



GUAM SPRING 2026 INTERPRETIVE GUIDE

Guam District-Wide Science Summative

August 2026

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Interpretive Guide for Science Reports

Purpose of the Science Interpretive Guide

The Science Interpretive Guide is designed to help educators, parents, and stakeholders interpret and explain science summative assessment results. This guide provides direction for analyzing science assessment data for instructional planning and accountability. It includes sample reports and guidance for using results in student and parent discussions.

Overview of the Science Assessment System

The science assessment system is a valid, fair, and reliable approach that provides actionable data for educators, students, and families. The system is aligned to NGSS science standards and administered at the end of the year to determine students' progress toward grade-level expectations and readiness for future science learning. Assessment items are field tested on a national scale and are subjected to comprehensive bias and sensitivity reviews to uphold principles of equity and inclusivity.

District, School, and Student-Level Results

District and school level results help leaders understand overall science performance and identify trends or areas for improvement. Users can view aggregated results and drill down to student-level data as permitted. Student-level reports display individual student achievement levels for science, highlighting strengths and areas for growth.

Scale Scores

Each student receives a scale score, allowing for fair comparisons over time and across students and groups. The science scale is designed to be consistent across grades but comparisons of scale scores from one grade to the next are inappropriate. Rather scale scores should be used in conjunction with performance levels to understand student performance.

Figure 1. Guam District-Wide Science Summative Scale Ranges by Grade

Grade	Level 1 (Exceeded)	Level 2 (Met)	Level 3 (Nearly Met)	Level 4 (Not Met)
3	1400-1484	1485-1497	1498-1514	1515-1600
4	1400-1490	1491-1505	1506-1518	1519-1600
5	1400-1487	1488-1498	1499-1511	1512-1600
6	1400-1475	1476-1483	1484-1498	1499-1600
7	1400-1481	1482-1488	1489-1501	1502-1600
8	1400-1480	1481-1491	1492-1506	1507-1600
11	1400-1478	1479-1486	1487-1497	1498-1600

Commented [KB1]: @jie Lin Are we confirming these values are matching cuts applied in 2026?

Commented [JL2R1]: Confirmed, all correct.

Commented [KB3]: May not be substantial but can we place the Exceeded etc here too? Like in Figure2?

Commented [KB4R3]: added those.

Reporting Overall Performance on Science Assessments

Student results are reported in achievement levels, such as:

- Level 4: Exceeded the standard
- Level 3: Met the standard
- Level 2: Nearly met the standard
- Level 1: Did not meet the standard

Achievement levels are set to ensure fairness and appropriateness for all students.

Figure 2. Achievement Levels and Next Steps

Achievement Level	Description	Suggested Next Steps
Level 4 (Exceeded)	Advanced understanding and application of science concepts	Enrichment opportunities, advanced projects
Level 3 (Met)	Proficient understanding of grade-level science	Continue to build on strengths, targeted support as needed
Level 2 (Nearly Met)	Basic understanding, some gaps	Additional instruction, focused practice
Level 1 (Not Met)	Limited understanding	Intensive support, foundational skill-building

Figure 3. Sample of a School Performance Report

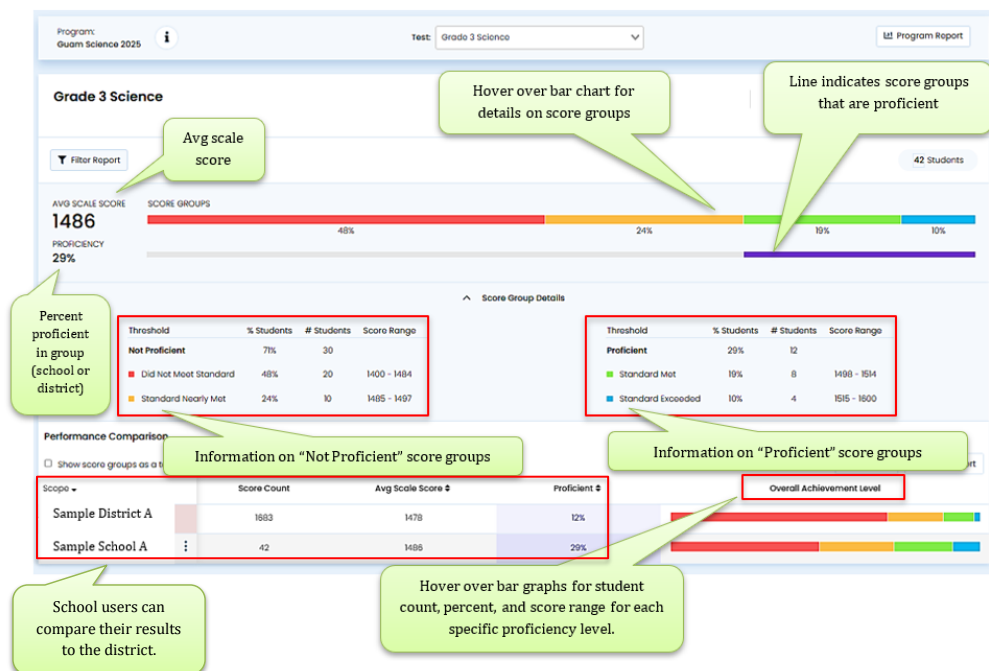
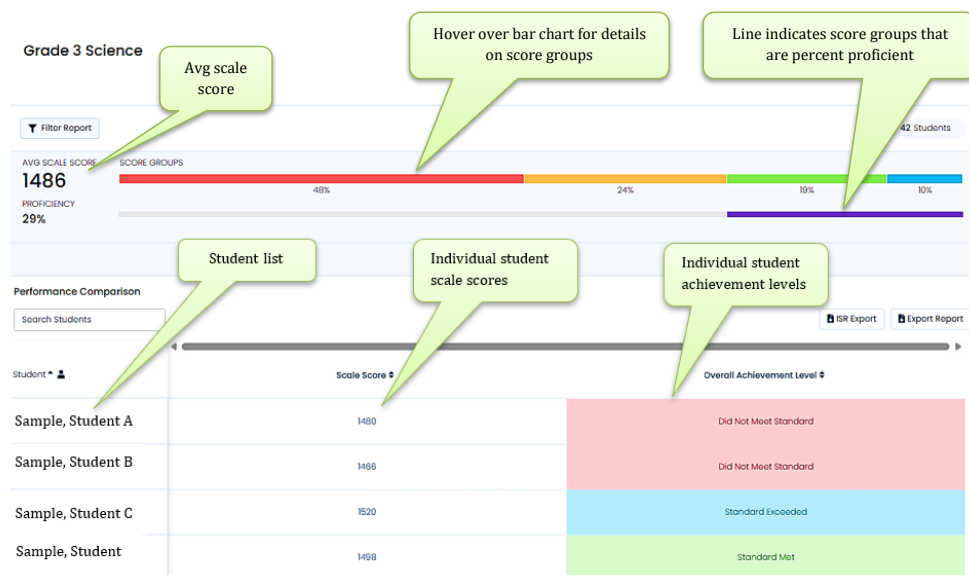


Figure 4. Student Performance Report Sample



Concept Areas/Reporting Categories on Science Reports (new in Sp2026)

Beginning with the Spring 2026 Science Summative Assessment, reports include additional reporting categories, referred to as concept areas, to provide more detailed information about student performance within the NGSS-aligned assessment. These categories organize results around the major disciplinary ideas assessed at each grade level, such as Life Science, Physical Science, Earth and Space Science, Matter and Interactions, Ecosystem Dynamics, and Earth Systems. The added reporting categories are intended to help educators and families better understand the areas of science content reflected in the overall assessment results.

Reporting category information should be used as a supplemental view of performance, not as a separate achievement determination. Overall science performance continues to be reported through the student's scale score and achievement level, while the concept areas provide additional context that can support instructional planning, conversations about strengths and areas for growth, and alignment of classroom learning to NGSS expectations. Because the number and focus of concept areas vary by grade, results should be interpreted within the grade-level expectations shown in the table below.

Figure 5. Concept Areas by Grade

Grade	Concept Area 1	Concept Area 2	Concept Area 3
Grade 3	Life Science	Physical Science	—
Grade 4	Earth and Space Science	Physical Science	—
Grade 5	Earth and Space Science	Physical Science	—
Grade 6	Matter and Interactions	Forces and Interactions	Energy
Grade 7	Molecular Structures	Ecosystem Dynamics	Evolution and Diversity
Grade 8	Earth’s Place in the Universe	Earth Systems	Earth and Human Activities
Grade 11	Molecular Structures	Ecosystem Dynamics	Evolution and Diversity

Figure 6. Concept Areas in Performance Reports

The Performance Report image shows where the new concept areas appear within the Performance Report view. These concept areas are displayed alongside overall science performance information to provide additional context about district, school, or group performance by major NGSS-aligned concept areas. Readers can use this section of the report to identify relative strengths and areas for further instructional focus while continuing to interpret overall performance through the reported scale score and achievement level.

Within each concept area, performance is reported in one of three levels: **Below Standard**, **At/Near Standard**, or **Above Standard**. These levels provide a quick indication of how students or groups performed within a specific NGSS-aligned concept area and can help educators identify where additional support, continued practice, or enrichment may be appropriate.

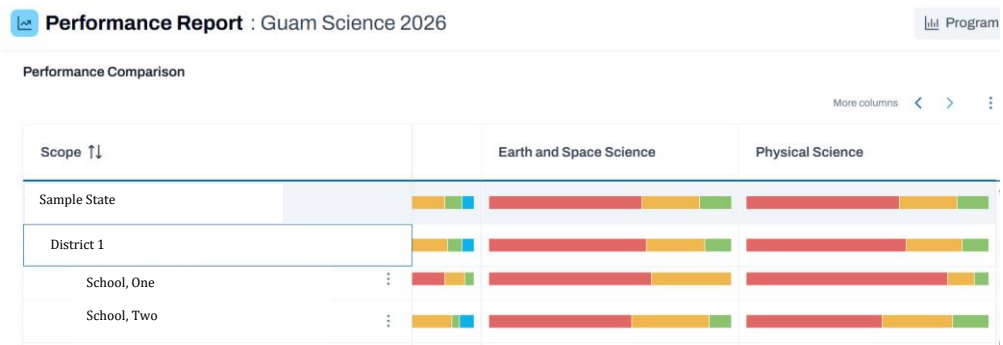


Figure 7. Concept Areas in Student Performance Reports

The Student Performance Report now includes concept areas that show performance information by major NGSS-aligned science concept areas for the student’s tested grade. These concept areas appear in addition to the student’s overall science score and achievement level, giving educators and administrators a more detailed view individual student performance and supporting conversations about strengths and areas for continued learning.

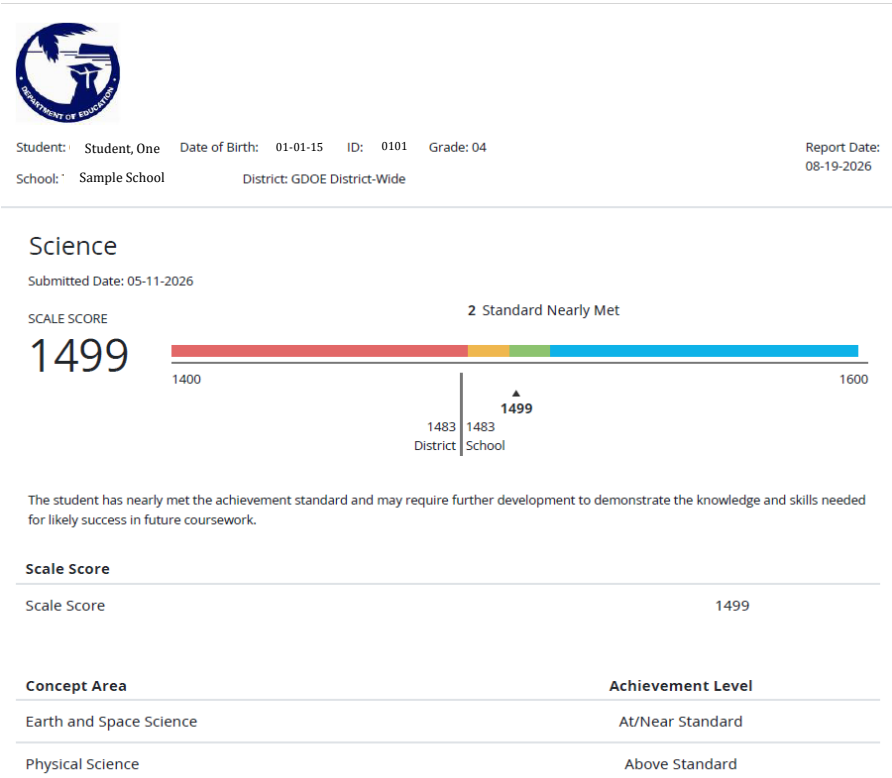
 **Student Performance** : Guam Science 2026

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Student ↑↓	Identifier ↑↓	Overall Achievement Level	Earth and Space Science	Physical Science
Student, One	0101	Standard Nearly Met	At/Near Standard	Above Standard
Student, Two	0202	Standard Exceeded	Above Standard	Above Standard
Student, Three	0303	Standard Nearly Met	Below Standard	At/Near Standard
Student, Four	0404	Did Not Meet Standard	At/Near Standard	Below Standard

Figure 8. Sample of Individual Student Report (ISR)



Guidelines for Appropriate Use of Test Results

Test results are not perfect measures. Use results in conjunction with other indicators such as classroom work and teacher observations. Assessment results should be one of several data points used to make educational decisions.

GLOSSARY OF TERMS

Term	Definition
ACHIEVEMENT LEVEL	Achievement levels serve as benchmarks for performance. Achievement levels are bounded by scale scores. The scale score at the lower end of the range of an achievement level is often referred to as a cut score. 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.
Concept Areas	These reporting categories organize results around the major disciplinary ideas assessed at each grade level, such as Life Science, Physical Science, Earth and Space Science, Matter and Interactions, Ecosystem Dynamics, and Earth Systems. The added reporting categories are intended to help educators and families better understand the areas of science content reflected in the overall assessment results.
NGSS (Next Generation Science Standards)	A set of content 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 science in grades K–12.
SCALE SCORE/STUDENT SCORE	The score, ranging from 1400 to 1600, is based on student results.

