



New Heights Educational Group®
Educational Resources to Help You Reach Your Goals

<https://www.cltexam.com/products/clt>

Test site for the New Heights Educational Group and the Classic Learning Test for Defiance is at:

Zion's Lutheran Church
1801 E. Second St
Defiance, OH 43512

Dear students and families,

We are thrilled to announce that the New Heights Educational Group continues its support for the Classic Learning Test (CLT) and will administer it on the following Saturdays of this academic year:

Upcoming Test Dates

- Dec 07, 2019 (Deadline - Dec 03)
- Feb 29, 2020 (Deadline - Feb 25)
- Apr 25, 2020 (Deadline - Apr 21)

The CLT is a rapidly growing standardized college admissions exam designed to offer a rigorous testing experience. It presents classic material using an innovative medium: an online exam that provides students with same-day results and eligibility for over \$100 million in scholarships.

[An article from U.S. News and World Report](#) tells the unpleasant truth about the approach that all too many schools have taken to testing:



"Across the country, students practice for and take the SAT rather than read books in their entirety, play musical instruments, spend time with friends or family, work, learn foreign languages, write poems or play sports. Because of the test's high stakes, schools will gear their entire literacy curriculum around preparing for the test.


It is not worth it."



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Earn scholarships
and send your scores for free!

-  SCHOLARSHIPS AVAILABLE
-  TWO-HOUR EXAM
-  SAME-DAY TEST RESULTS
-  ONLINE TESTING

www.cltexam.com

Juniors and seniors can register today!

Our commitment to be a part of something different motivates us to serve as a CLT test site. We are convinced that the CLT is a much-needed alternative to Common Core-aligned testing regimes such as the SAT and ACT. The CLT presents students with primary documents by the giants of our literary tradition—that is, works of real literary, philosophical and scientific substance—and challenges them to think critically about the structure of the argument presented in the passage, as well as the stylistic and rhetorical decisions made by the author. It is an exam designed to measure the outcomes of character education, and not merely test-taking skills.

The CLT is a serious contribution to the alternative schooling movement, and colleges are taking notice. In the three years since the test was first offered, over 165 colleges and universities have voiced their support for the CLT and formally adopted the exam as an alternative to the SAT and ACT in the admissions process. In 2016, following a thorough audit, Hillsdale College determined the CLT to be “a superior assessment of a student’s aptitude and reasoning ability.” Submitting a CLT score is an excellent way for students to stand out during the college admissions process.

To sign up for the exam, please create an account at www.cltexam.com and register by the deadline. Preparatory materials, including *The CLT Student Guide*, are available at www.cltprep.com.

With excitement,

Pamela Clark
Executive Director



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**DON'T LEARN
TO STUDY.
STUDY TO
LEARN.**



CLASSICAL
MATERIAL



TWO HOUR
EXAM



SAME DAY
TEST RESULTS



ONLINE
TESTING

REGISTER TODAY AT
WWW.CLTEXAM.COM

- » SEP. 7, 2019
- » DEC. 7, 2019
- » FEB. 29, 2020
- » APR. 25, 2020



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CLT

The Classic Learning Test

Applying to college can be a complicated and time-consuming process for students. The CLT is here to simplify that process and help students showcase their talents and abilities. Learn more about the CLT Suite of Assessments at www.cltexam.com.

100% Digital

The CLT is the first completely digital college entrance exam. Students may take the test right on their own devices.

Two Hours

Other standardized tests can be marathon sessions of penciling in answers, but the CLT takes just two hours to complete.

Same-Day Results

Skip the uncertainty of waiting for student test results. Students take the exam and get their score reports on the same day.

Affordable

The CLT is currently the most affordable college entrance exam available to students.

Analytics

CLT Student Analytics are FREE for anyone who takes the CLT or CLT8. They provide insights into students' strengths and weaknesses.

Scholarships

Students can qualify for more than \$100 million in available scholarships by submitting their scores to CLT partner colleges.

Upcoming Test Dates

CLT

Sep. 7, 2019

(DEADLINE - SEP. 3)

Dec. 7, 2019

(DEADLINE - DEC. 3)

Feb. 29, 2020

(DEADLINE - FEB. 25)

Apr. 25, 2020

(DEADLINE - APR. 21)

CLT10

Sep. 24, 2019

(DEADLINE - SEP. 22)

Feb. 5, 2020

(DEADLINE - FEB. 3)

Apr. 29, 2020

(DEADLINE - APR. 27)

CLT8

Oct. 8, 2019

(DEADLINE - OCT. 6)

Mar. 18, 2020

(DEADLINE - MAR. 16)

May 6, 2020

(DEADLINE - MAY 4)



Apply to college and earn scholarships at the same time! Go online to find out more at www.cltexam.com.

Follow us on Facebook, Twitter, and Instagram!



For any questions or concerns, contact us at

SALES@CLTEXAM.COM

(844) 925-8392



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The Classic Learning Test

TOTAL CONCORDANCE TABLE



The CLT Total Concordance Table is intended to help translate CLT total scores to ACT Composite scores and SAT total scores. While the exams are different, one can gather insights based on the statistical relationships between scores from the three tests.

CLT	ACT	SAT			
120	NA	NA	80	25	1220
118	NA	NA	78	25	1200
116	NA	NA	76	24	1160
114	36	1600	74	23	1130
112	36	1580	72	22	1100
110	35	1560	70	21	1080
108	35	1540	68	21	1060
106	34	1520	66	20	1030
104	34	1500	64	19	990
102	33	1480	62	18	970
100	33	1460	60	17	950
98	32	1430	58	17	930
96	31	1410	56	16	900
94	31	1390	54	15	870
92	30	1370	52	15	830
90	29	1340	50	14	800
88	28	1320	48	13	770
86	28	1300	46	13	730
84	27	1260	44	12	700
82	26	1240	42	11	670



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The CLT Sample Test

The Classic Learning Test (CLT) is an alternative to the ACT and SAT. The test is traditional in focus, but the test-taking platform is distinctly modern. With a simple registration process, same-day results, and free score sharing, it has never been easier to apply to college! Check out a full CLT practice test for free at www.cltexam.com/practice-home

Passage 1 is adapted from Helen Zimmern's translation of Beyond Good and Evil by Friedrich Nietzsche, first published in 1886.

Passage 2 is adapted from John F. Kennedy's commencement address at Yale University, given on June 11, 1962.

Passage 1

- ¶1 The Will to Truth, which is to tempt us to many a hazardous enterprise, what questions has this Will to Truth not laid before us! What strange, perplexing, questionable questions! Is it any wonder if we at last grow distrustful, lose patience, and turn impatiently away? That this Sphinx teaches us at last to ask questions ourselves? Who is it really that puts questions to us here? What really is this "Will to Truth" in us? Granted that we want the truth: Why not rather untruth? And uncertainty? Even ignorance?
- ¶2 Having kept a sharp eye on philosophers and having read between their lines long enough, I now say to myself that the greater part of conscious thinking must be counted among the instinctive functions, and it is so even in the case of philosophical thinking; one has here to learn anew, as one learned anew about heredity and "innateness." The greater part of the conscious thinking of a philosopher is secretly influenced by his instincts, and forced into definite channels. And behind all logic and its seeming sovereignty of movement, there are valuations, or to speak more plainly, physiological demands, for the maintenance of a definite mode of life.
- ¶3 The falseness of an opinion is not for us any objection to it: it is here, perhaps, that our new language sounds most strangely. The question is, how far an opinion is life-furthering, life-preserving, species-preserving, perhaps species-rearing, and we are fundamentally inclined to maintain that the falsest opinions (to which the synthetic judgments a priori belong), are the most indispensable to us. Without a recognition of logical fictions, without a comparison of reality with the purely imagined world of the absolute and immutable, without a constant counterfeiting of the world by means of numbers, man could not live—the renunciation of false opinions would be a renunciation of life, a negation of life. To recognize untruth as a condition of life; that is certainly to impugn the traditional ideas of value in a dangerous manner, and a philosophy which ventures to do so, has thereby alone placed itself beyond good and evil.

1. The author of Passage 1 argues that distinguishing between truth and untruth is

- A) impractical, given that many untruths have a special utility in life.
- B) imperative, since men are not able to achieve morality without wisdom.
- C) inconceivable, as philosophy has proven the impossibility of discerning truth.
- D) intolerable, as it leads men towards false conceptions of good and evil.

2. Which lines in Passage 1 best support the answer to the previous question?

- A) Paragraph 1, Sentence 2 ("What strange . . . questions")
- B) Paragraph 2, Sentence 2 ("The greater . . . channels")
- C) Paragraph 2, Sentence 3 ("And behind . . . life")
- D) Paragraph 3, Sentence 2 ("The question . . . us")

3. As used in Paragraph 2, Sentence 1, of Passage 1, "counted among" most closely means

- A) written down before
- B) considered part of
- C) regarded as encompassing
- D) esteemed greater than

4. Over the course of Passage 2, the author moves from a

- A) vague to detailed history of an institution.
- B) targeted to generalized argument about a concept.
- C) narrow to broad analysis of subjects.
- D) general to specific discussion of topics.

5. Which of the following does the author of Passage 2 identify as the enemy of truth?

- A) Lies
- B) Religion
- C) Myth
- D) Instinct



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Passage 2

- ¶1 As every past generation has had to disenthral itself from an inheritance of truisms and stereotypes, so in our time we must move on from the reassuring repetition of stale phrases to a new, difficult, but essential confrontation with reality. For the great enemy of truth is very often not the lie—deliberate, contrived and dishonest—but the myth: persistent, persuasive, and unrealistic. Too often we hold fast to the clichés of our forebears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.
- ¶2 Mythology distracts us everywhere, in government as in business, in politics as in economics, in foreign affairs as in domestic affairs. But today I want to particularly consider the myth and reality in our national economy. In recent months many have come to feel, as I do, that the dialogue between the parties—between business and government, between the government and the public—is clogged by illusion and platitude and fails to reflect the true realities of contemporary American society.
- ¶3 I speak of these matters here because of the self-evident truth that a great university is always enlisted against the spread of illusion and on the side of reality. No one has said it more clearly than your President Griswold: “Liberal learning is both a safeguard against false ideas of freedom and a source of true ones.” Your role as university men, whatever your calling, will be to increase each new generation’s grasp of its duties.
- ¶4 There are three great areas of our domestic affairs in which, today, there is a danger that illusion may prevent effective action. They are, first, the question of the size and the shape of government’s responsibilities; second, the question of public fiscal policy; and third, the matter of confidence, business confidence, or public confidence, or simply confidence in America.

6. The author of Passage 2 most likely sees universities as

- A) institutions that safeguard the nation’s myths and stories of origin.
- B) supporters of liberal learning that questions established truths.
- C) allies in the fight to promote truth in the face of falsehood and myth.
- D) advocates of the national duties and obligations of each man and woman.

7. Which of the following best describes the different ways that the authors of Passage 1 and 2 view truth?

- A) The author of Passage 1 sees truth as a worthy, immortal pursuit, while the author of Passage 2 views truth as only one part of the larger process of myth-making
- B) The author of Passage 1 sees truth as ultimately less important than the function of opinions, while the author of Passage 2 views truth as something that must be defended against encroachments of myths
- C) The author of Passage 1 sees truth as something that can be distorted in pursuit of a particular purpose, while the author of Passage 2 views truth as something that informs purpose.
- D) The author of Passage 1 sees truth as a safeguard against the spread of illusion, while the author of Passage 2 sees truth as part of the instinctive functions within men and women.

8. How might the author of Passage 1 respond to the author of Passage 2’s claim that “mythology distracts us everywhere, in government as in business, in politics as in economics, in foreign affairs as in domestic affairs?”

- A) Mythology could be beneficial so long as it contributes to the general welfare and preservation of the human species.
- B) Mythology is just another side of truth, and so should be championed rather than battled against.
- C) Business, politics, and economics are so far removed from the realm of truth that it is pointless to engage with them.
- D) Distractions from truth are inevitable, but universities and wise teachers can help center thought on national policies.

9. logic : instinct ::

- A) hatred : fear
- B) happiness : joy
- C) truth : myth
- D) error : philosophy

10. Stereotypes : university ::

- A) education : mythology
- B) reality : illusion
- C) disease : immunologists
- D) lawyers : teachers

Answer Key:
(1) A (2) D (3) B (4) D (5) C (6) C (7) B (8) A (9) A (10) C



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Top Podcast Covers the CLT

Base Camp Live has quickly become one of the top education podcasts. In this podcast, Jeremy Tate, CEO of the CLT, discusses the latest developments in college admissions and all things related to the SAT, ACT, and CLT.

[https://basecamlive.com/latest-trends-of-college-entrance-tests-sat-act-and-clt-jeremy-tate/?utm_source=CLT+Exam&utm_campaign=a01e1ffb65-](https://basecamlive.com/latest-trends-of-college-entrance-tests-sat-act-and-clt-jeremy-tate/?utm_source=CLT+Exam&utm_campaign=a01e1ffb65-EMAIL_CAMPAIGN_2019_09_10_08_09_COPY_02&utm_medium=email&utm_term=0_4473d763ed-a01e1ffb65-174706629)

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