GUAM SPRING 2025 INTERPRETIVE GUIDE

Smarter Balanced English Language Arts/Literacy and Mathematics

July 2025

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PURPOSE OF THE SMARTER BALANCED INTERPRETIVE GUIDE

The Smarter Balanced Interpretive Guide for English Language Arts/Literacy (ELA) and Mathematics is designed to help educators, parents, and other stakeholders interpret and explain Smarter Balanced summative assessment results. This guide provides guidance to consider when analyzing summative assessment data for use in accountability purposes.

This interpretive guide includes samples of Guam District-Wide Summative Performance and ISR reports available in the Assessment Delivery and Management (ADAM) platform.

Appendix A provides guidance on the Individual Student Reports (ISR) for use in student and parent discussions.

OVERVIEW OF THE SMARTER BALANCED ASSESSMENT SYSTEM

The Smarter Balanced assessment system is a valid, fair, and reliable approach to student assessment that provides meaningful results with actionable data for GDOE educators, students, and parents to help students succeed. The system is aligned to the Common Core State Standards for ELA and mathematics.

The summative assessments are administered by GDOE, as an accountability measure, at the end of the year to determine students' progress toward college and career readiness in ELA and mathematics.

All Smarter Balanced test items for the summative assessments are developed using the ELA and mathematics performance tasks as well as item specifications and the same item writing, review, and field-testing processes. Smarter Balanced assessment items are developed through collaboration with K-12 member-state educators and higher education faculty. Educator involvement in the development of summative, is critical. Since 2011, hundreds of teachers from multiple states have contributed to each step of the development, from writing test questions to creating the instructional resources.

Smarter Balanced provides a variety of accessibility resources on assessments to ensure equitable access for students with diverse accessibility needs and preferences. Additionally, assessment content undergoes bias and sensitivity reviews to be inclusive and representative of diverse student populations across the Consortium.

SUMMATIVE ASSESSMENTS

The Smarter Balanced summative assessments are available in ELA and mathematics to students in grades 3–8 and 11. Each content area of the spring 2025 online test consisted of a computer adaptive test (CAT) as well as a performance task (PT). Summative assessments are administered in a standardized manner in accordance with the policies described in the Online Summative Test Administration Manual available on the Guam Portal Page.

UNDERSTANDING SMARTER BALANCED ASSESSMENT REPORTING RESULTS

ADAM allows users to view results from the summative assessments at district, school, and individual student-levels based on their role and access.

DISTRICT AND SCHOOL LEVELS

District and School level results can help these establishments understand overall performance results for their school(s). District and school users may view results for all students, to which they have been granted permission to access. District users will be able to view district-wide summative assessment results, compare school results, and drill down to student-level results (depending on level of access). School users will be able to see their school results, view student performance, and access Individual Student Reports (ISRs).

STUDENT-LEVEL RESULTS

ADAM allows school users to view summative test results for students. Student-level results provide a list of students with each student's overall performance on the selected assessment. The student performance report displays individual student achievement levels and composite claim-level reporting categories for summative assessments, and their ELA writing essay scores by category (ELA only). Student-level results can provide insight into content individual students have not yet mastered and content on which they performed well.

SCALE SCORES AND STANDARD ERROR OF MEASUREMENT

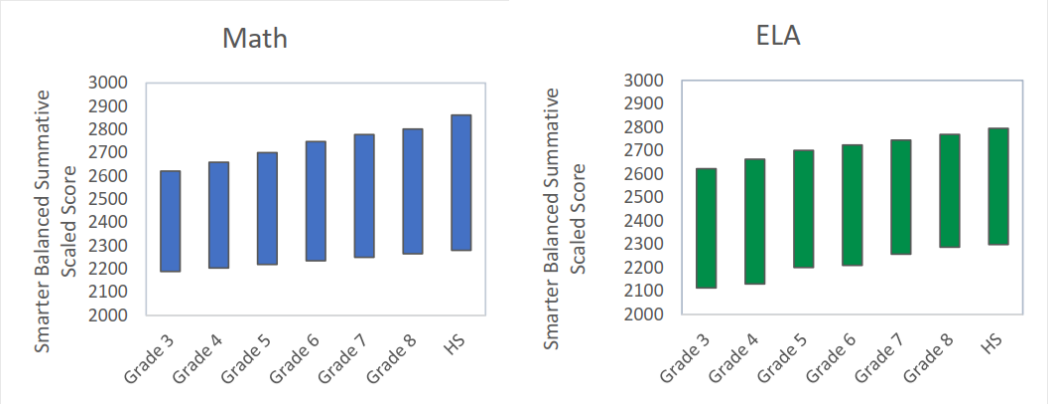
Scale Scores

Every student who participates in a Smarter Balanced summative assessment and responds to at least one question on both the CAT and PT sections of the tests receives an overall scale score. The scale score is the basic unit of reporting. It allows for fair comparisons at both the individual student level and the aggregate. This scale ranges from approximately 2000 to 3000 which includes grades 3-8 and 11.

The Smarter Balanced scale is a vertical scale, which means that student performance in all grades is reported on the same scale. This allows educators to compare a student's scale score from a test in one grade to that student's scale score from a test in another grade. However, this comparison should be made with caution, especially when interpreting or predicting scores for non-adjacent grade levels. An important aspect of a vertical scale is that the overall score range for each grade steadily increases, and the threshold scores between each level increase across grade levels. Figure 1 below shows the range of scaled scores for each grade and content area.

Figure 1. Smarter Balanced Vertical Scale

Scale scores provide information about overall student performance and can be used to evaluate student progress.



Standard Error of Measurement

Test scores are estimates of student achievement and come with a certain amount of measurement error for several reasons, including the sample of test questions administered, testing conditions, or student guessing. Each time a student takes a Smarter Balanced test, statistical procedures are used to calculate the scale score and the standard error of measurement (SEM) for the student's score. The SEM is provided on the **individual student report** and indicates the ± number of scale score points the student is likely to earn if that student were to take the test multiple times, or a test of parallel construction and similar difficulty, without receiving further instruction.

Average Scale Scores

The district average scale score is an average of the scale scores for each individual student in the district and the school average scale score is the average of the students in that school.

REPORTING OVERALL PERFORMANCE ON SMARTER BALANCED ASSESSMENTS

SUMMATIVE ASSESSMENTS

Based on their individual scale scores, student results for the summative assessment are reported in one of four achievement levels, Level 4 (Exceeded the standard); Level 3 (Met the standard); Level 2 (Nearly met the standard); Level 1 (Did not meet the standard). The achievement levels were established by a committee of member state representatives, teachers, parents, and other stakeholders through a process called Achievement Level Setting, a process that asked participants to closely examine assessment content to determine threshold scores for each achievement level. Educators who work with English learners and students with disabilities were also included to help ensure that the achievement levels are fair and appropriate for all students. The panelists established the level of knowledge and skills that all students should demonstrate to be ready for high school. Smarter Balanced members voted to approve the initial college or career achievement levels for mathematics and ELA Literacy in November 2014.

Figure 2. What do scores mean and Next Steps Resource:

Achievement Levels	Descriptions of Grade-level performance with increasing accuracy and complexity	Suggested Next Steps
Level 4 [Standard Exceeded]	Students consistently demonstrate advanced grade-level knowledge and skills with deep understanding and a full range of complexity.	**Enrichment:** Students may benefit from enrichment opportunities such as complex problems and projects that allow them greater flexibility in applying their knowledge and skills.
Level 3 [Standard Met]	Students consistently demonstrate proficient grade-level knowledge and skills with a broad range of complexity.	**Support additional progress:** Students may benefit from opportunities tailored to areas of strength and development, such as enrichment opportunities in areas of strength and additional instruction and practice in areas of ongoing development.
Level 2 [Standard Nearly Met]	Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.	**Accelerate learning - tailored support:** Students may benefit from identifying areas of strength and areas for further development based on additional performance data and providing additional instructional support to aid in learning acceleration.
Level 1 [Standard Not Met]	Students do not consistently demonstrate grade-level knowledge and skills.	**Accelerate learning - additional instructional time:** Students may benefit from identifying areas of strength and areas for further development based on additional performance data, additional time devoted to acquiring key grade-level skills, and targeted instructional supports to aid in learning acceleration.

The tables in Figure 3 below show the range of scaled scores for each achievement level in the summative assessment for mathematics and ELA.

Figure 3. Smarter Balanced Summative Scale Score Ranges by Content and Grade

Mathematics:

Grade	Level 1	Level 2	Level 3	Level 4
3	2189-2380	2381-2435	2436-2500	2501-2621
4	2204-2410	2411-2484	2485-2548	2549-2659
5	2219-2454	2455–2527	2528–2578	2579-2700
6	2235-2472	2473–2551	2552–2609	2610-2748
7	2250-2483	2484–2566	2567–2634	2635-2778
8	2265-2503	2504–2585	2586–2652	2653-2802
11	2280-2542	2543-2627	2628–2717	2718-2862

ELA:

Grade	Level 1	Level 2	Level 3	Level 4
3	2114-2366	2367–2431	2432–2489	2490-2623
4	2131-2415	2416–2472	2473–2532	2533-2663
5	2201-2441	2442–2501	2502–2581	2582-2701
6	2210-2456	2457–2530	2531–2617	2618-2724
7	2258-2478	2479–2551	2552–2648	2649-2745
8	2288-2486	2487-2566	2567–2667	2688-2769
11	2299-2492	2493–2582	2583–2681	2682-2795

Figure 4: Sample of a Performance Report

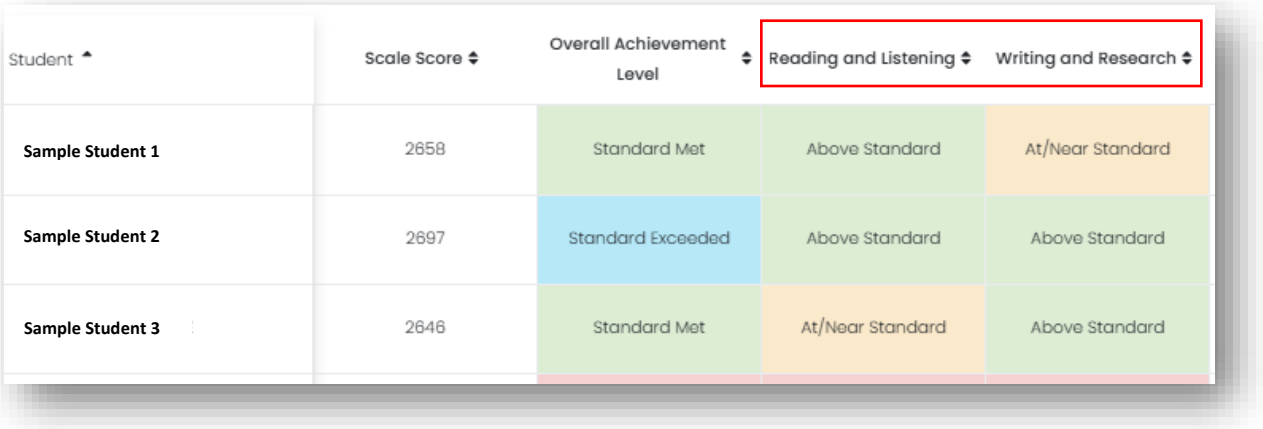
Assessment Composite Claim Scores

ADAM displays composite claim scores for the Guam District-Wide assessments. A claim is a summary statement about the knowledge and skills students will be expected to demonstrate on the assessment related to an aspect of the Common Core State Standards (CCSS). Students will receive scores for Composite Claims as shown in the table below:

Figure 5: Composite Claims for ELA and Math Reports

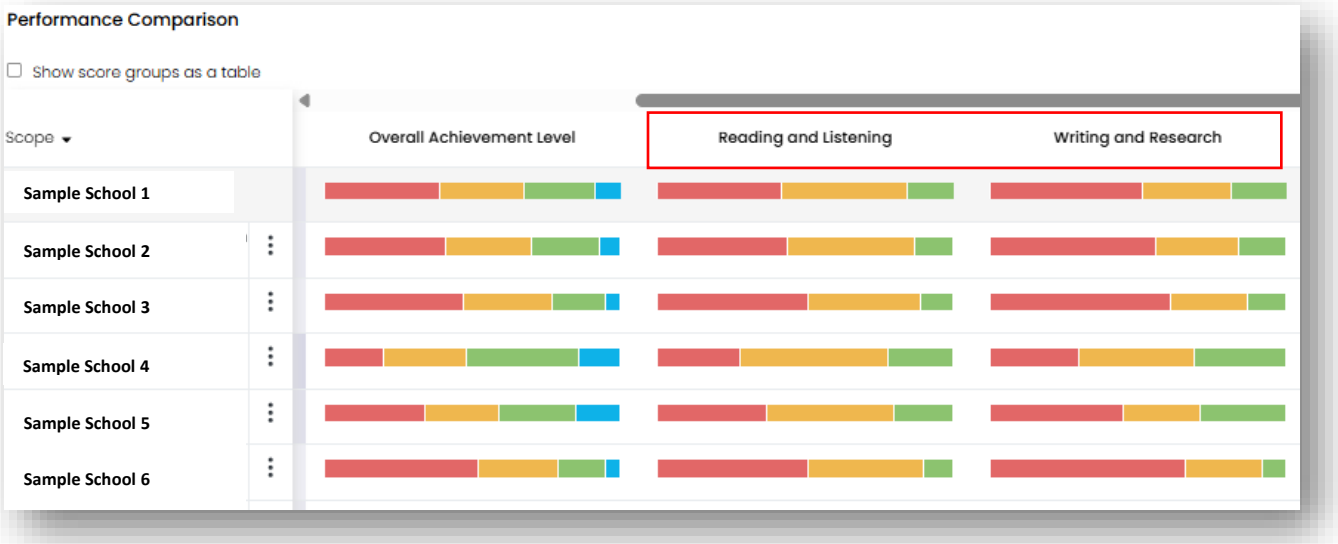
Content Area	Composite Claims
ELA	**1 Reading and Listening**: Students can comprehend, by reading or listening closely and analytically, for a range of increasingly complex literary and informational texts. **2 Writing and Research**: Students can produce organized and focused written texts for a range of purposes and audiences, and can apply research and inquiry skills to investigate topics and analyze, integrate, and present information.
Math	**1 Concepts and Procedures**: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. **2 Mathematical Practices:** Students can use problem solving strategies and mathematical models to: ● Represent, analyze, and solve complex, well-formed or not yet fully formed problems that are presented in mathematical or real-world contexts; ● Make productive use of mathematical concepts, procedures, and tools; ● Interpret results; ● Communicate clearly and precisely about their own reasoning and the reasoning of others.

Figure 6: Sample of Student ELA Performance Report with Composite Claim Levels



Student	Scale Score	Overall Achievement Level	Reading and Listening	Writing and Research
Sample Student 1	2658	Standard Met	Above Standard	At/Near Standard
Sample Student 2	2697	Standard Exceeded	Above Standard	Above Standard
Sample Student 3	2646	Standard Met	At/Near Standard	Above Standard

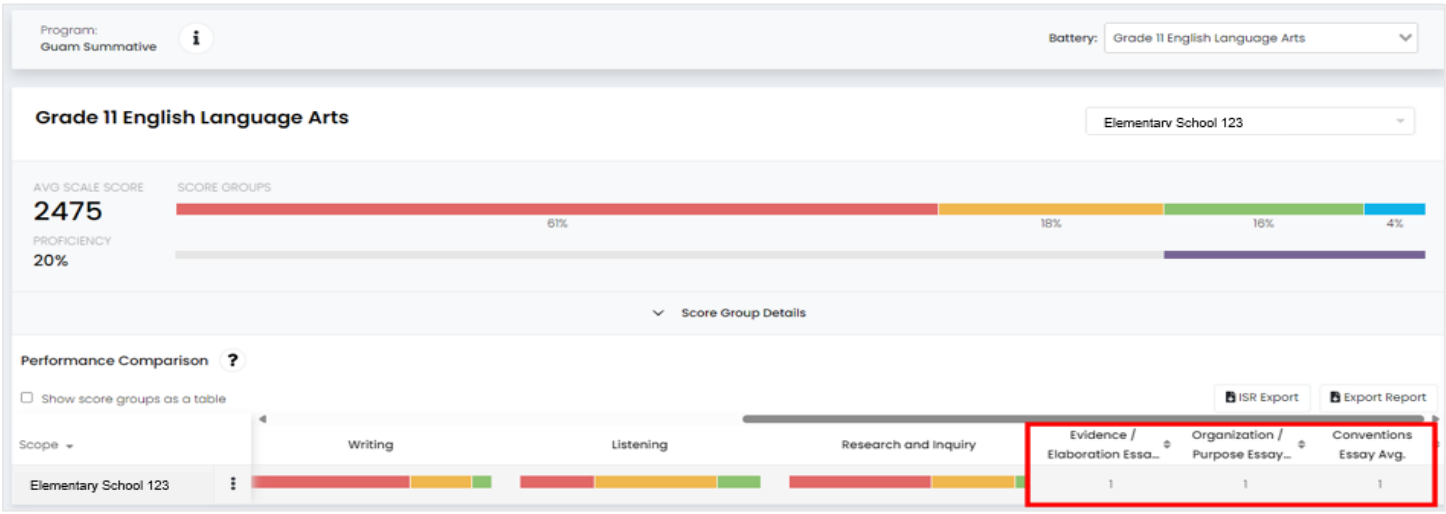
Figure 7: Sample of School ELA Performance Comparison Report with Composite Claim Achievement Levels

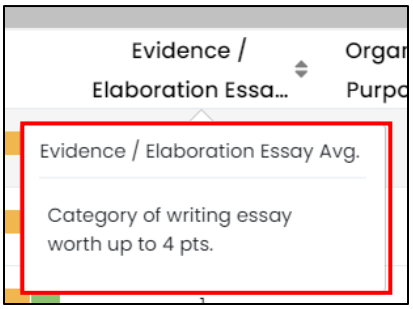


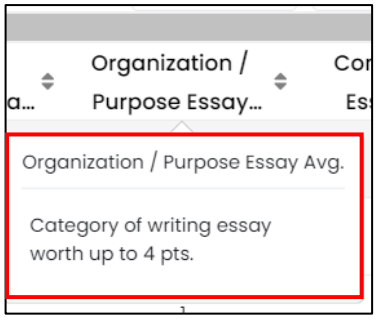
Writing Scores

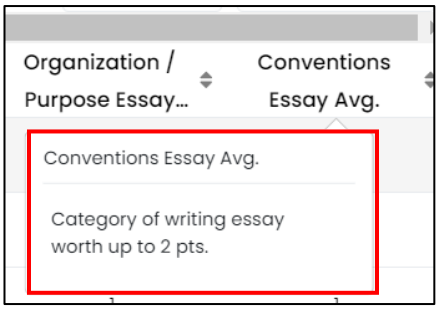
Within the ELA Performance Report, the results for the ELA writing categories can be found. The max points for each writing category can be found by hovering over the title of the category. Please see images in Figure 8 for reference.

Figure 8: Sample of ELA writing essay scores









Assessment Target Reports (For Group Reports Only)

Each Smarter Balanced Claim for ELA and Math consists of a set of Assessment Targets (standards or partial standards that are assessed). Summative Target scores are reported in two ways: **"Performance Relative to the Entire Test" and "Performance Relative to Level 3 (Standard Met)**."

First, Summative Target scores are reported as **"Performance Relative to the Entire Test"** (see Figure 9 below) which is disaggregated into three reporting categories: **Better, Similar or Worse**. This report indicates whether a group of students' performance on a Target was better than, the same as, or worse than the group performance on the entire test. A "Worse" indicator does not necessarily mean poor performance on a Target, but rather that students' performance in this area was weaker relative to the overall performance.

Second, **"Performance Relative to Level 3 (Standard Met)"** is reported in one of three reporting categories: **Above, Near, or Below**. A "Below" indicator suggests that students have not yet mastered the content assessed in a Target.

Figure 9: Target Report Sample (for groups only)

Claim	Target	Students Tested	Performance Relative to Entire Test	Performance Relative to Met Standard (Level 3)
Reading	1.1.11 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	1414	Similar	Below
	1.2.11 CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	1315	Better	Below
	1.3.11 WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	1309	Similar	Below
	1.4.11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.	1400	Similar	Below
	1.5.11 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	76	Similar	Near

GUIDELINES FOR APPROPRIATE USE OF TEST RESULTS

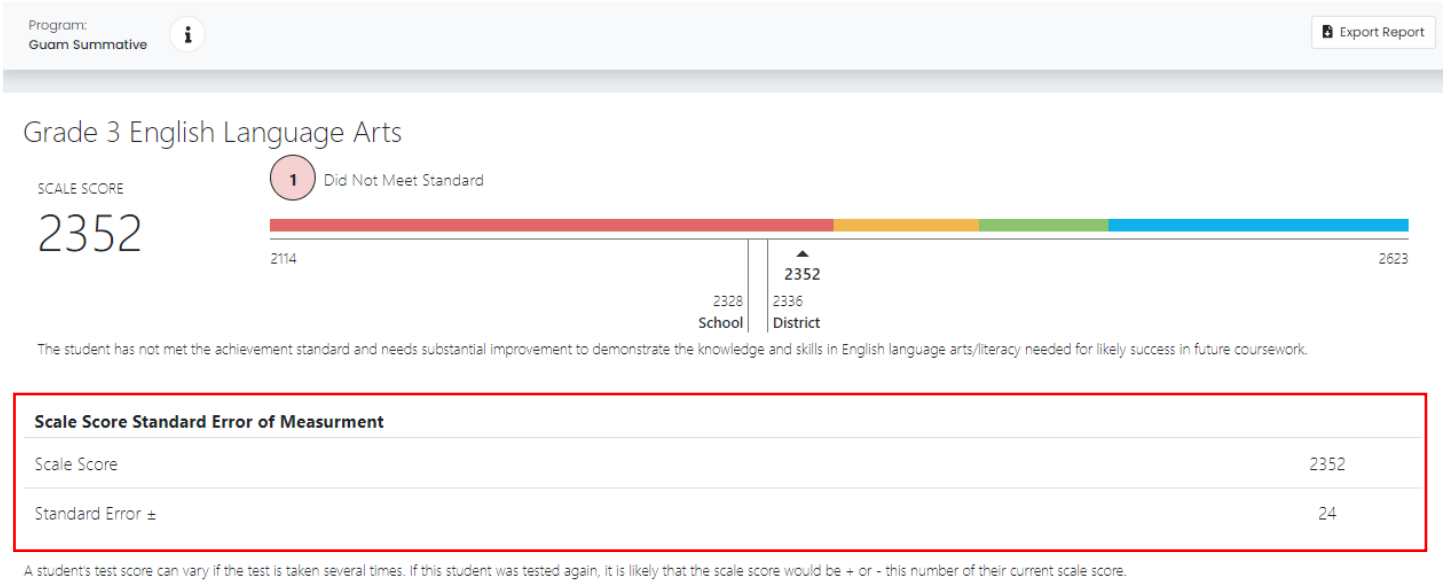
Many variables influence test results, and it is important that educators understand the following guidelines when analyzing assessment results to inform educational decisions.

TESTS RESULTS ARE NOT PERFECT MEASURES OF STUDENT PERFORMANCE

All tests include measurement error; no test is perfectly reliable. A Standard Error is included with a student's test score as an indicator of its reliability. A statistical calculation is made by the system, determining how much worse or better the student could be expected to do on the assessment if the student took the test multiple times. Since performance could increase or decrease, the Standard Error is represented on the Individual Student Report in the row below the scale score, with a "+/- "before it.

For example, as shown in Figure 6 below, a Grade 6 student takes Guam District-Wide Summative Assessment and receives a score of 2352 with a Standard of Error of +/- 24 points. This means that if the student took a test with a similar difficulty again without receiving further instructions, using either a different sample of test questions, or taking the test on a different day, his or her score would likely fall between 2328 (2352 minus 24) and 2376 (2352 plus 24).

Figure 10. Student's Scale Score and Standard Error in Individual Student Report



Measurement error in testing may result from several factors, such as the sample of questions included on the test, a student's mental or emotional state during testing, or the conditions under which the student took the test. For example, student factors - whether the student was tired, hungry, or under stress, and classroom factors - noise or temperature, or technical issues with the computer - might all affect a student's test performance. In addition, any Items that require hand scoring create additional variability due to interpretive differences and human error.

STANDARD ERROR IN TESTING IS EXPECTED AND UNAVOIDABLE. USING A TEST RESULT IN CONJUNCTION WITH OTHER INDICATORS ABOUT STUDENT PERFORMANCE LEADS TO MORE ACCURATE JUDGMENTS ABOUT WHAT STUDENTS KNOW AND CAN DO. BETTER JUDGEMENTS IMPROVE THE VALIDITY OF INSTRUCTIONAL DECISIONS AND MAXIMIZE STUDENT LEARNING.

USE THE ENTIRE ASSESSMENT IN COMBINATION WITH OTHER INDICATORS

All test results include some degree of error. Therefore, it is critical to use results from a test in combination with other information about student learning in a balanced manner. This can encompass student work on classroom assignments, quizzes, observations, and other forms of evidence.

Educators may use assessment results as one part of an "academic wellness check" for a student. The test results, when analyzed alongside additional information about the student, can strengthen conclusions about where the student is doing well and where the student might benefit from additional instruction and support.

MORE THAN ONE MEASURE OF STUDENT PROGRESS AND PERFORMANCE SHOULD ALWAYS BE USED TO MAKE EDUCATIONAL DECISIONS.

GLOSSARY OF TERMS

Term	Definition
ACHIEVEMENT LEVEL	**A category of performance based on students' scaled scores on the ICA and summative assessment. The four achievement levels indicate progress toward meeting the expectation of content mastery and college and career readiness: Level 4: Exceeded Standard; Level 3: Met Standard; Level 2: Nearly Met Standard; Level 1: Did Not Meet Standard.**
AVERAGE SCALE SCORE	**Information about the average performance of students in a defined group for the tested grade and subject.**
CLAIM	**A summary statement about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the Common Core State Standards (CCSS). The Smarter Balanced Summative Assessment for ELA includes claims in reading, listening, and speaking, writing, and research/inquiry and for mathematics includes concepts and procedures, problem solving and modeling & data analysis, and communicating reasoning.**
COMMON CORE STATE STANDARDS (CCSS)	**A set of standards created by a national council of state education leaders and adopted by most states in 2010. The standards describe what students should know and be able to do in mathematics and ELA in each grade K–12.**
CORRECTNESS	**Value arrived at by dividing the maximum score possible for an item by the student's score.**
Standard Error	**A student's test score can vary if the test is taken several times. The standard error is the level of uncertainty around a student score. The standard error represents a score range that the student's score would likely fall within if the student took the test multiple times before any additional instruction or learning occurs.**

Term	Definition
PERFORMANCE STANDARD	A reference point to know how students are performing in relationship to a standard. Meeting the standard means meeting the expectation of the content area. Performance standards are categorized by scale score.
PERFORMANCE STANDARD	A reference point to know how students are performing in relationship to a standard. Meeting the standard means meeting the expectation of the content area. Performance standards are categorized by scale score.
SCALE SCORE/STUDENT SCORE	The score, ranging from 2000 to 3000, based on student results on a Smarter Balanced assessment. Smarter Balanced uses a single vertical scale across all tested grades.
STANDARD ERROR OF MEASUREMENT	Acknowledges the difference between an estimated scale score and a student's true scale score. The statistical uncertainty around a student's true scale score, which may be affected by several factors, such as the sample of questions included on the test, a student's mental or emotional state during testing, or the conditions under which the student took the test.
TARGET	Connect the CCSS to evidence that will be collected from the Summative Assessment. The Targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and Claims. Assessment Targets are used to guide the development of items and tasks that will measure the CCSS.
WRITING TRAIT SCORES	Measures of the following writing proficiencies: Purpose/Organization, Evidence/Elaboration, and Conventions

APPENDIX A: A PARENT AND STUDENT GUIDE TO UNDERSTANDING THE INDIVIDUAL STUDENT REPORTS

This guide explains the Individual Student Reports for Summative Assessments, and provides additional resources to help you understand what a student knows and can do.

WHAT ARE THE SUMMATIVE ASSESSMENTS?

The summative assessments are administered by states, as an accountability measure, at the end of the year to determine students' grade-level performance and progress toward college and career readiness in ELA and mathematics. The Smarter Balanced summative assessments are available in ELA and mathematics to students in grades 3–8 and 11. Each online test content area includes a computer adaptive test (CAT) and a performance task (PT).

SUMMATIVE ASSESSMENT RESULTS

A student's score is a number between 2,000 and 3,000 that falls into one of four achievement levels (Level 4: Exceeded Standard; Level 3: Met Standard; Level 2: Nearly Met Standard; Level 1: Did Not Meet Standard). The score provides information about what a student knows and can do based on the assessed content. Claim scores provide information about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the learning standards. For example, a claim within the English Assessment is reading. Claim scores are reported in one of three reporting categories: Above Standard, At/Near Standard, or Below Standard. Writing essay scores fall within three categories for a total of 10 points max: Evidence/Elaboration, Organization/Purpose, and Conventions.

HOW ACCURATE ARE THE ASSESSMENT RESULTS?

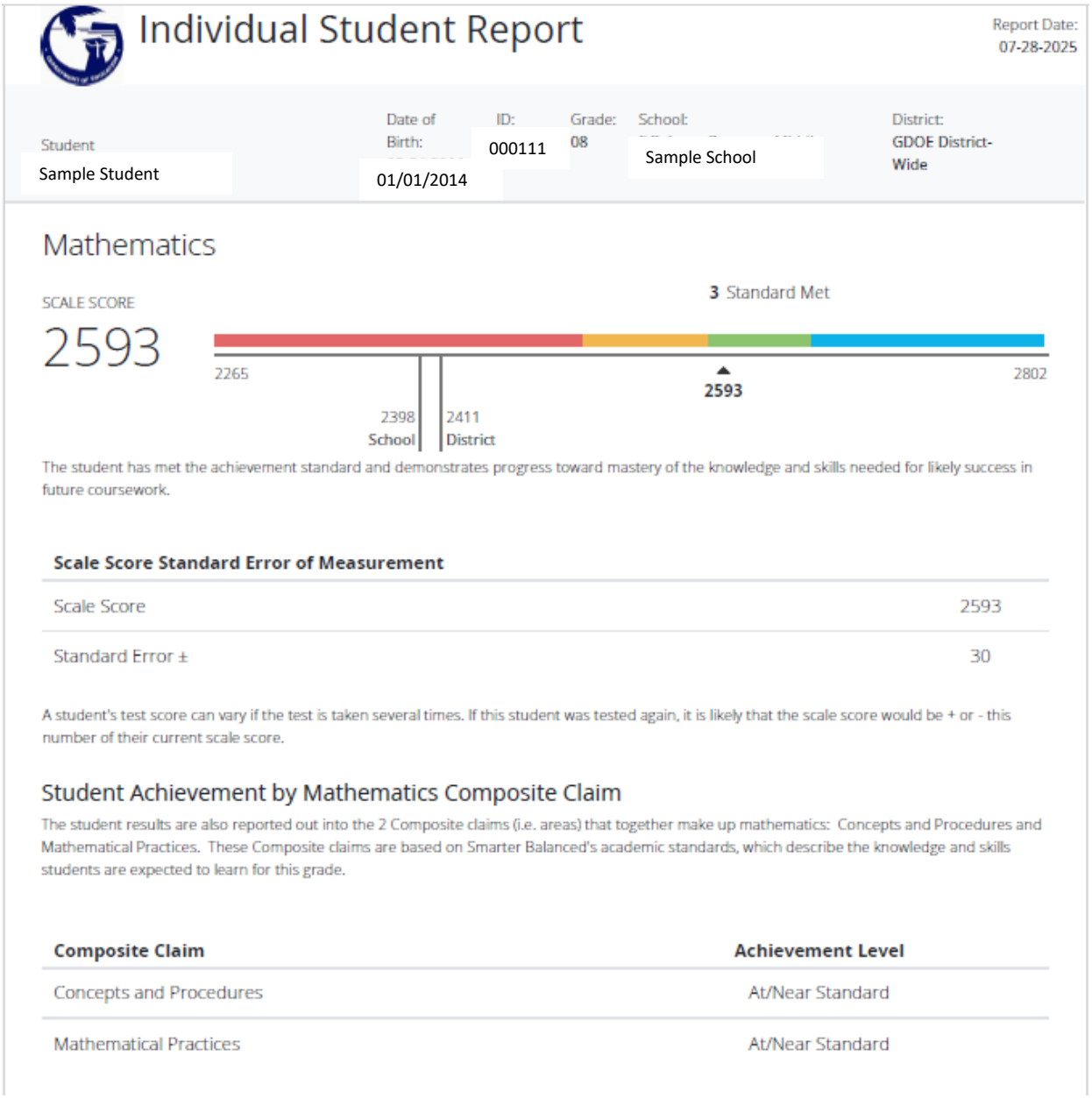
All tests include error, meaning that test results are not perfect measures of what a student knows. On an Individual Student Report (ISR), there is a Standard Error that is reported as a +/- number. The Standard Error is in the row below the student's score. The Standard Error accounts for the fact that several factors may affect a student's test score, such as the sample of test questions, the student's mental or emotional state during testing, or the conditions under which he or she took the test. For example, being tired, hungry, or under stress and classroom factors such as noise or temperature, or technical issues with the computer might all affect a student's test performance.

ONE MEASURE OF A STUDENT'S SUCCESS

Assessment results are only one measure of a student's academic performance. They should be considered along with other available information, such as classroom tests, assignments, grades, and feedback from the teacher, in deciding what additional support a student needs to succeed in his or her learning.

ASSESSMENT RESULTS PROVIDE ONE MEASURE OF A STUDENT'S STRENGTHS AND AREAS WHERE ADDITIONAL SUPPORT MIGHT BE NEEDED.

SAMPLE INDIVIDUAL STUDENT REPORT (Math)



Individual Student Report

Report Date: 07-28-2025

Student	Date of Birth:	ID:	Grade:	School:	District:
Sample Student	01/01/2014	000111	08	Sample School	GDOE District-Wide

Mathematics

SCALE SCORE

2593

3 Standard Met

2265 — 2398 School — 2411 District — 2593 — 2802

The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.

Scale Score Standard Error of Measurement	
Scale Score	2593
Standard Error ±	30

A student's test score can vary if the test is taken several times. If this student was tested again, it is likely that the scale score would be + or - this number of their current scale score.

Student Achievement by Mathematics Composite Claim

The student results are also reported out into the 2 Composite claims (i.e. areas) that together make up mathematics: Concepts and Procedures and Mathematical Practices. These Composite claims are based on Smarter Balanced's academic standards, which describe the knowledge and skills students are expected to learn for this grade.

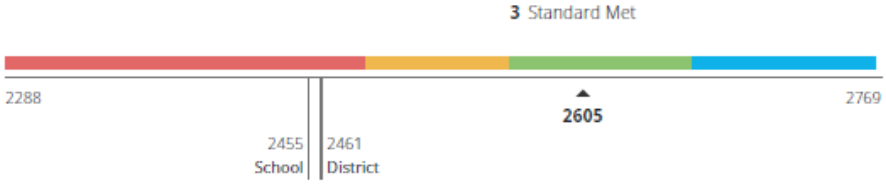
Composite Claim	Achievement Level
Concepts and Procedures	At/Near Standard
Mathematical Practices	At/Near Standard

SAMPLE INDIVIDUAL STUDENT REPORT (ELA)

English Language Arts

SCALE SCORE

2605



The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.

Scale Score Standard Error of Measurement	
Scale Score	2605
Standard Error ±	29

A student's test score can vary if the test is taken several times. If this student was tested again, it is likely that the scale score would be + or - this number of their current scale score.

Student Achievement by English Language Arts Claim

The student results are also reported out into the two composite claims (i.e. areas) that together make up English Language Arts: Reading, Writing, Listening, and Research & Inquiry. These two claims are based on Smarter Balanced's academic standards, which describe the knowledge and skills students are expected to learn for this grade.

Composite Claim	Composite Claim Achievement Level
Reading and Listening	At/Near Standard
Writing and Research	Above Standard

Writing Essay Purpose: Informative

Students write an extended response (i.e., essay) with one of the following purposes: narrative, opinion, informational, explanatory, or argumentative. The student received the following scores on the essay:

Writing Essay Category	Writing Essay Score
Evidence/Elaboration (4 points max)	3
Organization/Purpose (4 points max)	3
Conventions (2 points max)	2

Note: These results represent only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests when making educational decisions.