

ACT PREP SYNTHETIC PLAN

A privacy-safe, pathway-connected demonstration of how a learner profile can guide focused practice, transparent recommendations, and human checkpoints.

TY HOLSTON | LEARNING EXPERIENCE + EVALUATION SAMPLE

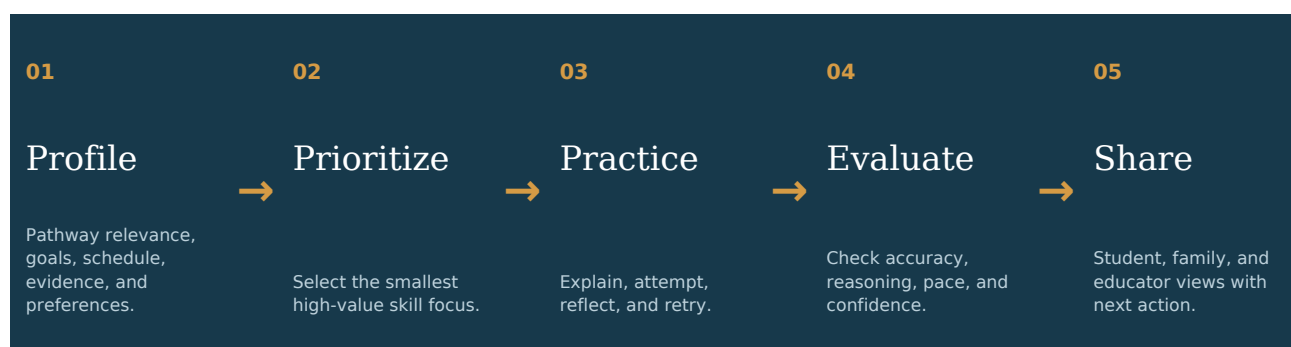
PUBLIC-SAFE BOUNDARY

Jordan is a completely fictional Grade 11 learner whose selected postsecondary route may use ACT evidence. The profile, practice observations, schedule, and outputs were created only for this demonstration. The sample is not affiliated with or endorsed by ACT, Inc., contains no student record, predicts no official score, and does not use testing to determine career fit.

Start with evidence the learner can understand

PROFILE ELEMENT	SYNTHETIC INPUT	DESIGN IMPLICATION
Pathway context	A selected postsecondary route may use ACT evidence	Confirm the current requirement and learner choice before activating prep
Goal	Build confidence and prepare for a spring test date	Use visible weekly wins; avoid unsupported score promises or career conclusions
Available time	25 minutes on four weekdays	Use short, bounded sessions with planned stop points
Strength signal	Accurate reading responses with clear evidence	Maintain skill with mixed review rather than over-practice
Priority gap	Algebra foundations and multi-step setup errors	Reteach prerequisites before increasing question volume
Pacing signal	Accurate but slow on selected science passages	Practice recognition and move-on decisions if science is selected
Human support	Family encouragement plus educator checkpoint	Share plain-language evidence and questions for review

ADAPTIVE ARCHITECTURE



A plan designed to change with evidence

The current ACT Composite is based on English, Math, and Reading; Science and Writing are handled according to the learner's testing context. This sequence is an example planning artifact, not official ACT instruction. An ACT-qualified educator should review content and pacing before any real learner uses it.

WEEK	FOCUS	SESSION PATTERN	HUMAN CHECKPOINT
1	Classify algebra errors and establish a pacing baseline	Explain one example; solve a short set; name the error pattern	Educator reviews prerequisite map and explanations
2	Rebuild two algebra prerequisites	Mini-lesson; parallel practice; confidence check; retry	Student explains which evidence changed the plan
3	Apply algebra in mixed contexts; add optional science pacing	Timed micro-set; compare methods; practice move-on decisions	Counselor or educator checks workload and clarity
4	Mixed practice and next-plan decision	Baseline comparison; reflection; one targeted recheck	Student-family summary plus qualified review

Career Pathway Intelligence handoff

ACT preparation is one optional support inside a broader plan. It activates only when the learner selects a route where the test is relevant; college, technical, credential, apprenticeship, and employment pathways remain visible alternatives.

Recommendation rule

Low accuracy plus high confidence triggers error analysis and prerequisite instruction. High accuracy plus slow pace triggers timed fluency. Declining performance during long sessions triggers shorter loops and a workload review.

NOTABLE FAILURE MODE

A model can over-personalize from too little evidence and present a confident plan that merely reflects noise. The structural fix is to show the evidence behind each recommendation, use small reversible changes, and require human review for consequential decisions.

Pilot evidence before efficacy claims

These are proposed pilot gates, not measured outcomes. Score improvement would require an authorized study design, qualified instructional review, and appropriate pre/post evidence.

QUALITY DIMENSION	PILOT TARGET	EVIDENCE	FAIL ACTION
Content accuracy	All reviewed items instructionally sound	ACT-qualified educator rubric	Remove or revise item
Recommendation traceability	Every focus area cites its input signal	Input-to-output audit	Withhold recommendation
Pathway routing	ACT support appears only when relevant and chosen	Test college, CTE, apprenticeship, and employment plans	Remove ACT handoff
Privacy	No real learner data in public demo	Artifact and metadata review	Block release
Learner clarity	Student can explain the next action	Think-aloud or usability check	Simplify language and sequence
Confidence calibration	Uncertainty is visible	Compare rationale with evidence strength	Add caveat or human review
Accessibility	Usable with keyboard, readable text, and alternatives	Accessibility review	Repair before pilot

Human authority

AI may propose a practice sequence and generate explanations. A qualified human reviews instructional quality, the learner can challenge an output, and official ACT reporting remains the score authority.

OFFICIAL REFERENCES

ACT sections and structure: act.org/the-act/test-preparation/act-exam-sections-and-structure
ACT college and career planning: act.org/students-and-parents
ACT free test preparation: act.org/the-act/test-preparation/free-act-test-prep
ACT accessibility: act.org/accessibility
U.S. Department of Education, AI and the Future of Teaching and Learning: ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf

Interactive portfolio: ty-holston-executive-portfolio.aumnupe.chatgpt.site/work/act-prep