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The Other factor used by
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Scholastic Index (3D), now de-
ated as the probability that an
applicants will attain a 3.3
Freshman year (the limit was
3.2 for the Classes of '70 and
'80, and 3.0 for previous classes).
Vallone found that in
general, this predictor wasn't too
good since it was high.
It was useless, however,
when it was used as an indica-
tor by which admissions
professors were to categorize
the students who will do well
in physics and/or chemistry,
but doesn't say much about
math. In fact, students who
advance-place mathematics do
better through all their Fresh-
man science courses.

Sarah Lawrence or Bennington.*
Courses were also found to have
significantly higher College Bound scores on the SAT Math and
Verbal tests and on the
English Composition Achievement test, compared with students at Wellesley.

Math Performance:
Some other results showed:
good performance on the CEEB Math Achievement tests or the MIT placement test given during
Freshman Weekend indicates
that the student will do well
in physics and/or chemistry,
but doesn't say much about
math. In fact, students who
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Personal Rating --"noise"
By Cheryl Agnew
One of the two principal
factors used as a basis for
admission to MIT has been
called "noise" in a report
released to the faculty last
week.
The report, entitled A Guide to
the Freshman Year, was
distributed to George Vallone,
Interim Planning Professor,
and his assistant Wayne
Bianchi during the last two
and one-half years. It is the
result of a large number of
preliminary studies, and
deals primarily with the
Classes of 1959, 1960, and
1970.

PR questions:
The statistic called "noise" by the report is the "Personal Rate", which the Admissions Office assigns to
each applicant for admission.
It is a number between 5 and 10
which is supposed to measure
the social effectiveness of the applicant.

To quote the report: "there is a little relationship between
PR (Personal Rating) and per-
sonal achievement."
Vallely's group tried to test
the effectiveness of PR against
several other presumed fac-
tors of motivation and social
effectiveness. They examined
the SIS, the reports on the
english essays, the self-
evaluation, and the high essays written on the
written work.
The report recommends a thorough
re-evaluation of a Freshman's position
after his first set of

One of the trouble spots
mentioned by the report is the
"Personal Rate," which the
Admissions Office assigns to
each applicant for admission.
It is a number between 5 and 10
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the social effectiveness of the applicant.

To quote the report: "there is a little relationship between
PR (Personal Rating) and per-
sonal achievement." The
reason for this was that the
"Personal Rate" was not
nearly as effective as the other
factors they examined.

Another section of the report
describes the other factors
about MIT students in general,
and Freshmen in particular.
For example, the Classes of
'69 and '70 were given a test
to determine if they could
categorize their personal philosophy about
col-
lege in four ways, which may
be defined as follows: Pragmatic (to get a good job), Academic (to learn as much as
possible), Social, and Religioso-
bial. The overall distribu-
tions between these on this
test were very much like the
tables in Know College and
Whitman College, both small
liberal arts colleges with con-
nexions to engineering schools.

MIT, on the other hand, was highly
different from these going to
leader or social effective-
tiveness. The admissions office,
however, still uses PR as one
of the criteria in accepting
applicants.

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