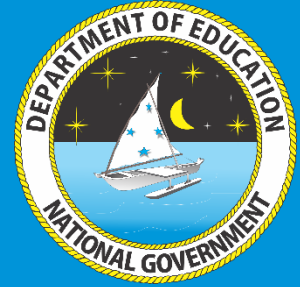


NATIONAL DEPARTMENT OF EDUCATION
Government of the
Federated States of Micronesia



NDOE

report

**NATIONAL MINIMUM
COMPETENCY TEST**

2021-2022

Contents

Background.....	5
Exams Results for Nation-wide Performance by Benchmarks	6
Exam Results for current school year by Standards.....	7
Exams Results Comparing States	13
NMCT Overall Performance Trend	14
Sixth Grade Reading Results	15
Eighth Grade Reading Results.....	15
Tenth Grade Reading Results.....	16
Fourth Grade Math Results	17
Sixth Grade Math Results	18
Eighth Grade Math Results.....	19
Tenth Grade Math Results.....	20
Summary of the Results	21
Annex A: Benchmarks Codes	40

List of Figures

Figure 1: Grade 4 Math Standard – meeting or exceeding	8
Figure 2: Grade 6 Math Standard – meeting or exceeding	9
Figure 3: Grade 8 Math Standard – meeting or exceeding	10
Figure 4: Grade 10 Math Standard – meeting or exceeding	11
Figure 5: Grade 6 Reading Standard – meeting or exceeding	11
Figure 6: Grade 8 Reading Standard – meeting or exceeding	12
Figure 7: Grade 10 Reading Standard – meeting or exceeding	13
Figure 8: Grade 6 Reading Benchmarks – meeting or exceeding.....	15
Figure 9: Grade 8 – Reading Benchmarks – meeting or exceeding.....	16
Figure 10: Grade 10 -Reading Benchmarks – meeting or exceeding	16
Figure 11: Grade 4 Math benchmarks – meeting or exceeding.....	18

Figure 12: Grade 6 Math Benchmarks – meeting or exceeding 19

Figure 13: Grade 8 Math Benchmarks – meeting or exceeding 20

Figure 14: Grade 10 Math Benchmarks – meeting or exceeding 21

List of Tables

Table 1: All Math benchmarks – meeting or exceeding..... 6

Table 2: All Reading benchmarks – meeting or exceeding..... 7

Table 3: Percent of Benchmark meet or exceed the expected outcome – Grade 4 Math
..... 21

Table 4: Percent of Benchmarks meet or exceed the expected outcome – Grade 6 Math
..... 25

Table 5: Percent of Benchmark meet or exceed the expected outcome – Grade 8 Math
..... 25

Table 6: Percent of Benchmarks meet or exceed the expected outcome – Grade 10
Math..... 31

Table 7: Percent of Benchmarks meet or exceed – Grade 6 Reading..... 32

Table 8: Percent of Benchmarks meet or exceed – Grade 8 Reading..... 36

Table 9: Percent of Benchmarks meet or exceed – Grade 10 Reading..... 39

FOREWORD



On behalf of the FSM Department of Education, I am proud and privileged to present this year's FSM Education NMCT Annual Report 2022. We continue to expand, further improve our assessment data and implement new reporting tools to support our operations. Unfortunately, the pandemic continues to affect our students' performance, in particular interrupting the school improvement plans in most of the schools.

This year we bring significant improvements to how we report the NMCT progress on a yearly basis. While it was not without its challenges, we are now making relatively heavy use of the assessment modules, which recently created on FedEMIS. However, we understand that we have only started to scratch the surface of everything the system is capable of doing and we look forward to on-going learning and improvements.

Finally, I would like to extend my sincere thanks to all those individuals especially NDOE Management, the FedEMIS team, the SDOE and NDOE assessment team and the organizations and development agencies who have provided their contribution to this initiative.

Best wishes,

A handwritten signature in blue ink, which appears to read "Gardenia Aisek". The signature is fluid and cursive, with a long horizontal stroke extending to the right.





Gardenia Aisek
Secretary
FSM Department of Education

BACKGROUND

The FSM National Minimum Competency Test (NMCT) is a nation-wide student assessment that is a standards-based assessment that administered annually by the FSM National Department of Education with collaboration with the all FSM States Department of Education. The NMCT measures student's competency in Reading and Mathematics, specifically in grades 4th, 6th, 8th, and 10th. The goal of the FSM Department of Education is to assess 100 percent of schools in the entire nation.

In the school year 2021-2022, only 155 out of 185 primary and secondary schools in the nation were assessed. Our goal for this year is to assess if not all, then most students in all the tested grade levels. This report is focusing on the progress of schools by presenting the overall results on only the mastery level, which is the combination of Competent and Minimum Competency.

Soe-Assessment Tool was developed Dr. Kyaw Soe. It had written in Visual Basic Analysis (VBA), the Microsoft's programming language for Office applications such as MS-Excel and others. Dr. Soe did an awesome job for developing a tool that can enhance our job more easily. The raw data (students' responses from the tests) will generate through this tool. The tool can give us students' results in graphs by indicator, benchmarks, standards, whole assessment, and gender. The tool can also do test analysis such as aggregate score, inter-item correlation matrix, standard error of measurement, item analysis, Cronbach's Alpha, and Standard Deviation.

Color Coding	Mastery Levels	Definition
	Competent	Means able, proficient, skilled or adept. Competent students understand the concepts and can perform the skills described in the benchmarks. (The students are able to answer all four questions measuring a benchmark)
	Minimum Competency	Means the students have almost, but not quite mastered the skills and concepts described in the benchmarks. (The students can only answer 3 questions out of 4 measuring a benchmark.)
	Approaching Minimum Competency	Means the students have not yet sufficiently understood the content and could not satisfactorily demonstrate the skills describe in the benchmarks. They make frequent errors or do not understand important ideas and concepts. (The students can only answer 2 questions out of 4 that measuring the same benchmark.)
	Well Below Minimum Competency	Means that students have failed to understand or master the skills and concepts described in the benchmark. They make frequent and major errors or have a poor understanding of important ideas and concepts. (The students can only answer 1 question or none out of the 4 that measure the same benchmark.)

Exams Results for Nation-wide Performance by Benchmarks

This subsection’s analysis shows how the whole nation performs on each benchmark of the NMCT exams by figures.

As shown on above Table 1, the students demonstrated most mastery in the following math benchmarks for each grade level:

- *Grade 4.1.1: Understand base-ten by identifying the place value of whole numbers up to 1,00 and decimal numbers down to 100ths.*
- *Grade 6.2.1: Add and subtract customary unites of length, mass, capacity and time.*
- *Grade 8.2.2: Identify similar and congruent figures including lines of symmetry and diagonals.*
- *Grade 10.1.1: Demonstrate the inverse relationship between square numbers and square roots.*

4 th Math		6 th Math		8 th Math		10 th Math	
Benchmark #	% Meeting or Exceeding	Benchmark #	% Meeting or Exceeding	Benchmark #	% Meeting or Exceeding	Benchmark #	% Meeting or Exceeding
M4111	42	M6111	31	M8111	37	M10111	53
M4121	27	M6121	29	M8121	18	M10121	45
M4131	32	M6131	14	M8131	33	M10131	41
M4141	33	M6141	27	M8141	22	M10141	40
M4151	27	M6211	41	M8211	33	M10211	6
M4161	10	M6221	33	M8221	53	M10221	9
M4211	33	M6231	32	M8231	17	M10231	18
M4221	41	M6241	30	M8241	20	M10241	35
M4231	25	M6311	26	M8251	14	M10311	20
M4241	15	M6321	38	M8261	17	M10321	33
M4251	25	M6331	30	M8311	19	M10331	7
M4311	30	M6341	37	M8321	14	M10341	13
M4411	13	M6411	23	M8331	35	M10351	11
M4421	34	M6421	22	M8341	22	M10411	21
		M6431	15	M8411	16	M10421	10
				M8421	20	M10431	11
				M8431	15	M10441	15

Table 1: All Math benchmarks – meeting or exceeding

*Refer to Annex A for the benchmark coding

The Table 2 shows that the students demonstrated most mastery in the following reading benchmarks for each grade level:

- *Grade 6.2.4: Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, and contrast and draw conclusions.*
Grade 8.2.1: Identify and use a variety of strategies to extend word meaning.
Grade 10.2.1: Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.

6 th Reading		8 th Reading		10 th Reading	
Benchmark #	% Meeting or Exceeding	Benchmark #	% Meeting or Exceeding	Benchmark #	% Meeting or Exceeding
R6211	45	R8210	44	R10211	48
R6212	36	R8221	34	R102101	61
R6213	48	R8222	18	R10221	31
R6220	29	R8230	27	R10241	52
R6230	29	R8410	27	R10242	56
R6240	58	R8421	41	R10451	40
R6251	30	R8422	34	R10452	24
R6252	30	R8431	10	R10453	63
R6410	30	R8432	37	R10461	58
R6420	29	R8450	25	R10462	39

Table 2: All Reading benchmarks – meeting or exceeding

Exam Results for current school year by Standards

This subsection’s analysis shows the performance of all the States during the school year 2021-2022 in all the tested standards of the NMCT exams.

All the Math Standards in the FSM Curriculum Standards and Benchmark are tested and they are (1) Number, Operations and Computation, (2) Geometry, Measurement and Transformation, (3) Patterns and Algebra, and (4) Statistics and Probability. For 8th grade, it shows that students still need extra help in all the four standards. Tenth grade students show that they are doing well on Standard One, but a little slight increase on the rest of the standards. Teachers need to put more emphasizes on benchmarks 1 and 2 for Standard 2, and under Standard 3, where students used inverse relationship, compare and order skills to solve problems on square roots, rational numbers, exponents, decimals and percentage.

For English Language Arts, we only have two standards tested, which are Reading and Literature. Across all the tested grade levels, it shows that reading results is much better

than math results. Unlike 6th and 10th grades, 8th grade reading shows very minimal increases on the standards tested.

Based on the results as shown on Figure 1, 4th grade students who took the NMNCT have significant problems in solving the following skills:

- *use a variety of strategies including the understanding of decimals and fractions to solve problems and explain the reasoning used to reach each solution;*
- *use standard and non-standard units to determine length, volume, and weight, and describe characteristics of each type of measure;*
- *use the understanding of geometry, measurement, and transformation to solve problems and explain reasoning used to each solution; and*
- *collect, organize, display, and describe data systematically.*

There is a little improvement across the standards, except the standard on statistics and probability comparing with the school year 2020-2021. In general, approximately 29% of all standards combined shows that students were able to meet or exceed the expected outcome of the grade level.

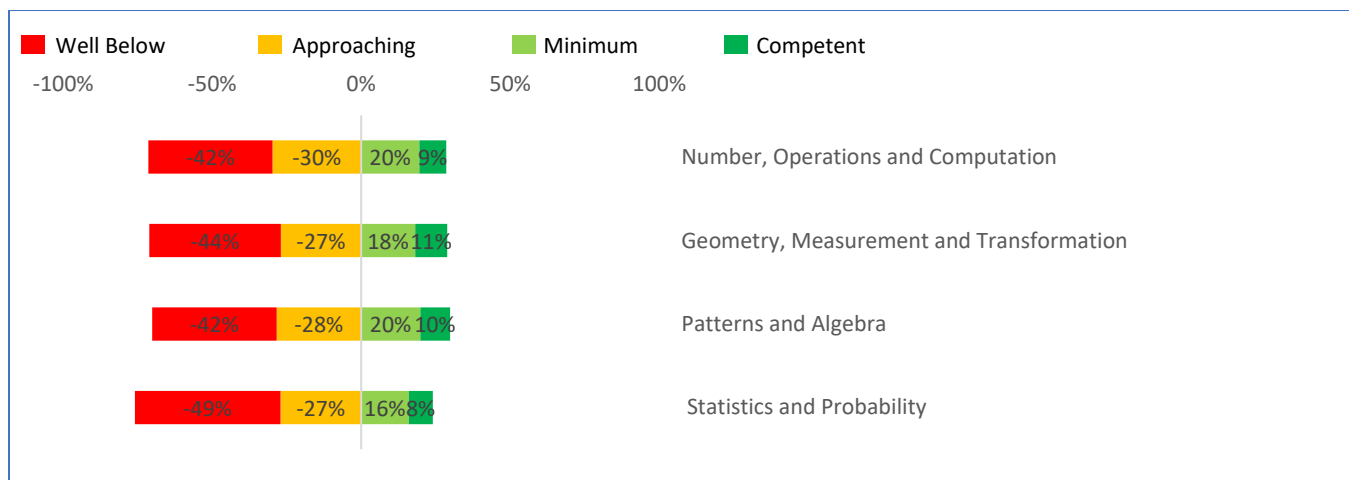


Figure 1: Grade 4 Math Standard – meeting or exceeding

Following are the skills the 6th grade teachers need to put more of their focuses on (Figure 2):

- *identify the characteristics of prime and composite numbers, and decompose composite numbers into factor pairs and prime factors using exponents;*
- *use models and pictures to represent ratio and proportions and solve problems;*
- *represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphic); analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience;*

- *make predictions that are based on (experimental or theoretical probabilities) and determine their reasonableness; and*
- *formulate and solve problems that involve collecting and analyzing data to reach conclusions and make generalizations.*

These are the same standards that reflected in the low school year 2020-2021 results. They increased this school year, but still show that students somewhat have hard time mastering them versus the rest of the benchmarks within the tested grade. Overall, the highest score was in Geometry, Measurement and Transformation and the lowest was in statistics and probability.

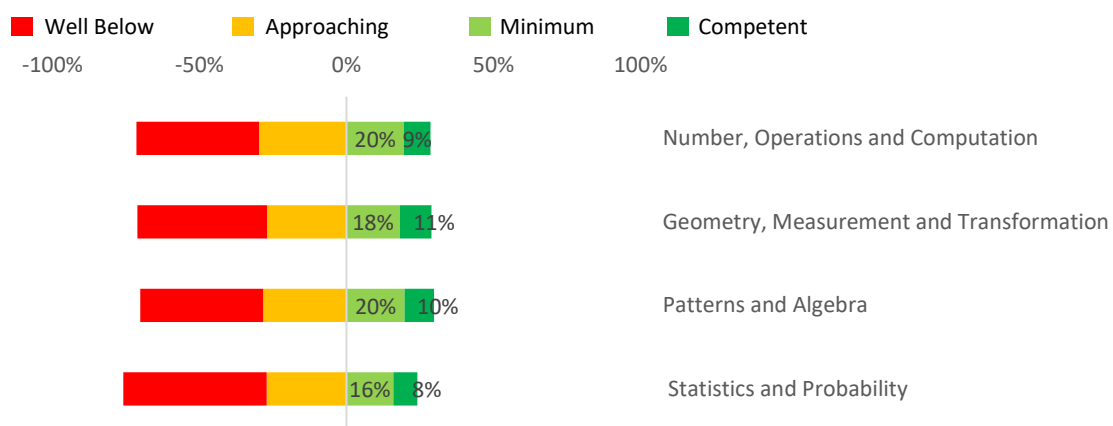


Figure 2: Grade 6 Math Standard – meeting or exceeding

For 8th grade math, the results shows that the students are still having problems with the following standards:

- *solving the skills on rational numbers, finding areas on different figures; use Pythagorean Theorem to find lengths of right triangles;*
- *use ratio to solve problems;*
- *use graph linear functions;*
- *finding mode, mean, median and range; and how to read and interpret data collection.*

These are the skills that students usually have the most significant weaknesses on when they took the NMCT eighth grade math (*Figure 3*). This year result is slightly increased by 1% as compared to last school year overall result of 23%.

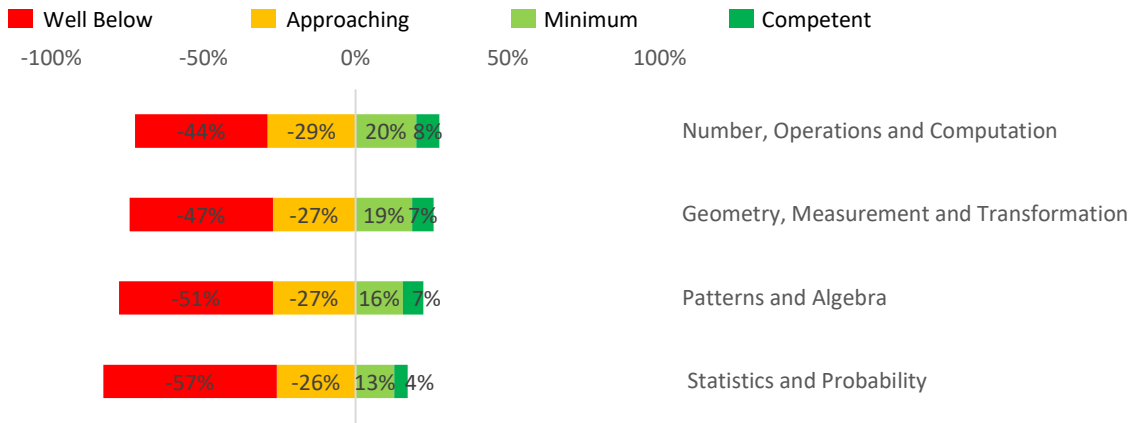


Figure 3: Grade 8 Math Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 10th grade test (Figure 4):

- *Apply an understanding of the English and metric systems of measurement to solve problems; Use formula to find surface area or volume of prisms, cylinders, and pyramids;*
- *apply the Pythagorean Theorem to solve triangle measurements; solve single-variable equations and inequalities using rational numbers;*
- *justify steps used in simplifying expressions and solve equations and inequalities; and*
- *solve problems drawing from a reported data, conclusions and generalizations.*

Overall, the data shows that our students in the 10th grade level still need more help to understand the skills in geometry, measurement, and transformation; patterns and algebra; and statistics and probability.

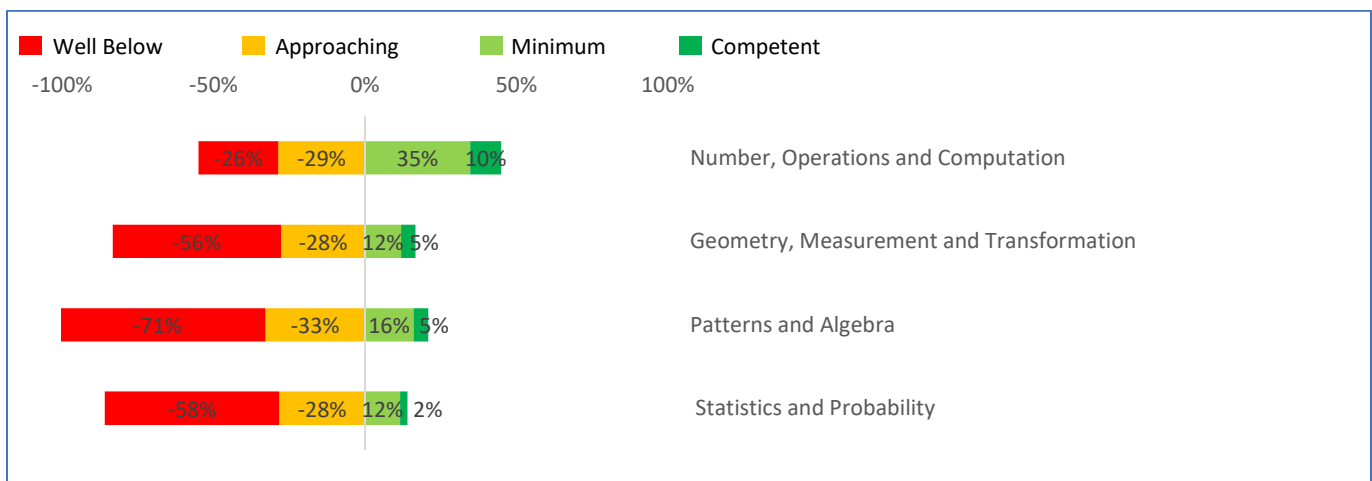


Figure 4: Grade 10 Math Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 6th grade Reading test (*Figure 5*):

- *apply a variety of strategies to build comprehension (activating prior knowledge and experience, summarizing, visualizing, comparing and contrasting);*
- *use reference materials to gather information (classroom resources, school library, internet);*
- *read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc.) for a variety of purposes;*
- *compare and contrast different forms of literature (e.g., book review); and demonstrate understanding of character's behaviors and attitudes (e.g., actions, motives, and traits of different characters;*
- *interactions among main and minor characters; and the importance between the characters to plot or theme).*

This is the overall performances of the 6th graders on each standard, which the weaknesses mentioned above are still reflected in this school year results as compared to last school year 2020-2021 results.

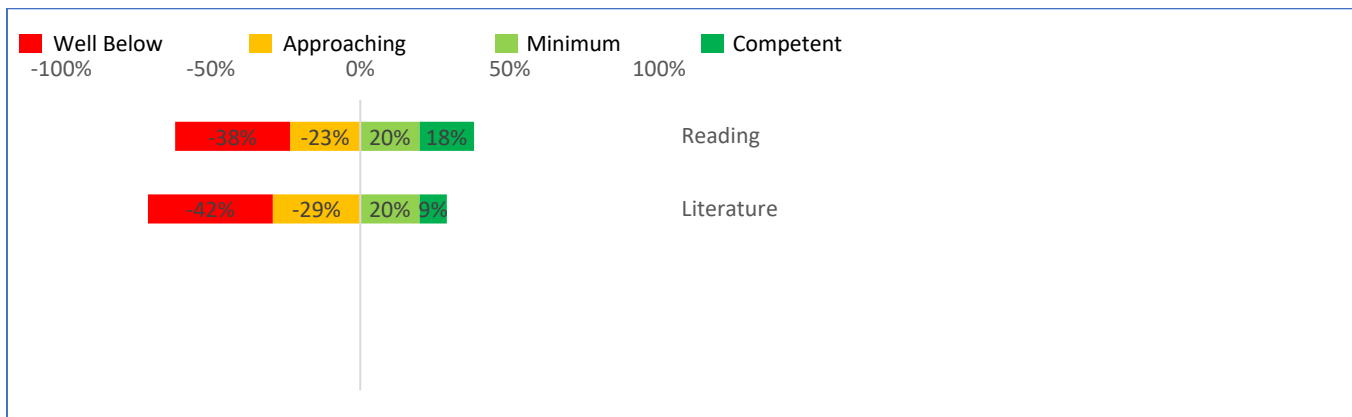


Figure 5: Grade 6 Reading Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 8th grade Reading test (*Figure 6*):

- *build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.);*

- *read a variety of printed and media materials for different purposes and discuss opinion of what was read;*
- *dramatize record and write about the effects of culture and historical periods on literature and vice-versa;*
- *and apply knowledge of literal and figurative meanings to build vocabulary (e.g., students will be able to interpret metaphor and allegory to enhance their written vocabulary.)*

There is a minimal increase by overall results by the tested grade level since school year 2020-2021.

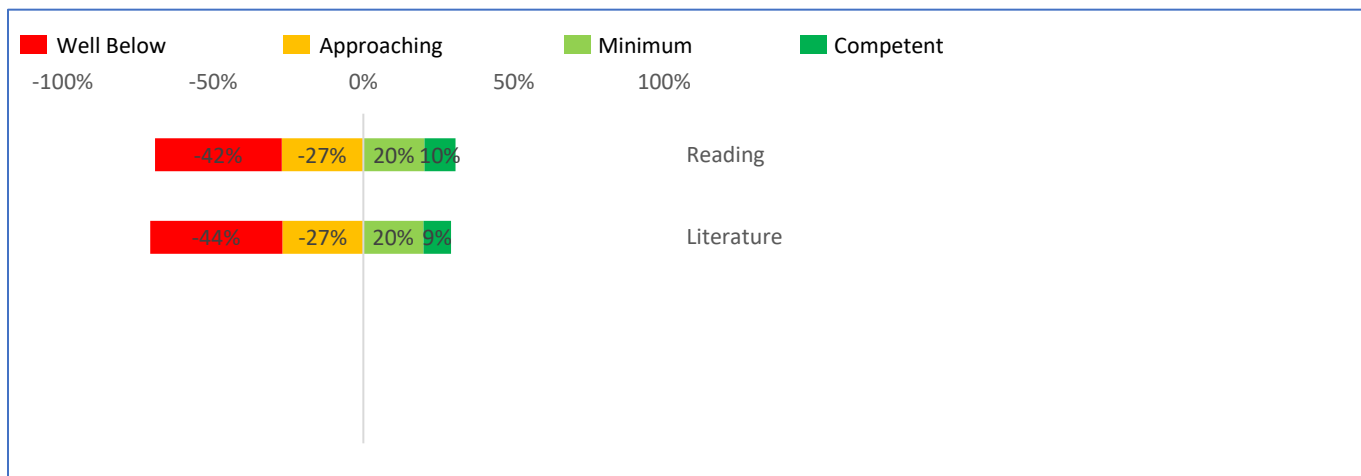


Figure 6: Grade 8 Reading Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 10^h grade Reading test (*Figure 7*):

- *use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study;*
- *read to acquire knowledge and skills to function appropriately in daily life;*
- *demonstrate understanding of those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups); and*
- *compare history, form (e.g. discourse, word order, and grammar) function (e.g. purpose, text type, genre), and value of the vernacular language and that of English language, depending upon state’s policies.*

The most weakness among the tested standards is Reading. is benchmark 10.2.2. Students are expected to demonstrate full understanding and independent use of advanced word-level and text-level reading strategies including using prior knowledge.

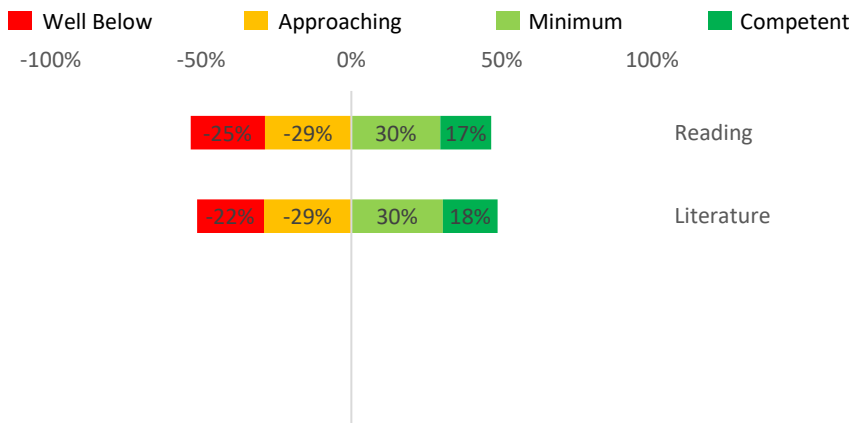


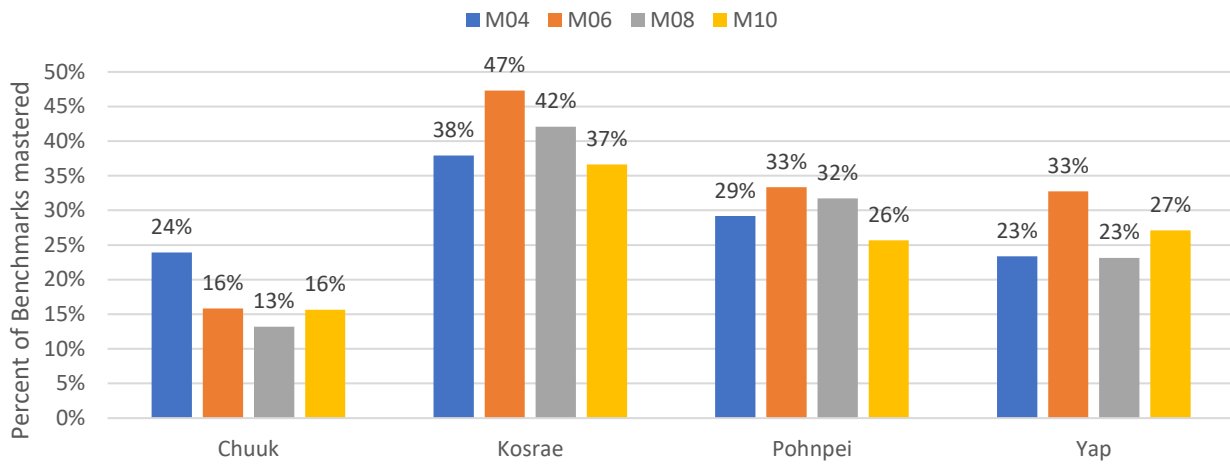
Figure 7: Grade 10 Reading Standard – meeting or exceeding

Exams Results Comparing States

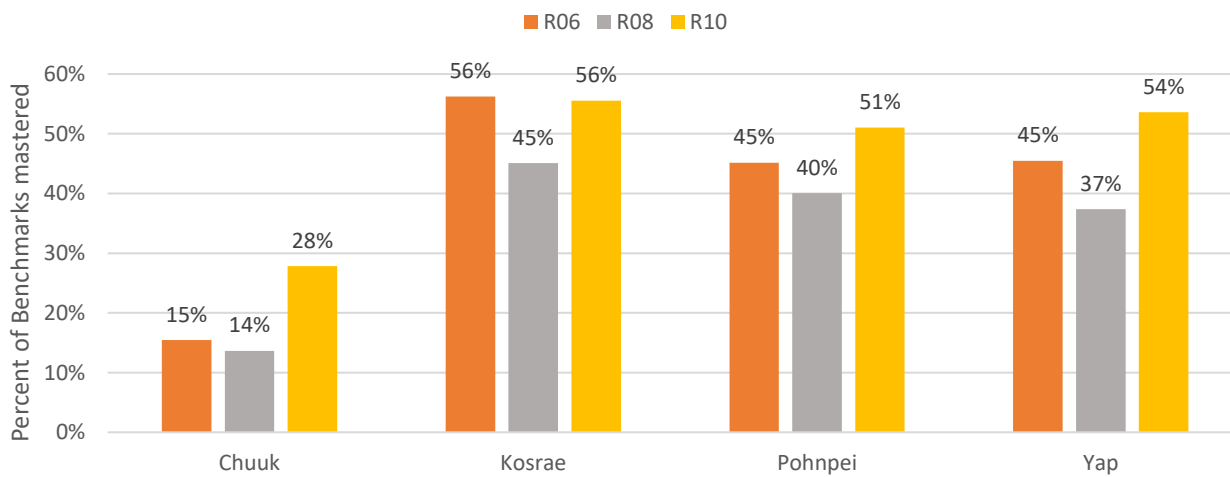
This subsection’s analysis shows the performance of all State against all the tested standards of the NMCT exams. Based on the analyzed results, students in 6th grade level from all FSM States are doing much better in math compared to students in the rest of the tested grade levels this year. The 6th grade level in math shows that students meet or exceed the expected students learning outcome than their peers in the grades 8th and 10th grade levels.

When comparing the overall results for all states in both tested subjects, students are doing much better in reading than in math. Across all the tested grade levels, only 8th grade results show that students are struggling in both math and reading. It is reported in the NMCT Report for 2020-2021 that 8th grades students had problem in attaining all skills in both tested subjects.

NMCT Math Results SY21-22



NMCT Reading Results SY21-22

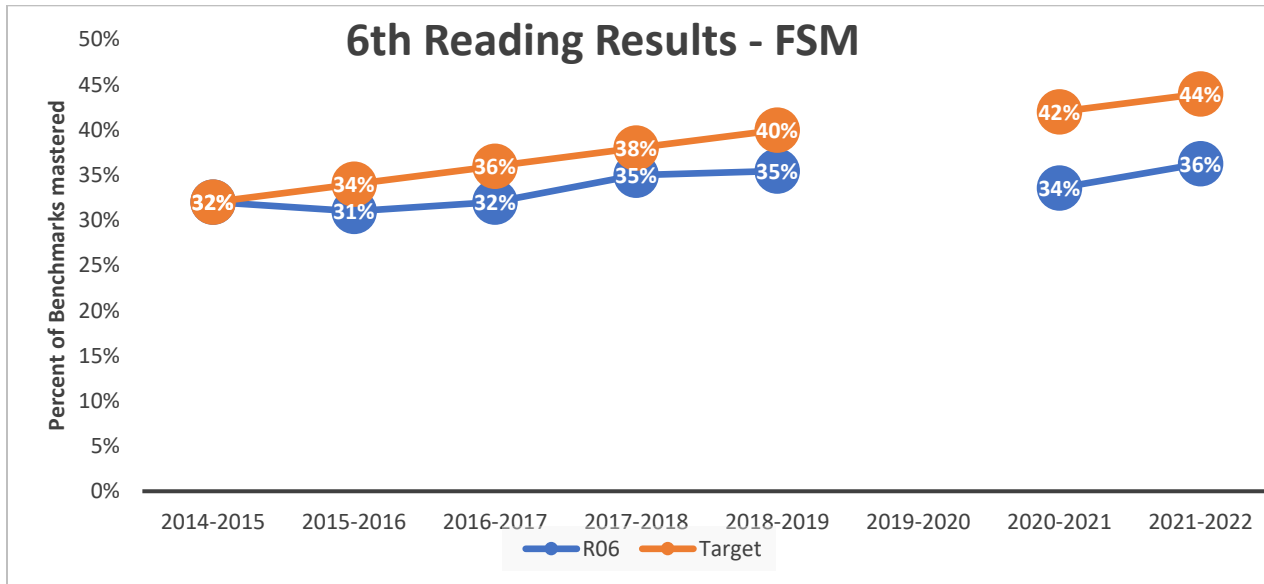


NMCT Overall Performance Trend

The reporting of the NMCT results will be analyzed based on an increase of 2 percent target for each year against the set baseline data to show whether students are improving at the expectable level. NMCT math for all the tested grade levels was revised in school year 2017-18 and implemented in school year 2018-19.

Sixth Grade Reading Results

The chart below (*Figure 8*) shows a gradual improvement over the years in reading scores, with a slight dip in 2021, and then increases again by 2% in 2022. However, it still shows that result for the current year is below the 2022 target level. Across all the tested standards in sixth grade level, the data shows that the students were doing better on the Reading Standard than the Literature Standard.



Note: NMCT was not administered in SY2019-2020.

Figure 8: Grade 6 Reading Benchmarks – meeting or exceeding

Eighth Grade Reading Results

Student performance in reading falls below the baseline set in school year 2014-15 in with a little improvement over the three consecutive years. A slight increase of two percent is recorded in school year 2018-2019, but that is quite insignificant, given that the gap to the target is still lower by 17 percent points for school year 2021-2022 (*Figure 9*). The most significant weaknesses among the benchmarks are to build comprehension of texts. Students still have problems to identify main ideas and supporting details, analyze, summarize and draw logical conclusions based on a given passage on the test.

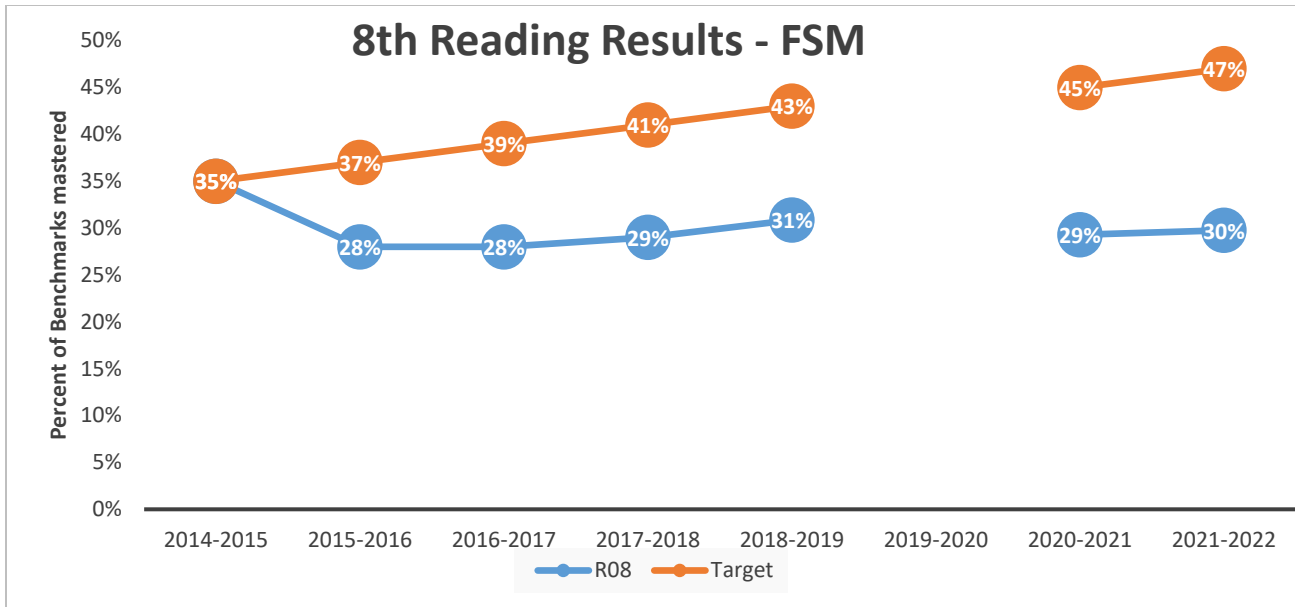


Figure 9: Grade 8 – Reading Benchmarks – meeting or exceeding

Tenth Grade Reading Results

The results for the Tenth-grade students show some steady progress from 2014 to 2018 and a decline from 2018 to 2019. Even though the students' results have been declined from 2019 to 2021, the scores were still above the set-based line. Students perform at two percent below the target goal for school year 2020-21, but slightly increase again for the current year. (Figure 10). It evidently shows that students still have problem answering questions alluding to why, how, what if, and if then. This would broaden and enrich their learning based on a passage that they read on the test. This finding is also the same from school year 2018-2019.

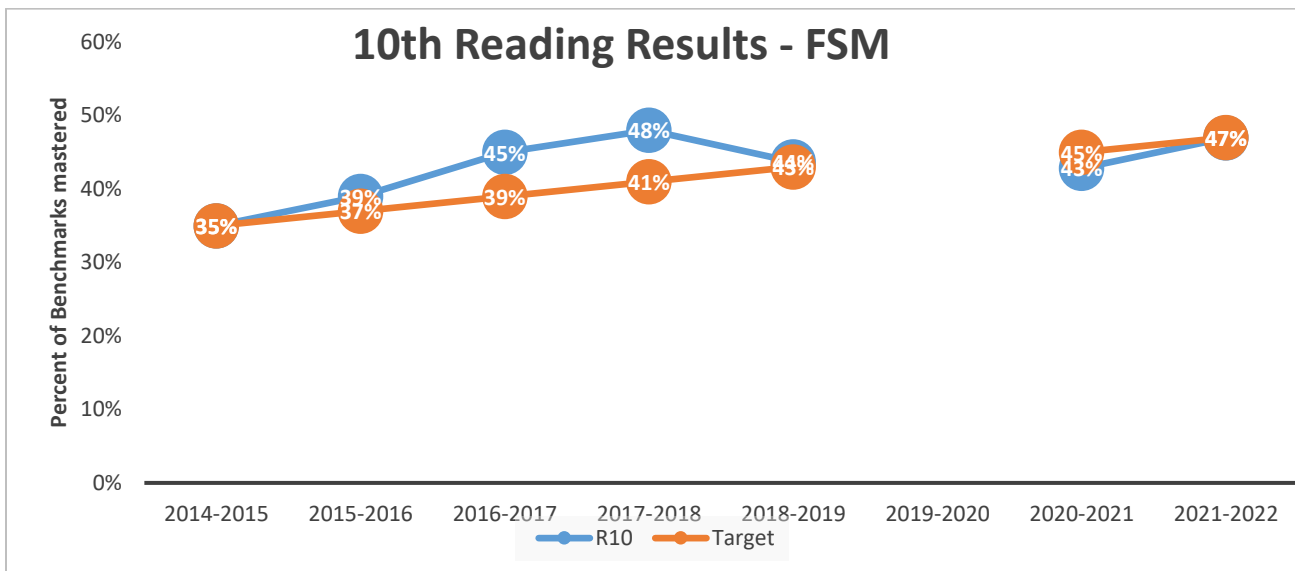


Figure 10: Grade 10 -Reading Benchmarks – meeting or exceeding

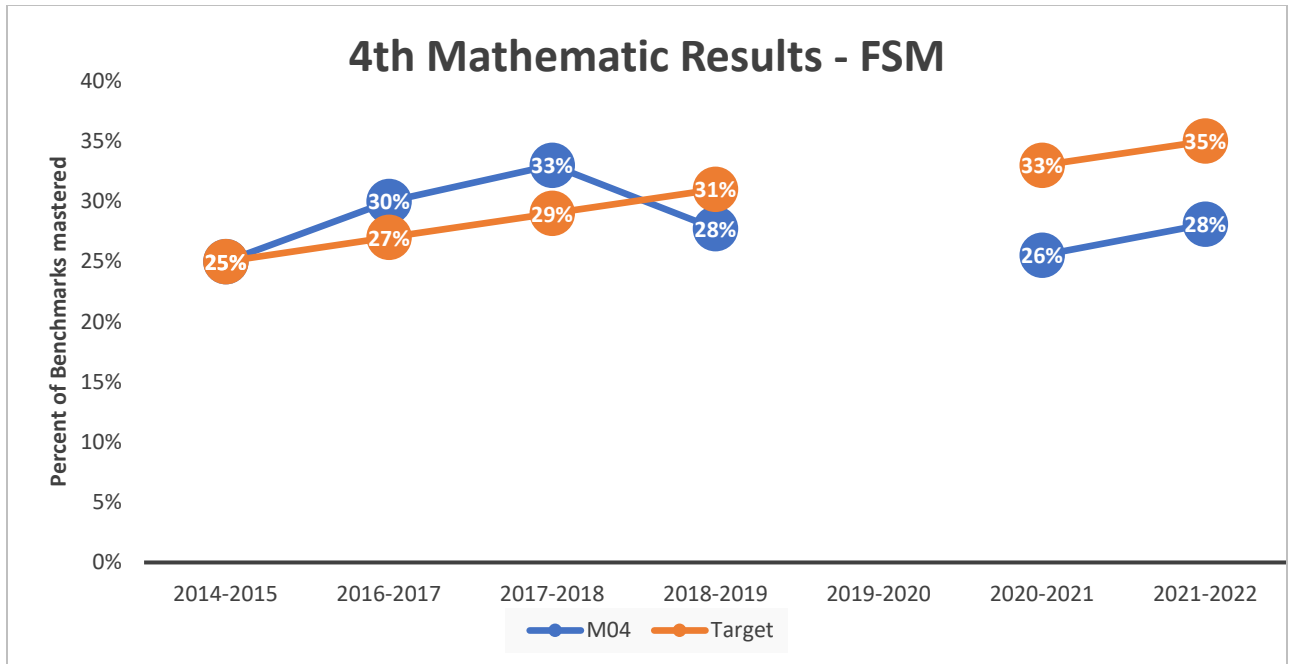
The overall trend in reading competencies indicates that there is a big gap from lower grade levels to the upper grade level in the reading benchmarks. Percentage of standard that the tested students met or exceeded in the reading benchmarks is lower at primary grade level than at the secondary level. This suggests that there is a need to focus more on lower grades to improve their reading competencies. Reading is considered a foundational skill, which is why teaching and learning in the primary level should be focused on the expected skills that are laid out in the curriculum.

Based on the reading tests results and its analysis, we can conclude that teachers still need assistance in aligning their teaching objectives to the standards and benchmarks for each grade levels.

Fourth Grade Math Results

The fourth-grade math result dropped from 33 percent in school year 2018-2019 and was still continued dropping to 7 percent in school year 2020-2021. Even though the score (*Figure 11*) has increased for this current year, it is still below the target goal. It was expected that the results should drop in school year 2018-2019 because the test was new.

The test was revised in 2017 and implemented in 2018. It is recommended that teachers for both third grade and fourth grade levels need to work together to streamline what to expect of the students from the lower grade levels when they transition to the tested grade level. By collaborating with the lower grade teachers, it will be very easy for the fourth-grade level teacher to deal with the incoming cohort. With this practice in place, the teacher should not have problems preparing his/her students on the set standards and benchmarks.



Note: Grade four data is Incomplete in school year 2015-2016.

Figure 11: Grade 4 Math benchmarks – meeting or exceeding

Sixth Grade Math Results

Students still having problems understanding the basic skills in Standard 1 and 4 (Annex A: Grade 6th Math), which addressing the characteristics of prime and composite numbers, and make conclusion and generalization on a problem solving that involve collecting and analyzing data. By looking at the chart below (*Figure 12*), it shows that the score decreased by five percent below the previous year's score, and slightly increases again for the current year. Even though the current year score increases, which also falls above the baseline score, teachers still need to put more focuses on what has shown in the weaknesses (*Figure 2*).

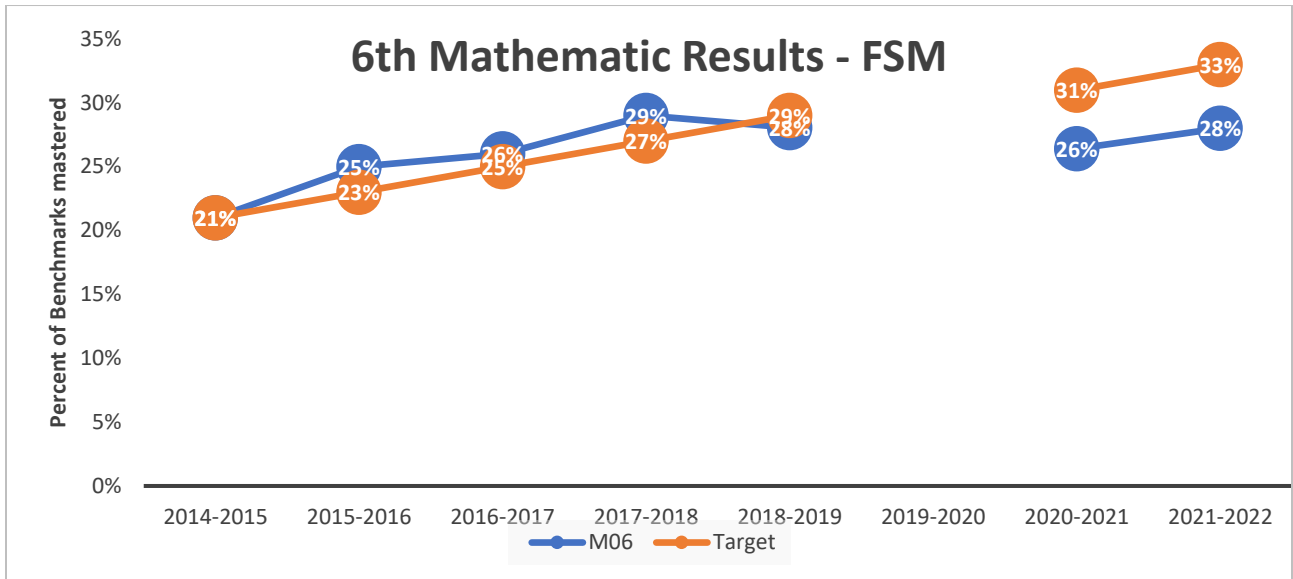


Figure 12: Grade 6 Math Benchmarks – meeting or exceeding

Eighth Grade Math Results

The math results at grade eight reveal a slight progression throughout the school years and slightly dropped in school year 2020-2021. The implementation of the new revision of math might contributed to the decrease of the score in school year 2020-2021. There is a slight increase for the current year, which is by one percent. However, the current year results show ten percent gap on the chart (*Figure 13*). The analysis shows us that students need help on patterns and algebra, and statistic and probability skills.

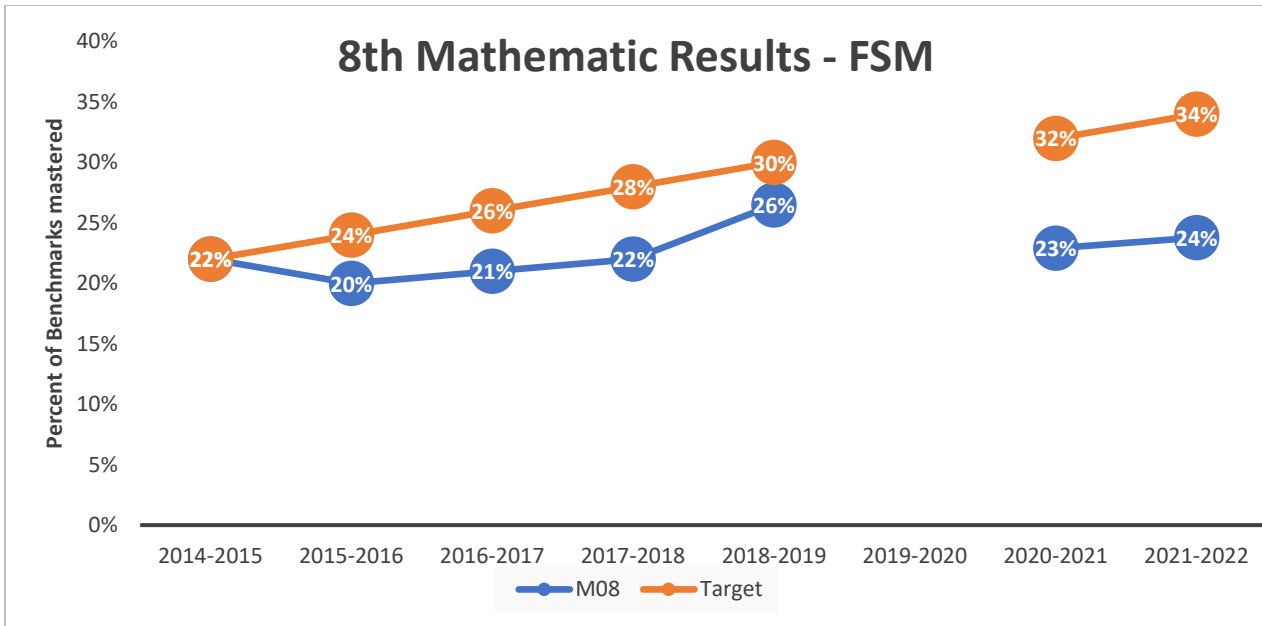


Figure 13: Grade 8 Math Benchmarks – meeting or exceeding

Tenth Grade Math Results

These overall results depict the general picture of how the students were doing thus far during the last eight years. It doesn't mean that these students were not learning anything prior to their testing dates. It is evidently showing by the analyses that students still need to improve their mathematical skills on apply an understanding of the English and metric systems of measurement to solve problems, and solve single-variable equations and inequalities using rational numbers.

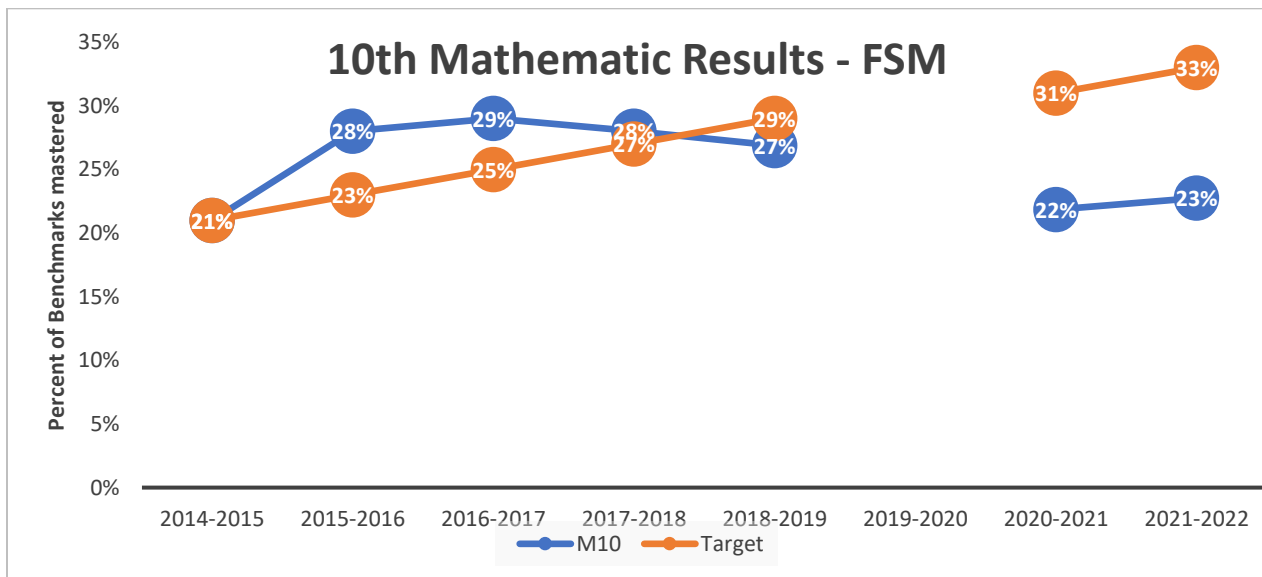


Figure 14: Grade 10 Math Benchmarks – meeting or exceeding

Summary of the Results

The overall trends in math competency show that students in all tested grade levels need more help in the basic math skills. This is just opposite to what has been the case with reading skills. Students are better in reading competencies at their higher grades. There appears to be a few possible reasons that could have caused low math performance and high reading performance in higher grades. On the other hand, students develop reading habits and skills as they progress to higher grade. This is due to more exposure to a variety of media and technology, not only in schools but also in the community, that require frequent reading and interaction. This can further show there is a correlation between the weaknesses in reading and math. Students are struggling in Reading comprehension skills. Students are still having problems to understand math terminologies that can enhance them to understand the problem-solving skills across all the math tested grade levels.

Table 3: Percent of Benchmark meet or exceed the expected outcome – Grade 4 Math

Row Labels	2018-19	2020-21	2021-22
Chuuk	27%	22%	23%
Akoyikoyi School	33%	47%	54%
Amwachang Elementary School	23%	50%	25%
Berea Christian School	35%	22%	20%
Central & East Wonip Elementary School	92%	50%	73%
Chukuram Elementary School	21%	28%	9%
Chuuk Seventh Days Adventist School	37%	30%	24%
Eot Elementary School	58%	38%	16%
Epin/Nukaf Elementary School	61%	29%	26%
Ettal Elementary School	45%	30%	25%
Etten Elementary School	30%	31%	27%
Faichuk High School/Fason Elementary School	20%	9%	10%
Fananu Elementary School	18%	5%	16%
Fanapanges Elementary School	14%	21%	7%
Faro/Winifei Elementary School	50%	0%	12%
Fonoton Elementary School	14%	10%	12%
Foup Elementary School		37%	
Houk Elementary School	21%	10%	10%

Inaka Elementary School	24%	10%	21%
Iras Demo Elementary School	27%	18%	40%
Kuchu Elementary School	45%	69%	60%
Kukku Elementary School	19%		14%
Kuttu Elementary School	51%	64%	38%
Losap Elementary School	21%	8%	36%
Lukeisel Jr. High School/Nema Elementary School	46%	48%	47%
Makur Elementary School	11%	13%	19%
Manaio Elementary School	37%	26%	10%
Mechitiw Elementary School	25%	20%	31%
Messa Elementary School	15%	14%	11%
Moch High School/Moch Elementary School	62%	29%	43%
Munien/Nechocho Elementary School	18%	21%	13%
Murilo Elementary School	11%	8%	11%
Mwan Elementary School	18%	22%	28%
Namoluk Elementary School	50%	52%	60%
Neauo Annex (Wichap)	11%	13%	15%
Neauo Elementary School	9%	18%	22%
Nechap Elementary School	36%	7%	16%
Nomusofo JHS/Udot Elementary School	33%	25%	11%
Nomwenemu Jr. High School/Lekinioch Elementary School	26%	21%	28%
Nomwin Elementary School	51%	45%	27%
Nukuno Elementary School	42%	23%	20%
Oneop Elementary School	43%	20%	21%
Onou Elementary School	38%	21%	13%
Paata Polle Onei Junior High/Sapou Elementary School	40%	18%	7%
Panitiw Elementary School	15%	15%	17%
Parem Elementary School Chuuk	6%	7%	14%
Pattiw Jr. High School/Polowat Elementary School	27%	10%	21%
Penia and Peniesene Elementary School	43%	9%	21%
Piherarh Elementary School	36%	18%	22%
Piis Paneu Elementary School	68%	26%	40%
Piisemwar Elementary School	17%	7%	16%
Pollap & Tamatam Jr. High School/Pollap Elementary School	24%	18%	10%
Pwene Elementary School	39%	30%	22%
Romanum Elementary School	13%	17%	11%
Ruo Elementary School	22%	14%	12%
Saint Cecilia School	22%	33%	19%
Sapota Uman Elementary School	13%	14%	21%
Sapuk Elementary School	40%	20%	24%
Satowan Elementary School	36%	32%	24%
Siis Elementary School	6%	11%	24%
Sino Memorial Elementary School	19%	21%	13%

Southern Namoneas High School/Sapora Elementary School	15%	10%	10%
Ta Elementary School	27%	7%	17%
Tamatam Elementary School	29%	10%	16%
Teruo Bokuku Elementary School	34%	9%	8%
Unanu Elementary School	32%	13%	18%
Ununo Fongen Onongoch Elementary School	33%	37%	25%
Weipat High School/Onoun Elementary School	18%	6%	8%
West Fefen Elementary School	18%	21%	15%
West Wonip Annex	11%		
Wichukuno Elementary School	9%	14%	5%
Kosrae	38%	37%	39%
Kosrae Seventh Day Adventist School	48%	27%	39%
Lelu Elementary School	55%	47%	54%
Malem Elementary School	31%	24%	26%
Sansrik Elementary School	49%	61%	31%
Tafunsak Elementary School	17%	26%	48%
Utwe Elementary School	44%	30%	25%
Walung Elementary School	30%	35%	24%
Pohnpei	28%	27%	33%
Awak Elementary School	30%	26%	46%
Calvary Christian Academy	53%	48%	45%
Enipein Elementary School	42%	40%	60%
ESDM Elementary School	26%	24%	49%
Kapingamarangi Elementary School	40%	5%	14%
Kolonia Elementary School	26%	15%	27%
Lewetik Elementary School	18%		14%
Lukop Elementary School	21%	19%	15%
Mand Elementary School	8%	10%	19%
Mwoakilloa Elementary School	7%		0%
Nanpei Memorial School	36%	30%	54%
Nett Elementary School	23%	17%	19%
Nukuoro Elementary School	23%	30%	23%
Ohmine Elementary School	19%	20%	21%
Pakein Elementary School	21%	14%	7%
Palikir Elementary School	24%	15%	16%
Parem Elementary School Pohnpei	43%	16%	12%
Pehleng Elementary School	18%	18%	18%
Pingelap Elementary School	11%	26%	14%
Pohnpei Catholic School	24%	40%	30%
Pohnpei Seventh Day Adventist School	26%	35%	31%
Pohnpei St. Paul Christian School		14%	21%
Rohi Elementary School	64%	79%	62%
RSP Elementary School	22%	40%	38%

Saladak Elementary School	64%	63%	52%
Salapwuk Elementary School	31%	25%	14%
Sapwalap Elementary School	32%	45%	83%
Sapwuafik Elementary School	21%	7%	15%
Seinwar Elementary School	27%	18%	16%
Sekere Elementary School	16%	30%	33%
Sokehs Powe Elementary School	19%	20%	27%
Temwen Elementary School	52%	48%	50%
Wapar Elementary School	29%	9%	27%
Wone Elementary School	18%	54%	59%
Yap	24%	25%	22%
Asor Elementary School	14%	29%	34%
Bael Elementary School	32%	12%	14%
Dalipebinaw Elementary School	31%	27%	37%
Eauripik Elementary School	19%	9%	
Elato Elementary School	4%	7%	4%
Fadraii Elementary School	14%	14%	
Fais Elementary School	25%	11%	10%
Faith Christian Academy	15%	15%	21%
Falalis Elementary School	0%	45%	7%
Falalop Ulithi Elementary School	23%	22%	12%
Fanif Elementary School	18%	10%	29%
Faraulap Elementary School	7%	21%	33%
Ganelay Elementary School	35%	36%	26%
Gagil Elementary School	46%	22%	13%
Gilman Elementary School	32%	51%	28%
Ifalik Elementary School	6%	7%	15%
Lamotrek Elementary School	18%	24%	9%
Maap Elementary School	7%	26%	21%
Mogmog Elementary School	19%	27%	7%
North Fanif Elementary School	16%	29%	
Piig Elementary School	4%	2%	
Satawal Elementary School	17%	10%	10%
Seliap Elementary School			7%
St. Mary's School	28%	26%	24%
Tamilang Elementary School	43%	39%	39%
Tegailap Elementary School	16%	4%	
Woleai Elementary School	13%	26%	27%
Wottegai Elementary School	21%	39%	
Yap International Christian School		36%	40%
Yap Seventh Day Adventist School	35%	34%	24%

Note: If the score is blank, it means that there are no students tested for the grade level.

Table 4: Percent of Benchmarks meet or exceed the expected outcome - Grade 6 Math

Row Labels	2018-19	2020-21	2021-22
Chuuk	17%	15%	16%
Akoyikoyi School	68%	32%	57%
Amwachang Elementary School	12%	10%	7%
Berea Christian School		20%	12%
Central & East Wonip Elementary School	17%	15%	13%
Chukuram Elementary School	9%	10%	12%
Chuuk Seventh Days Adventist School	31%	49%	24%
Eot Elementary School	19%	20%	13%
Epin/Nukaf Elementary School	13%	9%	8%
Ettal Elementary School	21%	7%	29%
Faichuk High School/Fason Elementary School	11%	6%	7%
Fananu Elementary School	15%	13%	10%
Fanapanges Elementary School	5%	4%	7%
Fonoton Elementary School	9%	5%	6%
Foup Elementary School		4%	
Houk Elementary School	4%	9%	5%
Inaka Elementary School	7%	7%	9%
Iras Demo Elementary School	20%	16%	23%
Kuchu Elementary School	12%	32%	41%
Kukku Elementary School	10%		8%
Kuttu Elementary School	37%	54%	36%
Losap Elementary School	18%	15%	7%
Lukeisel Jr. High School/Nema Elementary School	22%	29%	19%
Makur Elementary School	11%	10%	23%
Manaio Elementary School	11%	7%	13%
Mechitiw Elementary School	8%	11%	9%
Messa Elementary School	15%	4%	11%
Moch High School/Moch Elementary School	31%	13%	26%
Munien/Nechocho Elementary School	7%	2%	16%
Murilo Elementary School	5%	10%	5%
Mwan Elementary School	21%	14%	22%
Namoluk Elementary School	49%	45%	68%
Neauo Annex (Wichap)	7%	7%	8%
Neauo Elementary School	13%	10%	15%
Nechap Elementary School	17%	7%	11%
Nomusofo JHS/Udot Elementary School	15%	16%	10%
Nomwenemu Jr. High School/Lekinioch Elementary School	27%	16%	9%
Nomwin Elementary School	31%	33%	15%
Nukuno Elementary School	36%	15%	41%
Oneop Elementary School	17%	15%	21%

Onou Elementary School	27%	13%	4%
Paata Polle Onei Junior High/Sapou Elementary School	11%	13%	7%
Panitiw Elementary School	11%	7%	4%
Parem Elementary School Chuuk	5%	5%	0%
Pattiw Jr. High School/Polowat Elementary School	20%	8%	7%
Penia and Peniesene Elementary School	14%	12%	19%
Piherarh Elementary School	57%	13%	7%
Piis Paneu Elementary School	24%	19%	16%
Piisemwar Elementary School	6%	6%	15%
Pollap & Tamatam Jr. High School/Pollap Elementary School	7%	12%	20%
Pwene Elementary School	9%	17%	10%
Romanum Elementary School	7%	7%	8%
Ruo Elementary School	10%	8%	7%
Saint Cecilia School	16%	16%	13%
Sapota Uman Elementary School	7%	17%	16%
Sapuk Elementary School	18%	16%	19%
Satowan Elementary School	29%	17%	19%
Siis Elementary School	13%	12%	19%
Sino Memorial Elementary School	12%	12%	11%
Southern Namoneas High School/Sapore Elementary School	7%	5%	10%
Ta Elementary School	13%	15%	12%
Tamatam Elementary School	17%	8%	5%
Teruo Bokuku Elementary School	6%	7%	7%
Unanu Elementary School	8%	7%	13%
Ununo Fongen Onongoch Elementary School	12%	12%	21%
Weipat High School/Onoun Elementary School	13%	6%	11%
West Fefen Elementary School	17%	12%	10%
Wichukuno Elementary School	4%	11%	0%
Kosrae	54%	42%	47%
Kosrae Seventh Day Adventist School	63%	56%	25%
Lelu Elementary School	69%	60%	60%
Malem Elementary School	46%	46%	50%
Sansrik Elementary School	66%	57%	66%
SMD	47%		
Tafunsak Elementary School	38%	30%	40%
Utwe Elementary School	53%	23%	32%
Walung Elementary School		42%	35%
Pohnpei	33%	32%	35%
Awak Elementary School	46%	37%	19%
Calvary Christian Academy	64%	67%	53%
Enipein Elementary School	49%	54%	58%
ESDM Elementary School	37%	56%	44%
Kapingamarangi Elementary School	16%	42%	21%

Kolonia Elementary School	21%	17%	19%
Lewetik Elementary School	3%	10%	29%
Lukop Elementary School	30%	32%	27%
Mwoakilloa Elementary School	13%		13%
Nanpei Memorial School	31%	27%	41%
Nett Elementary School	26%	26%	23%
Nukuoro Elementary School	15%	7%	23%
Ohmine Elementary School	37%	37%	36%
Pakein Elementary School	7%	12%	
Palikir Elementary School	40%	25%	20%
Parem Elementary School Pohnpei	64%	45%	38%
Pehleng Elementary School	54%	27%	56%
Pingelap Elementary School	30%	16%	20%
Pohnlangas Elementary School	28%	39%	37%
Pohnpei Catholic School	42%	41%	47%
Pohnpei Seventh Day Adventist School	46%	35%	40%
Pohnpei St. Paul Christian School	50%	42%	10%
Rohi Elementary School	65%	66%	49%
RSP Elementary School	35%	29%	19%
Saladak Elementary School	51%	39%	71%
Salapwuk Elementary School	25%	31%	40%
Sapwalap Elementary School	25%	23%	35%
Sapwuafik Elementary School	20%	17%	10%
Seinwar Elementary School	35%	38%	50%
Sekere Elementary School	20%	17%	14%
Sokehs Powe Elementary School	30%	32%	32%
Wone Elementary School	18%	23%	2%
Yap	30%	34%	33%
Asor Elementary School		11%	10%
Bael Elementary School	20%	7%	46%
Colonia Middle School	40%	39%	41%
Dalipebinaw Elementary School	21%	26%	36%
Eauripik Elementary School	10%	30%	0%
Elato Elementary School	17%	0%	
Fadraii Elementary School	17%	33%	44%
Fais Elementary School	13%	29%	28%
Faith Christian Academy	29%	20%	25%
Falalis Elementary School	17%	42%	20%
Falalop Ulithi Elementary School	60%	29%	23%
Fanif Elementary School	21%	27%	35%
Faraulap Elementary School	33%	0%	18%
Gagil Elementary School	33%	33%	64%
Gilman Elementary School	30%	43%	48%

Ifalik Elementary School	15%	11%	8%
Kanifay Elementary School		20%	
Lamotrek Elementary School	13%	35%	22%
Maap Elementary School	27%	7%	50%
Mogmog Elementary School	35%	31%	26%
North Fanif Elementary School	27%	53%	27%
Piig Elementary School	7%		
Satawal Elementary School	37%	27%	18%
Seliap Elementary School	47%		10%
St. Mary's School	49%	61%	48%
Tamilang Elementary School	30%	50%	32%
Tegailap Elementary School	30%	29%	
Woleai Elementary School	13%	13%	22%
Wottegai Elementary School	35%	41%	
Yap International Christian School		46%	60%
Yap Seventh Day Adventist School	36%	43%	25%

Note: If the score is blank, it means that there are no students for the grade level

Table 5: Percent of Benchmark meet or exceed the expected outcome – Grade 8 Math

Row Labels	2018-19	2020-21	2021-22
Chuuk	13%	12%	14%
Akoyikoyi School		39%	32%
Amwachang Elementary School	8%	7%	9%
Berea Christian School	18%	9%	14%
Central & East Wonip Elementary School	20%	9%	11%
Chukuram Elementary School	8%	7%	0%
Chuuk Seventh Days Adventist School	29%	41%	34%
Eot Elementary School	20%	11%	14%
Epin/Nukaf Elementary School	4%	10%	11%
Ettal Elementary School	6%	10%	12%
Faichuk High School/Fason Elementary School	7%	7%	6%
Fananu Elementary School	9%	10%	11%
Fanapanges Elementary School	6%	8%	5%
Faro/Winifei Elementary School	10%		
Fonoton Elementary School	4%	7%	12%
Foup Elementary School		12%	
Houk Elementary School	5%	5%	4%
Inaka Elementary School	15%	10%	5%
Iras Demo Elementary School	17%	16%	18%
Kuchu Elementary School	25%	26%	54%
Kukku Elementary School	7%		
Kuttu Elementary School	15%	6%	14%
Losap Elementary School	4%	9%	10%

Lukeisel Jr. High School/Nema Elementary School	27%	12%	15%
Makur Elementary School		3%	6%
Manaio Elementary School	21%	5%	6%
Mechitiw Elementary School	7%	13%	12%
Messa Elementary School	3%	5%	8%
Moch High School/Moch Elementary School	27%	16%	30%
Munien/Nechocho Elementary School	7%		7%
Murilo Elementary School	9%	6%	13%
Mwan Elementary School	17%	13%	19%
Namoluk Elementary School	42%	56%	57%
Neauo Annex (Wichap)	9%		
Neauo Elementary School	9%	12%	8%
Nechap Elementary School	11%	7%	6%
Nomusofo JHS/Udot Elementary School	11%	6%	13%
Nomwenemu Jr. High School/Lekinioch Elementary School	8%	14%	19%
Nomwin Elementary School	22%	20%	20%
Nukuno Christian High School	24%		
Nukuno Elementary School		10%	17%
Oneop Elementary School	17%	12%	24%
Onou Elementary School	21%	18%	3%
Paata Polle Onei Junior High/Sapou Elementary School	10%	7%	5%
Panitiw Elementary School	11%	6%	8%
Parem Elementary School Chuuk	0%	9%	12%
Pattiw Jr. High School/Polowat Elementary School	6%	7%	10%
Penia and Peniesene Elementary School	9%	8%	15%
Piherarh Elementary School	15%	6%	12%
Piis Paneu Elementary School	5%	10%	15%
Piisemwar Elementary School	8%	10%	6%
Pollap & Tamatam Jr. High School/Pollap Elementary School	7%	3%	14%
Pwene Elementary School	8%	16%	4%
Romanum Elementary School	9%	7%	11%
Ruo Elementary School	11%	7%	7%
Saint Cecilia School	20%	12%	11%
Sapota Uman Elementary School	13%	7%	12%
Sapuk Elementary School	13%	12%	13%
Satowan Elementary School	19%	26%	16%
Siis Elementary School	8%	10%	16%
Sino Memorial Elementary School	15%	13%	17%
Southern Namoneas High School/Sapore Elementary School	9%	7%	8%
Ta Elementary School	7%	5%	13%
Tamatam Elementary School	9%	8%	15%
Teruo Bokuku Elementary School	25%	7%	6%
Unanu Elementary School		4%	6%

Ununo Fongen Onongoch Elementary School	9%	9%	21%
Weipat High School/Onoun Elementary School	6%	10%	6%
West Fefen Elementary School	19%	13%	10%
Wichukuno Elementary School	5%	12%	3%
Kosrae	52%	37%	35%
Kosrae Seventh Day Adventist School	29%	47%	24%
Lelu Elementary School	70%	31%	42%
Malem Elementary School	69%	25%	28%
Sansrik Elementary School	63%	72%	50%
Tafunsak Elementary School	30%	31%	24%
Utwe Elementary School	50%	50%	38%
Walung Elementary School	33%	35%	37%
Pohnpei	34%	30%	30%
Awak Elementary School	35%	16%	19%
Calvary Christian Academy	51%	43%	37%
Enipein Elementary School	29%	30%	21%
ESDM Elementary School	40%	31%	25%
Kapingamarangi Elementary School	22%	18%	30%
Kolonia Elementary School	30%	17%	20%
Lewetik Elementary School	15%	12%	9%
Lukop Elementary School	32%	22%	46%
Mwoakilloa Elementary School	24%	12%	53%
Nanpei Memorial School	31%	21%	26%
Nett Elementary School	34%	31%	28%
Nukuoro Elementary School	18%	16%	
Ohmine Elementary School	31%	30%	18%
Pakein Elementary School		10%	
Palikir Elementary School	16%	21%	25%
Parem Elementary School Pohnpei	24%	44%	45%
Pehleing Elementary School	44%	51%	25%
Pingelap Elementary School	59%	39%	9%
Pohnlangas Elementary School	51%	34%	30%
Pohnpei Catholic School	37%	35%	42%
Pohnpei Seventh Day Adventist School	23%	34%	24%
Pohnpei St. Paul Christian School		35%	29%
Rohi Elementary School	43%	51%	60%
RSP Elementary School	21%	24%	4%
Saladak Elementary School	94%	39%	73%
Salapwuk Elementary School	32%	16%	41%
Sapwalap Elementary School	45%	60%	37%
Sapwuafik Elementary School	26%	18%	12%
Seinwar Elementary School	37%	39%	36%
Sekere Elementary School	13%	15%	36%

Sokehs Powe Elementary School	22%	26%	27%
Wone Elementary School	24%	18%	29%
Yap	25%	21%	23%
Asor Elementary School			24%
Bael Elementary School	28%	24%	25%
Colonia Middle School	33%	25%	32%
Dalipebinaw Elementary School	24%	15%	24%
Eauripik Elementary School	19%	12%	
Elato Elementary School	6%	8%	6%
Fadraii Elementary School	47%		29%
Fais Elementary School	31%	11%	13%
Faith Christian Academy	21%	13%	28%
Falalis Elementary School		13%	25%
Falalop Ulithi Elementary School	22%	35%	11%
Fanif Elementary School	24%	14%	22%
Faraulap Elementary School	21%	24%	0%
Gagil Elementary School	29%	41%	49%
Gilman Elementary School	30%	25%	38%
Ifalik Elementary School	11%	11%	14%
Lamotrek Elementary School	27%	28%	22%
Maap Elementary School	22%		
Mogmog Elementary School	33%	23%	26%
North Fanif Elementary School	29%		35%
Piig Elementary School	12%	7%	12%
Satawal Elementary School	24%	16%	13%
Seliap Elementary School			17%
St. Mary's School	29%	31%	26%
Tamilang Elementary School	26%	31%	26%
Tegailap Elementary School		12%	
Woleai Elementary School	18%	15%	11%
Wottegai Elementary School		19%	35%
Yap International Christian School		6%	18%
Yap Seventh Day Adventist School	24%	27%	20%

Note: If the score is blank, it means there are no students tested for the grade level.

Table 6: Percent of Benchmarks meet or exceed the expected outcome – Grade 10 Math

Row Labels	2018-19	2020-21	2021-22
Chuuk	20%	13%	14%
Berea Christian School	20%	14%	14%
Chuuk High School	11%	11%	13%
Chuuk Seventh Days Adventist School		41%	12%
Faichuk High School/Fason Elementary School	8%	4%	8%
Lukeisel Jr. High School/Nema Elementary School	18%	24%	18%

Moch High School/Moch Elementary School	20%	19%	30%
Mortlocks High School	19%	14%	14%
Nomusofo JHS/Udot Elementary School	9%	7%	6%
Nomwenemu Jr. High School/Lekinioch Elementary School	6%	4%	11%
Nukuno Elementary School	18%		
Paata Polle Onei Junior High/Sapou Elementary School		4%	6%
Pattiw Jr. High School/Polowat Elementary School	12%	5%	7%
Pollap & Tamatam Jr. High School/Pollap Elementary School	9%	6%	5%
Saramen Chuuk Academy	18%	14%	13%
Southern Namoneas High School	13%	14%	9%
Southern Namoneas High School/Sapore Elementary School	9%	8%	5%
Weipat High School/Onoun Elementary School	9%	5%	7%
Xavier High School	65%	48%	49%
Kosrae	38%	39%	33%
Kosrae High School	38%	39%	33%
Pohnpei	28%	24%	25%
Calvary Christian Academy		39%	32%
Madolenihmw High School	23%	23%	24%
Nanpei Memorial High School	30%	21%	22%
Ohwa Christian School	34%	11%	
Our Lady of Mercy Catholic High School	52%	47%	43%
PICS High School	24%	19%	24%
Pohnpei Catholic School	30%	26%	21%
Pohnpei Seventh Day Adventist School	43%	28%	29%
Yap	32%	24%	25%
Faith Christian Academy	35%	19%	15%
Ulithi High School	24%	11%	21%
Woleai High School	32%	17%	19%
Yap Catholic High School	54%	42%	45%
Yap High School	28%	25%	24%
Yap Seventh Day Adventist School	25%		

Note: If the score is blank, it means there are no students for the grade level

Table 7: Percent of Benchmarks meet or exceed – Grade 6 Reading

Row Labels	2018-19	2020-21	2021-22
Chuuk	16%	15%	15%
Akoyikoyi School	50%	50%	72%
Amwachang Elementary School	4%	5%	0%

Berea Christian School	42%	39%	28%
Central & East Wonip Elementary School	11%	0%	7%
Chukuram Elementary School	10%	10%	8%
Chuuk Seventh Days Adventist School	65%	76%	51%
Eot Elementary School	48%	7%	3%
Epin/Nukaf Elementary School	8%	7%	9%
Ettal Elementary School	14%	40%	32%
Faichuk High School/Fason Elementary School	8%	15%	10%
Fananu Elementary School	15%	6%	7%
Fanapanges Elementary School	5%	6%	10%
Fonoton Elementary School	16%	6%	8%
Foup Elementary School		13%	
Houk Elementary School	21%	9%	14%
Inaka Elementary School	6%	7%	7%
Iras Demo Elementary School	22%	15%	23%
Kuchu Elementary School	8%	10%	9%
Kukku Elementary School	13%		3%
Kuttu Elementary School	15%	25%	18%
Losap Elementary School	10%	10%	3%
Lukeisel Jr. High School/Nema Elementary School	25%	20%	16%
Makur Elementary School	33%	10%	2%
Manaio Elementary School	13%	8%	5%
Mechitiw Elementary School	8%	9%	5%
Messa Elementary School	27%	8%	14%
Moch High School/Moch Elementary School	7%	12%	39%
Munien/Nechocho Elementary School	10%	7%	3%
Murilo Elementary School	8%	5%	3%
Mwan Elementary School	15%	9%	11%
Namoluk Elementary School	26%	30%	62%
Neauo Annex (Wichap)	25%	11%	9%
Neauo Elementary School	18%	17%	11%
Nechap Elementary School	10%	1%	6%
Nomusofo JHS/Udot Elementary School	13%	9%	19%
Nomwenemu Jr. High School/Lekinioch Elementary School	9%	6%	13%
Nomwin Elementary School	12%	20%	25%
Nukuno Elementary School	19%	21%	52%
Oneop Elementary School	6%	10%	20%
Onou Elementary School	25%	5%	8%
Paata Polle Onei Junior High/Sapou Elementary School	4%	0%	1%
Panitiw Elementary School	4%	1%	15%
Parem Elementary School Chuuk	10%	3%	10%
Pattiw Jr. High School/Polowat Elementary School	15%	4%	10%
Penia and Peniesene Elementary School	19%	20%	8%

Piherarh Elementary School	45%	3%	8%
Piis Paneu Elementary School	4%	4%	10%
Piisemwar Elementary School	6%	3%	8%
Pollap & Tamatam Jr. High School/Pollap Elementary School	13%	8%	13%
Pwene Elementary School	11%	18%	7%
Romanum Elementary School	7%	10%	6%
Ruo Elementary School	1%	3%	16%
Saint Cecilia School	26%	39%	20%
Sapota Uman Elementary School	6%	10%	5%
Sapuk Elementary School	13%	19%	13%
Satowan Elementary School	14%	9%	7%
Siis Elementary School	11%	16%	12%
Sino Memorial Elementary School	13%	11%	16%
Southern Namoneas High School/Sapore Elementary School	9%	8%	7%
Ta Elementary School	12%	4%	6%
Tamatam Elementary School	27%	10%	3%
Teruo Bokuku Elementary School	1%	15%	7%
Unanu Elementary School	10%	12%	0%
Ununo Fongen Onongoch Elementary School	9%	8%	4%
Weipat High School/Onoun Elementary School	11%	11%	7%
West Fefen Elementary School	11%	6%	13%
Wichukuno Elementary School	10%	3%	10%
Kosrae	63%	53%	53%
Kosrae Seventh Day Adventist School	3%	80%	44%
Lelu Elementary School	62%	51%	55%
Malem Elementary School	56%	49%	64%
Sansrik Elementary School	73%	50%	63%
Tafunsak Elementary School	71%	55%	57%
Utwe Elementary School	62%	49%	37%
Walung Elementary School	48%	60%	37%
Pohnpei	47%	44%	45%
Awak Elementary School	71%	56%	48%
Calvary Christian Academy	84%	93%	77%
Enipein Elementary School	37%	43%	40%
ESDM Elementary School	29%	42%	31%
Kapingamarangi Elementary School	14%	53%	20%
Kolonia Elementary School	39%	34%	31%
Lewetik Elementary School	65%	25%	40%
Lukop Elementary School	37%	43%	28%
Mwoakilloa Elementary School	20%		50%
Nanpei Memorial School	66%	46%	50%
Nett Elementary School	39%	47%	40%
Nukuoro Elementary School	10%	20%	20%

Ohmine Elementary School	50%	45%	48%
Pakein Elementary School	17%	30%	
Palikir Elementary School	75%	31%	38%
Parem Elementary School Pohnpei	40%	36%	40%
Pehleng Elementary School	47%	27%	71%
Pingelap Elementary School	43%	7%	40%
Pohnlangas Elementary School	39%	61%	62%
Pohnpei Catholic School	81%	76%	69%
Pohnpei Seventh Day Adventist School	67%	71%	67%
Pohnpei St. Paul Christian School	68%	73%	37%
Rohi Elementary School	63%	46%	47%
RSP Elementary School	44%	35%	53%
Saladak Elementary School	56%	44%	39%
Salapwuk Elementary School	33%	28%	35%
Sapwalap Elementary School	47%	42%	55%
Sapwuafik Elementary School	14%	17%	15%
Seinwar Elementary School	28%	34%	47%
Sekere Elementary School	28%	28%	29%
Sokehs Powe Elementary School	57%	46%	48%
Wone Elementary School	27%	38%	8%
Yap	45%	44%	47%
Asor Elementary School		13%	10%
Bael Elementary School	30%	10%	56%
Colonia Middle School	53%	58%	51%
Dalipebinaw Elementary School	46%	41%	48%
Eauripik Elementary School	30%	28%	0%
Elato Elementary School	25%	0%	
Fadraii Elementary School	15%	90%	67%
Fais Elementary School	30%	29%	26%
Faith Christian Academy	53%	53%	51%
Falalis Elementary School	5%	33%	37%
Falalop Ulithi Elementary School	67%	53%	35%
Fanif Elementary School	35%	30%	42%
Faraulap Elementary School	20%	30%	23%
Gagil Elementary School	30%	45%	62%
Gilman Elementary School	58%	47%	70%
Ifalik Elementary School	15%	5%	13%
Lamotrek Elementary School	10%	38%	34%
Maap Elementary School	10%	20%	60%
Mogmog Elementary School	67%	42%	47%
North Fanif Elementary School	25%	35%	50%
Piig Elementary School	10%		
Satawal Elementary School	31%	21%	24%

Seliap Elementary School	35%		15%
St. Mary's School	79%	76%	78%
Tamilang Elementary School	48%	72%	52%
Tegailap Elementary School	45%	26%	
Woleai Elementary School	32%	15%	36%
Wottegai Elementary School	45%	25%	
Yap International Christian School		54%	77%
Yap Seventh Day Adventist School	79%	70%	52%

Note: If the score is blank, it means there are no students tested for the grade level

Table 8: Percent of Benchmarks meet or exceed – Grade 8 Reading

Row Labels	2018-19	2020-21	2021-22
Chuuk	14%	13%	14%
Akoyikoyi School		36%	32%
Amwachang Elementary School	8%	8%	8%
Berea Christian School	34%	27%	38%
Central & East Wonip Elementary School	10%	8%	8%
Chukuram Elementary School	10%	4%	20%
Chuuk Seventh Days Adventist School	47%	56%	57%
Eot Elementary School	24%	6%	7%
Epin/Nukaf Elementary School	5%	13%	10%
Ettal Elementary School	10%	23%	5%
Faichuk High School/Fason Elementary School	6%	11%	4%
Fananu Elementary School	8%	23%	4%
Fanapanges Elementary School	15%	10%	3%
Faro/Winifei Elementary School	23%		
Fonoton Elementary School	7%	8%	15%
Foup Elementary School		5%	
Houk Elementary School	9%	12%	5%
Inaka Elementary School	4%	3%	3%
Iras Demo Elementary School	23%	13%	14%
Kuchu Elementary School	14%	10%	17%
Kukku Elementary School	2%		
Kuttu Elementary School	10%	7%	10%
Losap Elementary School	3%	10%	20%
Lukeisel Jr. High School/Nema Elementary School	12%	12%	11%
Makur Elementary School		5%	15%
Manaio Elementary School	13%	10%	10%
Mechitiw Elementary School	13%	13%	14%
Messa Elementary School	8%	13%	3%
Moch High School/Moch Elementary School	23%	13%	36%

Munien/Nechocho Elementary School	0%		5%
Murilo Elementary School	4%	8%	9%
Mwan Elementary School	19%	19%	13%
Namoluk Elementary School	13%	44%	38%
Neauo Annex (Wichap)	10%		
Neauo Elementary School	16%	18%	8%
Nechap Elementary School	22%	8%	6%
Nomusofo JHS/Udot Elementary School	11%	9%	7%
Nomwenemu Jr. High School/Lekinioch Elementary School	9%	12%	11%
Nomwin Elementary School	13%	16%	18%
Nukuno Elementary School	14%	7%	18%
Oneop Elementary School	11%	10%	23%
Onou Elementary School		10%	8%
Paata Polle Onei Junior High/Sapou Elementary School	4%	8%	4%
Panitiw Elementary School	10%	13%	9%
Parem Elementary School Chuuk	5%	3%	3%
Pattiw Jr. High School/Polowat Elementary School	3%	12%	5%
Penia and Peniesene Elementary School	20%	14%	15%
Piherarh Elementary School	14%	0%	0%
Piis Paneu Elementary School	7%	7%	8%
Piisemwar Elementary School	7%	1%	0%
Pollap & Tamatam Jr. High School/Pollap Elementary School	13%	5%	17%
Pwene Elementary School	9%	15%	10%
Romanum Elementary School	4%	6%	11%
Ruo Elementary School	6%	2%	7%
Saint Cecilia School	32%	19%	24%
Sapota Uman Elementary School	9%	2%	8%
Sapuk Elementary School	13%	11%	10%
Satowan Elementary School	9%	5%	6%
Siis Elementary School	17%	7%	20%
Sino Memorial Elementary School	14%	13%	18%
Southern Namoneas High School/Sapore Elementary School	13%	5%	2%
Ta Elementary School	7%	6%	2%
Tamatam Elementary School	10%	8%	5%
Teruo Bokuku Elementary School	20%	7%	7%
Unanu Elementary School	15%	3%	20%
Ununo Fongen Onongoch Elementary School	8%	0%	17%
Weipat High School/Onoun Elementary School	8%	5%	6%
West Fefen Elementary School	15%	18%	13%
Wichukuno Elementary School	3%	3%	3%
Kosrae	49%	44%	42%
Kosrae Seventh Day Adventist School	30%	40%	53%
Lelu Elementary School	57%	47%	54%

Malem Elementary School	55%	35%	38%
Sansrik Elementary School	68%	60%	47%
Tafunsak Elementary School	35%	35%	25%
Utwe Elementary School	43%	60%	48%
Walung Elementary School	40%	28%	40%
Pohnpei	41%	39%	40%
Awak Elementary School	41%	43%	42%
Calvary Christian Academy	59%	54%	58%
Enipein Elementary School	35%	38%	38%
ESDM Elementary School	28%	35%	22%
Kapingamarangi Elementary School	14%	24%	31%
Kolonia Elementary School	39%	32%	37%
Lewetik Elementary School	28%	40%	18%
Lukop Elementary School	30%	24%	53%
Mwoakilloa Elementary School	10%	15%	30%
Nanpei Memorial School	41%	40%	43%
Nett Elementary School	42%	41%	30%
Nukuoro Elementary School	22%	10%	
Ohmine Elementary School	46%	36%	33%
Pakein Elementary School		18%	
Palikir Elementary School	29%	32%	35%
Parem Elementary School Pohnpei	27%	50%	48%
Pehleng Elementary School	32%	55%	48%
Pingelap Elementary School	55%	36%	15%
Pohnlangas Elementary School	43%	55%	37%
Pohnpei Catholic School	62%	61%	63%
Pohnpei Seventh Day Adventist School	51%	56%	56%
Pohnpei St. Paul Christian School		55%	50%
Rohi Elementary School	13%	27%	24%
RSP Elementary School	27%	41%	6%
Saladak Elementary School	88%	45%	56%
Salapwuk Elementary School	18%	27%	35%
Sapwalap Elementary School	54%	36%	36%
Sapwuafik Elementary School	26%	25%	19%
Seinwar Elementary School	35%	28%	37%
Sekere Elementary School	15%	21%	30%
Sokehs Powe Elementary School	40%	51%	36%
Wone Elementary School	36%	40%	82%
Yap	39%	36%	37%
Asor Elementary School			20%
Bael Elementary School	60%	20%	52%
Colonia Middle School	37%	44%	45%
Dalipebinaw Elementary School	42%	36%	53%

Eauripik Elementary School	23%	15%	
Elato Elementary School	13%	7%	3%
Fadraii Elementary School	50%		40%
Fais Elementary School	50%	13%	15%
Faith Christian Academy	40%	40%	59%
Falalis Elementary School		12%	26%
Falalop Ulithi Elementary School	30%	44%	33%
Fanif Elementary School	43%	31%	24%
Faraulap Elementary School	15%	20%	10%
Gagil Elementary School	45%	45%	46%
Gilman Elementary School	49%	45%	65%
Ifalik Elementary School	19%	5%	17%
Lamotrek Elementary School	30%	30%	20%
Maap Elementary School	20%		
Mogmog Elementary School	40%	38%	22%
North Fanif Elementary School	20%		23%
Piig Elementary School	20%	5%	0%
Satawal Elementary School	24%	19%	20%
Seliap Elementary School			20%
St. Mary's School	59%	68%	67%
Tamilang Elementary School	31%	43%	30%
Tegailap Elementary School		45%	
Woleai Elementary School	23%	19%	16%
Wottegai Elementary School		20%	26%
Yap International Christian School		0%	50%
Yap Seventh Day Adventist School	71%	66%	38%

Note: If the score is blank, it means there are no students tested for the grade level

Table 9: Percent of Benchmarks meet or exceed – Grade 10 Reading

Row Labels	2018-19	2020-21	2021-22
Chuuk	30%	26%	27%
Berea Christian School	39%	33%	36%
Chuuk High School	23%	23%	25%
Chuuk Seventh Days Adventist School		43%	40%
Faichuk High School/Fason Elementary School	7%	7%	2%
Lukeisel Jr. High School/Nema Elementary School	16%	28%	18%
Moch High School/Moch Elementary School	23%	23%	25%
Mortlocks High School	11%	23%	25%
Nomusofo JHS/Udot Elementary School	12%	18%	16%
Nomwenemu Jr. High School/Lekinioch Elementary School	12%	6%	9%
Nukuno Elementary School	30%		

Paata Polle Onei Junior High/Sapou Elementary School		5%	10%
Pattiw Jr. High School/Polowat Elementary School	19%	10%	7%
Pollap & Tamatam Jr. High School/Pollap Elementary School	14%	16%	14%
Saramen Chuuk Academy	39%	38%	38%
Southern Namoneas High School	27%	35%	22%
Southern Namoneas High School/Sapore Elementary School	15%	12%	9%
Weipat High School/Onoun Elementary School	12%	11%	13%
Xavier High School	83%	77%	84%
Kosrae	53%	54%	60%
Kosrae High School	53%	54%	59%
Kosrae Seventh Day Adventist School			77%
Pohnpei	49%	50%	54%
Calvary Christian Academy	80%	77%	76%
Madolenihmw High School	42%	49%	45%
Nanpei Memorial High School	37%	41%	44%
Ohwa Christian School	29%	38%	
Our Lady of Mercy Catholic High School	82%	80%	79%
PICS High School	48%	43%	55%
Pohnpei Catholic School	59%	60%	65%
Pohnpei Seventh Day Adventist School	69%	72%	50%
Yap	54%	50%	57%
Faith Christian Academy	62%	50%	50%
Ulithi High School	56%	32%	48%
Woleai High School	42%	39%	39%
Yap Catholic High School	78%	78%	87%
Yap High School	50%	50%	56%
Yap Seventh Day Adventist School	58%		

Note: If the score is blank, it means there are no students for the grade level

ANNEX A: BENCHMARKS CODES

Reading Benchmarks			
Indicator	Items in Indicator	Benchmark Coding	Description
R.6.2.1.1	/1/2/3/4	R6211	Identify and use a variety of word strategies to build meaning (e.g., context clues)
R.6.2.1.2	/17/18/19/20	R6212	Identify and use a variety of word strategies to build meaning (e.g., root words)
R.6.2.1.3	/33/34/35/36	R6213	Identify and use a variety of word strategies to build meaning (e.g., prefixes/suffixes)
R.6.2.2.0	/5/6/7/8	R6221	Apply a variety of strategies to build comprehension (activating prior knowledge and experiences, summarizing, visualizing, comparing and contrasting)

R.6.2.3.0	/9/10/11/12	R6231	Use reference materials to gather information (classroom resources, school library, Internet)
R.6.2.4.0	/13/14/15/16	R6241	Locate and use features of textbooks such as chapter titles, sub-headings, chapter summaries, to summarize, compare/contrast, and draw conclusions.
R.6.2.5.1	/21/22/23/24	R6251	Read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc.) for a variety of purposes (e.g., gain new knowledge, solving problems, following directions).
R.6.2.5.2	/37/38/39/40	R6252	Read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc.) for a variety of purposes (e.g., gain new knowledge, solving problems, following directions).
R.6.4.1.0	/25/26/27/28	R6411	Compare and contrast different forms of literature (e.g., book review).
R.6.4.2.0	/29/30/31/32	R6412	Demonstrate understanding of character's behaviors and attitudes (e.g., actions, motives, and traits of different characters; interactions among main and minor characters, the importance between the characters to plot or theme).
Indicator	Items in Indicator		
R.8.2.1.0	/1/2/3/4	R8210	Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)
R.8.2.2.1	/5/6/7/8	R8221	Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)
R.8.2.2.2	/9/10/11/12	R8222	Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)
R.8.2.3.0	/13/14/15/16	R8230	Read a variety of printed and media materials for different purposes and discuss opinion of what was read.
R.8.4.1.0	/17/18/19/20	R8410	Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)
R.8.4.2.1	/21/22/23/24	R8421	Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)
R.8.4.2.2	/25/26/27/28	R8422	Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)

R.8.4.3.1	/29/30/31/32	R8431	Dramatize record and write about the effects of culture and historical periods on literature and vice-versa.
R.8.4.3.2	/33/34/35/36	R8432	Dramatize record and write about the effects of culture and historical periods on literature and vice-versa.
R.8.4.5.0	/37/38/39/40	R8450	Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)
Indicator	Items in Indicator		
R.10.2.1.1	/5/6/7/8	R10211	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.
R.10.2.10.0	/25/26/27/28	R102101	Ask questions as a way to broaden and enrich learning (e.g., why, how, what if, if.....then).
R.10.2.2.0	/9/10/11/12	R10221	Read to acquire knowledge and skills to function appropriately in daily life.
R.10.2.4.1	/13/14/15/16	R10241	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
R.10.2.4.2	/1/2/3/4	R10242	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
R.10.4.5.1	/17/18/19/20	R10251	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
R.10.4.5.3	/29/30/31/32	R10253	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
R.10.4.5.2	/33/34/35/36	R10252	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
R.10.4.6.1	/21/22/23/24	R10261	Compare history, form (e.g., discourse, word order, grammar) function (e.g., purpose, text type, genre), and value of the vernacular language and that of English language, depending upon state's policies.
R.10.4.6.2	/37/38/39/40	R10262	Compare history, form (e.g., discourse, word order, grammar) function (e.g., purpose, text type, genre), and value of the vernacular language and that of English language, depending upon state's policies.

Math Benchmark			
Indicator	Items in Indicator	Benchmark Coding	Description
M.4.1.1.1	/1/2/3/4	M4111	Understand base ten by identifying the place value of whole numbers up to 1,000 and decimal numbers down to 100ths.
M.4.1.2.1	/5/6/7/8	M4121	Demonstrate the ability to read, write, and compare simple fractions and decimals in English and the local counting system.
M.4.1.3.1	/9/10/11/12	M4131	Represent whole numbers, fractions, and decimals and operations involving them, in a variety of ways using physical models, diagrams, and number expressions.
M.4.1.4.1	/13/14/15/16	M4141	Perform the basic operations to add, subtract, multiply, and divide whole numbers and decimals and add and subtract fractions with like denominators
M.4.1.5.1	/17/18/19/20	M4151	Use a variety of methods and ways to round and estimate whole numbers, decimals and fractions.
M.4.1.6.1	/21/22/23/24	M4161	Use a variety of strategies including the understanding of decimals and fractions to solve problems and explain the reasoning used to reach each solution.
M.4.2.1.1	/25/26/27/28	M4211	Identify and classify two and three dimensional shapes.
M.4.2.2.1	/29/30/31/32	M4221	Describe similarities and differences between one, two, and three dimensional geometric figures.
M.4.2.3.1	/33/34/35/36	M4231	Demonstrate understanding of common units in the English and metric systems by choosing appropriate units to measure common objects and quantities.
M.4.2.4.1	/37/38/39/40	M4241	Use standard and non-standard units to determine length, volume, and weight, and describe characteristics of each type of measure.
M.4.2.5.1	/41/42/43/44	M4251	Use the understanding of geometry, measurement, and transformation to solve problems and explain reasoning used to each solution.
M.4.3.1.1	/45/46/47/48	M4311	Use patterns and functions to represent and solve real world situations and explain the reasoning used to reach the solution.
M.4.4.1.1	/49/50/51/52	M4411	Collect, organize, display, and describe data systematically.
M.4.4.2.1	/53/54/55/56	M4421	Read and interpret data using pictographs, tables, or charts.
Indicator	Items in Indicator		
M.6.1.1.1	/1/2/3/4	M6111	Compare, order, round, and group rational numbers.
M.6.1.2.1	/5/6/7/8	M6121	Demonstrate fluency in the basic operations to add, subtract, multiply, and divide whole numbers, fractions, and decimals.
M.6.1.3.1	/9/10/11/12	M6131	Identify the characteristics of prime and composite numbers, and decompose composite numbers into factor pairs and prime factors using exponents.

M.6.1.4.1	/13/14/15/16	M6141	Use models and pictures to represent ratio and proportions and solve problems.
M.6.2.1.1	/17/18/19/20	M6211	Add and subtract customary units of length, mass, liquid, and time measures.
M.6.2.2.1	/21/22/23/24	M6221	Perform slides, flips, turns, and rotations and indicate the motion, position, and direction applied.
M.6.2.3.1	/25/26/27/28	M6231	Use formulas to compute perimeter and area of polygons.
M.6.2.4.1	/29/30/31/32	M6241	Describe, compare, and classify geometrical figures using mathematical terminology (number of edges and faces, number and size of angles, and number of vertices).
M.6.3.1.1	/33/34/35/36	M6311	Represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphic).
M.6.3.2.1	/37/38/39/40	M6321	Model and solve real world problems using various representations such as graphs and tables.
M.6.3.3.1	/41/42/43/44	M6331	Locate whole numbers, fractions, and decimals on a number line.
M.6.3.4.1	/45/46/47/48	M6341	Use the guess and check method to solve simple algebraic expressions.
M.6.4.1.1	/49/50/51/52	M6411	Analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience.
M.6.4.2.1	/53/54/55/56	M6421	Make predictions that are based on (experimental or theoretical probabilities) and determine their reasonableness.
M.6.4.3.1	/57/58/59/60	M6431	Formulate and solve problems that involve collecting and analyzing data to reach conclusions and make generalizations.
Indicator	Items in Indicator		
M.8.1.1.1	/1/2/3/4	M8111	Represent, compare, order and use numbers in a variety of forms (integer, fraction, decimal, percent, and exponents) in mathematical problem-solving situations.
M.8.1.2.1	/5/6/7/8	M8121	Demonstrate fluency in computing with rational numbers (fractions, decimals, percent, and integers).
M.8.1.3.1	/9/10/11/12	M8131	Square whole, rational, and integers and find square roots of perfect squares (e.g. 1, 4, 9, 16, etc.).
M.8.1.4.1	/13/14/15/16	M8141	Use ration, proportion, and percent in problem solving.
M.8.2.1.1	/17/18/19/20	M8211	Use a compass, protractor, and straight edge to draw two-dimensional figures and do constructions (e.g. Bisecting an angle or line segment, creating a right angle, drawing a circle).
M.8.2.2.1	/21/22/23/24	M8221	Identify similar and congruent figures and including lines of symmetry and diagonals.
M.8.2.3.1	/25/26/27/28	M8231	Use formulas to find areas of quadrilaterals, triangles, and circles, and the surface area and volume of cylinders as prisms, including appropriate units of measure.
M.8.2.4.1	/29/30/31/32	M8241	Use the Pythagorean Theorem to find lengths of sides of right triangles.
M.8.2.5.1	/33/34/35/36	M8251	Solve simple problems involving rates and derived measure (e.g. Miles per hour, cost per yard)

M.8.2.6.1	/37/38/39/40	M8261	Use proportional reasoning and indirect measurements to draw inferences, such as measuring the thickness of a book to estimate the thickness of one page.
M.8.3.1.1	/41/42/43/44	M8311	Write and solve two-step linear equations and one-step inequalities.
M.8.3.2.1	/45/46/47/48	M8321	Graph linear functions in two variables using a table of ordered pairs.
M.8.3.3.1	/49/50/51/52	M8331	Use symbolic algebra and additional techniques, such as tables, guess and check, and diagrams, to represent situations and to solve problems, especially those that involve linear relationships.
M.8.3.4.1	/53/54/55/56	M8341	Model and solve real-world problems using various representations, such as graphs and tables, to understand the purpose and utility of each representation.
M.8.4.1.1	/57/58/59/60	M8411	Find, describe, and interpret mean, median, mode, and range and determine which measure is best to use in a particular situation.
M.8.4.2.1	/61/62/63/64	M8421	Read and interpret tables, charts, and graphs, and make inferences based on the data.
M.8.4.3.1	/65/66/67/68	M8431	Use sampling and other data collection tools to gather and analyze data, and make conclusions and predictions.
M.8.4.4.1	/69/70/71/72	M8441	Compute simple probabilities using appropriate methods such as lists, tree diagrams, or through experimental or simulation activities.
Indicator	Items in Indicator		
M.10.1.1.1	/1/2/3/4	M10111	Demonstrate the inverse relationship between square numbers and square roots.
M.10.1.2.1	/5/6/7/8	M10121	Compare and order rational numbers and square roots using a number line.
M.10.1.3.1	/9/10/11/12	M10131	Solve problems with squares and square roots, limited to square roots of square numbers.
M.10.1.4.1	/13/14/15/16	M10141	Represent numbers in a variety of forms including factors, multiples, exponents, primes, composites, fractions, decimals, and percentages and change from one form to another.
M.10.2.1.1	/17/18/19/20	M10211	Apply an understanding of the English and metric systems of measurement to solve problems.
M.10.2.2.1	/21/22/23/24	M10221	Use formulas, including approximate units of measure, to determine the surface area and volume of selected prisms, cylinders, and pyramids.
M.10.2.3.1	/25/26/27/28	M10231	Apply the Pythagorean Theorem to solve problems involving right triangles.
M.10.2.4.1	/29/30/31/32	M10241	Perform transformations including reflection, rotation, and translation and describe the size, position, and orientation of the resulting shapes.

M.10.3.1.1	/33/34/35/36	M10311	Represent a variety of patterns, including recursive patterns, with tables, graphs, words, and symbols.
M.10.3.2.1	/37/38/39/40	M10321	Represent mathematical situations as algebraic expressions and equations and describe algebraic expressions using words.
M.10.3.3.1	/41/42/43/44	M10331	Solve Single-variable equations and inequalities using rational numbers.
M.10.3.4.1	/45/46/47/48	M10341	Use tables and graphs to present linear equalities and inequalities with two variables and solve problems.
M.10.3.5.1	/49/50/51/52	M10351	Justify the steps used in simplifying expressions and solve equations and inequalities.
M.10.4.1.1	/53/54/55/56	M10411	Analyze and interpret data using mean, median, mode, range and frequency.
M.10.4.2.1	/57/58/59/60	M10421	Design a study, collect data, and select the appropriate representations to make conclusions and generalizations.
M.10.4.3.1	/61/62/63/64	M10431	Judge the validity of reported data, conclusions and generalizations.
M.10.4.4.1	/65/66/67/68	M10441	Calculate probabilities for simple events under different relationships, including independent, dependent, with replacement and without replacement.