

GDOE DISTRICT ASSESSMENT QUICK REFERENCES

Smarter Balanced: Proficiency Levels

Raw scores in Smarter Balanced are used to categorize a student's performance in ELA and Math according to Proficiency Levels relative to the standard:

- Level 1: Not met** the standard
- Level 2: Nearly met** the standard
- Level 3: Met** the standard
- Level 4: Exceeded** the standard

The next slide shows what these performance level categories mean

Guam Department of Education Number of Students Tested by Grade

ENGLISH LANGUAGE ARTS (ELA)

Grade	SY23-24	Grade	SY24-25
3rd	1576	3rd	1621
4th	1696	4th	1570
5th	1723	5th	1665
6th	1553	6th	1536
7th	1500	7th	1525
8th	1530	8th	1505
11th	1560	11th	1414

MATHEMATICS

Grade	SY23-24	Grade	SY24-25
3rd	1606	3rd	1605
4th	1700	4th	1575
5th	1735	5th	1684
6th	1572	6th	1534
7th	1530	7th	1524
8th	1550	8th	1529
11th	1566	11th	1428

Smarter Balanced: ELA Proficiency Levels

Grade	Standard Exceeded (Level 4)	Standard Met (Level 3)	Standard Nearly Met (Level 2)	Standard Not Met (Level 1)
Grades 3–5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6–8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.



GUAM DEPARTMENT OF EDUCATION
Districtwide Student Assessment
Cohort Analysis: SY23-24 to SY24-25



✓ **Test Blueprint** - are composed of "claims" which are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessments

ELA/Literacy Claims

1. Reading - Informational, Literary
2. Writing - Organization/Purpose, Evidence/Elaboration, Conventions
3. Listening - Listening, Speaking
4. Research/Inquiry - Research

Math Claims

1. Concepts and Procedures - Priority Cluster, Supporting Cluster
2. Problem Solving - Word Problems
3. Communicating - Communicating Reasoning
4. Modeling/Data Analysis - Creating and Using models for data analysis

COHORT of students who took the test: SY23-24 to SY24-25	PERCENT of students who Met + Exceeded the test standard	Increased, Decreased, Stayed the Same
3rd Gr to 4th Gr (ELA)	11% to 13 %	Increased
4th Gr to 5th Gr (ELA)	14% to 17%	Increased
6th Gr to 7th Gr (ELA)	11% to 17%	Increased
7th Gr to 8th Gr (ELA)	18% to 18%	Stayed the Same
3rd Gr to 4th Gr (MATH)	8% to 5%	Decreased
4th Gr to 5th Gr (MATH)	7% to 5%	Decreased
6th Gr to 7th Gr (MATH)	3% to 5%	Increased
7th Gr to 8th Gr (MATH)	3% to 4%	Increased

*For any inquiries, please contact Dr. Zeri Napa Natividad, RP&E Administrator at zmnatividad@gdoe.net