

COMET Admissions Examination Statistical Summaries Spring 2007

Basic Statistics

The COMET admissions examination consisted of a grammar and vocabulary section, an essay, and a math section consisting of four subsections. The basic statistics for this sections and subsections are presented in the table one below.

	grammar	essay	95	96	99	100	Σmath	COMET
count	1608	1608	1607	1607	1607	1607	1619	1624
min	0	0	0	0	0	0	0	4
max	74	50	10	10	10	9	38	1179
range	74	50	10	10	10	9	38	1175
mode	32	0	8	3	2	2	12	550
median	33	22	7	4	3	2	16	546
mean	34.87	22.03	6.63	4.04	3.4	2.49	16.44	547.98
stdev	14.37	12.23	2.29	2.23	2.2	1.47	6.4	227.93
cv	0.41	0.55	0.34	0.55	0.65	0.59	0.39	0.42

Table 1: Basic statistics

Grammar is the grammar and vocabulary score out of 80.

Essay is the essay score out of 50.

95 is the first math subsection and contains ten arithmetic level problems.

96 is the second math subsection and contains ten prealgebra level problems.

99 is the third math subsection and contains ten elementary algebra problems.

100 is the fourth math subsection and contains ten college level algebra problems.

Σ math is the sum of the math subsections and is out of forty.

The essay this year was marked on a 50 point scale as opposed to the 40 point scale used last year.

Correlations

Although the first two subsections of the math test were rewritten to require less reading ability, the math subsections sum remains, given the sample size, correlated moderately to the grammar and essay sections of the examination.

Correlations	grammar	es	95	96	99	100	Σ math	z
grammar	1.00	0.69	0.50	0.56	0.50	0.28	0.62	0.85
essay	0.69	1.00	0.49	0.52	0.45	0.28	0.58	0.93
Σ math	0.62	0.58	0.78	0.85	0.80	0.56	1.00	0.79

Table 2: Correlations

The lowest inter-subject correlations are seen for performance on college level mathematics and English. The correlation of the 100 subsection of the mathematics examination is low at 0.28 for both the grammar and the essay section. The mean for the 100 subsection is near random, hence the low correlation. The low correlation is simply a reflection of the underlying random performance on this subsection of the mathematics examination.

Distributions

The distribution of scores on each section is given in illustration one. The score is on the horizontal axis, the vertical axis is the number of students with that score.

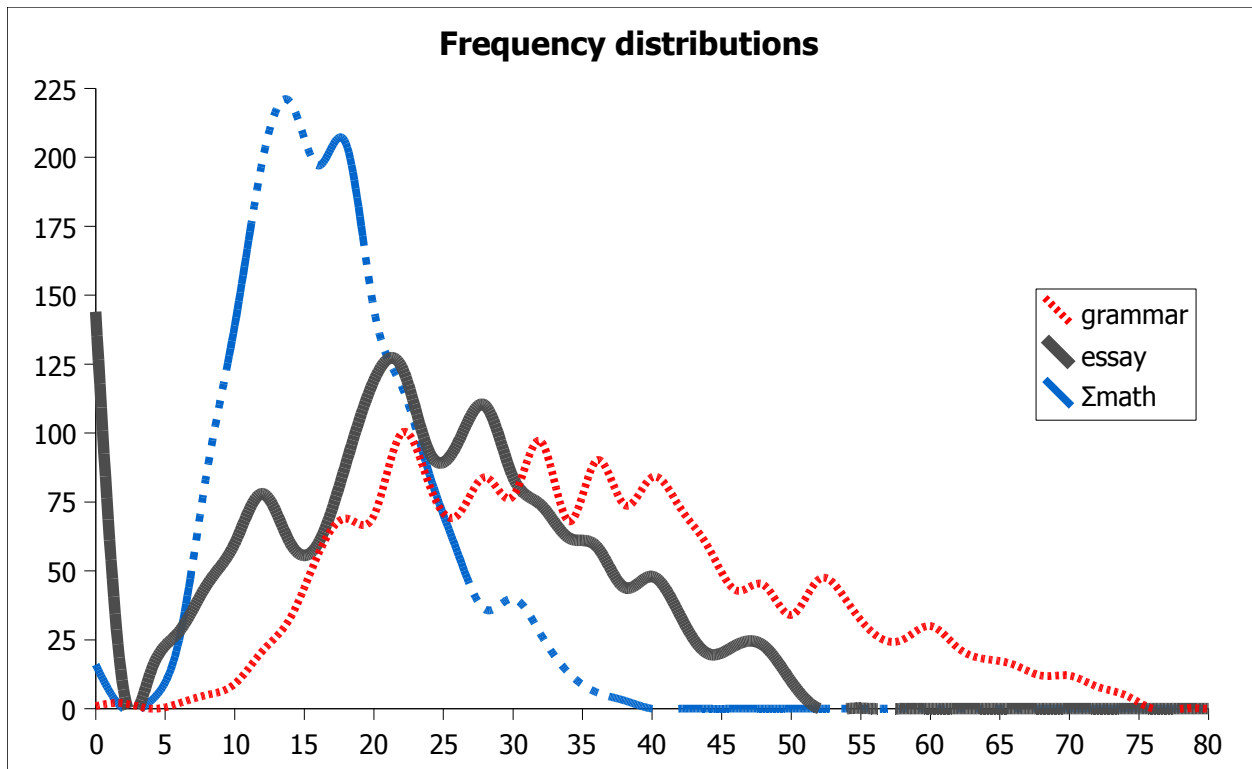


Illustration 1: Frequency distributions

With the exception of the writing section, the other sections distributed in a manner which is considered statistically reasonable. That is, the frequency (the number of students) rises with the score towards the mean, and then falls as the score continues to rise past the mean to the maximum possible score. If the distribution (the shape of the curve) is a symmetrical heap, the most common score is also the mean score as well as the median score. This distribution is sometimes called a "bell curve" and is mathematically described by the normal or student's t-distribution.

In the past, the writing section, the essay, has in performed in a statistically reasonable fashion except for the number of students who score a sum of zero. This was true again this year with 144 scores of zero. Although in the spring of 2006 there were 235 scores of zero on the essay, the number of students who wrote essays also fell from 1783 in spring 2006 to 1608 in the spring of 2007. That is 175 fewer students who wrote essays and 91 fewer essays with a score of zero. The drop in the number of students writing essays was not equal across all four states, with Chuuk seeing the largest drop in the number of students who took the admissions examination.

In the spring of 2006, the most common score on the essay, except for zero, was the then maximum possible score of 40. There was anecdotal evidence that the rubric needed to be adjusted as papers that varied in quality were "maxing out" at 40. A change in the rubric permitted a maximum score of 50 in 2007 and the result is that the right tail of the essay distribution now falls steadily from the mean to the maximum possible.

Rank order

The admissions board approved a rank-order formula using z-scores on the mathematics section, the grammar and vocabulary section, and the writing (essay) section. The formula placed a 50% weight on the essay, 25% on grammar and vocabulary, and a 25% weight on mathematics. The individual weighted z-scores were added to generate a sum of z-scores. The resulting z-score was linearly transformed to produce the final COMET score.

A COMET score of 700 was approved as the cut-off for regular admission to an associate degree program. A COMET score of 300 was established as the minimum score for admission to a certificate program. Students who have scored between 300 and 700 will be eligible to enroll in a certificate program.

Bear in mind that the college now operates based on fixed resources and specific projections of the number of students that the college can serve. Each site has a target enrollment number and a maximum enrollment capacity limit. Like many smaller colleges, the college opts to admit a specific number of students.

The result is that the target admissions number is a fixed number. Put another way, there is not the possibility at present of all high schools increasing the number of students attaining regular admission to the college. If one high school sees an increase in the number of students who have attained regular admission, then some other high school (or high schools) must have seen a decrease in the number of students who gained regular admission. Thus admission is competitive and is mathematically termed a zero-sum game.

High schools that are using increases in regular admissions as an indicator do so at their own peril. If another high school improves by a larger amount, then that first high school could see a drop in admissions despite real improvement in their own educational processes. In 2007 the admissions board selected an intake of the top 400 students into associate degree programs.

Table three records the distribution by state and high school of the students into the three categories delineated above.

State	High School	Non-admitted	Certificate	Associates	Sum	Percentage	
Chuuk	Berea	2	25	3	30	10%	
	Chuuk Campus	26	53	2	81	2%	
	Chuuk High	107	68	2	177	1%	
	Faichuk	16	3		19	0%	
	Mizpah	4	15	3	22	14%	
	Nnukuno	4	6	1	11	9%	
	PLHA	11	31		42	0%	
	Saramen		24	21	45	47%	
	SDA	1	3	1	5	20%	
	South Namoneas	13	27		40	0%	
	Weno	35	43	2	80	3%	
	Xavier		2	24	26	92%	
	Kosrae	Kosrae HS	8	92	63	163	39%
	Pohnpei	CCA			12	12	100%
Nanpei Memorial		4	43	50	97	52%	
Ohwa Mission			6		6	0%	
PICS		14	241	97	352	28%	
Pohnlangas		3	60	28	91	31%	
Pohnpei campus		4	55	10	69	14%	
SDA			3	24	27	89%	
Yap		NICHS	2	33	1	36	3%
	OIHS		17	3	20	15%	
	Yap Campus	1	18	6	25	24%	
	Yap High	4	95	40	139	29%	
	Yap SDA		2	7	9	78%	
Total Result		259	965	400	1624	25%	

Table 3: Admissions status

Note that the table above reports the high school name using the names provided to this author by those working on behalf of the admissions board.

The average COMET score seen in table four represents a measure of the relative performance on the essay section, the grammar section, and the mathematics sections.

High School	Mean	High School	Mean	High School	Mean
CCA	972	Yap Campus	609	Berea	489
Xavier	964	Yap High	604	Chuuk Campus	382
SDA	839	Pohnpei campus	559	PLHA	373
Yap SDA	778	Overall	548	South Namoneas	367
Saramen	692	Ohwa Mission	525	Nnukuno	363
Nanpei Memorial	680	OIHS	507	Weno	349
Kosrae HS	646	NICHHS	501	Chuuk High	289
Pohnlangas	634	Mizpah	500	Faichuk	231
PICS	613				

Table 4: High School COMET means

A COMET mean below 400 is exceptionally weak and below 300 represents essentially random performance on all included subsections.

While the individual high school scores are of interest to individual schools, state educational leadership might consider the mean performance of all of the schools in their state. Note that Kosrae reported results from only a single school, thus the state mean is the mean for that school.

Where a performance is strong, no one effort can be credited with the success. Where a performance is weak, no one lack can be faulted as the cause of the poor performance. Education is a set of canoes with many people paddling. Students, parents, teachers, administrators, state leadership, and special programs should all share in the credit where credit is due, in the blame where performances are weak.

Essay section

The writing section is considered by both the language and literature division and by those from other divisions who mark this section to possibly be singularly indicative of the capacity of students to academically succeed at the college – if there is such a thing as a single indicator. The maximum possible score is a fifty. Scores of twenty and under are considered to be significantly weak and raise questions as to whether these students can tackle any program that requires the ability to communicate in written English.

Determining whether one high school is statistically significantly stronger in rank order than another high school requires determining whether the mean essays scores are sufficiently separated.

In illustration 2, the vertical bars show the extent of the 95% confidence interval for the mean essay score. Where a bar for one school overlaps the mean ("the ball") for another school, the former is not statistically separated from the mean of the later.

The vertical axis in illustration two is the essay score, the high schools are listed in rank order.

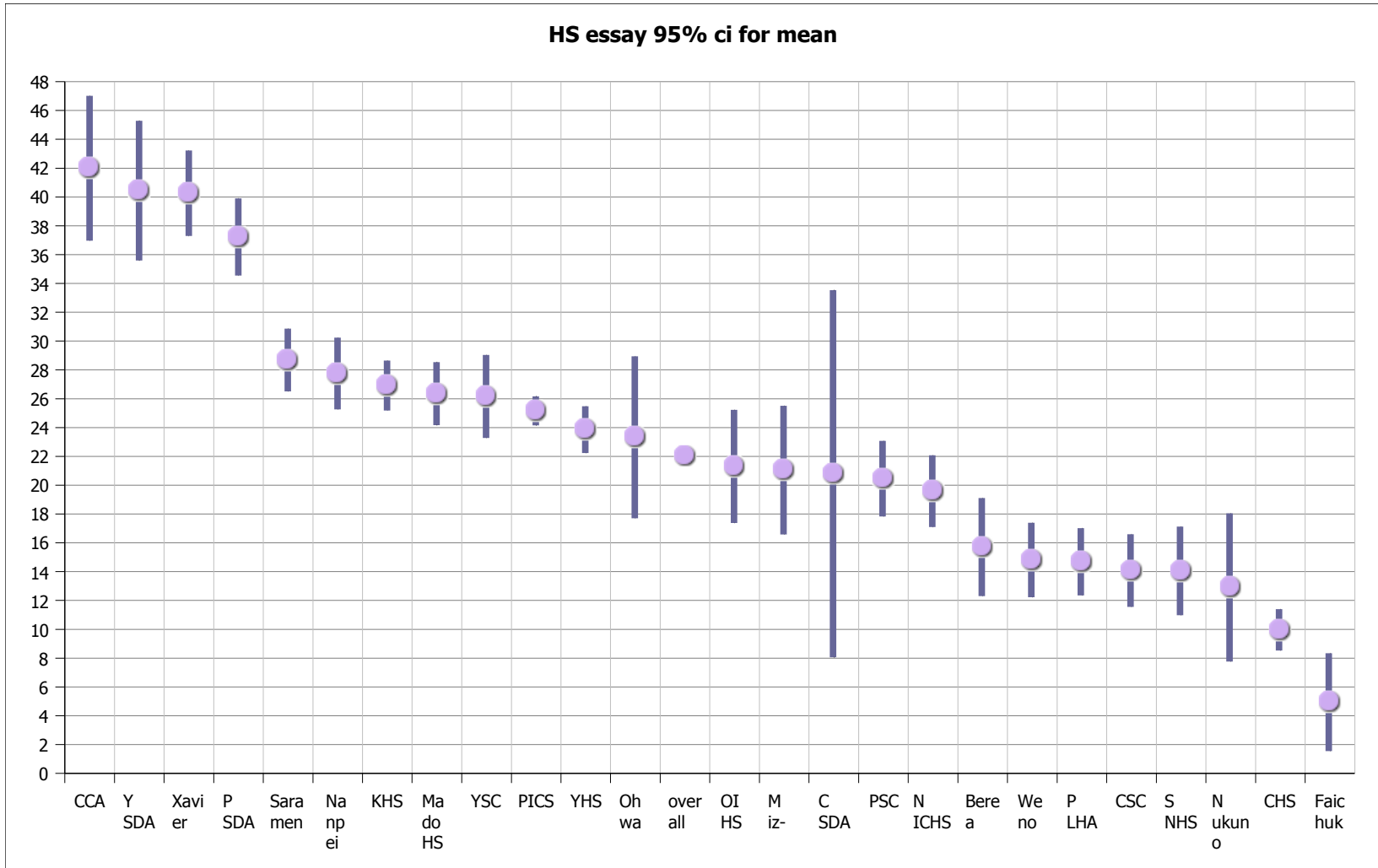


Illustration 2: 95% confidence interval for the essay mean score

The mean essay scores suggest that Kosrae, Pohnpei, and Yap states are, to differing degrees, accomplishing the task of instructing students in the skills necessary to compose written English essays.

Celebrating their first graduating class in the history of their high school, Nanpei Memorial School led the public high schools on the essay in 2007. As noted earlier, success is the result of many factors including supportive parents, a professional faculty, a capable and dedicated administration, and motivated students. While Nanpei Memorial High School has faced facilities challenges including older buildings and other facilities issues, the school clearly rose above those challenges on the essay section.

Looking at the individual public high schools in Chuuk indicates an almost complete lack of ability to accomplish a written composition in the English language.

While some fields such as science have significant support costs, English language and literature is likely the least expensive program on a per student basis. This is not likely a failure due to a lack of funding alone.

Changes in essay performance 2006 to 2007

This section of the 2007 report cannot be completed as the marking rubric was substantively changed. The addition of a fifth category would, theoretically, lift scores for good essay writers even wherein there was no actual improvement in the ability of that school's students to write essays. This impact was greatest in the highest ranks schools on the essay.

Mathematics section

Year-to-year mathematics subsection performance

Table five records the year-to-year performance from 2005 to 2007 on the mathematics subsections. The table also shows the averages for the top four-hundred rank order students on each subsection for 2006 and 2007.

95	2005	4.00
	2006	6.69
	2007	6.63
	2006 top 400	8.57
	2007 top 400	8.22
96	2005	3.25
	2006	3.69
	2007	4.04
	2006 top 400	5.74
	2007 top 400	6.31
99	2005	3.08
	2006	3.51
	2007	3.40
	2006 top 400	5.74
	2007 top 400	5.45
100	2005	2.25
	2006	2.43
	2007	2.49
	2006 top 400	3.27
	2007 top 400	3.32

Table 5: Longitudinal math means

Two subsection means showed a small improvement while two subsections showed a small decline. There were no substantive changes in the test from 2006 to 2007, so the means are comparable. The first two sections were substantively revised, with the first section being completely rewritten, between 2005 and 2006.

Mean Mathematics Scores by High School

The mean score by high school for the mathematics section represents the average number correct out of fifty for a high school.

A student blindly guessing on all forty questions, each with five multiple choice options, should get at least eight correct. Given that the first few problems involve basic arithmetic, scores around twelve or under are extremely weak performances.

Illustration three on the next page depicts the 95% confidence interval for the mean mathematics scores, with the high schools in descending mathematics score order. The vertical bars are the extent of the 95% confidence interval for the sample mean. Where a vertical line for one school overlaps the mean (the center ball) of a another school, the first school is not statistically significantly separated from the second school's mean.

The performances at Nukuno and Faichuuk were statistically indistinguishable from a random score of eight. This is the second year in a row Nukuno is statistically indistinguishable from random. Joining Nukuno and Faichuuk is Yap SDA. Weno, Chuuk High School, Nukuno, Southern Noumeneas, and Faichuuk performed so weakly in both mathematics and English that there is merit to an argument which would shift all of whatever resources are being spent on mathematics education to the teaching of English. These schools will not do significantly worse by not teaching mathematics – there is almost no where "down" for them to go from the their current status.

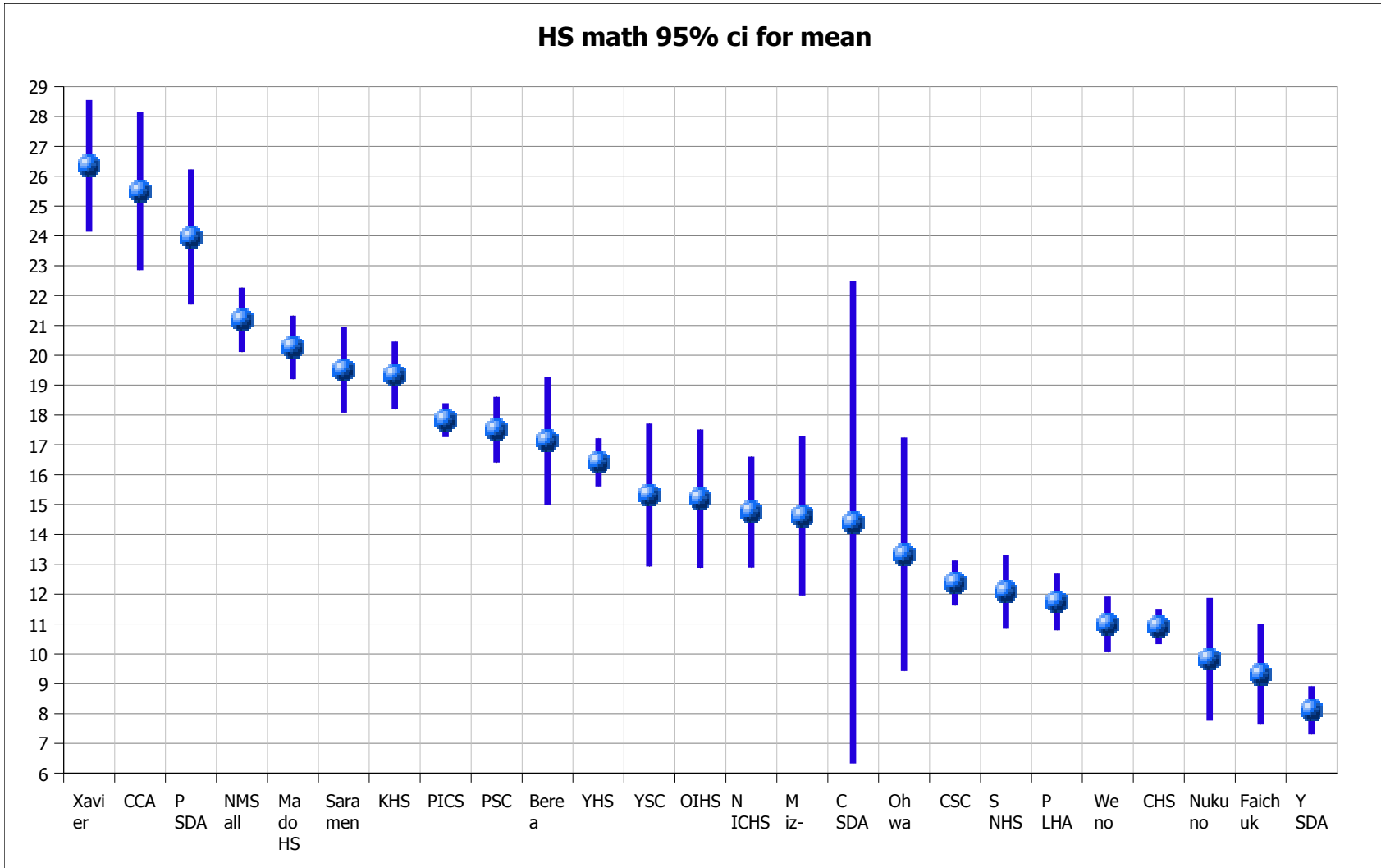


Illustration 3: 95% confidence intervals for the mathematics sum by high school

Mathematics Placement Data

Placement of students by high school and the program into which they were admitted is shown in table six below.

State	High School	non-admit		certificate				associates					Sum
		95	96	95	96	99	100	95	96	99	100	101	
Chuuk	Berea	2		17	7	1		2		1			30
	CSC	26		48	5				2				81
	Chuuk High	106	1	60	8			1	1				177
	Faichuk	16		3									19
	Mizpah	4		13	2			1		1	1		22
	Nnukuno	4		6				1					11
	PLHA	11		30	1								42
	Saramen			20	3	1		7	6	4	4		45
	Chuuk SDA	1		3				1					5
	South Namoneas	13		24	2	1							40
	Weno	35		41	2			1	1				80
Xavier				1		1	9	3	6	3	3	26	
Kosrae	Kosrae HS	8		65	23	4		18	14	13	8	10	163
Pohnpei	CCA							1	6	2	3		12
	Nanpei Memorial	4		8	32	3		1	19	25	3	2	97
	Ohwa Mission			5	1								6
	PICS	11	3	123	109	9		24	34	25	11	3	352
	Pohnlangas	2	1	16	39	5		1	8	16	2	1	91
	Pohnpei campus	4		29	21	5		3	6	1			69
Pohnpei SDA			1	1	1		3	7	6	8		27	
Yap	NICHHS	2		20	11	2				1			36
	OIHS			14	2	1		1	1	1			20
	Yap Campus	1		11	6	1		5	1				25
	Yap High	4		53	37	5		18	11	10	1		139
	Yap SDA			2				7					9
Sums		254	5	612	313	39	1	105	120	112	44	19	624

Table 6: Placement by high school and admissions status

Comments

The college admissions examination is an instrument that has been refined over the years towards the sole purpose of determining admissions at the college. The examination is not intended as either a diagnostic or summative measure of the effectiveness of high schools or state departments of education.

The admissions test can indicate, at the extreme ends, whether a school is performing strongly on these admissions measures or performing in a manner indistinguishable from random. Comments above have been made where performances are extraordinarily weak.

Diversity

The differences in the performances by state have repercussions on the make-up of the regular admissions. Table seven compares the composition of the regular admissions to the state shares of the national population. The table reflects the state of the high school, not the cultural identity of the individual test takers.

	2006		2007					
State	Associate	RF	Associate	RF	Pop 2000	Pop RF	2006 Factor	2007 factor
Chuuk	75	18%	59	15%	53595	50%	0.35	0.30
Kosrae	55	13%	63	16%	7686	7%	1.81	2.29
Pohnpei	225	53%	221	55%	34486	32%	1.65	1.72
Yap	67	16%	57	14%	11241	11%	1.51	1.27
	422	100%	400	100%	107008	100%		

Table 7: Diversity

Thus in terms of the high school's state share of the national population, students from high schools in Kosrae are the most over-represented group in the regular admissions category with 2.29 times their share of the national population, up from 1.81 the previous year. Those from high schools in Chuuk are under-represented at a factor of 0.30 of their share of the national population, a drop from 0.35 the year before. Each high school has students from every state, however the data is still likely roughly reflective of the underlying cultural diversity the college can expect among freshmen in

the fall of 2006.

Note that as one state gains an increasing share of the 400 associate degrees slots, other states lose share. As noted earlier, this is a zero-sum game. Gains by Kosrae and Pohnpei were mirrored by losses for Yap and Chuuk. Yap saw some of their strongest losses in the outer islands of Yap.

Subgroups Analysis

The college admissions examination is neither a diagnostic nor comprehensive measure of learning. The college admissions examination is designed for a single purpose: admitting students to the appropriate programs for their abilities in English and mathematics. Despite the focus of the examination, many sponsored programs utilize the admissions results and statistics in their reports. Other programs in the high schools also choose to use the college admissions examination as one of their many indicators. The following are analyses of the essay and mathematics section with some of these subgroups broken out separately.

This author is deeply indebted to those who work in sponsored programs and the high schools who provide lists of student names in programs and sections.

Essay section

Table eight details the performance of the high schools in descending mean essay score order, repeating an earlier table but including some of the subgroups. Explanation of the various subgroups is given after the table. The writing section had a total possible of fifty. The sample size n , sample standard deviation s_x , lower bound for the 95% confidence interval for the sample mean, upper bound ("high") for the 95% confidence interval for the mean, and the sample mean are provided.

This section intentionally includes basic statistics for the subgroups as this is useful to many programs who have to report statistical data.

Many programs use admissions to an associates degree program as a indicator of success. This practice is not recommended. The college admits roughly the top 400 students into associates degree programs as ranked by a z-score using the grammar, essay, and mathematics test. Many of these students will be placed into developmental and not college level programs. Thus admission to an associates degree program is not

a statistically meaningful measure. As a result this report does not include admissions status of the subgroups.

The rubric used to mark the essay is provided in an appendix. Two graders mark each essay. If the graders differ by five points, a third grader marks the essay. The college currently considers a score of forty to be a strong essay. Averages of forty or above are exceptionally good results and are likely difficult to improve upon year-to-year.

High school	n	sx	low	high	mean
Calvary Christian Academy	12	7.91	36.98	47.02	42
Upward Bound Kosrae	14	4.82	38.36	43.92	41.14
Yap SDA	9	6.31	35.6	45.29	40.44
Xavier	26	7.34	37.3	43.23	40.27
KHS advanced section	22	7.35	34.01	40.53	37.27
Pohnpei SDA	27	6.76	34.55	39.89	37.22
Nanpei academic sections	38	6.74	34.52	38.95	36.74
Upward Bound Pohnpei	14	6.52	28.88	36.41	32.64
Upward Bound Yap	14	10.49	24.94	37.06	31
Saramen Chuuk Academy	45	7.26	26.51	30.87	28.69
Nanpei Memorial all sections	97	12.34	25.27	30.24	27.75
Kosrae High School	162	11.15	25.18	28.64	26.91
Madolehnihmw HS, Pohnlangas	87	10.23	24.18	28.54	26.36
Yap State Campus	25	6.98	23.28	29.04	26.16
PICS	350	9.61	24.15	26.17	25.16
Yap HS	139	9.68	22.23	25.48	23.86
Nanpei business sections	23	7.31	20.58	26.9	23.74
Ohwa	6	5.35	17.71	28.95	23.33
overall	1608	12.23	21.44	22.63	22.03
Outer Island HS, Ulithi	20	8.38	17.38	25.22	21.3
Mizpah	21	9.81	16.58	25.51	21.05
Nanpei vocational sections	36	13.88	16.14	25.53	20.83
Chuuk SDA	5	10.26	8.06	33.54	20.8
Pohnpei State Campus	69	10.92	17.83	23.07	20.45
Neighboring Islands Central Woleai	36	7.36	17.09	22.07	19.58
Berea Christian Academy	30	9.11	12.3	19.1	15.7

High school	n	sx	low	high	mean
Weno HS	75	11.22	12.23	17.39	14.81
Pentecostal Lighthouse	42	7.48	12.36	17.02	14.69
Chuuk State Campus	81	11.39	11.56	16.59	14.07
Southern Noumeneas HS	40	9.61	10.98	17.12	14.05
Nukuno	11	7.66	7.76	18.06	12.91
Chuuk High School	174	9.63	8.52	11.41	9.97
Faichuk	19	7.04	1.56	8.34	4.95

Table 8: 95% confidence interval for essay including subgroups

Note that the Kosrae High School advanced section and the Upward Bound Kosrae program are not independent subgroups. Ten of the twenty-two advanced section students are also in the Upward Bound program.

The Upward Bound Pohnpei participants are all enrolled at PICS on Pohnpei.

The subgroups indicate that the success seen at Nanpei Memorial this year was not simply a strong performance by only the academic sections. Nanpei Memorial's business sections performs on par with PICS, YHS, and Ohwa. Nanpei Memorial's vocational sections outranked private schools such as Ohwa, Mizpah, and outranked two state campuses in the college system.

A note of caution is in order when comparing results between programs and sections. Clearly the Nanpei Memorial academic sections did well on the essay. Section lists for the academic sections at other high schools were not available to this author at the time of the writing of this report. PICS academic, Madolehnihmw academic, and Yap academic may have all done equally well or possibly better than Nanpei academic.

In illustration four, the mean essay score is marked by the central ball. The extent of the 95% confidence interval for the mean is given by the vertical bars. Where the 95% confidence interval for one school or subgroup overlaps the ball of another school or subgroup, then the scores are not sufficiently separated to ensure statistical significance.

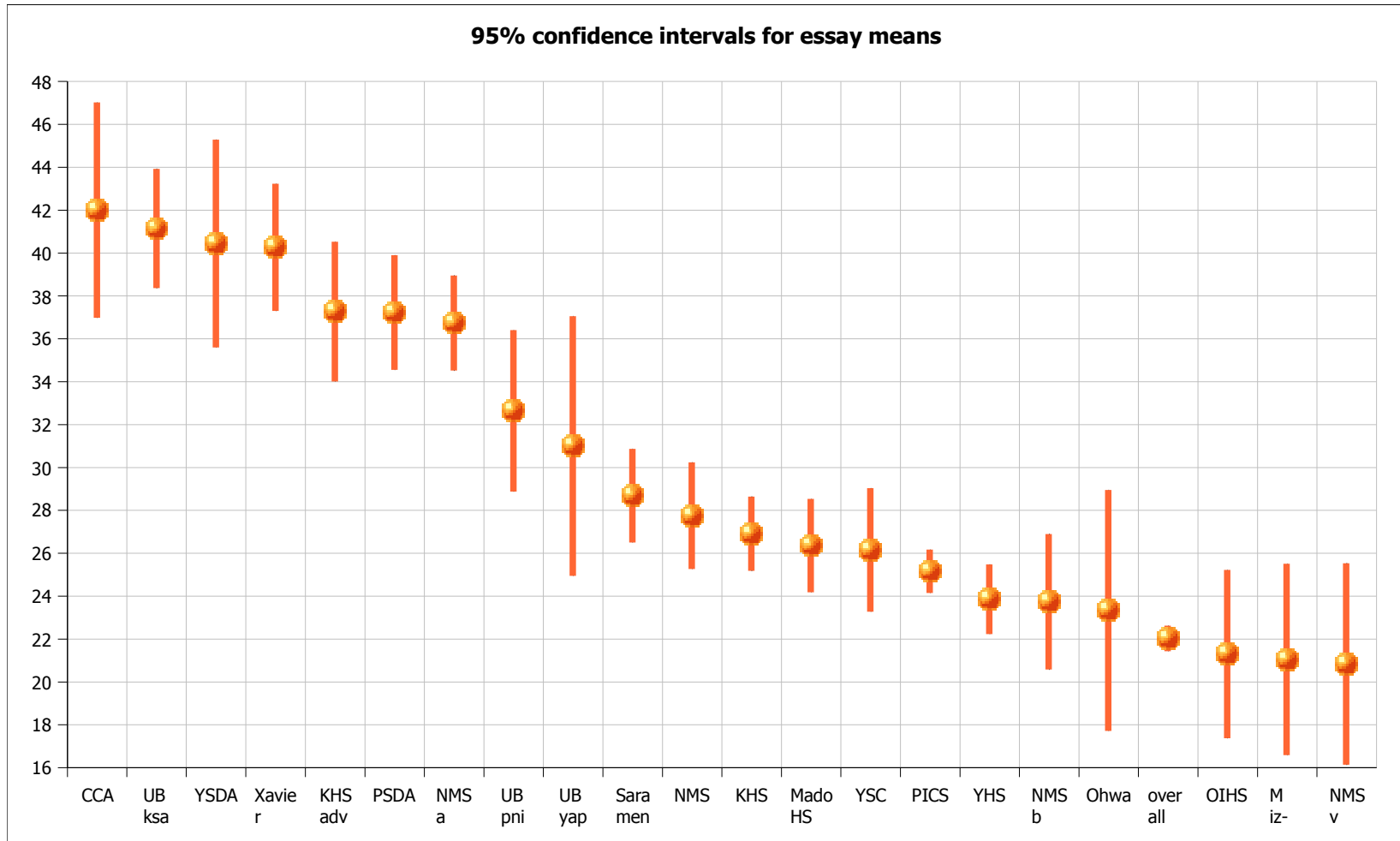


Illustration 4: 95% confidence interval for essay means

Mathematics Section

The following table details the performance of the high schools in descending mean mathematics score order, repeating an earlier table but including some of the subgroups of interest. The mathematics score is the sum of the four subsections, the total number correct out of forty.

Bear in mind that the the final column of ten problems are set at the level of college algebra, high school students are not expected to succeed at that column. Therefore averages above 26 (80% success in the first three columns of the test and a random two correct in the last column) would be a very strong performance. Lifting a school or a program's average above 30 is likely to be difficult.

High Schools	n	sx	low	high	mean
Upward Bound Kosrae	14	4.6	28.27	33.58	30.93
Kosrae HS advanced section	22	5.41	26.97	31.76	29.36
Upward Bound Pohnpei	14	4.55	25.3	30.55	27.93
Xavier	26	5.45	24.14	28.55	26.35
Calvary Christian Academy	12	4.17	22.85	28.15	25.5
Nanpei academic sections	38	4.55	22.95	25.94	24.45
Pohnpei SDA	27	5.72	21.7	26.23	23.96
Upward Bound Yap	14	7.96	16.83	26.02	21.43
Nanpei Memorial all sections	97	5.35	20.11	22.26	21.19
Nanpei business sections	23	3.68	19.54	22.72	21.13
Madolehnihmw HS, Pohnlangas	91	5.12	19.2	21.33	20.26
Saramen	45	4.76	18.08	20.94	19.51
Kosrae High School	163	7.33	18.19	20.46	19.33
PICS	352	5.44	17.26	18.4	17.83
Nanpei vocation section	36	4.78	16.16	19.39	17.78
Pohnpei State Campus	69	4.57	16.41	18.61	17.51
Berea	30	5.73	14.99	19.27	17.13
Yap High School	139	4.79	15.61	17.22	16.42
Yap State Campus	25	5.8	12.93	17.71	15.32
Outer Island HS	20	4.95	12.88	17.52	15.2
Neighboring Islands Central HS Woleai	36	5.48	12.89	16.61	14.75
Mizpah	21	5.86	11.95	17.29	14.62
Chuuk SDA	5	6.5	6.32	22.48	14.4
Ohwa	6	3.72	9.43	17.24	13.33
Chuuk State Campus	81	3.41	11.62	13.12	12.37
Southern Noumeneas	40	3.86	10.84	13.31	12.08
Pentecostal Lighthouse	42	3.05	10.79	12.69	11.74
Weno HS	77	4.11	10.06	11.92	10.99
Chuuk HS	176	3.96	10.33	11.5	10.91
Nukuno	11	3.06	7.76	11.87	9.82
Faichuk	19	3.5	7.63	11	9.32
Yap SDA	9	1.05	7.3	8.92	8.11

Table 9: 95% confidence interval for math including subgroups

Of note in the above table is that for the second year in a row the top ranked programs by mean math sum are Upward Bound programs and the Kosrae High School advanced section. From the perspective of preparing students to pursue college programs in science, technology, engineering, and medicine, the Upward Bound programs remain very important to this nation.

Also of note is that these programs lift their students to the level of the private schools and above. This provides important opportunities to students in the public school system. This is important to ensure equity in access to a quality college preparatory education. If the only access to a quality education is through private schools, then the nation faces a future where those with the resources potentially generate an intellectual elite that would likely become a governing elite. Down this road lies potential loss of the proverbial "middle class" that seems so crucial to democratic stability and the rise of oligarchic governmental structures.

Programs such as Upward Bound, Talent Search, and others are currently beyond the financial wherewithal of the local governments. Continued United States support for these programs is important to this young nation.

Illustration five depicts a portion of table nine on the next page.

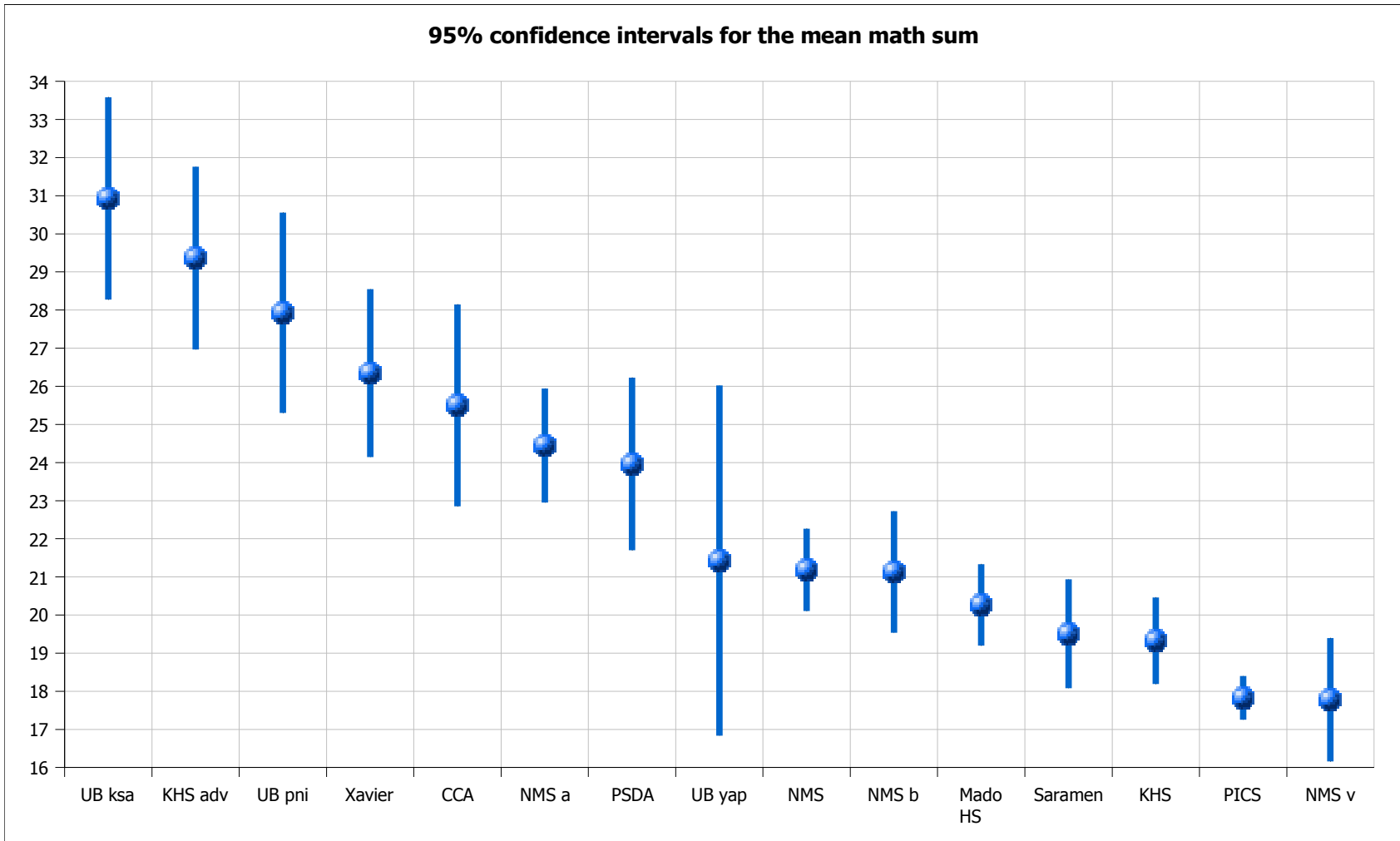


Illustration 5: 95% confidence interval for math means

Mathematics Placement Data

The following table shows the break-down of the math placement by the subgroups. In that the mathematics section functions as a placement test, the placement of students has real meaning. There is no "400" limit involved. Theoretically, all students could place into college algebra classes. The class into which students are placed are indicated in the top row.

MS 095 PreAlgebra

MS 096 Elementary Algebra (Algebra I)

MS 099 Intermediate Algebra (Algebra II)

MS 100 College Algebra

MS 101 Algebra and Trigonometry (or MS 150 Statistics)

State	High School	Sxn	TRIO	MS 095	MS 096	MS 099	MS 100	MS 101	Sum
Chuuk	Berea Christian			21	7	2			30
	Chuuk State Campus			74	7				81
	Chuuk High			167	10				177
	Faichuk			19					19
	Mizpah			18	2	1	1		22
	Nnukuno			11					11
	Pentecostal LHA			41	1				42
	Saramen Chuuk			27	9	5	4		45
	Chuuk SDA			5					5
	South Namoneas			37	2	1			40
	Weno			77	3				80
	Xavier			9	4	6	4	3	26
Kosrae	Kosrae HS			86	31	15	3	2	137
		UB				1	2	1	4
		Adv		5	3	1	1	2	12
		UB			3		2	5	10
Pohnpei	Calvary Christian A			1	6	2	3		12
	Nanpei Memorial	Voc		8	24	3		1	36
		Aca		3	11	20	3	1	38
		Bus		2	16	5			23
	Ohwa Mission			5	1				6

State	High School	Sxn	TRIO	MS 095	MS 096	MS 099	MS 100	MS 101	Sum
	PICS			158	145	28	5	2	338
		UB			1	6	6	1	14
	Madolehnihmw HS			19	48	21	2	1	91
	Pohnpei State Camp			36	27	6			69
	Pohnpei SDA			4	8	7	8		27
Yap	NICHS, Woleai			22	11	3			36
	OIHS, Ulithi			14	2	1			17
		UB		1	1	1			3
	Yap State Campus			17	7	1			25
	Yap High School			70	46	12			128
		UB		5	2	3	1		11
Yap SDA			9					9	
Total Result				971	438	151	45	19	1624

Students who place into MS 100 or MS 101/101 are deemed college level students.

Author and contact information:

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Appendix A.

COMET Sub-Test 3 (Writing) Analytic Scale [Essay rubric]	
Syntax	
5	Grammar and word order nearly perfect.
4	Some errors of grammar or word order but communication not impaired.
3	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
2	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
1	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
0	Errors of grammar or word order so severe as to make comprehension virtually impossible.
Vocabulary	
5	Wide and correctly used vocabulary.
4	Occasionally uses inappropriate terms or relies on circumlocution; expression of ideas not impaired.
3	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
2	Limited vocabulary and frequent errors clearly hinder expression of ideas.
1	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
0	Vocabulary limitations so extreme as to make comprehension virtually impossible.
Organization	
5	Extremely well organized.
4	Material fairly well organized; links could occasionally be clearer but communication not impaired.
3	Some lack of organization; re-reading required for clarification of ideas.
2	Little or no attempt at connectivity, though reader can deduce some organization.
1	Individual ideas may be clear, but very difficult to deduce connection between them.
0	Lack of organization so severe that communication is seriously impaired.
Cohesion	
5	Strong cohesion with smooth transitions both within and between paragraphs.
4	Occasional lack of consistency in choice of cohesive structures and vocabulary but overall ease of communication not impaired.
3	'Patchy', with some cohesive structures or vocabulary items noticeably inappropriate to general style.
2	Cohesive structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
1	Communication often impaired by completely inappropriate or misused cohesive structures or vocabulary items.
0	A 'hotchpotch' of half-learned misused cohesive structures and vocabulary items rendering communication almost impossible.

	Content
5	Full and complete answer, inclusive of all parts of the task.
4	Relevant and adequate answer to the task set.
3	For the most part answers the task set, though there may be some gaps or redundant information.
2	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
1	Answer bears little relation to the task set.
0	No evidence of assigned task. (If it is obvious that the student wrote on an unrelated topic or did not understand the instructions, give zeroes in all areas.)