



# **SCPASS SCORE REPORT USER'S GUIDE**

**For Use with  
Spring 2015 Score Reports**

**Office of Assessment  
South Carolina Department of Education**

A copy of this document is also available at the following address:  
[http://www.ed.sc.gov/agency/programs-services/45/documents/2015SCPASS\\_UserGuide.pdf](http://www.ed.sc.gov/agency/programs-services/45/documents/2015SCPASS_UserGuide.pdf)

Additional SCPASS resources for parents, educators, and others  
can be accessed from the Office of Assessment's SCPASS Web page.  
<http://www.ed.sc.gov/agency/programs-services/45/>

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# **The South Carolina Palmetto Assessment of State Standards (SCPASS)**

## **Introduction**

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment program administered to students in grades 4–8. The SCPASS includes tests in science and social studies. All students in grades 4–8 are required to participate in the SCPASS, except those who qualify for the South Carolina Alternate Assessment (SC-Alt). The initial administration of the SCPASS was in spring 2009, and the SCPASS test results have been used for state and federal accountability purposes since the 2008–09 school year.

## **Subjects and Grades Tested**

In spring 2015, all students in grades 4–8 were tested in science and social studies.

## **Format of SCPASS Tests**

SCPASS tests are available in both paper/pencil and online formats. Online SCPASS testing was offered for the first time in spring 2015. Students in grades 4–8 could take both SCPASS subject tests online, both subjects paper/pencil, or one subject online and one subject paper/pencil.

## **Testing Dates**

For paper/pencil administrations, the spring 2015 SCPASS science and social studies tests were administered on May 7 and May 8, with make-up testing through May 15. The online administration window for SCPASS in spring 2015 was May 7 through May 22.

## **Alignment to Standards**

The SCPASS test items are aligned to the South Carolina academic standards for each content area and grade level. Standards outline what schools are expected to teach and what students are expected to learn. The SCPASS test items have been written to assess the content knowledge and skills that are described in the academic standards. During the item development process, South Carolina educators review the items to make sure that there is a match between the items and the standards. Links to the academic standards and support documents are available on the South Carolina Department of Education Web site at <http://www.ed.sc.gov/agency/ccr/Standards-Learning/>.

## **Science and Social Studies**

The 2015 SCPASS science tests for grades 4–8 assess the 2005 South Carolina Science Academic Standards, while the social studies tests assess the 2011 South Carolina Social Studies Academic Standards. The reporting categories for standard-level information in science and social studies are based on the respective standards for each subject area and grade level. (See the charts on page 2 of this guide.)

## SCPASS Content Overview Charts

An overview of the standards assessed on each SCPASS test is provided in the following charts.

Science Standards						
Grade						
4	Scientific Inquiry	Organisms & Their Environments	Astronomy	Weather	Properties of Light & Electricity	
5	Scientific Inquiry	Ecosystems: Terrestrial & Aquatic	Landforms & Oceans	Properties of Matter	Forces & Motion	
6	Scientific Inquiry	Plants: Structures, Processes, & Responses	Animals: Structures, Processes, & Responses	Earth's Atmosphere & Weather	Conservation of Energy	
7	Scientific Inquiry	Cells & Heredity	Human Body Systems & Disease	Ecology: Biotic & Abiotic Environment	Chemical Nature of Matter	
8	Scientific Inquiry	Earth's Biological History	Earth's Structure & Processes	Astronomy: Earth & Space Systems	Forces & Motion	Waves

Social Studies Standards							
Grade							
4	Exploration	Settlement	Colonial Conflict	A New Nation	Westward Expansion	Civil War	
5	Reconstruction	Westward Expansion	U.S. as a World Power	The 1920s–1940s	Cold War Era	Developments Since 1989	
6	Cradles of Civilization	Greek & Roman Civilizations	Civilizations in Asia	Civilizations in Africa & the Americas	The Middle Ages	Renaissance, Reformation, & Exploration	
7	European Colonial Expansion & Global Trade	Limited & Unlimited Government	Independence Movements	Early 20 <sup>th</sup> Century World Conflicts	Cold War Era	Developments Since 1989	
8	Settlement	The American Revolution	The New Nation	The Civil War	Reconstruction, Industrialization, & Progressivism	Early 20 <sup>th</sup> Century	Late 20 <sup>th</sup> & Early 21 <sup>st</sup> Centuries

## **Types of Test Items**

### **Multiple-Choice Items**

The SCPASS science and social studies tests contain multiple-choice items only. These items require students to select a correct answer from several (typically, four) options. Each item is scored as wrong or right and has a raw score value of one point. If a student does not answer or marks more than one answer for a multiple-choice item, the item is scored as wrong and the student receives no point for that item.

The number of multiple-choice items on a test varies by subject and grade level. (See the discussion of “Test Blueprints” below.)

### **Test Blueprints**

The test blueprint for each subject specifies the total number of items on each grade-level test, as well as the approximate number of items per standard. For example, the SCPASS social studies test blueprint indicates that there are a total of 50 items on the grade 4 test, with approximately 8–12 items assessing each of the six standards for grade 4 social studies (“Exploration,” “Settlement,” “Colonial Conflict,” “A New Nation,” “Westward Expansion,” and “Civil War”). The blueprints and sample items for each subject can be located from the SCPASS Web page; click on “Science” or “Social Studies” under the “Sections” area on the right side of the Web page: <http://www.ed.sc.gov/agency/programs-services/45/>.

# Test Results

SCPASS test results are reported in terms of total scale scores, performance levels, and performance by standard for each test.

## Performance Levels

Three performance levels were established to reflect the continuum of knowledge and skills exhibited by students on the SCPASS: Exemplary, Met, and Not Met.

SCPASS performance levels, as defined by the Education Accountability Act, are as follows:

**Exemplary:** The student demonstrated exemplary performance in meeting the grade level standard.

**Met:** The student met the grade level standard.

**Not Met:** The student did not meet the grade level standard.

The performance levels are useful for assessing a school's overall performance and appropriate for the grade levels within the school. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at the Met and Exemplary levels.

## Cut-off Scores

Cut-off scores corresponding to the three overall performance levels are presented in the following tables. The cut-off scores for each subject and grade level do not change from year to year or across test forms. For all subjects and grade levels, the scale scores range from 300 to 900, and the scale score needed to reach the Met performance level is 600. The scale score needed to reach the Exemplary level varies among grade levels and subjects.

**Note:** The scale scores of 300 and 900 are the theoretical minimum and maximum scale scores on each SCPASS test. However, the theoretical minimum and maximum scores are not always obtainable in practice. For any particular grade level and subject, for example, the obtainable maximum scale score can be, and often is, less than 900. The obtainable, or empirical, maximum scores for each "Form A" SCPASS test are posted each year and can be accessed via the "DTCs, STCs, and TAs" link on the SCPASS Web page. Regardless of the obtainable minimum and maximum scale scores, 300 and 900 will be the lowest and highest points on the Individual Student Report (ISR) score graph for all grades and subjects.

## SCPASS Cut-off Scores

Science

Grade	Not Met	Met	Exemplary
4	300 – 599	600 – 673	674 – 900
5	300 – 599	600 – 675	676 – 900
6	300 – 599	600 – 668	669 – 900
7	300 – 599	600 – 663	664 – 900
8	300 – 599	600 – 650	651 – 900

Social Studies

Grade	Not Met	Met	Exemplary
4	300 – 599	600 – 667	668 – 900
5	300 – 599	600 – 657	658 – 900
6	300 – 599	600 – 670	671 – 900
7	300 – 599	600 – 645	646 – 900
8	300 – 599	600 – 655	656 – 900

## **Score Reports**

For 2015, the following types of SCPASS score reports will be generated by the contractor: Student Rosters, Parent Letters, Individual Student Reports (ISRs), and student labels. Rosters and Parent Letters will be provided electronically only, via eDIRECT. Both electronic and paper copies of ISRs will be provided.

More information about the SCPASS score reports, along with a sample of each type, is presented in this guide. The sample reports are for illustrative purposes only and are not intended to reflect the actual performance of any student(s) in South Carolina.

### **Score Report Notes**

#### **Braille and Sign Language**

If a student with a documented disability took a Braille test or a Sign Language test (for students who are deaf or hard of hearing), the abbreviation “BR” or “SL” are printed following the student’s score on the student label; “Braille” or “SL” will be printed following the student’s score on the ISR.

#### **Home School Students**

A home school student who participates in SCPASS testing is a student who is in a home schooling program registered through the district. For reporting purposes, these students are assigned a school code of “000” and a school name of “Home School.” Home school students receive individual student results but are not included in the student rosters. The ISRs and student labels for home school students are packaged in district-level boxes.

## Student Rosters (eDIRECT only)

Student rosters, which are produced at the district and school level, are accessible via eDIRECT. The rosters are in comma delimited (CSV) format and can be opened using Excel.

School-level rosters contain student results for the specific school. The results are sorted by grade level tested; within each grade, students are listed alphabetically by last name, first name, middle initial. The rosters are produced for both fall assignment schools and origin schools. Fall assigned students will appear in the origin school roster as well as the fall assignment school roster.

District-level rosters combine all schools within the district into a single roster. The sort order for the district rosters is as follows: fall assignment school SIDN (School Identifying Number), grade level tested, student name (last, first, middle initial).

### Student Demographic Information

Student demographic information appears in columns on the left side of the report. District information, as well as names and School Identifying Numbers (SIDNs) for origin and fall assignment schools, occupy the first five columns of the report. The student's tested grade, name (last, first, middle initial), PowerSchool number (PowerSch#), state ID, and birth date appear in the next seven columns. The remaining columns of demographic information provide codes for gender, ethnicity/race, and any applicable special education (Sp Ed, formerly IEP disability) codes. (See Appendix A for explanations of the ethnicity/race and special education code abbreviations.)

The sample report (page 7) indicates that Jamie F. Adamms is an eighth grade student with an origin school SIDN of 0101001 and fall assignment school SIDN of 0101002; his PowerSchool number is 100012387601; his state ID is 1000126845; his birth date is September 19, 2000 (09/19/00); he is male (M), white (W); and does not have a documented disability.

### Test Results

**Scale Score:** The "Scale Score" column for each subject indicates the student's total scale score for the test. Jamie's total scale scores were 640 for the science test and 656 for the social studies test.

**Performance Level:** The "Scale Score" column for each subject is followed by a column that indicates the student's performance level ("Perf Level") for the test. For the 2015 SCPASS student rosters, this information is reported using the five levels and cut scores established by the Education Oversight Committee: Not Met 1, Not Met 2, Met, Exemplary 4, and Exemplary 5 (<http://ed.sc.gov/agency/programs-services/45/documents/CutScores5levels-Revised.pdf>). As indicated in the sample report, Jamie's performance levels were as follows: Met for science and Exemplary 4 for social studies.

# Sample Student Roster (grade 8 example)

District	Origin School	Origin School SIDN	Fall Assign School	Fall Assign SIDN	Grade	Last Name	First Name	MI	PowerSch#	State ID	Birth Date	Gender	Ethnicity/Race	Sp Ed	Science Scale Score	Science Perf Level	Social Studies Scale Score	Social Studies Perf Level
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Adams	Jamie	F	100012387601	1000126845	09/19/00	M	W		640	Met	656	Exemplary 4
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Belker	Gerald	A	100000012345	1000000123	11/12/00	M	W	AU DB ED	615	Met	620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	No Name Available			1000?012387	1000?01011	10/??/00	M			550	Not Met 1	620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Arn?lds	M?ry	?	100000014519	1000000521	03/21/00	F	M		615	Met	550	Not Met 1
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Henderson	Joshua	N	100000012387	1000001011	10/29/00	M	W		640	Met	590	Not Met 2
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Dirken	Student		100000012399	1000001547	09/24/00	?	I	OHI	605	Met	675	Exemplary 5
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Garcia	Elizabetha	MI	100000012399	1000000287	06/15/00	F	H		675	Exemplary 5	620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Charles	Maranda	L	100000054213	1000054321	04/01/00	F	W		550	Not Met 1	550	Not Met 1
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Fong	David	A	100000053781	1000051278	02/28/00	M	A	HH	630	Met	675	Exemplary 5
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Ricardo	Eduardo	S	100000052789	1000054121	11/15/00	M	H		630	Met	620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Sussman	Jennifer	H	100000054622	1000053978	05/26/00	F	W		550	Not Met 1	555	Not Met 1
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Kerry	Tiffa?y	N	100000053489	1000056194	12/24/00	F	M		640	Met	620	Met
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Nowitzki	Andrew		100000052463	1000056334	01/07/00	M	W		630	Met		
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Nowitzki			100000?52463	100??56334	01/07/?0	M	W				620	Met

## Parent Letters (eDIRECT only)

The Parent Letter provides a brief description of the SCPASS tests, followed by a chart indicating the student's total scale score and performance level for each test taken.

Demographic information—the student's district, tested school, fall assignment school, and date of birth (DOB)—is provided at the bottom of the Parent Letter.

Schools will be able to download electronic versions of the Parent Letter from eDIRECT. The top margin allows for the letters to be printed on school or district letterhead. Please note that the use of Parent Letters by districts and schools is optional.

## Sample Parent Letter (grade 8 example)

June 16, 2015

Dear Parent(s)/Guardian(s):

This letter provides information regarding your child's performance on the Spring 2015 South Carolina Palmetto Assessment of State Standards (SCPASS). In May, SCPASS science and social studies tests were administered to students in grades 4 through 8. The tests included multiple-choice items only.

Three performance levels, described below, were established to reflect the continuum of knowledge and skills exhibited by students on the SCPASS: Exemplary, Met, and Not Met.

**Exemplary:** The student demonstrated exemplary performance in meeting the grade level standard.

**Met:** The student met the grade level standard.

**Not Met:** The student did not meet the grade level standard.

Performance levels are determined by the student's total scale score, which is the scale score attained by the student on the individual test. For all SCPASS tests, the scale scores range from 300 to 900.

Your child, **Jamie F. Adamms**, received the scale scores and performance levels shown in the chart, for the **grade 8** 2015 SCPASS tests:

Subject	Scale Score	Performance Level
Science	640	Met
Social Studies	656	Exemplary

### Other Student Information

District: Hartsville County

Tested School: Hartsville Intermediate

Fall Assign School: Hartsville High

DOB: 09/19/2000

## Individual Student Reports (eDIRECT & paper)

The Individual Student Report (ISR) presents the student's results for each test taken. Schools receive two paper copies (one home copy and one school copy) of the ISR for each student. Schools can also download electronic versions of the ISRs from eDIRECT.

The ISR is designed as a bi-fold document, with four "pages": the front cover, back cover, and two inside pages (containing the science and social studies results). Sample front and back covers for a grade 8 ISR appear on page 10. Sample science and social studies pages appear on page 11.

The front cover of the ISR provides student demographic information: student name, birth date, tested grade, PowerSchool number, school name, and district name. If the student's fall assignment school is different from the origin school, the fall assignment school name will be printed under the heading "Fall Assign School." If the two schools are the same (or the district did not use fall assignment coding), only the origin school name will appear. The front cover of the ISR also provides a brief description of the SCPASS performance levels and types of items used on the tests.

The back cover includes the address for the SCPASS Web page and an explanation of the score graph that is displayed on the science and social studies pages of the ISR.

The results on the science and social studies pages of the ISR include the following information for each test: total scale score, performance level, score graph, and test performance by standard.

### **Total Scale Score**

The total scale score is the scale score attained by the student on the test. According to the sample ISR, Jamie's total scale scores on grade 8 tests for science and social studies were 640 and 656.

### **Performance Level**

The student's overall performance level on each test is categorized as Not Met, Met, or Exemplary. Jamie's overall performance levels were Met for science and Exemplary for social studies.

### **Score Graph**

A score graph displays the student's total scale score (indicated by a square dot) in relation to the performance levels. The dotted line above and below the square dot represents the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student's scale score. Even with no change in knowledge, if a student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line. On the ISR, a description of the score graph appears at the bottom of the back cover.

### **Test Performance by Standard**

Information for each test is also provided by standard. The following three statements are used to describe a student's performance by standard:

- <Student Name>'s test performance shows strengths in the standard(s) listed.
- <Student Name> may benefit from additional activities that focus on the standard(s) listed.
- <Student Name>'s test performance shows weakness and a need for further instruction in the standard(s) listed.

Following each statement, the name(s) of the applicable standard(s) will be listed. The statement will only appear if there is at least one applicable standard.

# Sample Individual Student Report (grade 8 example)

Additional information is located on the SCPASS page of the South Carolina Department of Education (SCDE) Web site. <http://www.ed.sc.gov/agency/programs-services/45/>

Subject-specific links for science and social studies are provided in the "Sections" area of the SCPASS Web page.



## Individual Student Report SPRING 2015

**Jamie F. Adamms**

**Birth Date: 09 / 19 / 2000**

**Grade 8 – 100012387601**

**Hartsville Intermediate School  
Hartsville County School District**

**Fall Assign School:  
Hartsville High School**

Test results from the South Carolina Palmetto Assessment of State Standards (SCPASS) are provided in this report. In 2015, SCPASS science and social studies tests were administered to all students in grades 4–8.

### Test Results:

For each test taken, the student's total scale score and performance level are reported. There are three performance levels for SCPASS.

**Exemplary** – The student has demonstrated exemplary performance in meeting the grade level standard.

**Met** – The student met the grade level standard.

**Not Met** – The student did not meet the grade level standard.

### Types of Items:

The SCPASS science and social studies assessments contain multiple-choice items only.

### Score Graph



For each test, a graph displays the student's total scale score (indicated by a square dot) in relation to the performance levels. If the student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line on the graph.

Data Recognition Corp. Form XXXXX-54321

# Sample Individual Student Report (grade 8 example)

## SCIENCE

Total Scale Score: **640**  
 Performance Level: **Met**

**Jamie's test performance shows strengths in the standard(s) listed.**

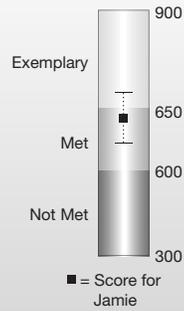
*Scientific Inquiry*  
*Forces & Motion*  
*Waves*

**Jamie may benefit from additional activities that focus on the standard(s) listed.**

*Earth's Biological History*  
*Earth's Structure & Processes*

**Jamie's test performance shows weakness and a need for further instruction in the standard(s) listed.**

*Astronomy: Earth & Space Systems*



## SOCIAL STUDIES

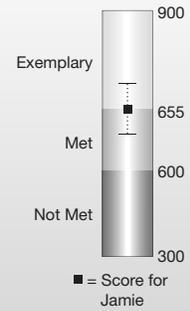
Total Scale Score: **656**  
 Performance Level: **Exemplary**

**Jamie's test performance shows strengths in the standard(s) listed.**

*Settlement*  
*The American Revolution*  
*The New Nation*  
*The Civil War*

**Jamie may benefit from additional activities that focus on the standard(s) listed.**

*Reconstruction, Industrialization, & Progressivism*  
*Early 20th Century*  
*Late 20th & Early 21st Centuries*



## Student Labels

The student label indicates the student's total scale score and performance level for each test taken. Schools receive one student label for each student tested. The labels are produced by the grade level of the test taken.

### Student Demographic Information

The student's name appears on the first line in the top left corner of the label. Also printed on the first line is the student's PowerSchool number. The second line of the label indicates the district and school names, followed by the student's state ID. The school name will be the fall assignment school; if fall assignment coding was not used, the origin school name will be printed. The grade 8 sample label below, for Jamie Adamms, indicates his PowerSchool number is 100012387601, and his state ID is 1000126845.

The third line of the label provides the following student demographic information: birth date, ethnicity/race, gender, and any special education (disability) codes. The abbreviations used for the ethnicity/race and special education codes are provided in Appendix A of this guide. According to the sample label, Jamie was born on September 19, 2000; he is white (W), male (M), and does not have any documented disabilities.

### School Identifying Number (SIDN)

The SIDNs for the student's origin (OR) school and fall assignment (FA) school are displayed below the student demographic information. On the sample label, the SIDN for the origin school is 0101001. The SIDN for Jamie's fall assignment school is 0101002, indicating that Jamie should be attending a different school in the fall than the one he attended (was tested at) in the spring.

### Total Scale Score

The student's total scale score for each test taken appears in a table. For example, Jamie's total scale scores were 640 for the science test and 656 for the social studies test.

### Performance Level

The student's performance level for each subject tested is shown below the corresponding scale score. Jamie's performance levels were as follows: Met for science and Exemplary for social studies.

## Sample Student Label (grade 8 example)

Adamms, Jamie F.	100012387601	<b>SCPASS</b>
Hartsville County, Hartsville High School	1000126845	<b>SPRING 2015</b>
09/19/00 W / M		<b>GRADE 8</b>
OR: 0101001	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
FA: 0101002		
<b>Total Scale Score</b>	640	656
<b>Performance Level</b>	Met	Exemplary

## Test Results and Score Interpretation

### Criterion-Referenced Tests

SCPASS tests are criterion-referenced or standards-based. For these tests, the test score indicates the amount of skill or knowledge the test taker possesses in a particular subject or content area. A standards-based or criterion-referenced test can answer the following questions:

- What does a student know?
- What can a student do?
- What content and skills has the student mastered?

Criterion-referenced tests are measures that can be interpreted in terms of the student's ability to perform on clearly defined tasks or standards that are judged to be important. SCPASS test items are aligned with the detailed specifications given in the academic standards for each subject area. SCPASS test score results provide information about the student's competencies with respect to the standards tested rather than simply how well the student has performed relative to other students.

### Test Score Interpretation

SCPASS results enable teachers to draw inferences about the level of student performance relative to a specific area of content such as science or social studies. From the information provided for each standard assessed, teachers may also infer student strengths and weaknesses on more clearly defined tasks.

### Preparation for SCPASS

The best preparation for SCPASS is high-quality standards-based classroom instruction throughout the school year. Undue emphasis on test preparation, in isolation, is not sound instructional practice.

### SCPASS as an Accountability Measure

Since the SCPASS tests were developed as standards-based accountability measures, there are limitations to the depth of information that can be provided for individual student or classroom purposes. District and school data can be used to identify overall subject area deficiencies or program improvement. The SCPASS results are useful in describing student performance by standard, but additional testing at the classroom level is necessary for a more complete understanding of student performance on the academic standards.

### SCPASS as a Single Source of Information

Users of SCPASS results should remember that test data constitute a single source of information that should only be used in conjunction with other relevant information when evaluating educational quality or making decisions about instruction. Comparisons of scores among teachers, schools, and/or districts should not be made without accounting for differences in factors affecting performance such as students' socioeconomic backgrounds and the parents' educational levels. SCPASS data should not be used as a sole basis for making judgments about the effectiveness of instruction offered to different groups of students nor should SCPASS test results be used as a sole basis for making instructional decisions regarding individual students.

## **APPENDIX A: ABBREVIATIONS USED FOR STUDENT DEMOGRAPHIC INFORMATION ON STUDENT ROSTERS & LABELS**

### **Ethnicity/Race Codes:**

A	=	Asian
B	=	Black or African-American
H	=	Hispanic or Latino
I	=	American Indian or Alaska Native
P	=	Native Hawaiian or other Pacific Islander
W	=	White
M	=	Two or more races

### **Special Education (Disability) Codes:**

AU	=	Autism
DB	=	Deaf-Blindness
DD	=	Developmental Delay
EH	=	Emotional Disability
EM	=	Mental Disability—Mild
HH	=	Deaf or Hard of Hearing
LD	=	Specific Learning Disability
MD	=	Multiple Disabilities
OHI	=	Other Health Impairment
OH	=	Orthopedic Impairment
PMD	=	Mental Disability—Severe
SP	=	Speech or Language Impairment
TBI	=	Traumatic Brain Injury
TM	=	Mental Disability—Moderate
VH	=	Visual Impairment





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**OF EDUCATION**

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