fair to all test takers regardless of racial, ethnic, gender, regional, or national background. Each LSAT question individually and every LSAT test form is subjected to careful review by trained reviewers for fairness and sensitivity to all test takers. Questions that are determined to be unfair or offensive to people on the basis of their age, gender, disability, national background, ethnic group, or race are eliminated. Secondly, LSAT items, both when administered as part of an unscored pretest or pre-equating section and when administered as part of a scored LSAT, are subjected to special statistical analysis. This analysis identifies test questions that, because of differences in performance between members of subgroups of the testing population in spite of similar levels of skills as determined by their performance on the test as a whole, merit special review to determine whether or not they are fair. Such items are reviewed by trained staff, including, where possible, members of the relevant population subgroup. Items determined to be unfair are eliminated or not scored.

APPENDIX C: **LSAC STATEMENT OF GOOD ADMISSION AND FINANCIAL AID PRACTICES**

INTRODUCTION

This Statement of Good Admission and Financial Aid Practices is designed to focus attention on principles that should guide law school admission and financial aid programs. No attempt has been made to develop "legislative" guidelines, because no absolute rules apply to every situation. The statement is intended to improve the admission and financial aid processes in law schools and to promote fairness and the highest standards of professional conduct for all participants.

General Principles

1. The primary purpose of the law school admission process is to serve applicants, law schools, and the legal profession by making informed judgments about those who seek legal education. The responsibility that role carries with it demands the highest standards of professional conduct.

2. Law school admission professionals should avoid impropriety and the appearance of impropriety, as well as any conflict of interest or the appearance of conflict. They should not accept anything for themselves or the law school, or pursue any activity that might compromise or seem to compromise their integrity or that of the admission process.

3. Law schools should strive to achieve and maintain the highest standards of accuracy and candor in the development and publication of print, electronic, and other materials designed to inform or influence applicants. A law school should provide any applicant or potential applicant with information and data that will enable the applicant to assess his or her prospects for successfully (1) seeking admission to that school, (2) financing his or her education at that school, (3) completing the educational program at that school, and (4) seeking employment with a degree from that school. If statistics are provided regarding admission, financial aid, and placement, law schools should provide the most current information and should present it in an easily understood form. Significant errors of fact, as well as errors of omission, should be corrected promptly and prominently.

4. Law schools should establish application procedures that inform applicants of relevant criteria, processes, and deadlines, respect the confidentiality of student records and admission data, and provide for timely notification of admission decisions. Law schools should also ensure that all parties concerned with the admission process are familiar with and observe relevant laws, accreditation standards, and institutional guidelines, including the Cautionary Policies Concerning LSAT Scores and Related Services developed by Law School Admission Council (LSAC).

5. In making admission decisions, law schools should give equal opportunity to applicants who are members of cultural, ethnic, or racial groups that have not had adequate opportunities to develop and demonstrate potential for academic achievement and would not otherwise be meaningfully represented in the entering class. Schools should also make reasonable accommodations to the special needs of applicants with disabilities. Law schools should make a special effort to provide the information noted in Number 3 above to those applicants who are members of minority groups or who have disabilities.

Admission Policy

1. Law schools should develop coherent and consistent admission policies. The admission policies should serve law school applicants by clearly setting forth the criteria on which admission decisions are made and the manner in which the criteria will be applied. Law schools should develop and promulgate concise and coherent admission policies designed both to regularize the admission process and to inform fully prospective applicants and prelaw advisors of the means used to select new law students. The policies should include consideration of the various criteria and processes used to make admission decisions, such as the Law School Admission Test (LSAT), prior academic performance, professional and other work experiences, equal opportunity considerations, disability status, geographical diversity, letters of recommendation, evaluations, personal statements, and personal interviews, if required. These and other considerations related to a law school's institutional mission or objectives may result in a preference for certain applicants. Each law school's admission policies should be adequately disclosed to all prospective applicants at the outset of the admission process.

Scores obtained on the LSAT and undergraduate grade-point averages are factors by which applicants are judged by virtually all law schools. Law schools should ensure that all application materials accurately describe the manner in which LSAT scores, prior academic performance, and other factors are used in the admission process.

The LSAT is designed to measure some, but certainly not all, of the mental and academic skills that are needed for successful law study. Within limits, it provides a reasonable assessment of these factors. LSAT scores provide at best a partial measure of an applicant's ability and should be considered in relation to the total range of information available about a prospective law student. Thus, the LSAT score should be used as only one of several criteria for evaluation and should not be given undue weight.

Use of cut-off LSAT scores below which no candidate will be considered is explicitly discouraged in the LSAC Cautionary Policies. However, a particular law school may discover evidence that applicants scoring below a certain

point have substantial difficulty in performing satisfactorily in its program of studies. Based on that evidence, the law school may rationally choose to implement a policy of discouraging applications with LSAT scores below a certain point. Should a law school make that determination, applicants should be informed of that fact.

Similar considerations govern the evaluation of the applicant's prior academic record. Undergraduate grades are a significant indicator of potential success in law school. In addition to being one measure of academic ability, a strong scholastic record may indicate perseverance, organization, and motivation, all important factors which have few direct measures. There are, of course, measures of intellectual ability other than the cumulative grade-point average. Unusual creativity, exceptional research skills, analytical prowess, and other factors may not be reflected on a candidate's college transcript.

In evaluating the academic record, law schools may choose to consider factors such as grade inflation, the age of the grades, discrepancies among the applicant's grades, the quality of the college attended, difficulty of coursework, and time commitments while attending college.

Law schools may also take into consideration additional factors when choosing among various candidates. Letters of recommendation often have a significant impact on admission decisions. Some schools believe that letters of recommendation are usually more candid when the subject of the letter waives access to them and recommend that applicants limit their rights to inspect this portion of their admission files. However, waiver of access to letters of recommendation or of any part of the student's record should not be made a prerequisite to admission. The Buckley Amendment specifically mandates that US law schools must not require such a waiver.

As with members of cultural, ethnic, and racial groups, law schools should also recognize the importance of providing equal educational opportunity for individuals with disabilities.

Admission of applicants from a wide variety of academic, cultural, ethnic, and racial backgrounds, and the resulting diversity, enhances and enriches the educational experience of all students and faculty.

It is proper to prefer students who have taken courses such as those that develop skills in both written and oral communications, develop analytical and problem-solving skills, or promote familiarity with the humanities and social sciences to understand the human condition and the social context in which legal problems arise. The decision to prefer either a classical liberal arts education or a more narrowly focused one should rest within the sound discretion of the law school.

2. Law schools that accept transfer applications should not make unfounded comparisons with a student's existing school. Transfer application materials should state clearly the application procedures for transfer applicants and inform them of all relevant deadlines, necessary documents and records, courses accepted for credit, and, to the extent possible, course equivalency. Schools should also provide incoming transfer students with information concerning the programmatic implications of transferring, including eligibility for law review, scholarship aid, and other factors relevant to a transfer decision before requiring a commitment.

Recruitment and Promotion

1. Law schools are responsible for all people they involve in admission, promotional, and recruitment activities (including graduates, students, and faculty), and for educating them about the principles of good practice outlined in this Statement, as well as all relevant laws, accreditation standards, and institutional policies. Law schools that use admission management firms or consulting firms are responsible for assuring that these firms adhere to sound admission practices.

The oversight role entrusted to law schools includes supervision of all personnel involved in the admission process. Law school personnel, students, and graduates who represent the law school at recruitment and other promotional activities should be informed of current law school programs and activities. They should be knowledgeable about the academic and financial requirements of attending the law school, and they should honestly and forthrightly respond to inquiries.

Professional recruiting organizations, though not formally affiliated with law schools, nonetheless are part of the admission process when they are engaged by law schools. Law schools engaging outside services are responsible for ensuring the integrity and the accuracy of the work performed for them. For example, errors or misleading statements appearing in recruitment brochures and law school catalogs may not be ascribed to the company performing the service. Law schools cannot abdicate the responsibility for accuracy by shifting blame to third parties.

2. Admission publications (print and electronic) should contain an accurate and current admission calendar and information about financial aid opportunities and requirements.

In addition to containing a complete listing of all relevant admission and financial aid deadlines, admission material should also convey accurate information about optimum dates, if any, for submitting admission materials. Among the items that might usefully be included are: dates for taking the Law School Admission Test; dates for submission of financial aid applications, including the best time for submission of materials to a financial aid need analysis service, if used; and the most useful date for submission of letters of recommendation to either the LSAC or directly to the law school. This information is particularly useful when law schools begin to make admission decisions prior to the deadline date for receipt of application materials under a "rolling" admission system.

3. Law school admission professionals should be forthright and accurate in providing information about their institutions. Law school publications and any statements submitted for publication (print and electronic) should contain current and accurate descriptions and representations of law school programs, campus life, and the surrounding community. Law schools should provide accurate, candid, and comprehensive information with respect to the law school opportunities sought by students and available to them.

Law school recruitment activities, e.g., law school forums, prelaw days, caravans, and law school fairs, provide an opportunity for law school representatives to engage in personal contact with applicants. In many instances, these activities are not only the first, but often the only direct contact applicants have with law schools until registration. In all of these instances, law school representatives should conduct themselves in a professional manner. Representatives attending these activities have an obligation to familiarize themselves with all aspects of the admission process at their respective schools. Recruitment activities should not include unreasonable and unfounded comparisons with other law schools. The use of surveys and rankings that purport to compare the quality of law schools may be misleading to applicants, and, for that reason, is discouraged.

4. Law schools should provide prelaw advisors and other educational and career counselors with accurate and appropriate information to assist them in counseling applicants about law school opportunities.

Issues of law school recruitment and enrollment require the cooperative efforts of college and university personnel working with law school admission counselors. Prelaw colleagues and other college counselors daily encounter students who are or may be interested in pursuing legal education. To serve the undergraduate population effectively, law schools should keep interested prelaw advisors, minority, and other counselors informed of their admission requirements and institutional programs.

Application Procedures

1. Law schools should promptly notify applicants of admission decisions.

2. Law schools should respect the confidential nature of information received about applicants.

While a policy of openness and accessibility should form the basis for all communications with applicants, law schools should be scrupulous in maintaining the privacy of applicants. Without the expressed consent of the applicant involved and the author of the material in question, admission information relating to an applicant, such as LSAT scores, prior academic record, letters of recommendation, and dean's reports, should not be released to persons other than admission decision makers, the candidate, and others with a legitimate interest in the admission process. This restriction would not prevent schools from sharing information that is not in a personally identifiable form, but even in this case, law schools should take care that the information is released with appropriate discretion.

From time to time, information about law school applicants at a particular law school is provided by LSAC. Information contained in many of these periodic reports is also confidential and should not be released to persons outside of the admission process, except as required by law.

3. A law school application should state clearly what information is being sought. The application should also state the applicant's obligation continually to provide accurate, current, and complete information. Further, the application should define the consequences of providing false, misleading, or incomplete information.

If the law school believes that false or misleading information has been provided by an applicant, then the information should be submitted to the LSAC Subcommittee on Misconduct and Irregularities in the Admission Process for investigation under the Law School Admission Council Rules Governing Misconduct and Irregularities in the Admission Process. If misconduct or an irregularity is determined as a result of the investigation, all law schools to which the applicant has applied, or may apply, will be notified.

4. Except under binding early decision plans, law schools should not require applicants or other persons to indicate the order of applicants' law school preferences.

Law schools should allow applicants the freedom to explore as many opportunities to pursue legal education as possible. To preserve applicant options, law schools should not base admission decisions on the order of applicants' law school preferences, unless the school has established a binding early decision plan. A binding early decision plan is one under which an applicant and a law school mutually agree at the initial point of application that the applicant will be given an admission decision at a date earlier than usual in return for the applicant's commitment, at that date, to attend the school and withdraw all applications pending at other law schools, and not initiate new applications. Schools using binding early decision programs are encouraged to make clear to the applicant the consequences of violating this agreement.

5. Except under binding early decision plans or for academic terms beginning in the spring or summer, no law school should require an enrollment commitment of any kind to an offer of admission or scholarship prior to April 1. Admitted applicants who have submitted a timely financial aid application should not be required to commit to enroll by having to make a nonrefundable financial commitment until notified of financial aid awards that are within control of the law school.

6. After April 1, except under binding early decision plans, every applicant should be free to accept a new offer from a law school even though a scholarship has been accepted, a deposit has been paid, or a commitment has been made to another school. To provide applicants with an uncoerced choice among various law schools, no excessive nonrefundable deposit should be required solely to maintain a place in the class. Beginning on May 15 of each year, law schools that participate in the Commitment Overlap Service will be provided with information concerning all enrollment commitments to any law school made by those applicants who have indicated an intention to enroll in that school's entering class. A law school should clearly communicate its policies on multiple enrollment commitments upon admission.

7. Law schools should maintain a waiting list of reasonable length and only for a reasonable length of time.

Law schools using waiting lists should ensure that final decisions about applicants placed on the waiting lists are made and communicated to the applicant as soon as possible.

Financial Aid

For many, access to a legal education often depends on access to financial assistance. It is critical that law school admission officers have an understanding of the financial aid process in order to present accurate, coherent, and complete information to candidates. Law schools should address the financial need of applicants in a fair, timely, and responsible manner. This statement is not intended to regulate this process, but rather to define good practices that will serve the needs of both students and law schools.

A. The Admission Office should work with the Office of Financial Aid to:

   1. Establish and maintain realistic and accurate cost-of-attendance budgets that are based upon reasonable and current costs for tuition and fees, textbooks and supplies, room and board, transportation, as well as other costs and expenses related to attending law school. The cost-of-attendance budget should be based on an assessment of where students typically live. Cost-of-attendance budgets should be updated regularly to accurately reflect changes and to avoid unrealistically high, low, or misleading costs of attending law school.

   2. Keep abreast of institutional and federal financial aid policies on scholarships and grants, loans, and cost-of-attendance budgets in order to discuss and provide this information knowledgeably and candidly with prospective applicants. Law schools should notify applicants about deadlines for financial aid applications and the criteria used in awarding aid. To the extent reasonably practicable, law schools should disclose how parental income will affect the financial aid determination. Similarly, the availability of need-based and of merit-based aid should be disclosed.

   3. Provide and be able to discuss candidly, as part of the admissions and enrollment process, current and accurate information on the availability of financial aid. This information should include full and fair disclosure about the availability of funds, the average debt of graduating students, and information on the existence of loan repayment assistance programs (LRAP). The information on LRAPs should include the percentage of graduating students who are recipients, eligibility requirements, and the terms and conditions of maintaining eligibility.

   4. Provide information about educational debt management as part of the admissions and enrollment process. This should include information regarding loan repayment and implications of high debt on employment options and admission to the bar.

B. When extending institutional scholarship or grant offers the law school should:

   1. Establish a fair, coherent, and consistent process in selecting candidates for scholarship awards. It should also disclose if it has a policy or practice in which a candidate may appeal the offer or amount of a scholarship award, as well as the school's process, procedures, and criteria.

   2. Permit applicants to choose among offers of admission, scholarships, grants, and loans without an enrollment commitment of any kind, binding or non-binding, until April 1. Law schools should not require a candidate to make a binding commitment to accept an offer of institutional aid prior to April 1 (except under a bona fide early decision plan). Other than seat or tuition deposits required of all candidates, scholarship and grant recipients should not be required to submit an additional deposit to accept a scholarship or grant.

   3. Law schools that have not made institutional financial aid awards (for funds within the control of the law school) by April 1, should not require a nonrefundable financial commitment from applicants who have submitted timely financial aid applications until after such awards are made.

   4. Provide clear information about the requirements and/or expectations of aid recipients (e.g., academic or service requirements). In the case of

renewable or multi-year scholarships, maintain reasonable eligibility requirements and fully inform candidates, at the time the offer is made, of the criteria he or she must satisfy to maintain or renew eligibility for the institutional aid.

C. Many law school admission officers maintain a dual responsibility within the program or institution as the financial aid professional or as the direct supervisor for the law school's financial aid administrator. In order to provide effective service to their students and the institution, a financial aid professional must work collaboratively with state and federal agencies and with private entities such as student loan providers. The NASFAA Board of Directors adopted a Code of Conduct for Institutional Financial Aid Professionals and has granted permission for the following sections of it to be included in the *Statement*:

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, a financial aid professional should:

1. Refrain from taking any action for his or her personal benefit.
2. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
3. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
4. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
5. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

Any inquiries concerning the LSAC Statement of Good Admission and Financial Aid Practices should be directed to: LSAC, Office of Education and Prelaw Programs, 215.968.1228.

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APPENDIX D: **LSAC RULES GOVERNING MISCONDUCT AND IRREGULARITIES IN THE ADMISSION PROCESS**

SECTION 1. Purpose.

(a) The Law School Admission Council (LSAC) assists law schools in conducting admission processes and disseminates information concerning nearly all applicants for admission to law school in the United States, Canada, and Australia. LSAC recognizes that United States, Canadian, and Australian law schools rely upon the accuracy and authenticity of information provided both by LSAC and by applicants.

(b) LSAC assumes responsibility to prevent compromise of Law School Admission Test (LSAT) materials and to provide to law schools only accurate and authentic data about candidates. LSAC will report instances of misconduct and irregularities in the admission process to law schools to which the candidate has applied and to other affected persons and institutions. This process involves no general investigation into nor general assessment of the character or background of applicants for admission. Decisions approving or denying admission to law schools remain the exclusive responsibility of the law schools.

(c) Issuance of a misconduct or irregularity report or cancellation of invalid data will be made in accordance with the following rules. These rules are intended to ensure candidates whose applications to law school are the subject of inquiry a full and fair opportunity to answer an allegation of misconduct or irregularity. If a determination adverse to the interests of a candidate is ultimately made, the candidate shall be given a copy of the report sent to schools and other affected persons and institutions. LSAC reserves the right to pursue other additional remedies.

SECTION 2. Scope.

These rules apply to instances of misconduct or irregularity in the admission process by a candidate or anyone else unless applicable laws mandate otherwise. The admission process includes, but is not limited to: application for admission to law school; application to take the LSAT; the taking of the LSAT; submission of information for the Credential Assembly Service (CAS); reporting of LSAT score; and transfer from one school to another.

SECTION 3. Definition.

Misconduct or Irregularity is the submission, as part of the law school admission process, including but not limited to regular, transfer, LLM, and visiting applications, of any information that is false, inconsistent, or misleading; or the omission of information that may result in a false or misleading conclusion; or the violation of any law or regulation involving the law school admission process, including violations of LSAT test center regulations. Intent is not an element of a finding of misconduct or irregularity. Examples of misconduct and irregularities include, but are not limited to doing or attempting to do the following: submission of an altered or a nonauthentic transcript; submission of an application containing false, inconsistent, or misleading information; submission of an altered, nonauthentic, or unauthorized letter of recommendation; falsification of records; impersonation of another in the admission process, including taking the LSAT; switching of LSAT answer sheets with another; taking the LSAT for purposes other than applying to law school; copying on, or other forms of cheating on, the LSAT; obtaining advance access to test materials; theft of test materials; working, marking, erasing, reading, or turning pages on sections of the LSAT during unauthorized times; submission of false, inconsistent, or misleading information to the Credential Assembly Service (CAS); submission of false, inconsistent, or misleading statements or omissions of information requested in the LSAT/CAS registration process or on individual law school application forms; falsification of transcript information, school attendance, honors, awards, or employment; or providing false, inconsistent, or misleading information in the financial aid/scholarship application process. A charge of misconduct or irregularity may be made prior to a candidate's admission to law school, after matriculation at a law school, or after admission to practice.

SECTION 4. Subcommittee on Misconduct and Irregularities in the Admission Process.

LSAC has established the Subcommittee on Misconduct and Irregularities in the Admission Process (hereafter Subcommittee). It is appointed by the Chair of the Law School Admission Council Board of Trustees. Members of the Subcommittee are volunteers drawn from the staff and faculties of LSAC-member law schools.

INVESTIGATION AND NOTICE

SECTION 5. Reports of Possible Misconduct or Irregularities in the Admission Process.

When a report of alleged misconduct or an irregularity has been received by LSAC or when internal security procedures indicate that misconduct or an irregularity may have occurred, an investigation shall be conducted by LSAC staff (hereafter staff).

SECTION 6. Investigations.

(a) In conducting investigations, staff may contact people and review documentation relevant to the inquiry. Good faith efforts shall be made to preserve confidentiality during the investigation, but no violation of this provision shall be grounds for setting aside determinations made under these rules. Information about an investigation or its disposition shall not be available except as part of the investigation itself or unless the candidate specifically requests its release, or as provided in these rules.

(b) Once a report of alleged misconduct or irregularity is referred to LSAC, the misconduct and irregularities investigation will continue regardless of whether the initiating party requests that the case be withdrawn.

(c) If the staff determines to forward a charge to the Subcommittee, a letter of charge detailing the allegation(s), a copy of all the evidence, and a copy of the rules will be sent to the candidate by the Chair of the Subcommittee. The candidate will have thirty (30) days from the date of the mailing of the letter of charge within which to respond in writing to the allegation(s). If the candidate responds in writing, he or she can: (1) address the specific allegations and request a determination based on a Subcommittee Representative's review of the allegations and the candidate's response, or (2) address the specific allegations and request a hearing.

If the candidate does not respond in writing, the case will be decided by the Chair of the Subcommittee acting as the Subcommittee Representative, and the candidate forfeits the right to a hearing and appeal.

(d) If the staff determines not to forward the case to the Subcommittee, the initiating party shall be notified by staff. The initiating party then may demand that the case be forwarded to the Subcommittee.

(e) If, during an investigation, a separate allegation unrelated to the facts and circumstances of the pending investigation concerning the candidate is discovered and there is evidence that misconduct or an irregularity occurred, the candidate will again be notified.

SECTION 7. Withholding Data.

(a) When alleged misconduct or an irregularity implicates LSAC data or information, including, but not limited to transcripts, test scores, and letters of recommendation, transmission of that data shall be withheld pending disposition. Law schools that have received reports from LSAC shall be advised that there may be an error in the data, and that a final report will be sent when the matter is resolved.

(b) Whenever an LSAT or CAS report is withheld pending investigation, the candidate involved will be promptly notified in writing of the reasons for the delay.

SUBCOMMITTEE ACTION

SECTION 8. Subcommittee.

(a) If the staff finds evidence of misconduct or an irregularity, the case will be referred to a member of the Subcommittee who will serve as the Subcommittee Representative.

The candidate shall be notified in writing when a case has been submitted to a Subcommittee Representative. Submission to a Subcommittee Representative shall include the documentation described in Section 6.(c), as well as any materials submitted by the candidate.

(b) The Subcommittee Representative may call for additional written presentations by the candidate and staff. Additional materials, if any, will be sent to both the Subcommittee Representative and the candidate.

(c) The candidate is responsible for presenting all available exculpatory evidence to the Subcommittee Representative prior to a decision. (See Section 15.(b).)

SECTION 9. Entitlement to Telephonic Hearing.

(a) If the candidate responds in writing within thirty (30) days of the mailing notifying the candidate of the charge of misconduct or an irregularity in the admission process, and the candidate requests a telephonic hearing in writing and addresses, in writing, the specific allegation(s), then a telephonic hearing shall be conducted by the Subcommittee Representative.

(b) Telephonic hearings shall be conducted within sixty (60) days after receipt of a written request for a hearing.

(c) Hearings are conducted by telephonic conference call. In extraordinary cases, and for compelling reasons, and as the result of a joint decision of the Chair of the Subcommittee and LSAC staff, in-person hearings may be held.

SECTION 10. Hearing Procedure.

(a) The purpose of a hearing with a Subcommittee Representative is to allow the candidate to explain or submit relevant information that may relate to whether a preponderance of the evidence indicates that misconduct or an irregularity has occurred in the admission process.

(b) In advance of the hearing, the candidate shall be supplied with written documentation and witness statements that may be relied on in resolving the case. In addition, the candidate shall be given notice of the identity of all adverse witnesses and the existence of physical evidence. The candidate shall have the opportunity to examine the original evidence at a location and time convenient to staff prior to the hearing.

(c) The hearing shall be recorded and transcribed.

(d) The candidate and LSAC may be represented by counsel.

(e) The Subcommittee Representative shall conduct the examination of any witnesses. Counsel for LSAC and for the candidate, if present, may examine witnesses presented at the hearing.

(f) Hearings shall not be governed by formal rules of evidence. Statements or documents that would be hearsay evidence in a court may be admitted and used.

(g) Evidence will be limited to documents and the testimony of the candidate and of witnesses produced by the candidate, unless the Subcommittee Representative requires witnesses adverse to the candidate.

(h) The candidate is responsible for presenting all available exculpatory evidence to the Subcommittee Representative prior to his or her decision. (See Section 15.(b).)

(I) The candidate may make a statement and present evidence and witnesses.

(j) Staff may present rebuttal evidence.

(k) The Subcommittee Representative will file a written report within a reasonable time after the hearing.

SECTION 11. Determinations.

(a) In a case for which no response is received from the candidate within the 30-day response period, the Chair of the Subcommittee may deem misconduct or an irregularity in the admission process to have been established and may treat the case accordingly.

(b) If the Subcommittee Representative (under Section 10) or the Subcommittee Chair (under Section 11.(a)) determines by a preponderance of the evidence that misconduct or an irregularity exists, then

(1) the findings shall state that misconduct or an irregularity exists, but shall not specify which. Because intent is not an element of the findings, no inquiry into or determination of intent shall be made. Determinations about the seriousness of an instance of misconduct or irregularity are left to individual law schools and other affected parties.

(2) staff will report the finding to the law schools to which the candidate applied or subsequently applies and to other affected persons or institutions after the 15-day appeal period has expired. Utilization of reported information remains solely the decision of the law schools and other affected persons and institutions.

(3) inaccurate data transmitted or pending transmittal by LSAC shall be canceled. Transmitted LSAT/CAS reports shall be corrected, and a report shall be filed with LSAC.

(c) If the Subcommittee Representative or Subcommittee Chair determines that no misconduct or irregularity exists, then data withheld shall be transmitted. The candidate and any other person or institution apprised of the proceeding through their involvement in the investigation shall be notified promptly.

(d) A report of the determination shall be transmitted to the candidate within a reasonable time.

SECTION 12. Report to Affected Persons or Institutions.

(a) A report of a determination shall include:

(1) the written decision and an explanation of the determination;

(2) copies of documentary evidence;

(3) evidence that the candidate was notified of the allegations and given an opportunity to respond;

(4) copies of responses by the candidate, if any; and

(5) other relevant material that the Subcommittee Representative or Subcommittee Chair determines would assist an affected person or institution.

(b) The report or appropriate portion shall be distributed to affected persons or institutions, which include, but are not limited to:

(1) the candidate who is the subject of the report;

(2) law schools to which the candidate has applied or subsequently applies;

(3) bar admission and grievance authorities in jurisdictions where the candidate is admitted or seeks admission to practice;

(4) other persons or institutions deemed by the Subcommittee Representative or Subcommittee Chair to have appropriate interest; and

(5) LSAC staff.

(c) The report shall not include recommendations for action by parties receiving a report of its conclusions.

SECTION 13. Appeal.

(a) Either the candidate or the initiating party may appeal the determination of a Subcommittee Representative. Written notice of appeal must be received by LSAC within fifteen (15) calendar days of the date of the Subcommittee Representative's determination. The notice of appeal must state the reasons for the appeal and the relief requested. Appeals will be considered by a three-member panel of the LSAC Subcommittee on Misconduct and Irregularities in the Admission Process (the Appeal Panel), none of whom shall have participated in the initial determination.

(b) The Appeal Panel will make its determination based on the record of the initial determination, including the transcript of the hearing, if one was held. The subject of a misconduct or irregularity report and the initiating party may submit additional, written information to the Appeal Panel.

(c) If the majority of the Appeal Panel affirms the determination of the Subcommittee Representative, its decision will be disseminated to the law schools to which the candidate applied or subsequently applies and affected persons or institutions in accordance with Sections 11. and 12. of the Rules. The original determination of the Subcommittee Representative will be included as part of the documented case.

(d) If the Appeal Panel reverses the determination made by the Subcommittee Representative, that determination will be set aside, and appropriate parties will be so notified.

(e) The decision of the Appeal Panel is final.

SECTION 14. Record of Determinations.

Records of misconduct and irregularity cases shall be maintained by LSAC.

SECTION 15. Reopening Records.

(a) Offers of new evidence relevant to issues in a decided case may be made by the candidate or any other person in writing to the Chair of the LSAC Board of Trustees, who may decide to reopen the case and proceed according to these rules.

(b) No case will be reopened based on exculpatory evidence that could have been obtained by the candidate with reasonable diligence prior to an initial or appellate decision.

SECTION 16. Authority to Amend and Repeal Rules.

These rules may be amended or repealed only by action of the Board of Trustees of the Law School Admission Council.

Inquiries concerning misconduct and irregularities in the admission process should be addressed to Law School Admission Council, PO Box 40, Newtown, PA 18940, 215.968.1101.

Revised November 2010

APPENDIX E: **POLICIES AND PROCEDURES GOVERNING CHALLENGES TO LSAT QUESTIONS**

As sponsor of the Law School Admission Test (LSAT), the Law School Admission Council (LSAC) is committed to assuring that every LSAT form meets rigorous standards of quality and fairness. In order to achieve this goal, each test question is subjected to a multilevel review process before it is ever used on an LSAT form. LSAT questions are written by test question writing experts both outside LSAC and in LSAC Test Development. Each new question undergoes a careful review by LSAC staff and by independent experts outside LSAC to ensure that it

1. is clear and unambiguous,
2. has one and only one best answer, where the best answer is the one among the choices provided, that most accurately and most completely answers the question that is posed, and
3. meets the LSAC standards for fairness and sensitivity.

Questions that meet the strenuous LSAC review criteria are assembled into pretest sections. Pretest sections are administered to a sample of test takers from the LSAT test-taking population. Results from the pretest provide test development staff with statistical information about each question, and with information about possibly ambiguous or misleading information in the question or in one or more of the answer choices. If problems are identified, either the question is discarded or it is revised and pretested again. All questions that pass the quality standards of a pretest administration are placed in the LSAT test question item bank. New test sections are assembled by selecting questions from this LSAT item bank. Each fully assembled test section is administered on one or more separate occasions for the purpose of pre-equating the new form. Pre-equating is a statistical method used to adjust for minor fluctuations in the difficulty of different test forms so that a test taker is neither advantaged nor disadvantaged by the particular form that is given. Following each pre-equating administration, the statistical information about each question is reviewed to assure that the data support that the question is of appropriate difficulty, discriminates higher ability test takers from lower ability test takers, is unambiguous, and has a single best answer. When the test is given at a regular LSAT administration, but before final scoring is completed, statistical analysis is conducted one last time. Each question is evaluated using the same criteria that were applied following the pretesting and pre-equating administrations. If a problem is found, the question is eliminated from the test before final scoring and reporting are accomplished.

Despite these precautions, on rare occasions, an error or ambiguity may be found in a test question by a test taker. If the test taker demonstrates that the test question does not have one and only one best answer among the choices provided, corrective action is taken. The LSAC Board of Trustees has adopted the following test question challenge policy in order to provide test takers the opportunity to inquire about or to challenge the scoring of test questions.

A candidate who has taken the LSAT and whose answer to a question has not been scored as the "credited response" (i.e., has been scored incorrect) is entitled to have the question reviewed pursuant to the following policy if, within 90 days after a score report is sent to the candidate, he or she files with LSAC an initial written inquiry about, or challenge to, the scoring of the question, stating and supporting the reasons why the credited response is not the one and only best answer to the question.

First Review Level

Upon receipt of an initial written inquiry about, or challenge to, the scoring of a test question, and explanation of why the credited response is not the one and only best answer, the LSAC Test Development staff will conduct an expeditious and thorough review of the inquiry or challenge, and, upon completion of the review, will respond in writing to the candidate. The written response will state the decision reached by LSAC concerning the candidate's inquiry or challenge, and explain the reasons for that decision.

Second Review Level

If the foregoing First Review sustains the scoring of the question about which the candidate inquired, or which the candidate challenged, the candidate may request a second review of the question's scoring. The request must be in writing and filed with LSAC within 30 days after the written response to the initial inquiry or challenge is sent to the candidate by LSAC and must be supported by the reason or reasons why the initial LSAC response was incorrect or inadequate.

Upon receipt of such a request, the LSAC Director of Test Development will initiate a review of the scoring of the question by a panel of three independent external experts. The Director will select, from a list of subject matter and testing experts, the most appropriate reviewers for the particular test question, taking into consideration the subject matter of the question and the nature of the inquiry or challenge. No expert whose name is included on this list may be employed by, or associated with, the LSAC Board of Trustees or its Committees, LSAC, or its item writing or test assembly contractors, other than as a question challenge reviewer under the Second Review Level.

The Director of Test Development will forward to this panel of experts all documents, whether produced by the candidate or by LSAC, related to the question inquiry or challenge. The Director's transmittal letter may respond to arguments raised in the candidate's request for panel review. The panel's decision concerning the scoring of the question about which the candidate inquired, or which the candidate challenged, will be that of a majority of panel members, and must be filed in writing with the Director within 30 days after the last member of the panel is named. The panel's written communication to the Director must state its decision

concerning the scoring of the question, and explain the reasons for the decision. Within 10 days of receipt of the panel's written decision, the Director will forward a copy of the decision to the candidate.

Third Review Level

If the decision of the Second Review Level Panel is not unanimous, either LSAC or the candidate may request a further review by arbitration of the question about which the candidate inquired or which the candidate challenged. Such a request shall be filed within 30 days after a copy of the written decision of the Second Review Level Panel is sent to the candidate. Arbitration will not be available until the Second Review Level Panel has filed its written decision concerning the test question inquiry or challenge with the Director of Test Development.

Arbitration proceedings shall be conducted in Philadelphia, Pennsylvania, pursuant to the current arbitration rules of the American Arbitration Association. Hearings shall be conducted before a board of three arbitrators to be drawn from lists provided by the American Arbitration Association.

If LSAC requests arbitration, the reasonable compensation and expenses of all three arbitrators, and the cost of a transcript, if any, of the arbitration proceedings shall be paid by LSAC. If the candidate requests arbitration, the reasonable compensation and expenses of the three arbitrators, and the cost of a transcript of the arbitration proceedings, if any, shall be divided equally between LSAC and the candidate. If the candidate requests arbitration and the candidate's inquiry about, or challenge to, the scoring of the test question is sustained by the arbitrators, however, LSAC will reimburse the candidate for the candidate's share of the reasonable compensation and expenses of the arbitrators, and of the cost of a transcript of the arbitration proceedings, if any. If LSAC or the candidate requests additional copies of the transcript of the arbitration proceedings, costs shall be imposed according to the rules of the American Arbitration Association.

Arbitration shall be the final and conclusive review of inquiries about, or challenges to, the scoring of a test question. Unless LSAC or the candidate requests a hearing before the arbitrators, the decision of the arbitrators shall be based on documents, whether produced by the candidate or by LSAC, related to the scoring of the test question about which the candidate inquired, or which the candidate challenged.

The sole purpose of arbitration will be to determine whether the question, the scoring of which the candidate has challenged, has one and only one best answer, where the best answer is the one, among the choices provided, that most accurately and most completely answers the question that is posed. Arbitrators acting according to these procedures shall not be empowered to address any other issues. The party who requests arbitration shall have the burden of proving that the decision of the panel of three experts who reviewed the scoring of the question at the Second Review Level is incorrect. Any decision of a majority of the arbitrators within the scope of the standard stated in the first sentence of this paragraph shall be final and binding on the candidate and LSAC, and judgment upon the decision rendered by the arbitrators may be entered in any court having jurisdiction thereof.

Revised March 2003

APPENDIX F: **THE ROLE AND RESPONSIBILITIES OF PRELAW ADVISORS**

Preface

Definition and Overview

Prelaw advising is a specialized function encompassing both personal counseling and career counseling. The prelaw advisor is called upon to know both the individual being counseled and the educational and career possibilities within the legal profession. This statement of the role and responsibilities developed by the Prelaw Advisors National Council (PLANC) is designed to suggest the responsibilities that this form of advising requires and to provide general guidelines for the effective fulfillment of this role. Performance of the responsibilities of the prelaw advisor, of course, varies according to the individual style of the specific prelaw advisor, the resources available, and individual student needs.

The basic functions of the prelaw advisor include collecting, organizing, and providing for students appropriate information concerning legal education and the legal profession; sponsoring a prelaw club; and assisting students in the application process. This assistance usually includes, but is not limited to, supplying basic information and appropriate materials such as information on the Law School Admission Test (LSAT), the Credential Assembly Service, and financial aid forms; answering students' questions; writing letters of recommendation for applicants; and informing students about deadlines and fees. Prelaw advisors may wish to consider such additional functions as facilitating internships or law-related experiences and developing contacts with local bar members. Though a prelaw advisor should not make any specific decisions for an applicant or a potential applicant, it is entirely appropriate to suggest questions that stimulate thought and facilitate decision making on the part of the applicant.

Within that context, it is the goal of the PLANC and of the six regional prelaw advisors associations to encourage professionalism on the part of prelaw advisors. "Professionalism" in this sense refers not to the creation of a profession of prelaw advising, since most prelaw advisors have other primary functions and professional identities, but rather to the process whereby the prelaw advising is accomplished.

I. Relationship to Applicants

The prelaw advisor should seek to be a facilitator in the prelegal decision-making and admission process, bringing together in an appropriate mix knowledge of the advisee's needs and ambitions with information on various law schools and legally related careers. Advisors are in a unique position to combine these variables into satisfactory and rewarding applications and admission patterns.

A. Delineation of Responsibilities

The primary clients of the prelaw advisor are the students at the institution the advisor serves, including graduates, insofar as this is consistent with the institution's policy and ability. The advisor's first obligation is to meet the needs of these students. The advisor, to be sure, should be cognizant of the goals and standards of individual law schools and should assist in meeting these insofar as this facilitates the advising of the primary clients, the students. In some cases, it may be necessary and proper to distinguish between the needs of the student advisee and the goals of a given law school. Advisors should seek to guide individual advisees with candor and with emphasis on each advisee's particular needs. In each instance, advisors should strive to tailor the depth and strength of their advice according to the depth and strength of their knowledge.

B. The Prelaw Advisor as Advisor and Facilitator

In performing the basic functions of information gathering and dispensing, and of advising students, the advisor should seek to assume the role of a facilitator. Properly performed, this role implies asking thought-provoking questions; directing the student to resources; contacting appropriate persons or organizations on behalf of students when and where appropriate, e.g., the Law School Admission Council, other prelaw advisors, and APLA leaders; and suggesting criteria to be used by the student in (1) decision making with reference to choosing law as a career, (2) selecting schools to which applications should be sent, (3) completing the applications, and (4) choosing the school to attend.

The role of facilitator is subject to many variables and defies exact description both in kind and in degree. Certain limitations may, however, be suggested. Perhaps these limitations can best be conveyed by using the imagery of a coach—one who prepares the players and advises during the game, but does not play in the game itself. The advisor may well choose, for example, to review a student's personal statement and completed application and make suggestions, but should not assume the responsibility of actually completing applications or writing personal statements. Above all, the advisor as facilitator should not assume the role of decision maker.

C. Counseling Minority Students

Members of minority groups may have special needs that require expertise on the part of prelaw advisors. Advisors should inform minority applicants of special admission procedures operative at many schools and of information and programs concerning the preparation for, and financing of, a legal education available through the Council on Legal Education Opportunity (CLEO), 740 15th Street, NW, 9th Floor, Washington, DC 20005. Prelaw advisors can also make minority students aware of relevant student organizations in law schools. The advisor should not hesitate to contact law schools directly for further information.

D. Counseling Students With Special Needs

Some students will have particular needs, and prelaw advisors will be asked to provide information about specific opportunities available to meet these needs. For example, the Law School Admission Council tries to make special accommodations for disabled applicants who wish to take the LSAT. The *ABA-LSAC Official Guide to ABA-Approved*

Law Schools, published by the Law School Admission Council and the American Bar Association, contains information about these opportunities. Likewise, many students may hesitate to apply to law school because of their financial situation. The prelaw advisor should make these students aware of the possibilities of arranging a combination of grants, loans, personal savings, and part-time earnings to defray the expenses of a legal education.

E. Sponsoring a Prelaw Club

Many prelaw advisors have found that a student prelaw club has been of great value in helping students gain knowledge of the legal profession: its options, opportunities, and pitfalls. Such a club or organization can serve as a vehicle for the dissemination of information and as a focal point for law school admission officers, practicing lawyers, and others who are invited to campus. A number of colleges and universities have such organizations, and prelaw advisors are quite willing to share their experience and expertise with those who want to organize and sponsor a club on their campus. Advisors may wish to consider establishing prelaw clubs on their campuses and might look into organizations that relate directly or indirectly to prelaw advising including, but not limited to, Phi Alpha Delta (PAD), the American Mock Trial Association (AMTA), and the American Collegiate Moot Court Association (ACMA).

F. Providing Information Concerning Specific Law Schools

A prelaw advisor should have available as much information about specific law schools as possible for use by students. Law schools are quite willing to honor requests for catalogues, brochures concerning special opportunities and programs, and other information useful to the prospective applicant. It is appropriate for the prelaw advisor to suggest to the applicants criteria for selecting law schools they may wish to consider. Such criteria might well include, but are not limited to, admission standards, costs, availability of financial aid, location, employment data, special programs, and special opportunities. It may be equally appropriate for the prelaw advisor to suggest specific schools for the student's consideration. Such suggestions should be based on available information and the prelaw advisor's own knowledge of, and experience with, specific schools, as well as the experience of alumni from the particular undergraduate institution who have graduated from, or are currently attending, law schools. Such specific suggestions should be as bias-free and current as possible. Once a student has examined and explored potential options in terms of specific law schools, the prelaw advisor may wish to assist the student in refining a list of schools, keeping in mind the considerations noted above. The advisor should encourage applicants to apply to as many schools as appropriate and consistent with their individual interests, qualifications, and resources.

G. Evaluating and Ranking Law Schools for Applicants

Prelaw advisors are frequently requested to evaluate an individual student's chances of obtaining admission to specific law schools. Through the use of published information provided by individual law schools about the LSAT scores and grade-point averages of their accepted and enrolled students, an advisor can help a student prepare a reasonable list of possible schools to which applications may be made. However, since nonquantitative factors such as work experience, demonstrated leadership ability, and outstanding achievement in a given area may well play a role in the reviewing of an application, and since quantitative standards for acceptance may vary from year to year, the advisor should be cognizant of subjective criteria and varying data not readily apparent to applicants, and encourage applicants to apply to schools that may appear to be "long shots" as well as to those that are considered as "good chance" and "likely admit."

A more vexing question is that of "ranking" law schools. Frequently, students will have access to published rankings and ask for comments. Since ranking is an inexact science at best, and nothing more than a reflection of personal opinion at worst, prelaw advisors should encourage students to evaluate schools by methods other than merely using ranking lists. Three guidelines may be suggested from the outset. First, when looking at published lists, the methodology employed in assembling the list should be thoroughly examined. Second, the student should be reminded of the fact that the crucial question is not "What is the best law school?" but "What is the best law school *for me*?" Third, the student should be informed of the fact that any ABA-approved law school will provide a complete and competent legal education. In determining the best law school for an individual applicant, the prelaw advisor might suggest a number of factors that may be helpful in stimulating thought: location (the student should be encouraged to visit the school if possible), admission criteria, financial aid, facilities, diversity of student body, experience of previous undergraduates from the applicant's undergraduate institution at that school, placement factors, local/regional/national reputation of a law school, and the student's own perception of educational and career goals. In this process, the student should be encouraged to consider both immediate and long-range implications of the choice of a given law school. Immediate implications might well include desirability of location from the student's viewpoint, distance from home, financial considerations, living facilities, and work opportunities while in school. Long-range implications may center on placement opportunities in general as well as those in a specific area attractive to a student.

Students considering a law school not approved by the American Bar Association should be urged to be extremely cautious and to investigate it thoroughly. Potential applicants should be made aware of the serious disadvantages of attending a nonapproved law school, which may include ineligibility for the bar exam and reduced job opportunities.

H. Advising the Prelaw Student on Undergraduate Curriculum

Some schools offer a well-defined "prelaw" curriculum while others do not recommend specific courses for prelaw students. Whichever approach is taken, there is a common consensus that a broad-based academic experience well grounded in the liberal arts provides the best preparation for law school.

The sections on "Preparing for Law School," contained in the *ABA-LSAC Official Guide to ABA-Approved Law Schools,* published by the Law School Admission Council and the American Bar Association, suggest approaches to advising the prelaw student on an undergraduate curriculum. By common agreement, courses that lend themselves to the creation of a context in which law may be better understood, courses that augment communication skills, and courses that sharpen analytical skills are valuable preparation for law school. Prelaw advisors should identify themselves to other academic advisors and express their willingness to consult with both students and advisors on matters pertaining to curriculum and course selection.

I. Advising the Prelaw Student on Preparing for and Taking the LSAT

There is a wealth of information about LSAC available to advisors at LSAC.org. To get a simulation of candidate interaction with LSAC, go to the LSAC.org Simulation Site at LSAC.org. The *Admission Reference Manual,* published annually by the Law School Admission Council, provides the necessary information and examples. Students should be advised to register in a timely manner for the LSAT and Credential Assembly Service process and to choose that Credential Assembly Service service appropriate to their individual needs. Fee waivers for the LSAT and Credential Assembly Service are available for students with financial need. Students demonstrating such need should contact a law school admission officer. For most students, it is advisable to take the LSAT in the summer or fall prior to the year of entrance into law school. Students should be informed of the advantages and disadvantages of each test date.

Prelaw advisors also have to deal with the question of preparation for the LSAT. Here again, there are a variety of opinions on the matter, but most agree that some kind of preparation for the LSAT is advisable and beneficial. The statement published in the *ABA-LSAC Official Guide to ABA-Approved Law Schools* can serve as a starting point: "Most law school applicants familiarize themselves with test directions and question types, practice on sample tests, and study the information available on test-taking techniques and strategies. Although it is difficult to say when examinees are sufficiently prepared, very few people achieve their full potential without some preparation." The operative phrase is "very few people achieve their full potential without some preparation." The prelaw advisor should acquaint students with various means of preparing for the LSAT in addition to the commercial preparation courses. These alternatives include sample/practice materials available from the Law School Admission Council and commercial preparation books. In situations where it is practical and advisable, the prelaw advisor may wish to set up preparation sessions. Some prelaw advisors have done this with a great deal of success and may be willing to share their experience.

The commercial preparation courses present the most difficult part of the question of preparation for the LSAT. In advising a student about these commercial courses, the following caveats should be kept in mind: (1) commercial preparation agencies are in the business primarily to make money; (2) alternate means of preparation, such as *The Official LSAT PrepTest,* are available; (3) the student should be skeptical of any course that makes extravagant claims or guarantees about its ability to raise a student's score; and (4) the LSAT is not an achievement test; therefore there are limits as to what any form of preparation can do (i.e., there is a difference between being able to prepare for a test and studying a given body of knowledge for a test).

Although students have the option of retaking the LSAT, they should be made aware of the problems associated with multiple test scores. First, all scores are reported to the law schools along with an average score. Second, for most students, retaking the test does not result in a significant increase in the score. In deciding whether or not to retake the test, students should consider such factors as their physical health or emotional state at the time of the first test, and how consistent their LSAT score was with that of previous standardized tests. The overall guideline is to proceed with caution before retaking the test.

J. Advising the Prelaw Student on Financial Issues in Preparation for Legal Education

Prelaw advisors are in a position to provide a financial component to their advising services. Because consumer debt and the increasing cost of attendance affect a student's ability to enroll in law school, at least minimal information can be provided through advising. Pamphlets, brochures, videos, websites, and other training materials are available to prelaw advisors to include in their libraries for their students.

In addition, knowledge and understanding of the financial aid process, i.e., applying for federal and private loans, will greatly aid the prelaw advisor in counseling students. There are currently several organizations that can provide training materials.

K. Suggesting Alternative Career Options

Just as a lawyer might suggest alternatives to litigation, so the prelaw advisor may sometimes feel the necessity of suggesting and encouraging students to consider alternative career patterns. Such an approach may be valuable early on in a student's academic career if there is evidence that the student's academic performance may seriously limit law school options, or if the student has an unrealistic self-image or view of the legal profession. The advisor should encourage self-evaluation of talents, strengths, weaknesses, and interests, and at the same time encourage the student to seek real knowledge of those professions that may match these characteristics. The prelaw advisor should discuss the option of waiting and working a year or more before applying to law school. The student may be reassured by the fact that the

average age of those entering law school is 25.6 and some law students qualify for the category of "senior citizens." Students who choose to take time off before law school may be well advised to establish a file of recommendations and relevant materials.

II. Relationships to Law Schools

Though, as stated previously, the student is the prelaw advisor's primary client, the advisor should seek to balance in a fair proportion the needs of the student with the needs of law schools. The concerns of all three constituents —student, prelaw advisor, and law school—can best be met by the establishment of a close working relationship with law school admission officers. This sort of relationship can be fostered in many ways, the best and most efficient being attendance at regional prelaw advisors' conferences.

A. Visits to Law Schools

Many prelaw advisors have found that visits to law schools enhance their knowledge about them. Increasingly, law schools are inviting prelaw advisors to visit as their guests. These invitations may raise ethical questions for some prelaw advisors. No one should feel under any obligation either to accept an invitation or, if the invitation is accepted and the visit made, to take anything other than an objective attitude toward that law school. Law schools planning such events should be urged to give advisors, during the course of the visit, an opportunity to meet privately with students from their undergraduate institution who are currently enrolled in the school.

B. Visit by Recruiters to Campus

Prelaw advisors should encourage law schools to send recruiters to their campuses. These recruiting visits can take various forms, the singular visit or a law school fair in which a number of recruiters from law schools are invited to visit at a single designated time. Where a fair seems to be desirable, participating law schools may be asked to pay a nominal fee. Such charges should be fair and equitable and have a reasonable relationship to expenses incurred. These charges should not be assessed for income-generating purposes.

In planning for visits by recruiters either singly or at a fair, efforts should be made to organize the event well in advance, to notify students adequately, and to see that the event is mutually beneficial for both the student and the recruiter. For maximum efficiency, the prelaw advisor may wish to coordinate such events with neighboring institutions by either holding joint fairs or holding events on successive days.

C. Interpreting Indefinite Application Responses

Often the initial response from a law school will be to place a student's application in a "holding" category, most often defined as wait-list or no decision. The prelaw advisor can be of assistance in two major ways. First, the advisor can assist in determining the implications of being placed on a wait-list at a given school. Since admission offices vary in their procedures, few general rules apply. Some schools maintain large wait-lists, others short ones. In any given year a school's ability to admit additional students from wait-lists may vary according to the initial yield. The prelaw advisor may wish to contact the admission officers at law schools or urge students to do so to ascertain the likelihood of eventual admission and the operative time frame.

Second, the prelaw advisor should encourage students placed on wait-lists or in holding categories to find out what additional information—recent grades, recommendations, etc.—might be helpful to the law schools. In brief, both the prelaw advisor and the applicant should assume active roles in wait-list situations. Additionally, prelaw advisors should encourage students to take their names off wait-lists once they have decided not to attend a particular school.

D. Multiple Acceptances/Deposits

Students will often be accepted at several law schools and, in an extension of Murphy's Law, will frequently hear from their last choice first. Initial deposits often fall due before the student is able to make a final decision. The Law School Admission Council has recommended that no law school require a deposit in order to hold a seat prior to April 1. Any failure by a law school to adhere to this deadline should be reported to the appropriate regional prelaw advisors association that will make this fact known to its members. This would not, of course, apply to any Early Decision Plan offered by a law school. The prelaw advisor should urge the student to seek an extension of the deadline for a deposit, especially if the student has not received a decision on financial aid or has heard nothing from a more preferred law school. Should a law school deny the request, the student should be urged to make a deposit at the most desired school where admission has been offered. Sometimes it may be appropriate for a student to place deposits at more than one school in order to create more time for making a decision, but multiple deposits should be discouraged unless there is a clearly valid reason for them. When multiple deposits are made, the student should be urged to release a seat no longer wanted as soon as possible, in fairness to both the law school and other applicants. On June 15, law schools receive the names of applicants with multiple enrollment commitments.

III. Writing Letters of Recommendation

In many institutions, the prelaw advisor is the official designated to write letters of recommendation, and to complete college questionnaires or other forms as required by law schools. Though this task can often be time-consuming and demand a great deal of effort, it is both a necessary and a valuable part of the process. Some of the problems and concerns connected with the recommendation process are formulated below.

A. Confidentiality/Waiver of Right to Access

Under the Family Educational Rights and Privacy Act, the so-called Buckley Amendment, students applying to law schools in the United States have the right of access to letters

of recommendation written for them. Though students may exercise this right, they should be aware that a number of law schools have indicated that the most helpful letters are those for which the right of access by the student has been waived, thus ensuring confidentiality and candor. Prelaw advisors should also be familiar with their own institution's policy on the release of information. Regardless of whether or not the student has signed a waiver, all transactions between student and prelaw advisor should be treated as confidential.

Impinging upon the question of confidentiality is the "self-completing" application used by some law schools. Such applications request students to collect letters of recommendation in sealed envelopes and forward them with their application. Because this process creates the possibility of a breach of confidentiality, the Prelaw Advisors National Council and some educational institutions have gone on record opposing this process and have asserted the right of all recommenders to send their letters directly to law schools. When there is such a policy, whether institutional or personal, prelaw advisors should inform advisees, faculty, and law schools of this stance.

B. Dean's Letter/College Questionnaire

Many law schools require citizenship and character certification, commonly known as a "Dean's Letter" or "College Questionnaire." Undergraduate institutions vary on the handling of this information, as do law schools in requesting the types of information desired. Prelaw advisors should be thoroughly familiar with their institutions' methods of handling such requests and are advised, where the situation permits, to be designated as the college official responsible for completing these forms. Since these forms are required in order for the applicant's file to be complete, prelaw advisors should be aware of what information their particular school provides (e.g., class standing, the nature of disciplinary actions that are deemed reportable, etc.) and so inform the student. In all cases, the applicant should be advised to be candid in reporting citizenship, legal matters, and other data that might act as impediments to eventual admission to the bar. In the long run, failure to report this information may prove to be more damaging than the actual nature of the information itself.

C. Content and Timeliness of Letters of Recommendation

In addition to the "Dean's Letter" or "College Questionnaire," prelaw advisors are frequently requested to write letters of recommendation. Often prelaw advisors can perform a valuable service in writing these letters because they have the unique opportunity to view the student in a total setting: academic, nonacademic, and personal. In general, these letters should include (1) degree of knowledge of applicant; (2) assessment of the student's overall academic performance, including difficulty of curriculum, course selection, improvement (or decline) in performance, factors affecting performance, and testing history; (3) contributions to campus life; and (4) assessment of personal qualities relevant to the student's performance in law school and as a lawyer.

Letters of recommendation and dean's letters should be completed promptly. As a part of the prelaw advisor's professional responsibility, all deadlines should be met if the request from the student has been made in ample time. When, for valid reasons, prelaw advisors cannot meet stated deadlines, law schools should be informed of this. Students should be urged to monitor their files to ensure that all materials have been received in a timely fashion. Since many law schools use a rolling admission procedure, it is often valuable to forward letters prior to their stated deadlines.

D. Candor

The prelaw advisor is under no obligation to write letters of recommendation for any student. An advisor who considers it impossible to write a letter that will be of support and benefit to the student or that will be helpful to the law school, should advise the student of this fact. Once the obligation is assumed, the advisor and the applicant should understand that such a letter will be written with candor. In the long run, neither the applicant nor the law school benefits from letters that lack objectivity.

IV. Institutional Relationships

Prelaw advisors should stress the value of their function and promote it as an important service to both students and the institution by:

1. raising the level of awareness of prelaw advising on the part of both students and administration;
2. requesting financial support for programs, publications, administrative assistance, membership in regional associations, and purchase of materials from the Law School Admission Council, when such materials are not provided for free from the Law School Admission Council;
3. securing adequate space for catalogues, brochures, and materials essential to preparation for law school;
4. reporting their activities to appropriate administrative officers;
5. seeking adequate release time from other duties to perform prelaw advising duties; and
6. obtaining professional recognition of prelaw activities.

V. Professional Relationships

Prelaw advisors are encouraged to share their knowledge, experience, publications, and ideas with other prelaw advisors. In the past, many prelaw programs have been enhanced by this sharing process. Of course, where publications are shared, any use by the recipient should give appropriate credit to the originating source.

The most effective means of coming to know other advisors and admission officers of law schools and sharing useful information is by actively participating in one of the regional prelaw advisors associations. Such participation has as its primary goal increasing the effectiveness and professionalism of prelaw advising. At the same time, getting to know other advisors and admission officers provides an opportunity for networking with an interesting and enjoyable cadre of people whose common interest, the prelaw student, can lead to valuable interchanges of ideas and resources. The six regional organizations cover the continental United States. They are the Midwest Association (MAPLA), the Northeast Association (NAPLA), the Pacific Coast Association (PCAPLA), the Southern Association (SAPLA), the Southwest Association (SWAPLA), and the Western Association (WAPLA). For further information, go to the PLANC website (www.planc.org) for links to all the APLAs. The Prelaw Advisors National Council (PLANC) acts as a liaison among these associations and serves as a link with the agencies and organizations involved in legal education and the legal profession.

In the preface to this statement of the "The Role and Responsibilities of Prelaw Advisors" the basic functions were outlined. In the fulfilling of these functions, prelaw advisors are encouraged to contact their colleagues and to use the resources of the Law School Admission Council, including the *ABA-LSAC Official Guide to ABA-Approved Law Schools* and the *Admission Reference Manual*. Regional associations also have a variety of materials, including handbooks and newsletters. Twice a year, PLANC publishes *PLANC Points*, which offers further information for prelaw advising. One of the notable characteristics of prelaw advising is the willingness of advisors to share with others.

A list of the offices of PLANC and the regional prelaw advisors associations is available at LSAC.org. *You can also go to the organization's website,* www.planc.org.

APPENDIX G: **CANDIDATE DOCUMENTS (SAMPLES ONLY)**

- Sample LSAT Candidate Item Response Report (IRR)
- Sample Academic Summary Report
- Sample Credential Assembly Service Law School Report
- Sample International Credential Evaluation Report
- Sample LSAT Law School Report

SAMPLE LSAT CANDIDATE ITEM RESPONSE REPORT (IRR)

There are three principal sections of this form:

- **Section 1**
  Reports LSAT scores to the test taker approximately four weeks after the LSAT administration. An average score is calculated and reported when more than one score on the same score scale is on file.

- **Section 2**
  Lists the current LSAT administration date, includes the number of credited responses (raw score) and the number of responses not credited.

- **Section 3**
  Lists the candidate's responses to all questions that contributed to the test score on a section-by-section basis.

Attached to this form is a percentile table and information to aid in interpreting scores.

Additional information sent to the candidate along with this report includes a copy of the test questions that contributed to the candidate's score, a score conversion table, and a photocopy of the scored side of the candidate's answer sheet. Note that those who take a nondisclosed test; those who test at a Saturday Sabbath observers administration; those who take the June, December, and February braille versions of the test; and those who test at another special administration will not receive this information nor the data contained in sections 2 and 3 above, with the exception of the test date.

SAMPLE CANDIDATE ITEM RESPONSE REPORT (IRR)

Law School Admission Test

Candidate Report for

LSAC Account Number

Social Security/Social Ins. No.

Date of Report

Control Number

CANDIDATE ITEM RESPONSE REPORT

This report shows your responses by section to all questions that contributed to your score on the current test. This report represents the machine scoring of the blackened responses on your answer sheet. Please compare the recorded responses on this report with those on your answer sheet and report any discrepancies to the Law School Admission Council within 60 days of the test date. This report contains your LSAT record. The numbers in parenthesis next to the headings refer to complete explanations on the IRR Additional Information Document.

LSAT SCORE DATA (1)

LSAT Score Band	LSAT Score	LSAT % Rank	Admin Date

Legend for Score Data

A - Absent/Delay
C - Candidate Cancel
I - Statistical Cancel
N - LSAC Cancel
P - Cancel/Possession Electronic Device
S - Security Cancel
V - Cancel/Other Test Center Violation

LSAT QUESTION RESPONSES (3)

	Section		Section		Section		Section		
Question No.	Your response	Credited response	Your response	Credited response	Your response	Credited response	Your response	Credited response	Question No.
1.									1.
2.									2.
3.									3.
4.									4.
5.									5.
6.									6.
7.									7.
8.									8.
9.									9.
10.									10.
11.									11.
12.									12.
13.									13.
14.									14.
15.									15.
16.									16.
17.									17.
18.									18.
19.									19.
20.									20.
21.									21.
22.									22.
23.									23.
24.									24.
25.									25.
26.									26.
27.									27.
28.									28.
29.									29.
30.									30.

Name and mailing address

QUESTION RESPONSE DATA (2)

Test Date

Number of Credited Responses

Number of Responses Not Credited

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IRR Additional Information Document

LSAT SCORE DATA (1)

Indicated here are your current LSAT score and the results of all your tests since June 1, 2007. Up to the 12 most recent tests, including absences and cancellations, may be reported. An average score is also calculated and reported when more than one reportable score on the same score scale is on file. These results will be reported to any law school(s) to which you apply providing you complete your LSAC file.

The LSAT score scale ranges from 120 to 180, with 120 being the lowest possible score and 180 being the highest possible score. Scores reported on a standard scale permit direct comparison of scores achieved by candidates tested at different times.

The actual numerical value of your score has meaning only when compared with scores achieved by other candidates. To aid you in the interpretation of your LSAT score, we have included in this portion of your report a percent-below value for each test score. The values reported in Table 1 are for scores earned on the 120–180 scale and show the percentages of test scores below each score for the 2009–2010, 2010–2011, and 2011–2012 testing years.

Score bands are reported for ALL LSAT scores earned on the 120–180 score scale. A score band is a range of scores that has a certain probability of containing a candidate's actual proficiency level. The score bands reported here are designed to include a candidate's actual proficiency level in approximately 68 percent of cases. Score bands are reported to emphasize that LSAT scores are estimates of a candidate's actual proficiency level. A score band is reported for each individual score, as well as for the average score if more than one reportable score on the 120–180 score scale is on file.

Law schools set their own standards for selecting their entering classes, and each school places a somewhat different emphasis on test scores used in conjunction with college records, honors or awards, recommendations, and other information. You are strongly urged not to use these tables alone as a basis for deciding whether to send your LSAT score to a particular law school. You should first consult the current admission data provided by law schools at LSAC.org. Most law schools provide information in these materials about the standards they apply in selecting the class for the current year.

If a score cannot be reported, one of the following alpha codes will be printed:

A **Absent or Delay**—Candidate is absent or there is a delay in reporting the score.

C **Candidate Cancel**—Score cancellation at the request of the test taker.

I **Statistical Cancel**—For statistical reasons, the score cannot be reported.

N **LSAC Cancel**—Score cancellation due to circumstances beyond the control of the candidate. LSAC determined it impossible to obtain a valid score. (For example, LSAC cancellation resulting from a badly printed test booklet or nonreceipt of test materials after a test has been administered.)

P **Possession of Prohibited Electronic Device**—Score cancellation based on possession of a prohibited electronic device at a test center.

S **Security Cancel**—Score cancellation by LSAC following a security or irregularities investigation.

V **Other Test Center Violations**—Score cancellation by LSAC. Test taker was dismissed from the test due to a violation of test center procedures not involving a prohibited electronic device. (For example, test taker observed working in the wrong test section or continuing to work on a section after time had been called.)

Table 1

Scaled Score	% below for LSAT 2009–2012*
180	99.9
179	99.9
178	99.9
177	99.8
176	99.7
175	99.5
174	99.3
173	98.9
172	98.6
171	98.0
170	97.2
169	96.5
168	95.6
167	94.2
166	92.9
165	91.4
164	89.5
163	87.4
162	85.1
161	82.5
160	79.9
159	76.9
158	73.6
157	70.3
156	66.7
155	63.3
154	59.8
153	55.6
152	51.6
151	47.9
150	44.4
149	40.2
148	36.6
147	33.6
146	29.9
145	26.7
144	23.6
143	20.6
142	18.3
141	15.7
140	13.7
139	11.7
138	9.9
137	8.5
136	7.0
135	6.0
134	4.8
133	4.0
132	3.3
131	2.7
130	2.1
129	1.8
128	1.4
127	1.1
126	0.9
125	0.7
124	0.6
123	0.5
122	0.4
121	0.3
120	0.0

*The figures in Table 1 indicate the percentages of test scores in the 2009–2012 testing years below each score given.

QUESTION RESPONSE DATA (2)

NOTE: This section will be blank for those who take a nondisclosed administration. Test takers at a nondisclosed administration will receive ONLY the LSAT score. For more details, see the section on test disclosure found at LSAC.org.

Noted here are the date of the test administration for which question response data are provided, the form of the test you took, and a summary of the total number of credited responses and the total number of responses not credited. The "raw" LSAT score is the total number of responses for which you received credit. **NOTE: THIS IS NOT YOUR LSAT SCORE.** See item 1 above. The total number of responses not credited includes those questions that were answered incorrectly, left unmarked, or had more than one response.

LSAT QUESTION RESPONSES (3) **NOTE: This section will be blank for those who take a nondisclosed administration. Test takers at a nondisclosed administration will receive ONLY the LSAT score. For more details, see the policy section on test disclosure found at LSAC.org.**

Your responses to all questions that contribute to your score on the test are presented on a section-by-section basis. Shown for each section is the section number (corresponding to the scored section number in your original test booklet), the question numbers, the machine reading of your blackened responses, and the credited responses. If the entry shown in the column labeled "YOUR RESPONSE" is the same as the entry in the corresponding row of the column labeled "CREDITED RESPONSE," you were given credit for the question. Questions for which the YOUR RESPONSE space contains a zero (0) are those questions you left unmarked on the answer sheet. The YOUR RESPONSE space contains an asterisk (*) for those questions for which you marked more than one answer choice. A (W) in the CREDITED RESPONSE space indicates that the question has been withdrawn from scoring.

If this portion of your report contains no entries in the columns labeled YOUR RESPONSE, it is because identifying information on your answer sheet did not match your registration information and manual interception was required. You may wish to enter your responses from the copy of your enclosed answer sheet in the spaces provided in the YOUR RESPONSE columns so that you can compare them to the appropriate credited responses.

ADDITIONAL INFORMATION **Those who take a nondisclosed administration will not receive a copy of their answer sheet, the correct responses, or a copy of the test questions.**

Please keep in mind that this report represents the machine scoring of the blackened responses on your answer sheet. If you tested at the June, Saturday October, or the Saturday December administrations, a copy of your answer sheet is enclosed or in your LSAC.org account if you are an LSAC.org registrant. Please compare the recorded responses on this report with those on your answer sheet and report any discrepancies to the address noted below. Handscoring may be done at your request upon receipt of the handscoring fee. Handscoring requests must be postmarked no later than 60 days after the LSAT administration test date. For additional information on handscoring, please refer to the appropriate section found at LSAC.org.

We cannot respond to telephone inquiries regarding the question response data on this report or the enclosed documents. If you have any questions or comments about these items, please write to:

Law School Admission Council
662 Penn Street
PO Box 2000-T
Newtown PA 18940-0995

If you find what you believe to be an error or ambiguity in a test question that affects your response to the question, send an e-mail to LSATTS@LSAC.org or write immediately to:

Law School Admission Council
Test Development Group
662 Penn Street
PO Box 40
Newtown PA 18940-0040

Test item challenges must be made within 90 days of the date of this report to be eligible for review pursuant to the LSAC *Policies and Procedures Governing Challenges to Law School Admission Test Questions*. A copy of the *Policies and Procedures Governing Challenges to Law School Admission Test Questions* can be obtained by writing to the above address.

QUESTION-BY-QUESTION RESPONSES AND SECTION SCORES ARE NOT REPORTED TO LAW SCHOOLS OR UNDERGRADUATE COLLEGES. THIS REPORT IS FOR YOUR INFORMATION ONLY.

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6/20/2012

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LSAC®

Academic Summary Report

Background

Applicant: Selden, Lawrence I
Previous Name: Bart
Social Security/Social Insurance #: *****5185
Birthdate: March 18, 1963

Complete Date: April 25, 2012
State of Permanent Residence: NY
Undergraduate Major: Mechanical Engineering
LSAC Account Number: L12345678

Institutions Attended	Degree	Date	Level	School Code
Hobart College	BS	05/95	U	2294
Fairleigh Dickinson University –T			U	2263
Rutgers U-Univ College, New Brun			U	2777
Univ Of Maryland-University Co			U	0988
Suny Binghamton Center			U	2535
Arcadia University			U	2039
New Jersey Institute Of Technolo	MS	06/97	G	2513
Foreign				

School Code	Year	Notes From Transcript
2294	94-95	Acad. Honrs. Rank 47/492
2777	-	Unacknowledged Transcript
2535	81-84	Academic Action
2039	81-81	Term. Action
2263	-	Financial Obligation

Degree School

Percentage Distribution of LSAT

95 & up	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	0-19
2	3	5	7	6	8	7	3	5	9	10	4	4	10	3	6	9

Percentage Distribution of GPAs

4.00 - up	3.80-3.99	3.60-3.79	3.40-3.59	3.20-3.39	3.00-3.19	2.80-2.99	2.60-2.79	2.40-2.59	2.20-2.39	2.00-2.19	1.80-1.99	1.60-1.79	1.59-Down
1	1	4	10	5	23	8	17	15	11	4	1	0	0

Transcript Analysis

Year	Total Hours	-	81-81	81-84	92-93	93-95	-	-	95-97
Education Level			U	U	U	U	U	U	G
College		FOREIGN	ARCADI	SUNY BI	UMUNIVC	HOBART	R UC NB	FDICK T	NJINTE C
College Code			2039	2535	0988	2294	2777	2263	2513
LSAT College Mean			INSF	34	148	151			
Num. Candidates			INSF	374	182	132			
Semester Hours			16.0	28.0	24.0	52.8			
GPA			3.21	1.76	3.33	3.31	UNACK	FINAN	SEE
Cum. GPA/College			3.21	1.76	3.33	3.31	TRANS	OBLIG	TRANS
Cum. GPA %ile Rank			INSF	1%	49%	82%			
GPA College Mean			INSF	3.20	3.30	2.88			

Cum. Across GPA			3.21	2.29	2.66	2.94			
3.50 & Up A Hours Earned	36.5		8.0	0.0	12.0	16.5			
2.50-3.49 B Hours Earned	55.0		6.0	8.0	8.0	33.0			
1.50-2.49 C Hours Earned	19.3		0.0	12.0	4.0	3.3			
0.50-1.49 D Hours Earned	2.0		2.0	0.0	0.0	0.0			
0.49 & Down F Hours Earned	8.0		0.0	8.0	0.0	0.0			
Unconverted Hours Earned	0.0		0.0	0.0	0.0	0.0			
Total Semester Hours	120.8		16.0	28.0	24.0	52.8			

Summary

Undergraduate Summary

Degree (Summary) GPA: 3.31

Degree Semester Hours: 52.8

Cummulative GPA: 2.94

Cumulative Semester Hours: 120.8

Nonpunitive "NC", "WF", and "Repeated" Course Credit Hours: 0.0

Law School Matriculation (Prior law school matriculation or intent to matriculate reported by:)

Law School	Year
FORDHAM UNIVERSITY	1999

Prior Application

Term – Year **

Fall 2006

For a list of all law schools to which LSAC has prior application information, see the Reports Status section of the web site

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SAMPLE CREDENTIAL ASSEMBLY SERVICE LAW SCHOOL REPORT (EXPLANATION ON PAGE 23)

Applicant Name: SELDEN, LAWRENCE I LSAC Acct #: L12345678

Law School Report

LSAC®

Update Reason: For: Fall 2013

BACKGROUND

Soc Sec/Soc Ins # 441-48-5185 Completion Date 04/25/12

Service Type CAS State of Perm. Res. NY

Birthdate 03/18/1963 Age 49 Sex MALE

Prev. Name BART Ethnicity CW

Undergraduate Major: Mechanical Engineering; Engineering - Other

INSTITUTIONS ATTENDED	DEGREE	DATE	LEVEL	CODE
Hobart College	BS	05/95	U	2294
Fairleigh Dickinson University-T			U	2263
Rutgers U-Univ College, New Brun			U	2777
Univ of Maryland-University Col			U	0988
SUNY Binghamton Center			U	2535
Arcadia University			U	2039
New Jersey Institute of Technolo	MS	06/97	G	2513
Foreign Educated				

CODE	YEAR	NOTES FROM TRANSCRIPT
2294	94-95	Acad Honrs, Rank: 47/492
2777	-	Unacknowledged Transcript
2535	81-84	Academic Action
2039	81-81	Term. Action

CODE	YEAR	NOTES FROM TRANSCRIPT
2263	-	Financial Obligation

DEGREE SCHOOL

Percentage of LSAT	95 & up	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	0-19
	2	3	5	7	6	8	7	3	5	8	10	4	4	10	3	6	9

Percentage Distribution of GPAs	4.00 Up	3.80 3.99	3.60 3.79	3.40 3.59	3.20 3.39	3.00 3.19	2.80 2.99	2.60 2.79	2.40 2.59	2.20 2.39	2.00 2.19	1.80 1.99	1.60 1.79	1.59 Down
	1	1	4	10	5	23	8	17	15	11	4	1	0	0

TRANSCRIPT ANALYSIS

Year		81-81	81-84	92-93	93-95	-	-	95-97
Education Level		U	U	U	U	U	U	G
College	FOREIGN	ARCADI	SUNY BI	UMUNIVC	HOBART	R UC NB	FDICK T	NJINTEC
College Code		2039	2535	0988	2294	2777	2263	2513
LSAT College Mean		INSF	34	148	151			
Num. Candidates		INSF	374	182	132			
Semester Hours		16.0	28.0	24.0	52.8			
GPA	SEE	3.21	1.76	3.33	3.31	UNACK	FINAN	SEE
Cum. GPA/College	FOREIGN	3.21	1.76	3.33	3.31	TRANS	OBLIG	TRANS
Cum. GPA Percentile Rank	EVAL	INSF	1%	49%	82%			
GPA College Mean		INSF	3.20	3.30	2.88			
Cum. Across GPA		3.21	2.29	2.66	2.94			

GRADES EARNED		TOTAL	NUMBER OF SEMESTER HOURS BY GRADE FOR EACH SCHOOL - DATE - PERIOD			
3.50 & Up	A	36.5	8.0	0.0	12.0	16.5
2.50 - 3.49	B	55.0	6.0	8.0	8.0	33.0
1.50 - 2.49	C	19.3	0.0	12.0	4.0	3.3
0.50 - 1.49	D	2.0	2.0	0.0	0.0	0.0
0.49 - Down	F	8.0	0.0	8.0	0.0	0.0
Unconverted		0.0	0.0	0.0	0.0	0.0
Total		120.8	16.0	28.0	24.0	52.8

SUMMARY

LSAT Score Data

Score Band	Score	Percent Rank	Admin. Date	Index
155-161	158	74	10/11	
154-160	157	70	10/10	
	A		02/09	
	C		12/08	
159-165	162	85	10/08	
158-160	159		Average	

Undergraduate Summary

Degree (Summary) GPA 3.31 Cumulative GPA 2.94

Semester Hours 52.8 Semester Hours 120.8

Nonpunitive "NC", "WF", and "Repeated" Course Credit Hours 12.0

Letters of Recommendation/Evaluations

Number of letters included in this report: 4 Evaluations: 2

Law School Matriculation

Prior law school matriculation or intent to matriculate reported by:

1999 FORDHAM UNIVERSITY

Recipients of this report are cautioned to contact the named law school to verify the information reported here.

Misconduct or Irregularity Determination

YES Report Attached

A - Absent/Delay
C - Candidate Cancel
I - Statistical Cancel
N - LSAC Cancel
P - Cancel/Possession Electronic Device
S - Security Cancel
V - Cancel/Other Test Center Violation

Score Band *Score Bands on this report reflect a 68% level of confidence.*

120 130 140 150 160 170 180

Lower=158 Average Score=159 Upper=160

LAWRENCE I SELDEN
17 HENRY STREET
NEW YORK, NY 10021

Edith Wharton Law School 1234

Report Date: 08/15/2012

Prior Application: Fall 2010**

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SAMPLE CREDENTIAL ASSEMBLY SERVICE INTERNATIONAL CREDENTIAL EVALUATION
(SEE PAGE 80 FOR KEY)

Selden, Lawrence **L123456789**

CREDENTIAL ASSEMBLY SERVICE
INTERNATIONAL CREDENTIAL EVALUATION

BACHELOR-EQUIVALENT INSTITUTION INFORMATION

Institution: SEOUL NATIONAL UNIVERSITY

Country: KOREA

Degree date: February, 1984

Grade average at this institution: 2.82

US-comparable education completed at this institution: Bachelor's degree

***Quality of academic record for this institution:** Above Average

*This field is based on the indigenous grade average. AACRAO evaluators enter Superior for A-level work, Above Average for B-level work, Average for C-level work, and Below Average for D and below-level work.

ENGLISH PROFICIENCY

TOEFL: 104
IELTS: 7

OVERALL AMOUNT OF US-COMPARABLE EDUCATION COMPLETED

Master's degree

CREDENTIAL EVALUATION INFORMATION

Initial report: 08/15/2012 **Documents included:** T1, T2, T3, S1, S2

Last update: **Documents included:**

BACKGROUND

LSAC account number: L12345678
First (given) name: Lawrence
Middle initial: I
Last (family) name: Selden
Other name(s): Bart
Date of birth: March 18, 1963
Gender: Male
Country of citizenship: Korea, Republic of (South)
Secondary citizenship:

ADDRESS

Current: 17 HENRY STREET
NEW YORK, NY 10021
United States of America

E-mail: lselden@lsac.org
Primary telephone: 215-968-1111
Secondary telephone: 215-968-1112
Fax: 215-504-3181

POSTSECONDARY SUMMARY

	Institution	Indigenous Degree Pursued/Awarded	Dates Attended
T1	*+SEOUL NATIONAL UNIVERSITY	Bachelor of Law	03/1980 – 02/1984
T2	JUDICIAL RESEARCH AND TRAINING INSTITUTE	Certificate of Completion	03/1988 – 02/1990
T3	SEOUL NATIONAL UNIVERSITY	Master of Laws	03/1984 – 08/1986

*	First degree in law
+	Highest level of US postsecondary-equivalent work completed
#	Bachelor-equivalent degree or coursework
-	Degree not completed

BACHELOR-EQUIVALENT INSTITUTION INFORMATION

SEOUL NATIONAL UNIVERSITY **Korea, Republic of (South)**

English name of postsecondary institution: Seoul National University

Degree, title, diploma, or certificate awarded or pursued (in indigenous terms): Bachelor of Law

Degree translation:

Field of study: Law

Attended from – to: 03/1980 – 02/1984

Degree awarded: 02/1984

Actual/Standard number of years of study: 4 / 4

Grade average: 2.82

Verbal rating:

Rank in class: 118/162

Other indices of quality:

Comparable amount of US education completed: Bachelor's degree

Quality of academic record: Above Average

Grading scale, if available, in indigenous terms:

Indigenous scale	Description	Suggested US grade
4.3		A+
4.0		A
3.0		B+
2.3		B
2.0		C+
1.7		C
1.0		D+
0.7		D
0.0		F

Other grading scale information: 2.0 lowest passing grade for Bachelor in Law. 3.0 lowest passing grade for Master in Law

Grading scale source: Transcripts

Comments: This work is comparable to a bachelor's degree from an accredited university in the United States

POSTSECONDARY INSTITUTION

JUDICIAL RESEARCH AND TRAINING INSTITUTE **Korea, Republic of (South)**

English name of postsecondary institution: Judicial Research and Training Institute

Degree, title, diploma, or certificate awarded or pursued (in indigenous terms): Certificate of Completion

Degree translation: Certificate

Field of study:

Attended from – to: 03/1988 – 02/1990

Degree awarded: 02/1990

Actual/Standard number of years of study: 2 / 2

Grade average: 82.18/100

Verbal rating:

Rank in class: 79/300

Other indices of quality:

Comparable amount of US education completed:

Quality of academic record:

Grading scale, if available, In indigenous terms:

Indigenous scale	Description	Suggested US grade
90 – 100%	Excellent	A
80 – 89%	Very Good	B
70 – 79%	Poor	C
60 – 69%	Poor	D
0 – 59%	Fail	F

Other grading scale information:

Grading scale source: Transcript

Comments:

POSTSECONDARY INSTITUTION

SEOUL NATIONAL UNIVERSITY **Korea, Republic of (South)**

English name of postsecondary institution: Seoul National University

Degree, title, diploma, or certificate awarded or pursued (in indigenous terms): Master of Laws

Degree translation: Master of Laws

Field of Study:

Attended from – to: 03/1984 – 02/1986

Degree awarded: Aug 25, 1986

Actual/Standard number of years of study: 2 / 2

Grade average: 3.85

Verbal rating:

Rank in class:

Other indices of quality:

Comparable amount of US education completed: Master's degree

Quality of academic record:

Grading scale, if available, In indigenous terms:

Indigenous scale	Description	Suggested US grade
4.3		A+
4.0		A
3.0		B+
2.3		B
2.0		C+
1.7		C
1.0		D+
0.7		D
0.0		F

Other grading scale information: 2.0 lowest passing grade for Bachelor in Law. 3.0 lowest passing grade for Master in Law

Grading scale source: Transcript

Comments: This work is comparable to a master's degree from an accredited university in the United States

SECONDARY SCHOOL SUMMARY

Name of secondary institution: La Salle High School

City: Kagoshima-shi

Country: Japan

Type of secondary school: General

Country's standard number of years of elementary and secondary education: 12

Type of secondary certificate or diploma (if known): Diploma

Date secondary certificate or diploma awarded: 12/1979

COMMENTS/RESOURCES

General Comments:

Resources used in this evaluation: Korea, AACRAO W.Z.S., 1985
International Handbook of Universities, 13th Ed, IAU, 1993
World Academic Database, 1997/98, IAU, 1997

ENGLISH PROFICIENCY SUMMARY

Native language name:	Korean
Date of birth:	March 18, 1963
Number of times taken:	1
Test type:	IELTS
Administration date:	01/03/2000
Registration/appointment number:	98765500000000011774455
Test method:	A
Reading:	7.50
Listening:	7.00
Essay/Speaking:	6.50
Structure/Writing:	6.50
Total score:	7.00

ENGLISH PROFICIENCY SUMMARY

Native language name:	Korean
Date of birth:	March 18, 1963
Number of times taken:	1
Test type:	TOEFL
Administration date:	01/03/2001
Registration/appointment number:	0000000007654424
Test method:	I
Reading:	27.00
Listening:	23.00
Speaking:	27.00
Structure/Writing:	27.00
Total score:	104.00

This report has been prepared by the Law School Admission Council (LSAC). International credential evaluation has been provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). TOEFL score information has been provided by the Educational Testing Service (ETS).IELTS score information has been provided by the British Council, IDP: IELTS Australia, and University of Cambridge ESOL Examinations. Copyright (c) 2004 by Law School Admission Council, Inc. All rights reserved

KEY TO THE CREDENTIAL ASSEMBLY SERVICE INTERNATIONAL CREDENTIAL EVALUATION

Key to the Credential Assembly Service International Credential Evaluation **07/20/12**

This is a master copy of the international evaluation that will be sent along with the regular Credential Assembly Service (CAS) Law School Report to schools that require the use of the authentication and evaluation feature of LSAC's Credential Assembly Service (CAS). Examine the data carefully. If you feel an error has been made, you may request a reevaluation of your credentials. Print out a copy of your international credential evaluation from your online account, circle the area in question, then mail the annotated evaluation and an accompanying explanation to ***Law School Admission Council, Academic Record Analysis, 662 Penn Street, Box 2700, Newtown, PA 18940-0978 USA***. You will be notified of the outcome of the reevaluation after the American Association of Collegiate Registrars and Admissions Officers (AACRAO) has reviewed your request.

The top portion of the evaluation contains your full name, your LSAC-assigned account number, and a barcode for identification purposes.

BACHELOR-EQUIVALENT INSTITUTION INFORMATION

This section contains information specific to your bachelor-equivalent institution.

Institution: Name of bachelor-equivalent institution attended, as confirmed by AACRAO

Country: Country where bachelor-equivalent institution is located

Degree date: Month and year of title conferment, as confirmed by AACRAO

US-comparable education completed at this institution: United States comparable levels of education are listed as follows by AACRAO: undergrad-one year; undergrad-two years; undergrad-three years; undergrad-four years; bachelor's degree; master's degree; doctoral degree; other; nondegree study; graduate-level study; first professional degree (the first academic credential that is required to become qualified to practice that profession in the country in which the credential was earned)

Grade average at this institution: Overall grade for complete period of study, in the native (indigenous) scale, as calculated by AACRAO

Quality of academic record for this institution: Overall level of quality for this institution may be listed as follows by AACRAO: superior for A level work; above average for B level work; average for C level work; below average for D level and below work; N/A

ENGLISH PROFICIENCY

The information listed in this section is provided by Educational Testing Service (TOEFL) and/or the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations (IELTS). Data may or may not appear in this section, depending upon whether you were required to take a test, or whether scores were received before or after assembly of the International Credential Evaluation. Scores received by LSAC after the completion of this report will automatically be forwarded to the law school(s) to which you apply.

TOEFL: Test of English as a Foreign Language. The highest score received will appear here.

IELTS: International English Language Testing System. The highest score received will appear here.

OVERALL AMOUNT OF US-COMPARABLE EDUCATION COMPLETED

This section will list the total amount of United States-comparable education completed at all international institutions combined. Levels may be listed as follows by AACRAO: undergrad-*one year; undergrad-two years; undergrad-three years; undergrad-four years; bachelor's degree; master's degree; doctoral degree; other; non-degree study; graduate-level study*

CREDENTIAL EVALUATION INFORMATION

Initial report: Date the evaluation was completed by AACRAO or the date the first evaluation was generated

Documents included: The type of documents included when the initial evaluation was sent to the law schools. T=transcript; S=TOEFL or IELTS score; L=letter of recommendation

Last update: Date a subsequent report containing new transcript information was completed by AACRAO or date a subsequent report containing a new score or a new letter of recommendation was added by LSAC. Updates may also be produced in the rare event a score or letter of recommendation is deleted from your LSAC account.

Documents included: The type of documents included when the updated evaluation was sent to the law schools. T=transcript; S=TOEFL or IELTS score; L=letter of recommendation.

BACKGROUND

LSAC account number: Unique identifier assigned by LSAC

First (given) name: Reported by you

Middle initial: Reported by you

Last (family) name: Reported by you

Other name(s): If applicable, other former family or first (given) names you are known by, as reported by you

Date of birth: Month, day, and year of your birth, as reported by you

Gender: Male or female, as reported by you

Country of citizenship: Nationality, as reported by you

Secondary citizenship: If you hold dual citizenship, secondary country of citizenship, as reported by you

ADDRESS

Current: Location to which any mailings should be sent, including name of street, city, state (if applicable), country, and postal code, as reported by you

E-mail: Electronic mail address, as reported by you

Primary telephone: Telephone number at which you can most often be reached, including country, city, and area code (all as applicable), as reported by you

Secondary telephone: A different telephone number at which you can be reached, as reported by you

Fax: Number to which facsimile communications can be sent, as reported by you

POSTSECONDARY SUMMARY

This section provides a short summary of all postsecondary institutions attended. The symbols that appear in the box at the bottom of this page will appear in front of their corresponding institution in this section as applicable and assigned by AACRAO.

Institution: Indigenous name of the institution(s) attended after secondary school, as reported by you. The institution where the bachelor-equivalent degree was/will be earned will be listed first. If no bachelor-equivalent degree was awarded or pursued, the school with the most undergraduate-level coursework will be listed first, as applicable. Other institutions will be listed in reverse chronological order.

Indigenous Degree Pursued/Awarded: Title conferred/to be conferred at completion of program of study, reported in the native terminology, as confirmed by AACRAO

Dates Attended: Beginning and ending month/year of attendance at the institution, as confirmed by AACRAO

BACHELOR-EQUIVALENT INSTITUTION INFORMATION

If no bachelor-equivalent degree was awarded or pursued, the school with the most undergraduate-level coursework will be listed here.

Bachelor-equivalent institution name will appear here	Country where school is located will appear here

English name of postsecondary institution: English translation of school name, as applicable

Degree, title, diploma, or certificate awarded or pursued (in indigenous terms): Title conferred at completion of program of study, as confirmed by AACRAO

Degree translation: English term for degree awarded, as confirmed by AACRAO

Field of study: Field of specialization, as reported by you

Attended from – to: Beginning and ending month/year of attendance at the institution, as confirmed by AACRAO

Degree awarded: Month and year title was conferred, as confirmed by AACRAO

Actual/Standard number of years of study: Number of years of study versus the customary number of years of study for the degree listed, as confirmed by AACRAO. "Varies" or "Not indicated" may also appear here.

***Grade average:** Overall grade for complete period of study, in indigenous terms, as calculated by AACRAO

***Verbal rating:** Written evaluation rather than numerical, as confirmed by AACRAO

***Rank in class:** Position of standing within the class compared to the total class size, as confirmed by AACRAO

***Other indices of quality:** Other notations expressing the caliber of work completed, as reported by AACRAO

** An entry is required for only one of these fields, so one, two, or three of the four may appear blank if the information is not available.*

Comparable amount of US education completed: Levels are listed as follows by AACRAO: undergrad-one year; undergrad-two years; undergrad-three years; undergrad-four years; bachelor's degree; master's degree; doctoral degree; other; nondegree study; graduate-level study; first professional degree (the first academic credential that is required to become qualified to practice that profession in the country in which the credential was earned)

Quality of academic record: Levels of quality are listed as follows by AACRAO and refer to the bachelor-equivalent school: Superior for A level work; Above Average for B level work; Average for C level work; Below Average for D and below level work; N/A

Grading scale, if available, in indigenous terms: Graduated series of measurement used to rate the student's achievement in different subject matter, in the scale used by the issuing institution. A description and suggested US grade equivalent may also be reported here, as may a national grading scale. This is provided by AACRAO.

Indigenous scale	Description	Suggested US grade
Native scale will appear here	An explanation of the native scale will appear here	An approximation of the native grade's US-equivalent will appear here

Other grading scale information: Explanatory notes about the institution's grading system, as confirmed by AACRAO

Grading scale source: Where the information appearing in the grading scale field was obtained, e.g., transcript, publication, database, etc. This is provided by AACRAO.

Comments: Explanatory notes provided by AACRAO

POSTSECONDARY INSTITUTION

Other postsecondary institutions will be listed on this and subsequent pages as applicable in reverse chronological order. Each institution attended will appear on a separate page.

Other postsecondary institution name will appear here **Country where school is located will appear here**

English name of postsecondary institution: English translation of school name, as applicable

Degree, title, diploma, or certificate awarded or pursued (in indigenous terms): Title conferred at completion of program of study, as confirmed by AACRAO

Degree translation: English term for degree awarded, as confirmed by AACRAO

Field of study: Field of specialization, as reported by you

Attended from – to: Beginning and ending month/year of attendance at the institution, as confirmed by AACRAO

Degree awarded: Month and year title was conferred, as confirmed by AACRAO

Actual/Standard number of years of study: Number of years of study versus the customary number of years of study for the degree listed, as confirmed by AACRAO. "Varies" or "Not indicated" may also appear here.

***Grade average:** Overall grade for complete period of study, in indigenous terms, as calculated by AACRAO

***Verbal rating:** Written evaluation rather than numerical, as confirmed by AACRAO

***Rank in class:** Position of standing within the class compared to the total class size, as confirmed by AACRAO

***Other indices of quality:** Other notations expressing the caliber of work completed, as reported by AACRAO

** An entry is required for only one of these fields, so one, two, or three of the four may appear blank if the information is not available.*

Comparable amount of US education completed: Levels are listed as follows by AACRAO: undergrad-one year; undergrad-two years; undergrad-three years; undergrad-four years; bachelor's degree; master's degree; doctoral degree; other; nondegree study; graduate-level study; first professional degree (the first academic credential that is required to become qualified to practice that profession in the country in which the credential was earned)

Quality of academic record: Levels of quality are listed as follows by AACRAO and refer to this postsecondary school: Superior for A level work; Above Average for B level work; Average for C level work; Below Average for D level and below work; N/A

Grading scale, if available, in indigenous terms: Graduated series of measurement used to rate the student's achievement in different subject matter, in the scale used by the issuing institution. A description and suggested US grade equivalent may also be reported here, as may a national grading scale. This is provided by AACRAO.

Indigenous scale	Description	Suggested US grade
Native scale will appear here	An explanation of the native scale will appear here	An approximation of the native grade's US-equivalent will appear here

Other grading scale information: Explanatory notes about the institution's grading system, as confirmed by AACRAO

Grading scale source: Where the information appearing in the grading scale field was obtained, e.g., transcript, publication, database, etc. This is provided by AACRAO.

Comments: Explanatory notes provided by AACRAO

SECONDARY SCHOOL SUMMARY

If you did not list your secondary school when registering, there might not be any data in this section. Some assumptions may be made by AACRAO based upon the postsecondary information provided

Name of secondary institution: Name of the secondary school attended, as reported by you

City: City where secondary school is located, as reported by you

Country: Country where secondary school is located, as reported by you

Type of secondary school: Types are listed as follows by AACRAO: General, Vocational-Technical, Teacher training, Other (specified)

Country's standard number of years of elementary and secondary education: Customary number of years of study at the elementary and secondary level in the country where you received the education, as confirmed by AACRAO

Type of secondary certificate or diploma (if known): Award conferred at completion of program of study, as confirmed by AACRAO

Date secondary certificate or diploma awarded: Month and year secondary certificate or diploma was awarded, as confirmed by AACRAO

COMMENTS / RESOURCES

The data in this section is provided by AACRAO to convey any additional information about your academic record that cannot be displayed in other sections of the report, as well as to cite the sources referenced to complete the evaluation.

General comments: Other pertinent information about your academic record

Resources used in this evaluation: List of sources other than the transcript, such as publications, databases, etc. used to summarize your academic credentials

ENGLISH PROFICIENCY SUMMARY

The TOEFL scores displayed in this section, if applicable, are provided by Educational Testing Service (ETS). IELTS scores displayed in the section, if applicable, are provided by the British Council, IDP: IELTS Australia, and University of Cambridge ESOL Examinations. Data may or may not appear in this section, depending upon whether you were required to take the test, or whether the test scores were received before or after assembly of the International Credential Evaluation. Scores received by LSAC after the completion of this report will automatically be forwarded to the law school(s) to which you apply. Each test score received will be reported on a separate page.

Native language name: Your first spoken language, as reported by the testing agency

Date of birth: Month, day, and year of your birth, as reported by the testing agency

Number of times taken: The amount of times you have taken any type of English proficiency test, as reported by you

Test type: TOEFL or IELTS will appear here, depending on the type of test taken, as reported by the testing agency

Administration date: The month, day, and year you took the English proficiency test, as reported by the testing agency

Registration/ appointment number: Unique identifying number assigned to you by the testing agency

Test method: For TOEFL – whether you took a paper-based (P=P/B) or internet-based (I=IBT) test
For IELTS – test format module A= Academic module

Reading: For TOEFL paper-based: Section 3 – Reading Comprehension. Scaled score measuring the ability to understand non-technical reading matter. Scale is 31 to 68
For TOEFL Internet-based: Scale score on the reading section, which measures the ability to understand and analyze the meaning of passages that have been read. Scale is 00 to 30.00.
For IELTS: A variety of question types is used to test a wide range of reading skills. Results are reported as band scores on a scale from 1 (lowest) to 9 (highest). They may be reported in whole or half bands, e.g., 6.50, 7.00, 7.50.

Listening: For TOEFL paper-based: Section 1 – Listening Comprehension. Scaled score measuring the ability to understand English as it is spoken in North America. Scale is 31 to 68.
For TOEFL Internet-based: Scale score measuring the ability to understand a speaker's attitude or meaning in a conversation or lecture setting. Scale is 00 to 30.00.
For IELTS: A variety of question types is used to test a wide range of listening skills. Results are reported as band scores on a scale from 1 (lowest) to 9 (highest). They may be reported in whole or half bands, e.g., 6.50, 7.00, 7.50.

Speaking: For TOEFL paper-based: none
For TOEFL Internet-based: Scale score measuring ability in: topic development-show they understand and can make connections, and convey relevant information; delivery—use clear, smooth, sustained speech for overall intelligibility; and language use—demonstrate control of grammar and word choice, and respond coherently. Scale is 00 to 30.00.
For IELTS: Each candidate has a face-to-face oral interview with an examiner. Results are reported as band scores on a scale from 1 (lowest) to 9 (highest). They may be reported in whole or half bands, e.g., 6.50, 7.00, 7.50.

Structure/Writing: For TOEFL paper-based: Section 2 – Structure and Written Expression. Scaled score measuring the ability to recognize language that is appropriate for standard written English. Scale is 31 to 68.
For TOEFL Internet-based: Scale score measuring the ability to demonstrate an understanding of the material, as well as write clearly, accurately, and in a well-organized manner. Scale is 00 to 30.00.
For IELTS: Candidates must demonstrate their ability to write a response which is appropriate in terms of content, vocabulary, and the organization of ideas. Results are reported as band scores on a scale from 1 (lowest) to 9 (highest). They may be reported in whole or half bands, e.g., 6.50, 7.00, 7.50.

Total score: For TOEFL paper-based: The raw score for each section is converted by statistical means to a number on what is called the TOEFL test scale. The total score is reported on a scale that ranges from 310 to 677.
For TOEFL Internet-based: The total score is the sum of the four skill scores. Scale is 00 to 120.00
For IELTS: The total score is the overall band score. It may be reported in whole or half bands, e.g., 6.50, 7.00, 7.50.

This report has been prepared by the Law School Admission Council (LSAC).
International credential evaluation has been provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). TOEFL score information has been provided by the Educational Testing Service (ETS). IELTS score information has been provided by the British Council, IDP: IELTS Australia, and University of Cambridge ESOL Examinations. Copyright (c) 2004 by Law School Admission Council, Inc. All rights reserved.

SAMPLE LSAT LAW SCHOOL REPORT (SEE NEXT PAGE FOR KEY)

Applicant Name: SELDEN, LAWRENCE I LSAC Acct #: L12345678

Law School Report

Update Reason: For: FALL 2013

BACKGROUND

Soc Sec/Soc Ins # 441-48-5185 Completion Date 04/25/12

Service Type CAS State of Perm. Res. NY

Birthdate 03/18/1963 Age 49 Sex MALE

Prev. Name BART Ethnicity CW

Under-graduate Major Mechanical Engineering Engineering - Other

INSTITUTIONS ATTENDED	DEGREE	DATE	LEVEL	CODE
***	LSAT-ONLY REPORT			****

CODE	YEAR	NOTES FROM TRANSCRIPT
***		LSAT-ONLY REPORT ***

CODE	YEAR	NOTES FROM TRANSCRIPT
***		LSAT-ONLY REPORT ***

DEGREE SCHOOL

Percentage of LSAT	95 & up	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	0-19
Percentage Distribution of GPAs	4.00 Up	3.80 3.99	3.60 3.79	3.40 3.59	3.20 3.39	3.00 3.19	2.80 2.99	2.60 2.79	2.40 2.59	2.20 2.39	2.00 2.19	1.80 1.99	1.60 1.79	1.59 Down			

TRANSCRIPT ANALYSIS

Year
Education Level
College
College Code
LSAT College Mean
Num. Candidates
Semester Hours
GPA
Cum. GPA/College
Cum. GPA Percentile Rank
GPA College Mean
Cum. Across GPA

*** LSAT ***
*** ONLY ***
*** REPORT ***

GRADES EARNED		TOTAL	NUMBER OF SEMESTER HOURS BY GRADE FOR EACH SCHOOL - DATE - PERIOD
3.50 & Up	A		
2.50 - 3.49	B		*** LSAT ***
1.50 - 2.49	C		*** ONLY ***
0.50 - 1.49	D		*** REPORT ***
0.49 - Down	F		
Unconverted			
Total			

SUMMARY

LSAT Score Data

Score Band	Score	Percent Rank	Admin. Date	Index
155-161	158	74	10/11	
154-160	157	70	10/10	
	A		02/09	
	C		12/08	
159-165	162	85	10/08	
158-160	159		Average	

Undergraduate Summary
Degree (Summary) GPA Cumulative GPA
Semester Hours Semester Hours
Nonpunitive "NC", "WF", and "Repeated" Course Credit Hours

Letters of Recommendation/Evaluations
Number of letters included in this report: Evaluations:

Law School Matriculation
Prior law school matriculation or intent to matriculate reported by:
1999 FORDHAM UNIVERSITY

Recipients of this report are cautioned to contact the named law school to verify the information reported here.

Misconduct or Irregularity Determination
YES Report Attached

A - Absent/Delay
C - Candidate Cancel
I - Statistical Cancel
N - LSAC Cancel
P - Cancel/Possession Electronic Device
S - Security Cancel
V - Cancel/Other Test Center Violation

Score Band *Score Bands on this report reflect a 68% level of confidence.*
120 130 140 150 160 170 180
< >
Lower=158 Average Score=159 Upper=160

LAWRENCE I SELDEN
17 HENRY ST
NEW YORK, NY 10021

University of Saskatchewan 0980
Report Date: 08/15/12
Prior Application: FALL 2010**

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KEY TO THE LSAT LAW SCHOOL REPORT

Background Information

Much of this background information is self-explanatory. The candidate is identified by name, address, and Social Security/Social Insurance or LSAC account number. If the candidate has already reported during the current term, the reason for the updated report will appear here (e.g., score). The current term and year for which the report is being provided is displayed. The completion date is the day the candidate's file becomes ready to report to a law school(s). The service type is CAS, indicating the applicant has registered and paid for the Credential Assembly Service, and in this case, is also applying to an LSAT-only requiring school. The candidate's birthdate, age, sex, and previous name (if applicable) are provided. Ethnicity is provided if authorized for release by the candidate. Two undergraduate majors may be listed if the candidate applied to a Credential Assembly Service-requiring law school. The candidate's name and current address are provided in the lower left corner of the report.

Summary

- **Score Band—**This band will be displayed for all LSAT scores earned to emphasize that the LSAT scores are estimates of a candidate's actual proficiency level. A score band is a range of scores that has a certain probability of containing your actual proficiency level. The standard error of measurement (SEM), a statistic that indicates the average amount of error in scores, is used to construct the band. For example, an individual's test score is within one SEM of his or her "true score" approximately 68 percent of the time, and within two SEMs approximately 95 percent of the time. A 68 percent score band, constructed using one SEM, is being reported for the LSAT. A score band is reported for each individual score, as well as for the average score if more than one reportable score is on file.

- **Score—**Up to 12 of the candidate's most recent test administrations are reported here. If the candidate has two or more reportable scores, the average of those scores is printed below the individual scores. If the candidate takes one or more tests under accommodated circumstances, no average score will be reported. If for some reason a score has not been reported, an alpha-designation appears in its place, which correlates with the codes briefly described on the bottom of the Summary. The alpha-designations are:

A - **Absent or Delay—**candidate is absent or there is a delay in the reporting of the score.

C - **Candidate Cancel—**score cancellation at the request of the test taker.

I - **Statistical Cancel—**for statistical reasons, the score cannot be reported.

N - **LSAC Cancel—**score cancellation due to circumstances beyond the control of the candidate. LSAC determined it impossible to obtain a valid score (example—LSAC cancellation resulting from a badly printed test book or nonreceipt of test materials after the test has been administered).

P - **Possession of Prohibited Electronic Device—**score cancellation based on possession of a prohibited electronic device at a test center.

S - **Security Cancel—**score cancellation by LSAC following a security or irregularities investigation.

V - **Other Test Center Violations—**score cancellation by LSAC. Test taker was dismissed from the test due to a violation of the test center procedures, not involving a prohibited electronic device. For example, test taker observed working in the wrong test section or continuing to work on a section after time has been called.

- **Percent Rank—**The percentage of LSAT scores lower than the score being ranked. The percentile rank of an LSAT score is not a fixed number, but depends upon the distribution of scores upon which it is based. For test scores earned in June 1991 or later, the percentile rank is based on the distribution of test scores for the three testing years preceding the year in which the score is **reported**. Thus, for all scores earned in June 1991 or later and reported in the 2012–2013 reporting year, the percentile rank is based on the three-year distribution of test scores for 2009–2012. Percentiles will not be reported for tests taken under accommodated conditions involving additional testing time on a scored section. This is due to the small number administered and the variations in accommodations.

- **Admin. Date—**The date the candidate took or was scheduled to take the test.

- **Law School Matriculation—**The school name and year for which an admission decision or matriculation status was reported to LSAC will appear here. Any inaccuracy must be reported to the *law school* indicated.

- **Misconduct or Irregularity Determination—**If the candidate has ever been the subject of a misconduct or irregularity in the admission process determination, the word "YES" will appear here along with "Report Attached." If not, the word "NO" will appear here.

- **Report Date—**The date the candidate's documents were electronically assembled and ready for reporting. This is not a physical print date.

- **Prior Application—**The term and the year (e.g., fall 2010) in which the applicant previously applied to your school. This data will be reported for all valid report requests, which means you might receive prior application notification for someone whose file was never completed, and consequently never reported to you. We will provide data for the last five years, in line with our current applicant reporting policy of five years. For some applicants, the period may be longer if the life of their file extends beyond five years due to a subsequent test registration. A double asterisk will be displayed if we have record of more than one application to your school for the applicant (within the five-year period), but we will only display the most recent prior year application.

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