ACT Report

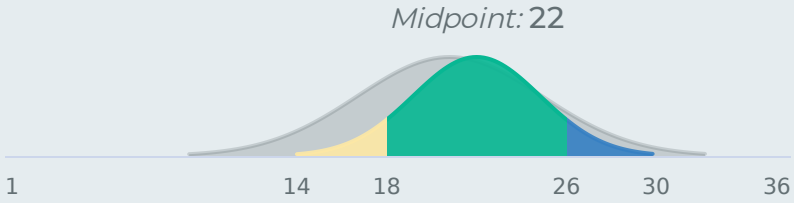
DEMO_PUBLIC_DEST

Student: Andrew Davila
Age: 14

Mindprint learning

Projected Composite Score

Expected Score: 18 - 26
Stretch Score: 26 - 30

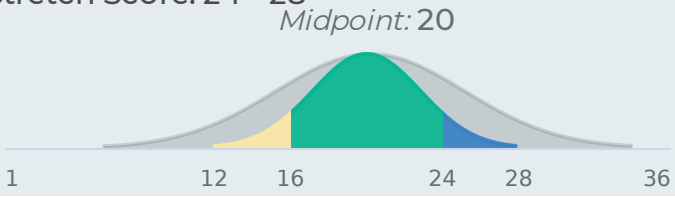


Overall

Andrew's consistently good *Complex Reasoning* skills suggests he can do well on all four sections. However, his efficiency is not strong and other weaker Mindprint skills could create challenges. Use Timed Sections and establish Pacing Targets and prioritize questions to maximize his score by section. Plan for as much Memorization and Habit Creation as possible to fill any content gaps and boost efficiency. Weaker *Flexible Thinking* suggests you might need to watch him doing Timed Sections to ensure that he is consistently using the strategy recommendations.

English

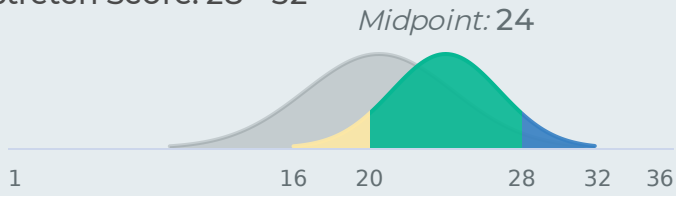
Expected Score: 16 - 24
Stretch Score: 24 - 28
Priority:



Projected		Actual		Potential Points	
20 Midpoint	–		=		Range
24 Stretch	–		=		

Math

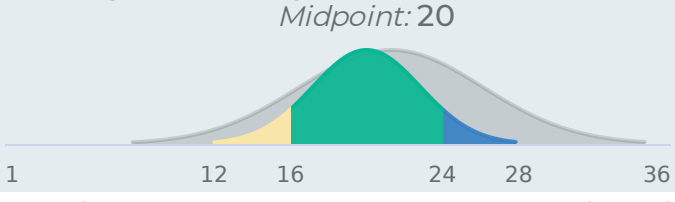
Expected Score: 20 - 28
Stretch Score: 28 - 32
Priority:



Projected		Actual		Potential Points	
24 Midpoint	–		=		Range
28 Stretch	–		=		

Reading

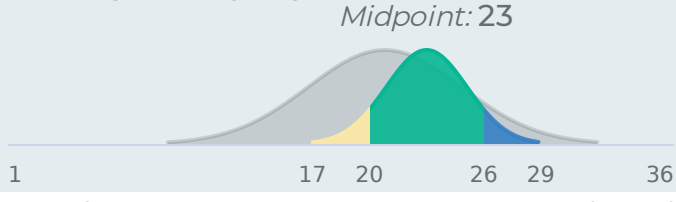
Expected Score: 16 - 24
Stretch Score: 24 - 28
Priority:



Projected		Actual		Potential Points	
20 Midpoint	–		=		Range
24 Stretch	–		=		

Science

Expected Score: 20 - 26
Stretch Score: 26 - 29
Priority:



Projected		Actual		Potential Points	
23 Midpoint	–		=		Range
26 Stretch	–		=		

ACT : Section Recommendations

Student: Andrew Davila

English

Andrew can do very well on English, but plan to Drill Concept Recognition to improve efficiency on this fast-paced section. If you still notice scattered errors, have Andrew use a Two-Pass Approach and watch for too many *NO CHANGE* responses. If he is like most students and finds the copy-editing questions difficult, use Process of Elimination. Since his *Visual Motor Speed* is not quick, use strategies for Bubble Sheet Mechanics which can boost efficiency.

Math

Since Andrew has consistently good *Complex Reasoning* he is capable of a good score, but slower *Verbal Reasoning* speed could create challenges. Train with See and Do strategies to boost efficiency and fill any potential content gaps. Use Mark, Move, and Return for questions that he isn't immediately certain how to answer.

Reading

Andrew's good Verbal and *Abstract Reasoning* skills suggest he is capable of a good score but he might struggle with time constraints. Experiment with Passage Prioritization and Reading More or Less of each passage to identify what is most efficient. Andrew can aim for 100% accuracy on the questions he answers. If he is showing errors, make sure he is using Proof from the Passage. Answer in Your Own Words to avoid being caught by answers that "look right", particularly with his weaker *Flexible Thinking*.

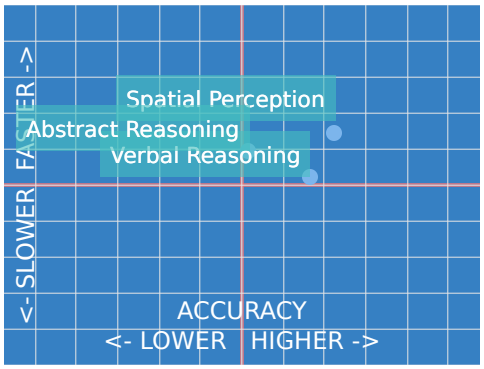
Science

Despite his good *Complex Reasoning* skills, Andrew might find Science challenging, as he might be tired on this last section. Expect that any difficulties he has on Reading might be more pronounced. Passage Prioritization will be important. For each passage Get Grounded by articulating the main intent. If he can't, move on to the next passage. To avoid scattered errors that might result from fatigue, Mark Up Graphs and Charts and Park Info on the Page, even for easy calculations. Try to make time for Full Length Practice Tests to build his stamina which could boost his efficiency and enable him to pick up extra points on this section.

Cognitive Skills and the ACT

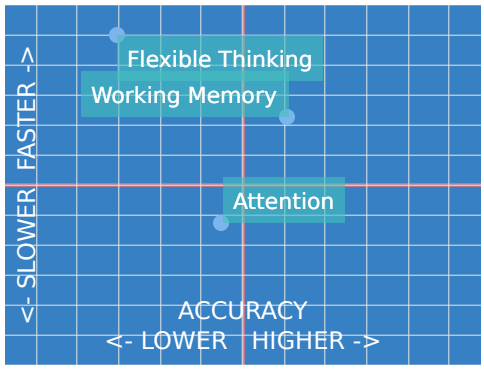
Understanding and supporting Andrew's Mindprint strengths and needs are key to optimizing his score. Accuracy and speed BOTH play a critical role on the fast-paced ACT. While accuracy is most important, knowing why a student naturally works more slowly (lower right quadrant) will suggest which time-saving strategies you need. Conversely, if speed outpaces accuracy (upper left quadrant) he might need a more methodical approach to avoid errors on questions he can get right.

Complex Reasoning



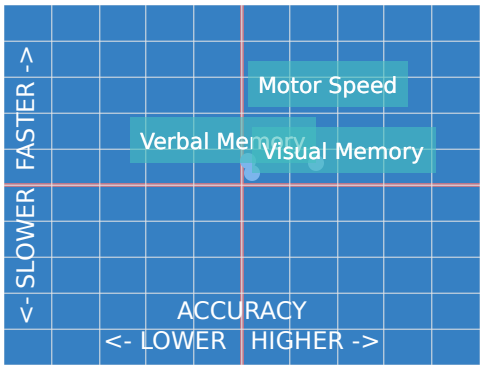
These reflect Andrew's ability to understand and apply content knowledge. All three are important, but given the amount of reading and rapid pace, Verbal Reasoning is the greatest predictor of ACT scores.

Executive Functions



These reflect Andrew's focus and stamina, i.e. can he meet or exceed his Complex Reasoning potential and by how much.

Memory & Speed



Memory reflects his likelihood to recall content knowledge and the amount of effort you can expect will be needed to fill content gaps.

SAT Report

DEMO_PUBLIC_DEST

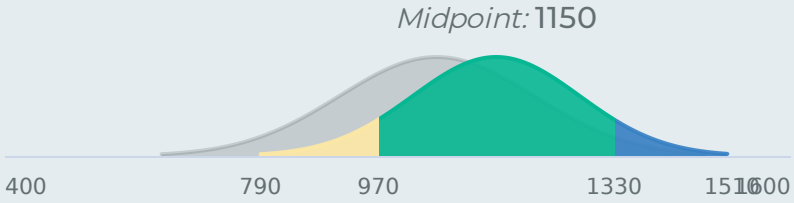
Student: Andrew Davila
Age: 14

Mindprint learning

Projected Composite Score

Expected Score: 970 - 1330

Stretch Score: 1330 - 1510



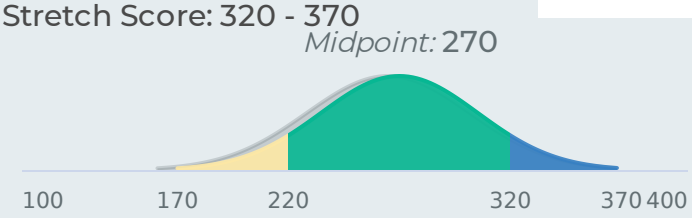
Overall

Andrew's consistently good *Complex Reasoning*, including strong *Verbal Reasoning* suggests he has high potential across sections, but he might need to increase his pace. In addition he might need extra coaching for the hardest questions because of his weaker *Flexible Thinking*. Use Timed Sections to establish Pacing Targets to learn to manage his time by section. Plan for as much Memorization and Habit Creation as possible to fill any content gaps and boost efficiency. If possible, use Full Length Practice Tests so he learns how to effectively manage his time and energy throughout this long exam.

Reading

Expected Score: 220 - 320
Stretch Score: 320 - 370

Priority:

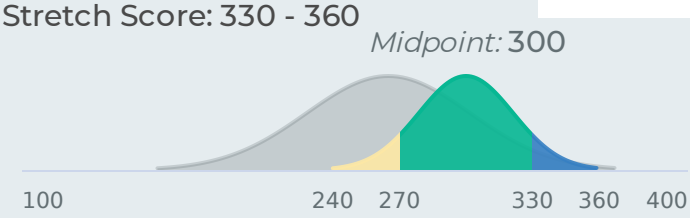


Projected		Actual		Potential Points	
270 *Midpoint*	–		=		Range
320 *Stretch*	–		=		

Writing & Language

Expected Score: 270 - 330
Stretch Score: 330 - 360

Priority:

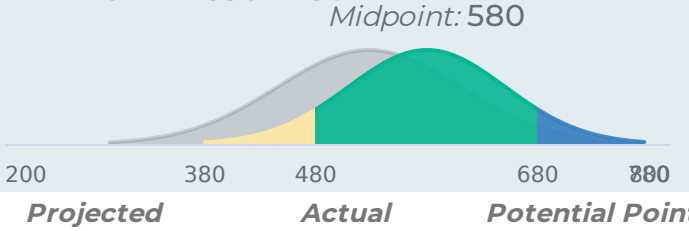


Projected		Actual		Potential Points	
300 *Midpoint*	–		=		Range
330 *Stretch*	–		=		

Math

Expected Score: 480 - 680
Stretch Score: 680 - 780

Priority:

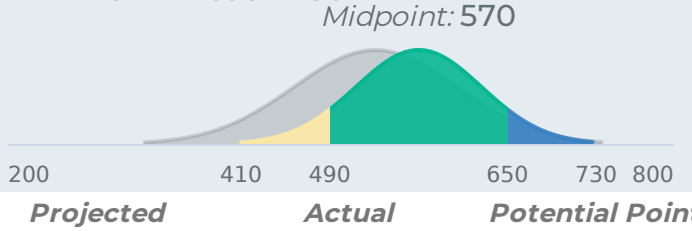


Projected		Actual		Potential Points	
580 *Midpoint*	–		=		Range
680 *Stretch*	–		=		

Combined: Reading & Writing

Expected Score: 490 - 650
Stretch Score: 650 - 730

Priority:



Projected		Actual		Potential Points	
570 *Midpoint*	–		=		Range
650 *Stretch*	–		=		

SAT : Section Recommendations

Student: Andrew Davila

Reading

Andrew's strong *Verbal Reasoning* suggests he can do very well on this section if he effectively manages his time. Establish Pacing Targets and have a clear strategy for passage prioritization. Experiment with Reading More or Less of each passage to optimize his time. Answers that "look right" can catch students with weaker *Flexible Thinking*, so Answer in Your Own Words and back-up every answer with Proof from the Passage. If he has a harder time on main idea or inference questions use Process of Elimination.

Writing & Language

With Andrew's strong *Verbal Reasoning* he can aim for a top score. However, automaticity is key to success. If you discover content gaps, use his good *Verbal Memory* to drill Concept Recognition and plan for as much Memorization and Habit Creation as possible. If he continues to have errors, use a Two-Pass Approach and be wary of too many *NO CHANGE* responses. Andrew might find the copy-editing questions more challenging, so use Process of Elimination.

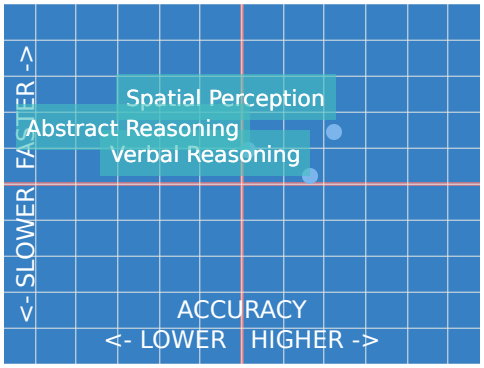
Math

Andrew's *Critical Thinking* suggests he can aim for a very good Math score, but he will need to watch the time and take extra preparation for the trickiest questions. Use Timed Sections to identify where he needs more review, and train with See and Do strategies to boost his efficiency on the easier questions. Use a Picture (draw one if not provided) to help him visualize the problem. If he isn't immediately certain how to solve, Mark, Move, and Return to efficiently manage his time. If you continue to notice errors, make it a habit to Park Info on the Page rather than doing work in his head (or calculator!) so you can identify where he needs to change his approach.

Cognitive Skills and the SAT

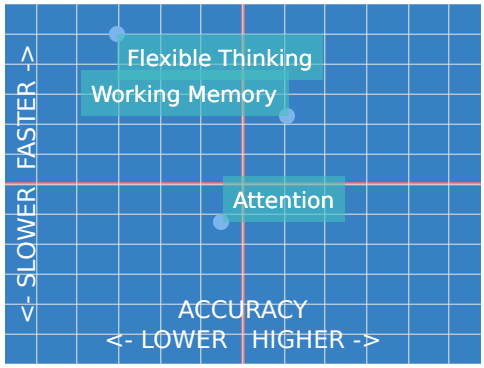
Understanding and supporting Andrew's cognitive skill set is key to customizing his prep and maximizing his scores. Accuracy is most important in determining his potential, but Andrew will need to make trade-offs between speed and accuracy given the pace of this exam. You also want to factor in his speed in determining where he can shine and where he might need to build automaticity or need support. Rely on his strengths (skills in the upper right) as much as possible for efficient preparation and to prioritize sections or questions in which he can excel. Once you better understand where Andrew naturally works more slowly (skills in the lower right), you can choose the most effective time-saving strategies by section. Conversely, if speed outpaces accuracy (upper left quadrant), he will likely need to be taught how to use a methodical approach to avoid scattered errors on questions he should answer correctly. Plan to use strategies to minimize cognitive load and to compensate for his weaker skills (skills in the lower left).

Complex Reasoning



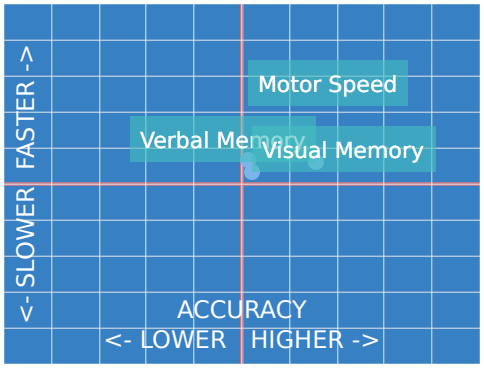
These reflect Andrew's ability to understand and apply content knowledge. All three are important, but given the amount of reading and rapid pace, Verbal Reasoning is the greatest predictor of ACT scores.

Executive Functions



These reflect Andrew's focus and stamina, i.e. can he meet or exceed his Complex Reasoning potential and by how much.

Memory & Speed



Memory reflects his likelihood to recall content knowledge and the amount of effort you can expect will be needed to fill content gaps.

Glossary of terms

Complex Reasoning measures your ability to analyze information and solve problems. The non-language skills, also referred to as Visual Reasoning, are Abstract Reasoning and Spatial Perception. Verbal Reasoning measures how you derive meaning from words. When students are strong in both Verbal and Abstract Reasoning they are considered to have strong Critical Thinking

Verbal Reasoning: Understanding what you read or hear. *Biggest impact: All sections. Hardest to compensate for with other skills on Reading and Science*

Abstract Reasoning: Understanding non-language-based information, including numbers, shapes and patterns. *Biggest impact: Hard Math and Science questions, Main idea and inference questions*

Spatial Perception: Visualizing how objects relate in space. *Biggest impact: Setting up multi-step Math problems, Geometry and visualization problems, Efficiently interpreting graphs and charts, Efficiently moving between test booklet and answer key, Correctly recognizing punctuation*

Executive Functions: How accurately and efficiently you can problem solve, regardless of how much you know and understand.

Attention: Sustaining focus to work accurately and efficiently. *Biggest impact: Sections or passages you find least interesting, Later sections, Final few problems in any section*

Working Memory: Mentally juggling information for multi-step problem solving. *Biggest impact: Complex math problems, Copy-edit questions, Remembering details from the passage*

Flexible Thinking: Adapting to unfamiliar information or situations. *Biggest impact: Understanding questions framed in new or unfamiliar way on test day, Adjusting to unexpected test conditions*

Memory & Speed: How efficiently you can recall and apply previously learned information. Weaker memory can be offset by practice and habit creation, i.e. developing automaticity.

Verbal Memory: Remembering language-based information. *Biggest impact: Memorizing grammar rules, Remembering details to answer the questions without referring back to the passage*

Visual Memory: Remembering formulas, figures and other non-language information. *Biggest impact: Math efficiency, Less commonly seen math problems*

Visual Motor Speed: Efficiently working with your eyes and hands together. *Biggest impact: Efficiently gridding-in the bubble sheet, Writing out math problems*

Note on Invalid Scores: *While it happens infrequently, a student could have an invalid score on a Mindprint subtest. This typically happens because a student was interrupted, lost focus, has significant difficulty with the skill or might have stopped trying on the task because it was difficult. Invalid scores are treated as if it is a skill where the student struggles.*