

COMET Spring 2018 Statistical Exploration by High School

This document is an exploration of data from the College of Micronesia-FSM spring 2018 entrance COMET with a focus on individual high school and section statistics. In this document the word "sections" refers to high school sections. The word subsection will be used to refer to the different sections of the COMET entrance instrument. This document should be construed as an occasional informal paper by a member of faculty. Any opinions expressed are solely those of the author and do not reflect an official position of the college.

Basic statistics for all candidates

The COMET consists of four subsections: a written essay, a vocabulary test, a comprehension test, and a mathematics placement test. Total possible for the essay is 50 points. The mathematics subsection has four sets of ten problems designed to help place students. The total possible for the sum of the mathematics scores is 40. The msum column tracks the sum of the four math subsection scores. There are also sections that test vocabulary and comprehension.

Statistic	Essay	Voc	Comp	MS095	MS096	MS099	MS100	msum
n	1403	1403	1403	1403	1403	1403	1402	1403
min	0	5	0	0	0	0	0	0
max	50	72	37	10	10	10	10	40
mode	50	25	17	10	3	3	2	13
median	32	25	18	8	5	4	3	19
mean	31.86	26.66	18.75	7.30	4.89	4.56	3.53	20.27
sx	11.74	11.24	7.11	2.46	2.74	2.70	2.42	8.84
cv	0.37	0.42	0.38	0.34	0.56	0.59	0.68	0.44

Correlations

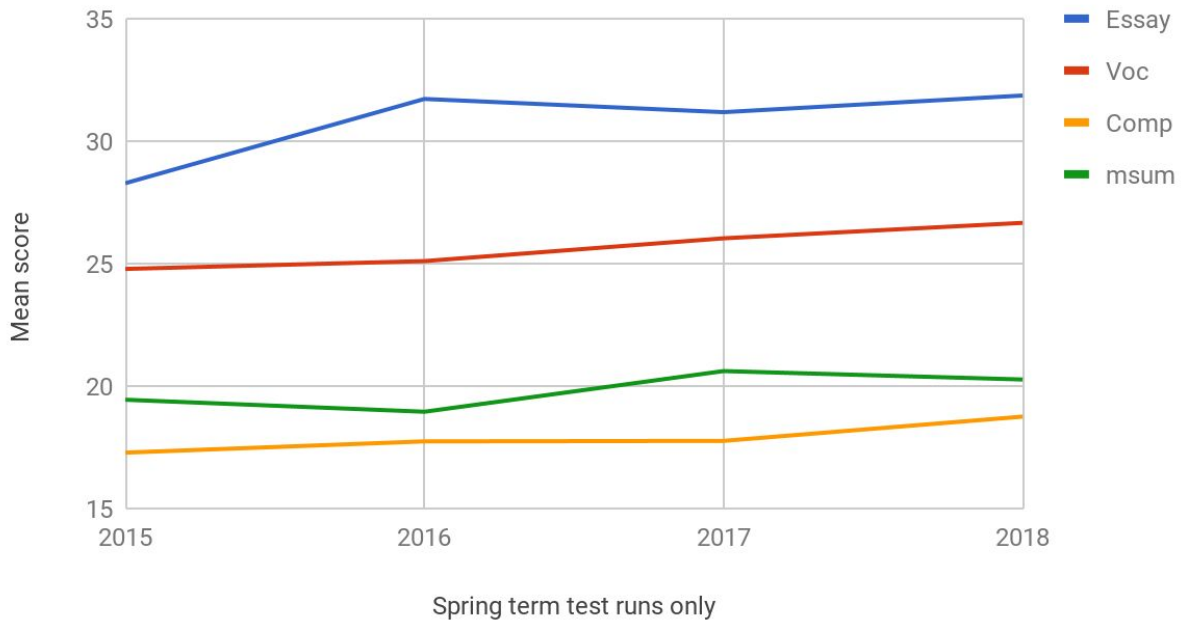
Correl	Essay	Voc	Comp	MS095	MS096	MS099	MS100	msum
Essay	1.00	0.57	0.65	0.53	0.57	0.50	0.38	0.58
Vocab	0.57	1.00	0.73	0.46	0.58	0.55	0.49	0.61
Comp	0.65	0.73	1.00	0.50	0.59	0.56	0.40	0.60
Msum	0.58	0.61	0.60	0.82	0.90	0.89	0.81	1.00

The vocabulary and comprehension subsections correlate to each other more strongly (0.73) than either correlates to the essay subsection (0.57, 0.65). This suggests that the vocabulary and comprehension are likely to be measuring the same basic skills while the essay is providing new information on a different skill set. To the extent that this is true, there may be redundancy between the vocabulary and comprehension subsections of the COMET.

Correlation of the language sections of the COMET to the mathematics sections is generally weaker, with especially poor correlations to skills in college algebra. There remains no way to infer mathematical capabilities from language skills.

Over time the average overall performance is fairly stable. There is only a hint of possible improvement in the means. While the large underlying sample sizes may make these changes statistically significant, these changes are not meaningful.

Mean by COMET subsection versus year



Concern has been expressed that one of the subsections was not updated for this year. There is no signal in the data that any of the subsections saw an unusual gain that might be seen if that subsection was compromised in any way based on the subsection having been used the year before.

High school abbreviations

Acronym	School Full Name	State
Berea	Berea Christian	Chuuk
CCA	Calvary Christian Academy	Pohnpei
CHS	Chuuk High School	Chuuk
CSC	Chuuk State Campus	Chuuk
CSDA	Seventh Day Adventist Chuuk	Chuuk
CTEC	Career & Technical Education Center	Pohnpei
FHS	Faichuuk High School	Chuuk
FCA	Faith Christian Academy	Yap
KHS	Kosrae High School	Kosrae
KSC	Kosrae State Campus	Kosrae
MHS	Madolehnihmw High School	Pohnpei
NMHS	Nanpei Memorial High School	Pohnpei
NHS	Nukuno High School	Chuuk
	Ohwa International Christian	
OICA	Academy	Pohnpei
OIHS	Outer Island High School - Ulithi	Yap
OLM	Our Lady of Mercy High School	Pohnpei
PICS	Pohnpei Islands Central School	Pohnpei
PLHA	Pentecostal Lighthouse Academy	Chuuk
PSDA	Seventh Day Adventist Pohnpei	Pohnpei
SCA	Saramen Chuuk Academy	Chuuk
SNHS-F	Southern Noumeneas Fefan	Chuuk
SNHS-T	Southern Noumeneas Tonoas	Chuuk
Xavier	Xavier High School	Chuuk
YCHS	Yap Catholic High School	Yap
YHS	Yap High School	Yap
YSC	Yap State Campus	Yap
YSDA	Seventh Day Adventist Yap	Yap
-10	Tenth grade	
-11	Eleventh grade	

Notes

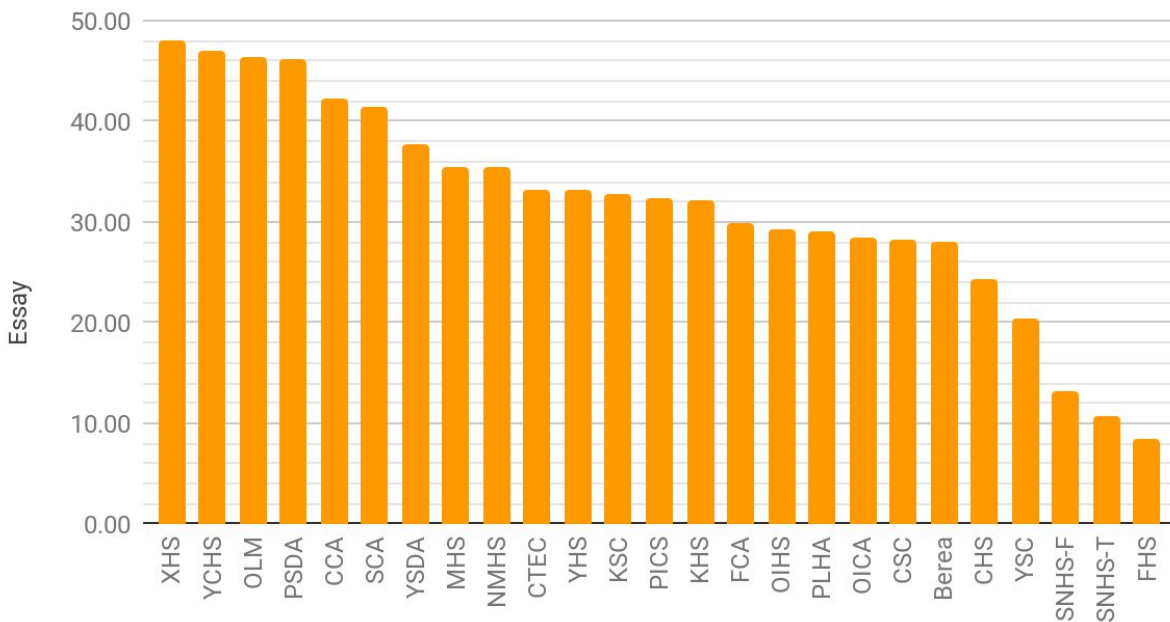
Pohnpei State Campus is now known as the Career & Technical Education Center

Overall average performance on subsection by high schools

School	n	School	Essay	School	Vocab	School	Comp	School	Math
Berea	21	XHS	48.05	YCHS	49.95	YCHS	32.65	YCHS	35.85
CCA	17	YCHS	47.05	XHS	42.77	XHS	29.23	OLM	31.66
CHS	231	OLM	46.31	CCA	40.59	CCA	28.88	MHS	30.57
CSC	53	PSDA	46.26	PSDA	39.58	OLM	28.19	XHS	28.40
CTEC	55	CCA	42.35	OLM	39.16	PSDA	27.74	NMHS	27.68
FCA	10	SCA	41.41	YSDA	37.55	YSDA	25.73	PSDA	27.19
FHS	13	YSDA	37.64	NMHS	33.43	Berea	21.71	YSDA	24.18
KHS	146	MHS	35.37	MHS	28.98	YHS	19.57	CCA	22.76
KSC	7	NMHS	35.37	PICS	28.16	PICS	19.45	KSC	22.00
MHS	86	CTEC	33.22	YHS	25.74	KSC	19.14	YHS	21.30
NMHS	139	YHS	33.20	FCA	25.20	KHS	19.10	PICS	20.06
OICA	18	KSC	32.71	OIHS	24.83	MHS	18.90	KHS	19.80
OIHS	23	PICS	32.29	CTEC	23.55	NMHS	18.53	Berea	19.76
OLM	32	KHS	32.11	Berea	23.52	SCA	17.54	SCA	18.95
PICS	261	FCA	29.80	KHS	22.71	FCA	16.90	CTEC	18.89
PLHA	5	OIHS	29.17	KSC	22.00	OICA	16.67	FCA	18.30
PSDA	31	PLHA	29.00	SCA	21.84	CTEC	16.42	OICA	15.33
SCA	37	OICA	28.44	CSC	20.51	CHS	15.85	OIHS	15.09
SNHS-F	34	CSC	28.17	CHS	20.44	YSC	14.50	YSC	14.75
SNHS-T	20	Berea	28.05	YSC	20.25	OIHS	14.09	CHS	13.19
XHS	43	CHS	24.30	OICA	19.22	CSC	13.75	CSC	12.15
YCHS	20	YSC	20.38	SNHS-F	17.21	PLHA	11.00	PLHA	11.20
YHS	82	SNHS-F	13.26	PLHA	16.80	SNHS-F	10.47	SNHS-T	10.95
YSC	8	SNHS-T	10.65	SNHS-T	16.30	FHS	10.46	FHS	10.23
YSDA	11	FHS	8.54	FHS	14.23	SNHS-T	10.10	SNHS-F	8.97
Total	1403	Mean	31.86	Mean	26.66	Mean	18.75	Mean	20.27

In the table the n is the sample size, vocab refers to the vocabulary subsection, and comp refers to the comprehension subsection. The math column is based on the sum of the four subsections of the math component of the COMET. All values are the overall average for that school on the given subsection. Small differences in the average scores are not significant.

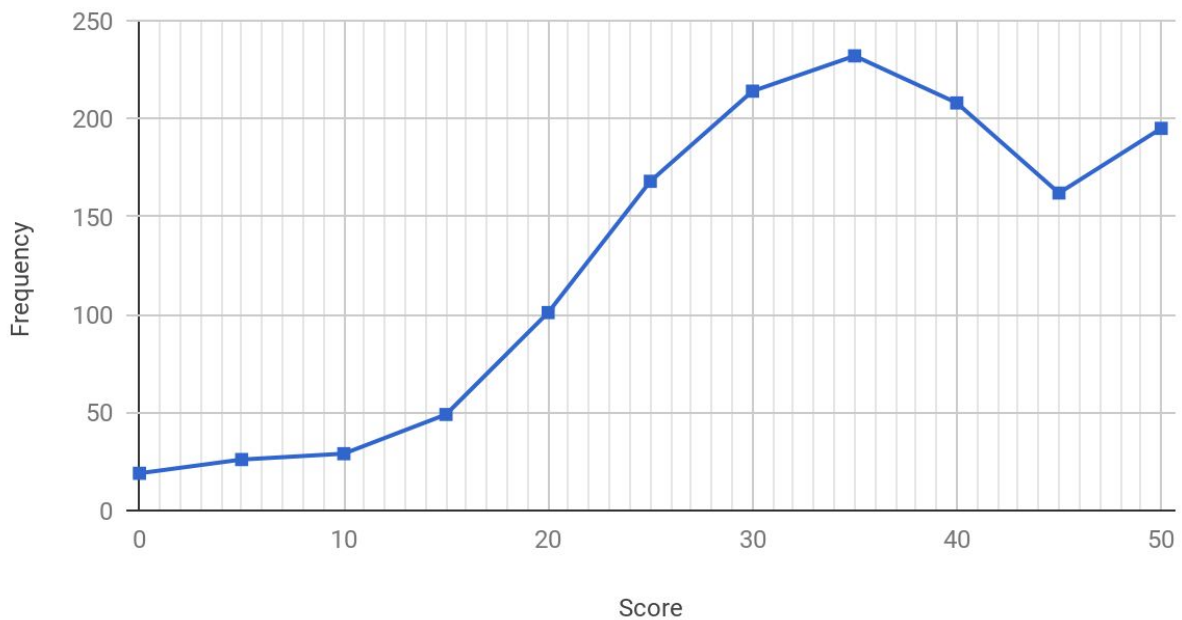
Mean essay score vs. School



While placement does not depend on any single score, an essay score of 40 or higher usually results in placement in a college level writing course. An essay score of 34 to 39 is likely to result in placement in a one semester developmental writing course. Scores between 20 and 34 yield program admission decisions that depend in part on the other subsection scores.

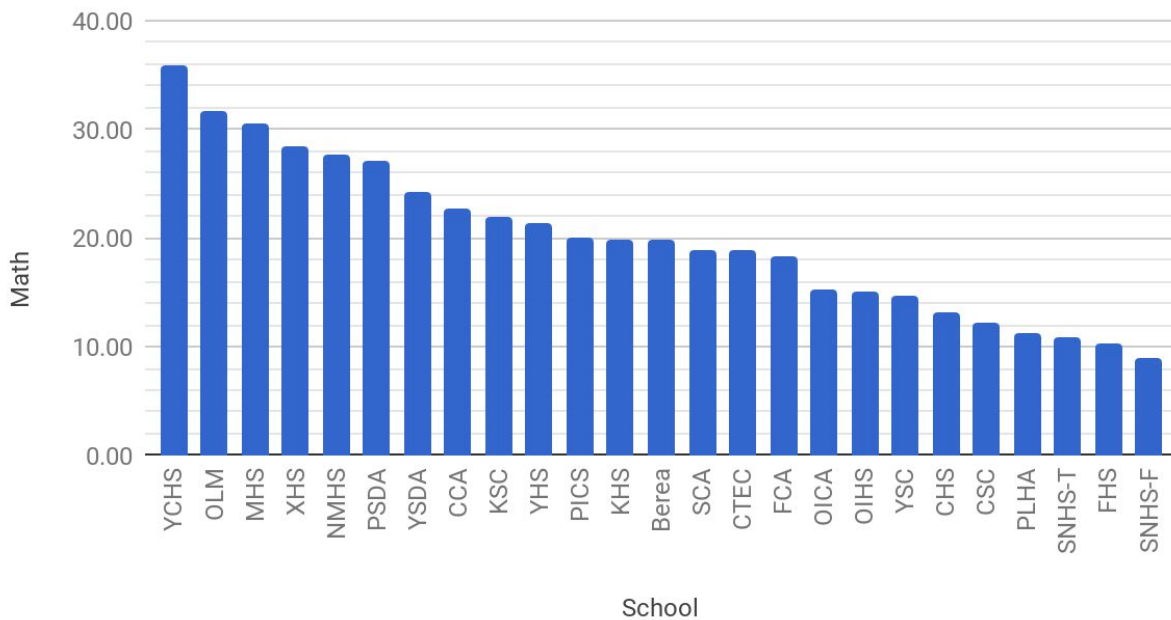
Essay scores below 20 are the result of errors of grammar or word order being frequent, limited vocabulary and frequent errors clearly hindering expression of ideas, an essay that evidences little or no attempt at connectivity - although the reader can deduce some attempt at organization, and the essay response is of limited relevance to the task set. Below 20 there may be major gaps in the treatment of topic and/or pointless repetition. As an anecdotal reference point, some years ago a fifth grade student with L1 skills in English wrote an essay that scored a 36. High school averages below 20 suggest a rather comprehensive systemic failure across multiple years of education.

Essay score distribution



At one time the distribution of essay scores had a large number of essays marked as a zero - essays that were off topic or written in a language other than English. The original essay marking rubric had only a four point scale. A fifth point was added to each metric (syntax, vocabulary, organization, cohesion, content) when the number of papers maxing out on the rubric strongly skewed the distribution. There are signs in the above distribution that essay writing skills have continued to improve over the past decade. The number of scores from 46 to 50 ($n = 195$) now exceeds the number between 41 and 45 ($n = 162$).

Mean math score vs. School



The math score sum does not translate into placements per se as this subsection consists of four sets of ten problems each targeting a particular level in mathematics. These are multiple choices questions. Randomly selecting answers should generate a score of roughly eight. Averages near ten or less suggest near random answering of the questions. The first ten questions are usually at an arithmetic and pre-algebra level of mathematics. A sum of less than fourteen would suggest a fundamental failure to lift students above the most basic numeric skills. High schools with an average lower than this ought to be taking a critical look at their mathematics programs.

Overall average performance on subsection by high schools with sections broken out for schools that submitted section lists

School	n	School	Essay	School	Vocab	School	Comp	School	Math
Berea	21	XHS	48.05	YCHS	49.95	YCHS	32.65	MHS A	38.00
CCA	17	YCHS	47.05	XHS	42.77	XHS	29.23	NMHS A	35.93
CHS	121	OLM	46.31	NMHS A	40.77	CCA	28.88	YCHS	35.85
CHS 10	27	PSDA	46.26	CCA	40.59	OLM	28.19	MHS	35.57
CHS 11	37	CCA	42.35	PSDA	39.58	PSDA	27.74	MHS B	33.33
CHS A	24	MHS A	42.06	OLM	39.16	CHS A	27.08	OLM	31.66
CHS B	22	SCA	41.41	MHS	39.00	MHS	26.14	YHS 11	28.62
CSC	53	MHS	38.86	YSDA	37.55	YSDA	25.73	NMHS H	28.59
CTEC	55	NMHS A	37.90	NMHS H	36.41	MHS A	23.29	XHS	28.40
FCA	10	YSDA	37.64	NMHS B	33.43	YHS 11	22.31	PSDA	27.19
FHS	13	YHS 11	37.62	MHS A	33.18	NMHS A	21.97	MHS Da	26.57
KHS	146	NMHS	36.65	CHS A	31.04	Berea	21.71	MHS Dm	26.56
KSC	7	MHS B	36.56	NMHS Ag	30.22	NMHS	20.08	MHS C	25.69
MHS	7	NMHS H	36.45	NMHS Co	29.50	PICS	19.45	MHS Dc	25.15
MHS A	17	NMHS Ag	35.87	MHS B	28.83	KSC	19.14	NMHS B	25.05
MHS B	18	CHS A	34.58	YHS 11	28.77	KHS	19.10	NMHS Ag	24.83
MHS C	13	MHS C	33.85	PICS	28.16	YHS	19.06	NMHS	24.69
MHS Da	7	CTEC	33.22	MHS Dm	27.67	MHS B	18.94	YSDA	24.18
MHS Dc	13	KSC	32.71	MHS Dh	27.00	MHS Dm	18.00	MHS Dh	24.00
MHS Dh	2	YHS	32.36	MHS Da	26.00	NMHS B	17.76	CCA	22.76
MHS Dm	9	PICS	32.29	NMHS	26.00	SCA	17.54	KSC	22.00
NMHS	26	KHS	32.11	MHS C	25.38	NMHS H	17.21	CHS A	20.63
NMHS A	30	MHS Dm	31.44	FCA	25.20	MHS Dh	17.00	NMHS Co	20.10
NMHS Ag	23	MHS Da	31.29	YHS	25.17	NMHS Ag	16.91	PICS	20.06
NMHS B	21	MHS Dc	30.92	OIHS	24.83	FCA	16.90	YHS	19.93
NMHS Co	10	NMHS B	30.81	MHS Dc	24.69	OICA	16.67	KHS	19.80
NMHS H	29	FCA	29.80	CTEC	23.55	CTEC	16.42	Berea	19.76
OICA	18	NMHS Co	29.70	Berea	23.52	CHS 11	15.59	SCA	18.95
OIHS	23	CHS B	29.27	KHS	22.71	MHS C	15.54	CTEC	18.89
OLM	32	OIHS	29.17	CHS B	22.27	CHS B	15.45	FCA	18.30
PICS	261	PLHA	29.00	KSC	22.00	MHS Da	15.43	OICA	15.33
PLHA	5	OICA	28.44	CHS 11	21.86	MHS Dc	15.31	OIHS	15.09
PSDA	31	CSC	28.17	SCA	21.84	YSC	14.50	YSC	14.75
SCA	37	Berea	28.05	CSC	20.51	CHS 10	14.19	CHS 10	13.70

SNHS-F	34	MHS Dh	26.50	YSC	20.25	CHS	14.14	CHS B	12.73
SNHS-T	20	CHS 11	25.35	CHS 10	19.37	OIHS	14.09	CSC	12.15
XHS	43	CHS 10	22.93	OICA	19.22	CSC	13.75	CHS 11	12.05
YCHS	20	CHS	21.35	CHS	17.80	NMHS Co	13.40	CHS	12.03
YHS	69	YSC	20.38	SNHS-F	17.21	PLHA	11.00	PLHA	11.20
YHS 11	13	SNHS-F	13.26	PLHA	16.80	SNHS-F	10.47	SNHS-T	10.95
YSC	8	SNHS-T	10.65	SNHS-T	16.30	FHS	10.46	FHS	10.23
YSDA	11	FHS	8.54	FHS	14.23	SNHS-T	10.10	SNHS-F	8.97
Total	1403	Mean	31.86	Mean	26.66	Mean	18.75	Mean	20.27
School	n	School	Essay	School	Vocab	School	Comp	School	Math

Notes

At Madolenihmw High School the section letters are majors:

A is academic one

B is academic two

C is business

D consists of two sections. One section is construction and mechanics, the other is agriculture and home arts. Each of these sections lists students separately for the four concentrations. This document will use Dc, Dm, Da, and Dh respectively for construction, mechanics, agriculture, and home arts.

MHS without a section designation are students who were not on the class section lists submitted.

Nanpei Memorial High School previously used A1 and A2 for their academic majors, B for business, and two vocational sections denoted V1 and V2. This year Nanpei has labeled their sections as Academic, Health, Business, Agriculture, and Construction. These appear to correspond to the section letters used previously but indicate that A2 now has a health major focus. NMHS without a section designation are students who were not on the class section lists submitted.

Essay performance over time for high schools and selected sections

Spring: Essay	2012	2013	2014	2015	2016	2017	2018
Berea	27.21	25.63	28.73	38.22	28.95	45.00	28.05
CCA	46.82	37.25	41.29	44.80	42.53	47.40	42.35
CHS	18.41	22.44	16.8	20.54	20.78	28.56	24.29
CHS A	36.82	37.96	39	41.67	36.44	42.30	34.58
Faichuk	4.87	4.84	1.81	12.33	7.80	15.47	8.54
Faith Christian							29.80
KHS	33.39	30.24	29.9	33.53	31.22	30.98	32.11
MHS	29.86	30.6	30.84	28.13	32.08	31.94	38.86
MHS A1/A	37.89	33.95		32	39.14	39.32	42.06
MHS A2/B	32.11	28.57		29.3	29.29	32.30	36.56
MHS BU/C				28	33.90	29.86	33.85
NMHS	30.51	31.74	33.3	23.39	36.52	28.58	36.65
NMHS A1/A	36.22	38.92	38.5	32.43	40.47	37.43	37.90
NMHS A2/H	32.48	32.46	37.13	27.05	39.63	30.93	36.45
NMHS B	29.18	28.4	30.44	19.73	37.33	26.17	30.81
Nukuno	30.56		9.64	16.00	28.83		
OICA	34.17	30.7	30.55	31.24	30.27	35.00	28.44
OIHS	21.41		29.62	29.78	28.00		29.17
OLMCHS	35.17	42.59	42.48	44.58	36.58	43.40	46.31
PICS	32.95	31.68	28.05	29.67	31.88	31.00	32.29
PICS A1						44.58	
PICS A2						36.39	
PLHA	27.86	21.04	16.94	26.38	20.00	14.60	29.00
SCA	32.89	36.63	33.56	37.85	37.59	42.65	41.41
SDA-C	25.62	30.7	33.6	37.38	20.00	36.71	
SDA-P	43.24	39.32	41.68	39.69	41.28	44.78	46.26
SDA-Y	42.2	33.14	41.4	40.40	40.58	42.00	37.64
SNHS-Fefan	13.32	15.76	21.36	12.08	12.90	17.40	13.26
SNHS-Tonoas	7.52	12.87	12.88	12.79	13.12	13.78	10.65
Xavier	43.24	43.98	42.66	47.13	48.61	48.31	48.05
YCHS			44.67	46.50	47.31	48.31	47.05
YHS	30.06	34.13	27.16	30.86	37.20	32.83	32.36
Overall	27.54	27.6	27.06	28.28	31.72	31.18	31.86

Placement status analysis by high schools at the section level
where sections were known

SchSxn	Non-Admit	Certificate	ACE	Degree	Sum
Berea	3	8	3	7	21
CCA		1		16	17
CHS	62	44	11	4	121
CHS 10	14	8	2	3	27
CHS 11	17	12	2	6	37
CHS A		5	2	17	24
CHS B	6	10	3	3	22
CSC	25	20	5	3	53
CTEC	11	21	10	13	55
FCA	3	4	1	2	10
FHS	10	2		1	13
KHS	17	55	17	57	146
KSC		4		3	7
MHS				7	7
MHS A		1	1	15	17
MHS B		3	8	7	18
MHS C	3	3	4	3	13
MHS Da	1	3	1	2	7
MHS Dc	2	6	5		13
MHS Dh		2			2
MHS Dm	1	5	1	2	9
NMHS	3	3	3	17	26
NMHS A	1	7	2	20	30
NMHS Ag	4	8	5	6	23
NMHS B	4	8	2	7	21
NMHS Co	4	5	1		10
NMHS H	2	9	9	9	29
OICA	3	13		2	18
OIHS	10	8	3	2	23
OLM			2	30	32
PICS	26	106	44	85	261
PLHA	2	3			5
PSDA				31	31

SCA	6	9	7	15	37
SNHS-F	28	4	1	1	34
SNHS-T	18	1	1		20
XHS			2	41	43
YCHS				20	20
YHS	14	20	3	32	69
YHS 11		3	1	9	13
YSC	2	5		1	8
YSDA		1	1	9	11
Sums	302	430	163	508	1403
SchSxn	Non-Admit	Certificate	ACE	Degree	Sum

Gender differentials

Gender differentials were explored for the essay average and math sum average by state. Given the large underlying n, differences may be significant from a frequentist statistical point of view, but the size of the effect is generally small.

State - Essay	Female	Male	Differential
Chuuk	27.18	26.17	1.01
Kosrae	35.26	28.97	6.29
Pohnpei	36.63	33.39	3.24
Yap	35.97	31.12	4.85
Overall	33.25	30.30	2.95

The largest difference in average performance on the essay was seen in Kosrae state, with the smallest difference seen in Chuuk. Last year Yap had the largest difference and Kosrae the smallest. This suggests that the differences are not stable year-on-year in terms of rank order and hints that these differences are perhaps random.

State - Math	Female	Male	Differential
Chuuk	14.75	14.73	0.02
Kosrae	21.05	18.74	2.32
Pohnpei	24.57	23.36	1.21
Yap	23.90	19.46	4.44
Overall	20.84	19.62	1.22

Differences on the math subsection were smaller and less meaningful.

These differences in average performance are reflected in differences in the admissions placement of students by gender.

Gender	Non-Admit	Certificate	ACE	Degree	Sum
Female	144	198	99	301	742
Male	158	232	64	207	661
Sums	302	430	163	508	1403

Upward Bound summary statistics

Upward Bound	Statistic
sample size n	22
Essay avg	42.64
Vocabulary avg	42.45
Comprehension avg	27.00
Math sum avg	37.00
Non-Admit	0
Certificate	1
ACE	0
Degree	21

If Upward Bound were a section in a school the section would be fifth rank on the essay behind Pohnpei SDA, third rank on vocabulary behind Xavier High School, sixth rank on composition behind Pohnpei SDA, and second rank on the math sum subsection behind only Madolehnihmw High School section A. The Pohnpei UB students attend PICS, NMHS, and MHS.

Diversity

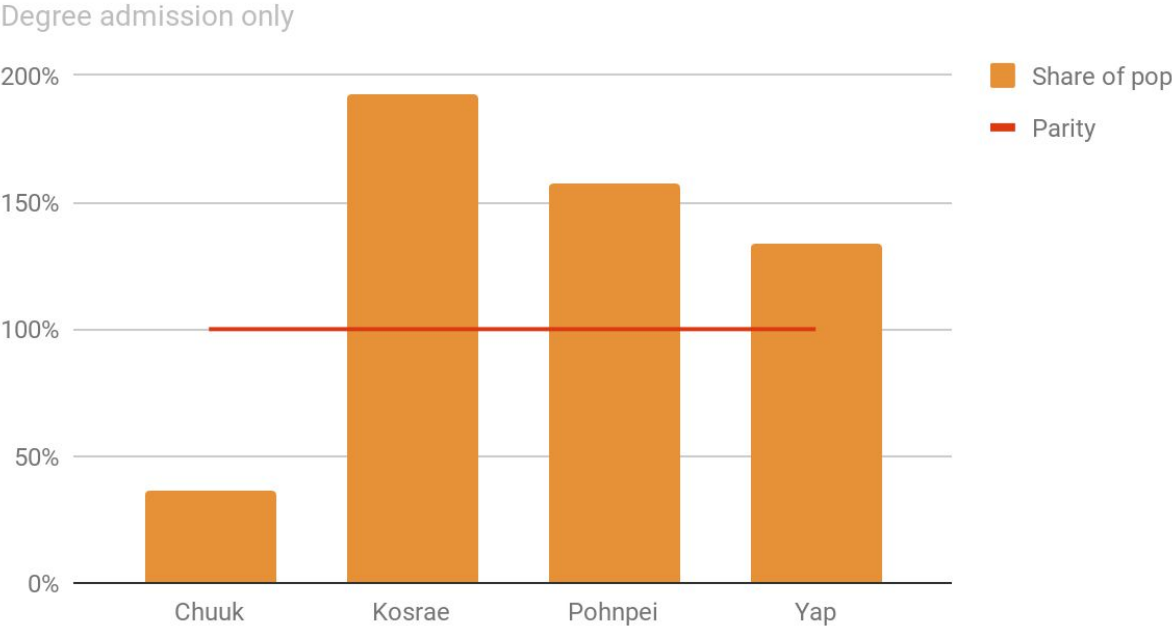
The College of Micronesia-FSM was founded by an act of the FSM congress and is thus effectively the national college of the Federated States of Micronesia. The degree granting programs provide a path to positions of leadership in business, government, education, and other fields. Differentials in admission to degree programs by state can have long term impacts on opportunities for residents of a particular state.

State	Population	Pop %	Degree admits	Deg %	Share of pop	Parity
Chuuk	48654	47.3%	88	17.3%	37%	100%
Kosrae	6616	6.4%	63	12.4%	193%	100%
Pohnpei	36196	35.2%	282	55.5%	158%	100%
Yap	11377	11.1%	75	14.8%	133%	100%
Sums:	102843		508			

The population data is from the 2010 census and is no longer accurate. Anecdotal reports are that the national population is now under 100,000. Kosrae is estimated to be as low as 5200 as of late 2017.

The number of admissions by state to degree granting programs is based on the state in which the high school is located. As Xavier High School recruits nationwide, students known to this author to be from other states who are attending Xavier were credited to their home state instead of Chuuk to provide a more realistic degree admits count for Chuuk state.

Representation as a share of national population



While Chuuk state residents are underrepresented in degree admissions at the college, the other three states are each over-represented as a share of the national population. Note that the above numbers are invitations to the degree program at the college and do not represent the number who accept those invitations and attend the college. While the college operates from six sites in the four states, the national site has the most programs. The national site is arguably the lead campus.

The above differentials in the share of degree admissions increase when one looks at the enrollment by state of origin at the national campus spring 2018. Note these numbers are only for the national campus and do not include state campus enrollment.

Origin	National Sp 18	Percent	As a share of pop
Chuuk	62	7.5%	16%
Kosrae	67	8.1%	126%
Pohnpei	608	73.7%	209%
Yap	88	10.7%	96%
Sum:	825		

There are complex contributing factors that lead to the differential increasing. The national campus is located on Pohnpei, a Pohnpeian student can remain at home and attend the national campus. Students from other states have to leave home to attend the national campus. Once a decision is made to leave one's home island, then there are other options. Guam Community College is a a single hop by air from Chuuk for a Chuukese student. For Kosraean students, there are more Kosraeans living abroad than on the home island. They have the option to continue on in schools stateside while staying with relatives there. And Yapese students can remain closer to their home island by attending Palau Community College.

Acknowledgements

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Author and contact information

All errors are solely those of the author. This document should be construed as an occasional informal paper by a member of faculty. Any opinions expressed are solely those of the author and do not reflect an official position of the college. Please contact Dana Lee Ling at dleeling@comfsm.fm or 691-320-2480 extension 228 if you have questions, corrections, or unmet data needs in regards the COMET instrument. If there is break-out aggregate data you require such as class level data not broken out above, please send the author a list of the names of the students/candidates and the author can generate the aggregate statistics for those students/candidates.

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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.