

# AGNOSTIC DIAGNOSTIC

One test. Two scores. Three hours.  
One test recommendation.

## Inspirica

New York  
Boston  
Philadelphia  
Worldwide

## Overview

Inspirica's *Agnostic Diagnostic*, or 'AgDi', is a proprietary practice test developed by a team of our most experienced tutors and test experts. It is designed to simulate both the ACT and the SAT in a single testing session by incorporating all the major structural and conceptual challenges unique to each test, from the question types to the order of the sections to the amount of time allotted per question.

After completing the test, each student's results are analyzed by Inspirica's test experts, who use official score data from both the ACT and the SAT and a variety of performance metrics to produce a starting score range for each test and a customized test recommendation for each student. With that recommendation in hand, students can then confidently prepare for the test knowing that they've selected the one best suited to their individual test-taking strengths & weaknesses.

## The Team Behind the Test

The team that created the AgDi was composed of six full-time tutors with decades of combined experience teaching the SAT and ACT. Team members were selected based on their track records of consistent student score improvement on both tests, as this improvement is the best demonstration of comprehensive and incisive understanding of the tests themselves. In addition to tutoring, the group had worked on multiple curriculum projects between them in the past and had helped to train newer tutors in both content and strategy for many years.

Beyond the AgDi itself, the test-selection system that backs the test was the result of significant contributions from numerous other individuals and included work that led to the development of proprietary that quickly and efficiently process and evaluate test results, assign student tester-types, make testing recommendations, and produce individual score reports. Inspirica's sales team helped craft the messaging that makes the AgDi and students' scores on it maximally accessible to parents. And Inspirica's Head of School Programs, a former public-school teacher who spent more than a decade in the classroom, worked closely with the test-development team to design, iterate, and implement a system by which the AgDi can be administered to large groups of students in public, private, and parochial schools free of charge and with minimal effort on the part of the schools themselves.

By ensuring that a number of people with different professional backgrounds and from each of Inspirica's various divisions provided input during this project, the team was able to create a final product that streamlines every aspect of test selection and simplifies the process as much as humanly possible for parents, students, teachers, and counselors alike.

## Why Create the *Agnostic Diagnostic*?

This is really a two-part question, and it needs to be addressed as such.

### *Why is test selection important?*

Many people, from parents to students to high school counselors, have misconceptions about the ACT and the SAT. "*Schools prefer the SAT,*" for example, is one of the more common objections we hear. The truth is, although this may once have been true in some parts of the country, it certainly isn't any longer: 2018 marked the first year since 2012 that more students took the SAT than the ACT, and the numbers were still very close. "*The SAT is easier,*" is another common objection we hear. For some students, absolutely; however, difficulty is a malleable concept that depends on subject-matter strengths & weaknesses and test-taking speed, among many other factors.

"*It doesn't matter which test I take,*" however, is by far the most erroneous and damaging belief that we hear, and we hear it often. Though there is some overlap between the two tests, there are myriad significant differences. Among the most important:

- **Timing:** The SAT offers students significantly more time per question in every section – .795 minutes per question in the SAT Writing & Language section compared to .6 minutes per question in the ACT English section, as just one example.
- **Math content focus:** The ACT covers a fairly wide range of math topics without delving too deeply into any of them; the SAT, on the other hand, puts a heavy focus on algebra and expects students to be fluent in a number of algebraic concepts of varying degrees of difficulty. Think of ACT Math as a 100-level survey course in college and SAT Math as a 300-level seminar course: both are difficult, but in very different ways.

- **Distribution of scoring:** Each test includes a Reading section, English section, and Math section; however, the ACT rounds out its multiple-choice portion with a Science section while the SAT instead includes a second Math section. The end result is that math ability constitutes half of a student's score on the SAT but only a fourth on the ACT.

Understanding these distinctions makes the need for test selection self-evident. A student who is stronger in math than in verbal, and is particularly familiar with higher-level algebra due to completing the relevant coursework more recently in school, is likely to be better suited for the SAT. On the other hand, a student who can work quickly and accurately is likely to find the ACT eminently more conquerable, as the speed of that test rather than the content tends to be the primary barrier to entry for most test-takers.

### *Why is the AgDi the optimal tool for test selection?*

Many people instinctively want to take a full diagnostic test for each of the two tests and then compare the results. There's nothing wrong with that approach from a pedagogical standpoint; in fact, it's the approach that Inspirica took for years. What we discovered, however, is that it's an unwieldy, inefficient, and ultimately unnecessary way to solve the problem of test selection.

Taking a practice test is an arduous endeavor – the SAT is three hours long even without the essay and the breaks between sections – and high school students lead busy lives: studies done in the past several years show students doing anywhere from 7 hours of homework per week to 3+ hours per night. Add in sports, clubs, music practice, and other extracurriculars and the process of taking two full-length practice tests, getting their results analyzed, and choosing a test can take as long as a full month. That's at least half the time between two administrations of the ACT or SAT, time that could be better spent getting started with prep.

The AgDi streamlines this process by combining the salient features of the SAT and ACT into one assessment and removing the redundancy inherent in taking two full practice tests. For instance, the ACT English and SAT Writing & Language sections are functionally identical in terms of content tested and question-types included. What, then, is the deterministic benefit of having a student take both sections? The second set of results essentially tells us nothing that we didn't already know. By stripping both tests down to only their distinguishing features, we can halve the time required for the test-selection process while preserving entirely the efficacy.

## How – The Methodology

There are multiple aspects of the AgDi that merit additional explanation, and we'll address each individually.

### *Structure of the Test*

Significant thought was given to every facet of the AgDi in order to ensure that the test would be as accurate a deterministic tool as possible, beginning with simply deciding what and how much would be on it. This was a surprisingly challenging endeavor, as balancing the need to include enough questions to provide sufficient data for a recommendation with the overarching emphasis on efficiency required a significant amount of finesse.

To answer the question of 'what' on a large scale, the test-creation team zeroed in on several key structural differences between the ACT and SAT and crafted the test around those differences. Some of the key decisions are outlined below:

- **The disparity in the amount of time allotted:** The speed of the ACT is possibly the single most important factor that distinguishes it from the SAT, and as such, it is a huge consideration when making a test recommendation. All sections on the AgDi have per-question time limits that accurately reproduce the pace of their respective counterparts on the actual test.
- **The inclusion of a Math No Calculator section:** The SAT has one, the ACT does not; this is a fairly self-explanatory but obviously important difference between the two tests. *The Math No Calculator* section was placed after the *Math With Calculator* section on the AgDi, despite the fact that the sequence is reversed on the actual SAT, in order to minimize the amount of calculator-producing and -stowing that students are required to do when taking the test.
- **The omission of a second English section:** The overlap between the *ACT English* and *SAT Writing & Language* sections has already been referenced, but to summarize: with the exception of 2-4 chart-/graph-reading questions and some slight disparity in the proportion of content tested, there is no noticeable difference between the two sections. The observant reader will point out that the similarity between these two sections actually renders the inclusion of an English portion on the AgDi totally moot: if it's not a distinction between the two tests, then it doesn't help us in our quest to decide between them, so why make students take an English section at all? A (shortened) English section was included in order to ensure that the composite score ranges were based on four sections, as they are on the actual tests, so as to stabilize the scores and make them more accurate.

- **The sequence of the sections:** This is an oft-overlooked distinction. A common lament from students is that the *ACT Reading* and *Science* sections comprise the second half of the test, when test-takers are already mentally fatigued; “if those two sections were first, I could do so much better.” Despite the ACT’s recent release of data suggesting that test fatigue is largely an illusory phenomenon for most students, the AgDi needed to reflect the sequence of the real sections as closely as possible, if for no other reason than to preserve the possibility of mental fatigue among the subset of students for which it matters.
- **The recreation of a full-length *ACT Science* section:** All the other sections of the AgDi are scaled-down versions of their counterparts on the actual tests; *ACT Science* is the only exception. This was a conscious decision based primarily on preserving the length of the test – the AgDi clocks in at 3 hours and 20 minutes with breaks, almost exactly halfway between the length of the SAT without the essay and the length of the SAT with the essay – and on maintaining the potential for fatigue mentioned above.

The problem of ‘how much’ also received a substantial amount of thought and discussion. The team weighed the possibility of including full-length versions of each type of section, but that idea was quickly rejected: the final version of that hypothetical AgDi, while shorter than two full practice tests, would have been significantly longer than one and therefore both an unrealistic simulation and an inefficient solution. Instead, the development team settled on including a shortened version of each section (with the exception of ACT Science, as outlined earlier).

The thought process behind this decision was fairly simple. First, the idea of shortening sections is already widely accepted: both the ACT and the College Board administer shortened versions of their tests (the pre-ACT and PSAT, respectively) as practice exams and explicitly state that the scores students earn on those tests can be directly translated to the scoring curves of the full tests. Indeed, PSAT scores are adjudged valid enough that they’re used as the mechanism by which students qualify to apply for a National Merit Scholarship. Secondly, the AgDi wasn’t burdened with the need to be as precise as the pre-ACT and PSAT. The goal of the test from the beginning was to enable students to decide which of the two tests is better suited for them, not to give an exact measure of what scores students would receive if they were to take an official test that day; that level of precision is only attainable using official practice tests, which all our students take multiple times over the course of their preparation. The requirements for test determination are different and more general, as will be elucidated by the detailed outline of the recommendation process provided below.

From there, the process of shortening the actual sections themselves progressed fairly logically. Maintaining the internal structure of the sections as much as possible was a priority. The ACT Math section can be divided approximately into thirds based on the difficulty of its questions, so its counterpart on the AgDi is structured in the same way. Similarly, the difficulty level of the questions in the AgDi's SAT Math sections progresses from easy to hard on the multiple-choice portion, then resets and progresses from easy to hard once again on the grid-in portion, just as is the case on the real test. Care was also taken to preserve the structure of each unit of a section wherever possible and whenever relevant: both the ACT Reading and SAT Reading sections on the AgDi have passages of roughly the same length as those on the official tests, both in terms of length of text and number of questions, and the ACT Science section has a number of passages and questions per passage identical to those on the most recently released practice tests.

### ***The Development of the Content***

With the big-picture structure taken care of, the next step was to zoom in and populate each section with questions. Because repurposing official test content is a violation of copyright law, and because they wanted to make sure that the test was comprised entirely of material that students could not have found elsewhere, the team created new content modeled directly on official-test material. This is harder than it sounds, as anyone who has ever used a book published by one of the major third-party publishers will undoubtedly have noticed. Because the members of the team were only responsible for one shortened section of each type rather than multiple full practice tests' worth of material, and because they weren't being pressured to release the test before it was ready, they were able to focus their time on creating questions that mirrored the official material as precisely as possible.

When clients are skeptical about the efficacy of the AgDi, and especially when they are understandably so because of experiences with inferior versions of a "combo test" produced by others in the past, we'll present them with a 'blind taste test': questions from the AgDi paired with questions from the corresponding sections of the official test, with the challenge being for the skeptics to identify which questions are from the actual tests and which aren't. This is probably the most straightforward way to demonstrate the validity of the AgDi on a micro level, and we're happy to provide you with the materials necessary to do so upon request.

Of course, the accuracy of individual questions is only one variable in the equation. Equally important is the adherence of each AgDi section as a whole to the defining patterns of its real-test counterpart. Those patterns are numerous, and they include things such as: the proportions of the number of questions of each type in a given section; the distribution of concepts tested in the more content-centric sections; the different genres of passages in the text-focused sections; and several others.

All these considerations were factored into the creation of the AgDi. The test-development team combed through all released official practice tests for both the ACT and the SAT to gather data in order to ensure that they had as clear a picture as possible of the trends in each section, with those trends then being incorporated into the structure of the corresponding AgDi sections. This research is why, for example, there is significantly more geometry tested in the ACT Math section than in the SAT Math sections but noticeably less high-level algebra.

The only exception to the rigid adherence of the AgDi's content to reality was the choice to omit the chart-/graph-reading questions from the English/Writing & Language section. That omission was a conscious decision: because those questions constitute only a small portion of the SAT Writing & Language section, they are not a significant factor in the decision of which test to take. As such, their inclusion was deemed to be a lower priority than the maximization of the AgDi's efficiency.

### ***The Creation of the Scoring Tables***

With the content of the AgDi finished, the next step was the construction of the scoring curves and tables. Because the AgDi is not comprised of official test material, and because the sections are not full-length replicas of their counterparts, assigning precise scaled scores to the various raw score values was out of the question: doing so would purport to a level of scoring accuracy that is simply unattainable for material not released directly by the College Board or the ACT. To account for this unavoidable imprecision and to build in some margin for error, the scaled score curves were broken up into ranges; on the ACT sections of the AgDi, for instance, a student can receive a score of 34-36, 30-33, 26-29, etc.

The next step was to assign raw score ranges to each set of scaled scores. As in every facet of the AgDi's creation, precision was of paramount importance. A student's scores, though far from the only consideration, do play a significant part in the test-recommendation process, and as such, care was taken to ensure that the scores produced by each section of the AgDi would be as accurate as possible.



This care took the form of a comprehensive analysis of the scoring curves for all official tests released for both the ACT and SAT. The team collated the raw score values that corresponded to the minimum and maximum scaled score values for each AgDi range, creating as large a pool of data as possible; those raw score values were then averaged to obtain the ‘typical’ raw scores on the official test required to earn each scaled score range on the AgDi.

From there, it was necessary to scale the raw score values to match the shortened sections on the AgDi. This was done by calculating the percent of available raw score points that each value constituted; for instance, if it requires 63 raw score points on average to earn a 28 on the ACT English section, that would represent 84% of the 75 possible raw score points that can be gained on the English section. Those percentages were then applied to the number of questions in each of the corresponding sections on the AgDi, and the resulting raw score values were rounded to create the raw score ranges that produce the AgDi’s scaled score ranges. In this way, the team ensured that the scoring hewed as closely as possible to that of the ACT and SAT. A copy of the collated data can be provided to you upon request.

To ensure the accuracy of these scores in the context of the difficulty level of each section of the AgDi, some initial testing was needed. A number of the team’s SAT and ACT students were selected and given the AgDi sections timed as part of their weekly homework; their scores were calculated using the newly developed scoring tables and then compared to their previous scores on practice tests and official test administrations. If the student’s scores fell outside of a certain range (30-40 points above the student’s previous maximum score on the SAT or below the student’s minimum score, in line with the College Board’s comments on testing variance; 1-2 points on the ACT) on a given section, that was noted; sections on which that happened multiple times for different students were revisited and in some cases adjusted. The initial iteration of the ACT Math section, for instance, was discovered to be too difficult; to address this, several of the early questions were replaced with easier alternatives.

The final version of the AgDi score report provides scaled score ranges for each section on both the ACT and SAT halves of the test, as well as a composite scaled score range for each half of the test; those composite ranges are produced by averaging and rounding the minimum and maximum values of each of the student’s section score ranges. In addition, approximate percentiles are given for each individual section and both composites; these are produced by taking the median of each score range and comparing it to the most recent data available (2018 for the SAT and 2016-2018 for the ACT, at time of writing). A sample AgDi score report can be found in Appendix A at the end of this document.

## ***The Recommendation Process***

With as much work as went into the process of creating the AgDi, many of our clients assume that the recommendation process is simply a matter of comparing the composite score ranges for the ACT and SAT halves of the test and simply recommending whichever test the student earned higher scores on. While this would be the easier option in that it would engender less initial confusion from discussion with parents while also making the recommendation process take less time, nothing could be further from the truth.

Every set of AgDi results is analyzed by one of Inspirica's Test Experts, a team of tutors hand-selected and trained by a member of the AgDi-creation team or another tutor of similar experience and equivalent competence. That Test Expert considers numerous factors when making the test recommendation, many of which have been either alluded to or referenced directly earlier in this document. A more detailed list of the most important factors considered during the recommendation process is included here:

- **Composite scores:** This is the most obvious consideration but is nonetheless important. Different students vary in terms of which test is likely to be more teachable for them, and there is therefore a certain extent to which gaps in starting scores can and will be overcome by competent tutoring; however, if a student scores in the 85<sup>th</sup> percentile on the SAT half of the AgDi and the 45<sup>th</sup> percentile on the ACT half, for example, that student should almost certainly take the SAT.
- **Relative section strengths:** This was addressed with a fair degree of thoroughness earlier in the document. To recap: because math represents half of a student's composite score on the SAT but only a quarter on the ACT, a student's scoring significantly higher in math than in verbal is a definite point in favor of the SAT being the better choice. The opposite imbalance, as one would expect, supports the ACT.
- **Timing issues:** As has been mentioned before, the ACT allots students a smaller amount of time per question in every section, making pacing the primary challenge for testers on the ACT. If students demonstrate that they're able to overcome this challenge, typically by completing one or both of the ACT Reading and Science sections of the AgDi within the time limit, that's a strong signal that the ACT is likely to be the better choice for them.

- **Test prep context:** When making test recommendations, we also account for the student's age, score goals, and previous prep experience, as well as any predetermined limits on tutoring time or number of test dates. Additionally, we make our recommendations in the context of our own experience tutoring both the ACT and the SAT. Since the SAT's revamp in 2016, for instance, our students' average score improvement has been noticeably higher on the ACT than on the SAT, in large part because of the comparative nebulosity of the latter test. This necessarily factors into the recommendation process, as it gives the majority of students a higher score ceiling on the ACT when they work with us.
- **Extra-test factors:** It is essential to remember that individual test administrations don't occur in a vacuum but rather as part of a larger pattern of decisions and activity by their parent organization. This introduces myriad additional variables into the test-recommendation process. For instance, as of April 2019, the ACT is only administered in computer-delivered format for students testing outside of the United States; this digital interface renders many test-taking strategies less effective, and so many international students may find the SAT to be a more tester-friendly experience.

On the other hand, the ACT has shown itself to be a more consistent test overall since the 2016 SAT revamp; see the Math scoring curve controversy on the June 2018 SAT for one example of this. Upcoming ACT policies also promise a more tester-friendly experience. Starting September 2020, the ACT will super-score students' results before submitting them to colleges, allowing students to only submit their highest score in each section of the test; the ACT will also allow students to retake individual sections rather than the full test, eliminating the possibility of test fatigue on the later sections. These policy changes combine to give students significantly more control over the standardized test aspect of the college admissions process.

Though they don't show up in AgDi results, all these considerations factor into the test-selection process and therefore into the test-recommendation process as well.

## *The Tester-Types*

The final step of the recommendation process is the placement of each student into one of several categories that we call ‘tester-types’. These categories were created to serve as a shorthand that summarizes a student’s strengths & weaknesses as a tester, which makes it easier for our Program Coordinators to discuss the results with parents and school counselors.

The categories were created by the test-development team by analyzing not only the results of the various test administrations of the AgDi that were run during its development, but also the data collected from our tutoring programs over the last three decades. At the time of this writing, and after hundreds of test administrations, these tester-types comprise the primary archetypes of results that we receive from students. A summary of each type is provided below.

- **SAT-1:** Students who consistently performed noticeably better on the SAT sections. This is typically students who are very good at math but may be rusty on the older/non-algebraic content that the ACT tests. These students generally score higher on the math half of the AgDi than on the verbal half.
- **SAT-2:** Students who displayed extreme timing problems on the ACT half of the test, exceeding our ability to speed students up by coaching them in technique and strategy.
- **ACT-1:** Students who consistently performed noticeably better on the ACT sections. This is typically students who can move quickly enough to finish all of the ACT sections and so do better on the ACT because the content is generally easier, and the questions are generally more superficial.
- **ACT-2:** Students who may not have had outstanding accuracy on the ACT half of the test (in fact, their SAT performance may have even been better than their ACT performance) but who were able to finish both the ACT Reading and Science sections within the time limit and can therefore likely be coached to improve their accuracy significantly.
- **ACT-3:** Students who almost fell into the previous category but were only able to finish one of the ACT Reading and Science sections within the time limit. Because those two sections are identically timed and require very similar skills, however, this indicates that the student can likely be coached to finish the other.

- **ACT-4:** Students whose scores were low overall but who performed at a similar level on both ACT Math and SAT Math. Because ACT Math generally contains less difficult content and because Math is only a quarter of the ACT composite score compared to half of the SAT composite score, this suggests that the student's ceiling is higher on the ACT.
- **ACT-5:** Students whose scores were similar on the ACT and SAT halves of the test, who didn't score noticeably higher on math than on verbal, and whose SAT Math performance was better on the Calculator section than the No Calculator section. Because the ACT is entirely calculator-active, this suggests that the student's ceiling is higher on the ACT.
- **ACT-6:** Students who are edge cases, demonstrating strengths and weaknesses on both tests. This suggests that the student likely has a higher ceiling on the ACT when working with us because the ACT is quantifiably a more teachable test.
- **ACT-7:** Students who have extended time on the ACT. Because the timing of the ACT is the primary challenge of the test, ET often has a larger impact on a student's success on the ACT than on the SAT; this suggests that the student can more easily be coached to succeed on the ACT.

Almost every student falls neatly into one of these tester-type categories. Those who don't, however, are not simply shoehorned in for the sake of convenience. When there is uncertainty regarding an individual student, multiple members of the recommendation team will confer in order to either refrain from assigning a tester-type entirely or to assign one with caveats; either way, parents and counselors given the necessary context about that student's results and then presents all of the relevant information to the parents in order to allow a test decision to be made with fully open eyes.

## Moving Forward – Test Refinement

It's important to finish with a note about the organic nature of the AgDi. From the beginning, the test was conceived of as a variable rather than as a constant; that is, it would be refined as needed based on several factors.

The first of these factors is as obvious as it is necessary: changes to the source tests themselves. In their capacity as tutors, the members of the test-development team have the perfect opportunity to continuously monitor the structures of the SAT and ACT. In the event of any drift in the design of one or both tests, the AgDi is modified to reflect that drift; in this way, the team ensures that the test remains the most accurate diagnostic tool

possible. One example of this is the ACT's fairly recent shift to a consistent six-passage structure in the Science section from the previous seven-passage structure; as soon as that pattern was identified on the actual test, one of the Science passages on the AgDi was removed and additional questions were added to the remaining passages in order to accurately reflect the change.

The second factor is the efficacy of the individual questions on the AgDi. To assess this, the team continuously monitors the 'discriminatory score' of every question on the test. The discriminatory score is a numerical representation of the correlation between whether students get a question right or wrong and their overall performance on the test. "Good" questions have a strong correlation; that is, the higher a student scores overall, the more likely it is that they answered that individual question correctly. If the correlation is weaker, i.e. if students' overall performance levels on the test have no discernible bearing on whether they get a question right, the most commonly chosen incorrect answers for the question are reexamined and adjusted to make them slightly less appealing. This allows the AgDi team to ensure a consistent standard of quality across all sections of the test, thereby maximizing its effectiveness as a test-selection tool.

Finally, the test-creation team is constantly soliciting feedback from students who take the test as to possible improvements that could be made to its design. If the same comment or criticism is received from a significant number of students across multiple testing groups, the aspect of the test in question is revisited and changes are made if the feedback seems valid. One example of this is the addition of a grid-in instruction page to the SAT Math sections of the AgDi. Those were initially omitted because they were deemed unnecessary by the test-development team, as most students taking the AgDi have already taken the PSAT 10 and therefore have already been exposed to the grid-in question type. We received feedback from proctors, however, that many students were asking questions about the correct way to fill in the blanks on that portion of the test, so the instruction pages that are now a part of the test are a direct result of that feedback.

The team has been monitoring and will continue to monitor the status of all these factors, and changes to the AgDi will continue to be made as the need for them becomes apparent.

## **APPENDIX A: SAMPLE SCORE REPORT**

# THE INSPIRICA AGNOSTIC DIAGNOSTIC™

SAMPLE MCSTUDENTSON  
School

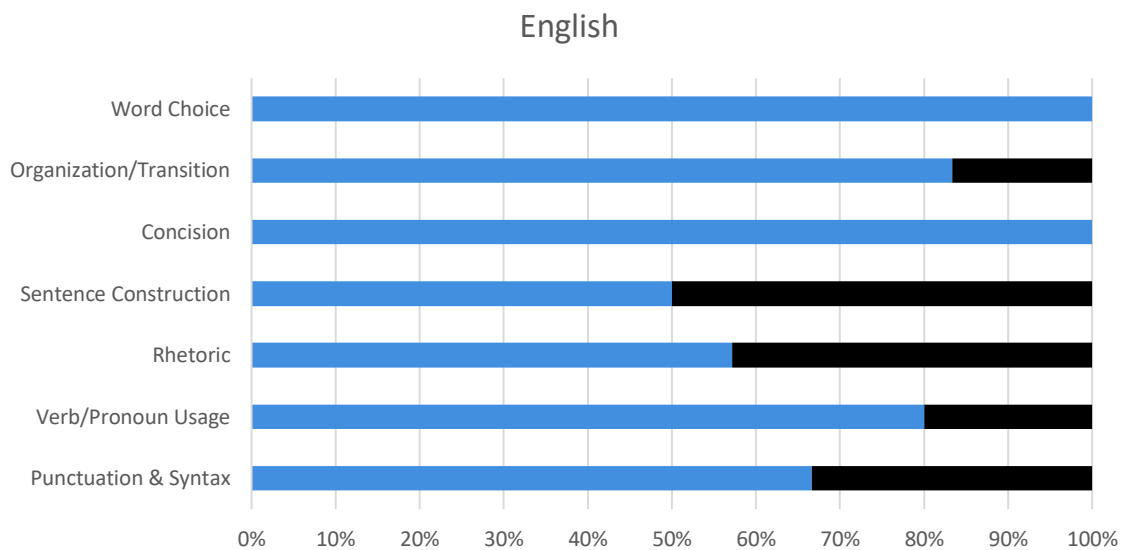
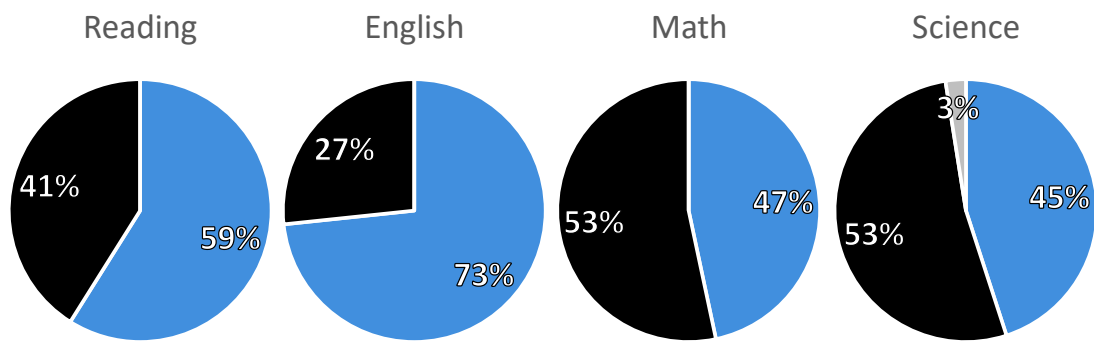
Sep 26, 2019  
Standard

	ACT	SAT
<b>Total</b>	<b>23–26</b> Range: 1-36	<b>1020–1100</b> Range: 400-1600
<b>Approx. Percentile</b>	<b>76th</b>	<b>51st</b>

NOTE: The 'Recommended' notation indicates that the student's score ceiling is likely to be higher on that test with prep.

<b>Reading</b>	<b>30–33</b> Range: 1-36	<b>230–250</b> Range: 100-400
<b>Approx. Percentile</b>	<b>92nd</b>	<b>52nd</b>
<b>English</b>	<b>22–25</b> Range: 1-36	<b>290–310</b> Range: 100-400
<b>Approx. Percentile</b>	<b>72nd</b>	<b>52nd</b>
<b>Math</b>	<b>22–25</b> Range: 1-36	<b>500–540</b> Range: 200-800
<b>Approx. Percentile</b>	<b>72nd</b>	<b>49th</b>
<b>Science</b>	<b>18–21</b> Range: 1-36	
<b>Approx. Percentile</b>	<b>46th</b>	





The AgDi is a proprietary practice test developed by a team of Inspirica’s most experienced tutors and test experts. It is designed to simulate all of the sections of both the ACT and the SAT in a single testing session by incorporating everything unique to each test, from the question types to the order of the sections to the amount of time allotted per question. Each student’s results are analyzed by Inspirica’s test experts, who use official score data from both the ACT and the SAT to produce a starting score range for each test and a customized test recommendation for each student.

**TESTER TYPE:** You consistently performed better on the ACT sections than on the SAT sections, which indicates that the ACT is likely to be the better test for you.

Correct | Incorrect | Omit

