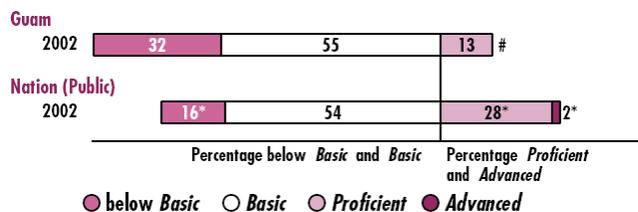


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Guam

- The average scale score for eighth-grade students in Guam was 130.
- Guam's average score (130) was lower¹ than that of the nation's public schools (152).
- Students' average scale scores in Guam were higher than those in 1 jurisdiction, not significantly different from those in 2 jurisdictions², and lower than those in 43 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 13 percent. The percentage of students who performed at or above the *Basic* level was 68 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Guam

| Reporting groups | Percentage of students | Average Score | Percentage of students at | | | |
|----------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| | | | Below <i>Basic</i> | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male | 51 | 121 ↓ | 40 ↑ | 52 ↓ | 8 ↓ | # |
| Female | 49 | 140 ↓ | 22 ↑ | 60 ↑ | 18 ↓ | # |
| White | 2 | --- | --- | --- | --- | --- |
| Black | # | --- | --- | --- | --- | --- |
| Hispanic | # | --- | --- | --- | --- | --- |
| Asian/Pacific Islander | 96 | 130 ↓ | 32 ↑ | 55 ↑ | 12 ↓ | # |
| American Indian/Alaska Native | 0 | --- | --- | --- | --- | --- |
| Free/reduced-priced school lunch | | | | | | |
| Eligible | 30 | 115 ↓ | 46 ↑ | 47 ↓ | 6 ↓ | # |
| Not eligible | 69 | 137 ↓ | 25 ↑ | 59 ↑ | 15 ↓ | # |
| Information not available | 1 | --- | --- | --- | --- | --- |

Average Score Gaps Between Selected Groups

- Female students in Guam had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (21 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in Guam.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in Guam.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (25 points).

Writing Scale Scores at Selected Percentiles

| | Scale Score Distribution | | |
|-----------------|-----------------------------|-----------------------------|-----------------------------|
| | 25 th Percentile | 50 th Percentile | 75 th Percentile |
| Guam | 105 ↓ | 131 ↓ | 156 ↓ |
| Nation (Public) | 127 | 153 | 178 |

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below 178, while 75 percent of students in Guam scored below 156.

Percentage rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Guam.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

² "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.