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INTRODUCTION

The South Carolina College- and Career-Ready Assessments (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–8. All students in grades 3–8 are required to participate in the SC READY, except those who qualify for the Alternate Assessment for students with significant cognitive disabilities. The initial administration of the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

SUBJECTS AND GRADES TESTED

In spring 2018, all students in grades 3–8 were tested in ELA and mathematics.

TESTING DATES

The spring 2018 SC READY ELA and mathematics test administration window was April 16 through June 8. The tests were administered during the last twenty school days as determined by each district’s instructional calendar.

The ELA test was administered in two sessions over the course of two days with one session administered per day.

TYPES OF TEST ITEMS

Both sessions of the ELA test and the mathematics test contain a variety of item types as described in the following chart. Links to sample items, including sample TDA items, can be found on the SC READY Web page: http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/.

<table>
<thead>
<tr>
<th>Subjects / Sessions</th>
<th>Grades</th>
<th>Item Type</th>
<th>Item Type Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>3–8</td>
<td>Selected Response (SR)</td>
<td>Students select one response from four possible answer options.</td>
</tr>
<tr>
<td>ELA</td>
<td>3–8</td>
<td>Multi-Select (MS)</td>
<td>Students will be prompted to select a number of correct answers (e.g., “Choose two answers . . .”). The multi-select items may have 5 or 6 answer choices. In order to receive credit for a correct response, students must select all of the correct answer choices and only the correct answer choices.</td>
</tr>
<tr>
<td>ELA Session 1 only</td>
<td>3–8</td>
<td>Text-Dependent Analysis (TDA)</td>
<td>Students read a piece of text or passage and draw upon that text for their extended written responses—e.g., support their responses with evidence from the text.</td>
</tr>
<tr>
<td>ELA Session 2 only</td>
<td>3–8</td>
<td>Evidence-Based Selected Response (EBSR)</td>
<td>These are two-part items. Students read a piece of text or passage and choose the best answer from the answer choices. Students will then be asked to support their response with evidence from the text.</td>
</tr>
<tr>
<td>ELA</td>
<td>6–8</td>
<td>Technology Enhanced (TE)</td>
<td>For online testers only, students interact with the item (in DRC INSIGHT) to provide their response either through drag and drop items, or text highlighting. Comparable SR items will replace TE items on the paper tests.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3–8</td>
<td>Selected Response (SR)</td>
<td>Students select one response from four possible answer options.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5–8</td>
<td>Multi-Select (MS)</td>
<td>Students will be prompted to select all of the correct answer choices. The multi-select items may have 5 or 6 answer choices. The number of correct answers will be more than one choice, but fewer than all choices. In order to receive credit for a correct response, students must select all of the correct answer choices and only the correct answer choices.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6–8</td>
<td>Short Answer (SA) or Gridded Response (GR)</td>
<td>For online testers, students will key a numeric response (short answer) in DRC INSIGHT. For paper testers, students will grid a numeric response (gridded response) on their answer document.</td>
</tr>
</tbody>
</table>
### SC READY Item Types

<table>
<thead>
<tr>
<th>Subjects / Sessions</th>
<th>Grades</th>
<th>Item Type</th>
<th>Item Type Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6–8</td>
<td>Keypad Input</td>
<td>For online testers, some items will have a keypad input. Students may use either the online keypad or the physical keyboard to enter their response. The keyboard will be limited by the buttons available in the online keypad. Depending on the grade level of the item, the online keypad will contain buttons for the digits 0–9, a fraction button, a negative button, and/or a decimal point button. For paper testers, students will grid their response to this item type in the answer document.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6–8</td>
<td>Technology Enhanced (TE)</td>
<td>For online testers only, students interact with the item (in DRC INSIGHT) to provide their response—e.g., drag and drop, graphing (coordinate and line), match interaction, match table, and drop-down menus. Comparable SR items will replace TE items on the paper tests.</td>
</tr>
</tbody>
</table>

*Important note: while all item types listed are possible options, all item types are not always included in each test.*

**Note:** Paper-based testing is available for students with disabilities who cannot take online assessments due to their disabilities, as specified in their IEPs or 504 plans. In spring 2018, paper-based testing was also permitted as approved by the State Board of Education. On paper-pencil test forms, TE items were replaced with comparable multiple-choice items.

### SCORING OF ITEMS

With the exception of the TDA item, each item is scored as wrong or right and has a raw score value of one point. If a student does not answer or provides an incorrect answer, the item is scored as wrong and the student receives no point for that item. The TDA item is scored with a holistic rubric that has a point range of 1 (lowest) to 4 (highest). A copy of the rubric (or scoring guidelines) appears in Appendix C. To reflect the importance of student-produced writing, the score on the TDA item is then weighted by a factor of 4 for a maximum of 16 points.

### ALIGNMENT TO STANDARDS

The SC READY tests assess student performance on the 2015 *South Carolina College- and Career-Ready Standards* for English language arts and for mathematics. SC READY test items were developed by the contractor and are aligned to the standards for each subject and grade level. The ELA and mathematics standards and supporting documents are available on the South Carolina Department of Education website at [http://ed.sc.gov/instruction/standards-learning/](http://ed.sc.gov/instruction/standards-learning/). Standards describe what schools are expected to teach and what students are expected to learn. Academic standards include statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards.
SC READY Content Overview Charts
An overview of the content assessed on each SC READY test is provided in the following charts.

### English Language Arts – All Grades

<table>
<thead>
<tr>
<th>Reading – Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning and Context</td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading – Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning and Context</td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning, Context, and Craft</td>
</tr>
<tr>
<td>Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text-Dependent Analysis</th>
</tr>
</thead>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Sense and Base Ten</th>
<th>Number Sense – Fractions</th>
<th>Algebraic Thinking and Operations</th>
<th>Geometry</th>
<th>Measurement and Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Number Sense and Base Ten</td>
<td>Number Sense – Fractions</td>
<td>Algebraic Thinking and Operations</td>
<td>Geometry</td>
<td>Measurement and Data Analysis</td>
</tr>
<tr>
<td>4</td>
<td>Number Sense and Base Ten</td>
<td>Number Sense and Operations – Fractions</td>
<td>Algebraic Thinking and Operations</td>
<td>Geometry</td>
<td>Measurement and Data Analysis</td>
</tr>
<tr>
<td>5</td>
<td>Number Sense and Base Ten</td>
<td>Number Sense and Operations – Fractions</td>
<td>Algebraic Thinking and Operations</td>
<td>Geometry</td>
<td>Measurement and Data Analysis</td>
</tr>
<tr>
<td>6</td>
<td>The Number System</td>
<td>Ratios and Proportional Relationships</td>
<td>Expressions, Equations, and Inequalities</td>
<td>Geometry and Measurement</td>
<td>Data Analysis and Statistics</td>
</tr>
<tr>
<td>7</td>
<td>The Number System</td>
<td>Ratios and Proportional Relationships</td>
<td>Expressions, Equations, and Inequalities</td>
<td>Geometry and Measurement</td>
<td>Data Analysis, Statistics, and Probability</td>
</tr>
<tr>
<td>8</td>
<td>The Number System</td>
<td>Functions</td>
<td>Expressions, Equations, and Inequalities</td>
<td>Geometry and Measurement</td>
<td>Data Analysis, Statistics, and Probability</td>
</tr>
</tbody>
</table>

**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 reporting category. The test blueprints can be located from the SC READY Web page: [http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/sc-ready-test-blueprints/](http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/sc-ready-test-blueprints/). Copies of the blueprints for the 2018 SC READY ELA and mathematics tests are also provided in Appendix B of this guide.
SC READY test results are reported in terms of overall performance levels, scale scores, performance by reporting categories*, and state percentile ranks.

*See the “Performance by Reporting Category” description on page 15 of this guide.

OVERALL PERFORMANCE LEVELS

For the South Carolina READY assessment (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the South Carolina College- and Career Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels concisely describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the SCCCRS. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels for SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. The general meaning of each level is provided below.

- **Does Not Meet Expectations** – The student does not meet expectations as defined by the grade-level content standards.
- **Approaches Expectations** – The student approaches expectations as defined by the grade-level content standards.
- **Meets Expectations** – The student meets expectations as defined by the grade-level content standards.
- **Exceeds Expectations** – The student exceeds expectations as defined by the grade-level content standards.

A student who does not meet expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, needs substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.

A student who approaches expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, needs additional academic support to be prepared for the next grade level and to be on track for college and career readiness.

A student who meets expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, is prepared for the next grade level and is on track for college and career readiness.

A student who exceeds expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, is well prepared for the next grade level and is well prepared for college and career readiness.

Performance Level Descriptors (PLDs) show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate knowledge and skills within his/her performance level as well as all content and skills in any performance levels that precede his/her own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

Parent-Friendly PLDs contain examples of what a typical student can do at each achievement level. Abbreviated Parent-Friendly PLDs are provided in Appendix D. The complete Parent-Friendly PLDs are available on the SC READY Web page at [https://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/](https://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/).
SC READY assessment scores moved to a new, vertical scale in 2016–17. The tests continue to report scale scores; the scores are reported on the new, vertically scaled metric. The four performance levels (Does Not Meet Expectations, Approaches Expectations, Meets Expectations, Exceeds Expectations) are unchanged (that is, the same degree of achievement is required to be placed in each performance level as was required in 2015–16). However, as grades three through eight have been placed on a common, vertical scale, the values of the reported scores are different from 2015–16.

A vertical scale is one in which a given scale score value shows the same amount of achievement, regardless of the grade level in which the student is tested. However, that scale score must be interpreted in light of the cut scores for a particular grade. For example, students in grades three, five, and seven could all receive a math scale score of 550. That would indicate that the three students had about the same degree of achievement in math. However, that score would be classified as ‘Exceeds Expectations’ for a third-grade student, ‘Meets Expectations’ for a fifth-grade student, and ‘Approaches Expectations’ for a seventh-grade student.

A separate reading subscore is reported for ELA. The reading subscore is reported on the same scale, with the same performance levels, as the total ELA score. Other ELA and all math subscores are reported as one of three categories (Low, Middle, High), as they were in 2015–16.

Tables of the scale-score cuts for each subject, grade, and performance level, along with their associated lowest obtainable scale score (LOSS) and highest obtainable scale score (HOSS), are given below. The LOSS and HOSS are the theoretical minimum and maximum scale scores on each SC READY test. However, these theoretical minimum and maximum scores are not always obtainable in practice. For any particular grade, for example, the obtainable maximum scale score can be, and often is, less than the HOSS. Regardless of the obtainable minimum and maximum scale scores, the LOSS and HOSS will be the lowest and highest points on the Individual Student Report (ISR).

### ELA Vertical Scale Score Ranges by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>LOSS</th>
<th>Does Not Meet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>HOSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100</td>
<td>100–358</td>
<td>359–451</td>
<td>452–539</td>
<td>540–825</td>
<td>825</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>100–418</td>
<td>419–508</td>
<td>509–592</td>
<td>593–850</td>
<td>850</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>100–449</td>
<td>450–557</td>
<td>558–652</td>
<td>653–875</td>
<td>875</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>100–454</td>
<td>455–575</td>
<td>576–667</td>
<td>668–900</td>
<td>900</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>100–511</td>
<td>512–614</td>
<td>615–704</td>
<td>705–925</td>
<td>925</td>
</tr>
<tr>
<td>8</td>
<td>100</td>
<td>100–537</td>
<td>538–642</td>
<td>643–737</td>
<td>738–950</td>
<td>950</td>
</tr>
</tbody>
</table>

### Mathematics Vertical Scale Score Ranges by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>LOSS</th>
<th>Does Not Meet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>HOSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100</td>
<td>100–359</td>
<td>360–437</td>
<td>438–543</td>
<td>544–825</td>
<td>825</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>100–401</td>
<td>402–481</td>
<td>482–562</td>
<td>563–850</td>
<td>850</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>100–447</td>
<td>448–535</td>
<td>536–621</td>
<td>622–875</td>
<td>875</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>100–453</td>
<td>454–542</td>
<td>543–627</td>
<td>628–900</td>
<td>900</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>100–487</td>
<td>488–577</td>
<td>578–649</td>
<td>650–925</td>
<td>925</td>
</tr>
<tr>
<td>8</td>
<td>100</td>
<td>100–526</td>
<td>527–614</td>
<td>615–683</td>
<td>684–950</td>
<td>950</td>
</tr>
</tbody>
</table>
PERCENTILE RANKS

A percentile rank compares a student’s score to the other students in a group. Percentile ranks range from 1 to 99, with 99 being the highest. The rank is the percentage of students in the comparison group who scored the same as or below a student’s score. For example, a student with a percentile rank of 62 scored as well as or better than 62 percent of the students in the comparison group. For SC READY, a student’s ELA and mathematics percentile ranks are presented for two comparison groups of students tested at the same grade level: 1) students in South Carolina, and 2) students in other states with comparable standards.
Score Reports

For 2018, the following types of SC READY score reports will be generated by the contractor: Preliminary Grade 3 Reading Rosters, Student Rosters, Individual Student Reports (ISRs), and student labels. All rosters and ISRs will be provided electronically, via eDIRECT. In addition, paper copies of the ISRs and student labels will be provided. Lexile scores will also be provided on the district data files and the Student Rosters. Lexile scores will not be on the ISRs.

More information about the SC READY 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
If a student with a documented disability took a Braille test, the abbreviation “BR” is printed following the student’s scale score on the ISR and student label.

Missing Test Results
If a student does not have test results for one subject (ELA or mathematics), no score information for that subject (scale score, performance level, or percentile ranks) will appear on the Student Roster, ISR, or student label. The following message will appear immediately below the performance level chart on page 1 of the ISR: “If there is no checkmark for a subject, your student does not have test results for that subject. You may contact the school for more information.” On page 2 of the ISR, the following message will be printed in either the ELA or mathematics section: “Your student does not have test results for this subject. You may contact the school for more information.”

Incomplete for ELA
The ELA test is a two-day test, consisting of Session 1 and Session 2. Any student who answers questions on one day only of the test receives an “incomplete” for ELA. On Student Rosters and student labels, “INC” will be printed in place of the student’s ELA scale score. On both pages of the ISR, a message about the “incomplete” will be printed. If the student answered the text-dependent analysis (TDA) item on Session 1, the TDA score will be reported in the ELA section on page 2 of the ISR. If the student took only Session 2 (the reading session of the ELA test), a Reading subscore and performance level will be reported on the Student Roster and ISR; Lexile results will also be reported on the district data files and the Student Rosters. Lexile scores will not be on the ISRs. (See “ELA Reading Subscore” below.)

Nonscore Codes for TDA Item
As described on page 2 and displayed in Appendix C, the text-dependent analysis (TDA) item is scored with a holistic rubric. The scoring guidelines also include seven possible “nonscore codes”: blank, refusal, copied, unreadable, other language, insufficient, and off topic. If one of these nonscore codes applies to a student’s TDA response, a message with the applicable nonscore code will print on page 2 of the ISR in place of the TDA score. For students whose TDA response was coded “blank,” the message “Not Applicable” will print in place of the TDA score.

ELA Reading Subscore
The SC READY ELA test results include a Reading subscore that is based on the student’s performance on the items that assess the state’s reading standards (i.e., “Reading – Literary Text” and “Reading – Informational Text”), all of which are included in Session 2 of the ELA test. The same scale score metric and performance levels are used for reporting ELA total test and Reading subscore results. The Reading subscore also serves as the basis for the reporting of Lexile results.
**Home School Students**

A home school student who participates in SC READY 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.

**PRELIMINARY GRADE 3 READING ROSTERS (eDIRECT ONLY)**

In spring 2018, SC READY Preliminary Grade 3 Reading Rosters were posted to eDIRECT throughout the testing period. The rosters were updated continually: students were added as tests were processed, while previously listed students remained on the rosters. Preliminary results for online testers were posted within three business days of submission of online tests; for paper/pencil testers, preliminary results were posted within six business days of receipt of answer documents by the contractor. (In order for paper/pencil test results to be included on the rosters according to this timeline, ELA answer documents had to be returned to the contractor by May 22 following specified return instructions.) The results on the Preliminary Grade 3 Reading Rosters will be included on the district data files but not on any other final reports for SC READY (e.g., Student Rosters, Individual Student Reports).

**Demographic Information and Preliminary Reading Results**

The grade 3 reading rosters were produced at the district and school levels (for origin, or tested, schools only) and included the following information: district name, origin school name and SIDN (School Identifying Number), student name (last, first, middle initial), student’s PowerSchool number, state ID, birth date, gender, test mode (“Online” or “Paper”), posting date, and an indication of whether or not each student listed was “At or Above” or “Below” the “Not Met 1 Reading Cut Score.” The preliminary reading results were based on student performance on the grade 3 reading items, all of which are included in Session 2 of the SC READY ELA test. (See the next section for further discussion of the preliminary reading results.)

In the sample report for Middleville Elementary School (page 7), Julia A. Adams has a PowerSchool number of 100000014519 and a state ID of 1000000521. Her birth date is November 26, 2008 (11/26/2008); she is female (F), took the test via “paper,” and her preliminary reading results were posted on 05/10/2018 at 3:45 p.m. As indicated in the last column of the roster, Julia scored “At or Above” the “Not Met 1 Reading Cut Score.”

**Note:** For 2018, any student who took Session 2 (i.e., completed at least one item in Session 2) of the grade 3 ELA test was listed on the Preliminary Grade 3 Reading Roster, including students with “incompletes” for total ELA.

**Purpose of the Preliminary Reading Rosters**

The SC READY Preliminary Grade 3 Reading Rosters were generated to assist districts in identifying third-grade students who might need to attend summer reading programs and students who might need to be retained. The rosters were created in response to the “Read to Succeed” legislation, which specifies (in part) that, beginning with the 2017–18 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to “Not Met 1” on the Palmetto Assessment of State Standards (PASS).

The current “state summative reading assessment” for grade 3 consists of those portions of the SC READY ELA test that directly assess the state’s reading standards (i.e., items assessing “Reading–Literary Text” and “Reading–Informational Text”). A standard-setting meeting was conducted in February 2017 to determine the achievement level, and an appropriate cut score, on grade 3 SC READY reading items that would correspond to a score of “Not Met 1” on PASS. The SC READY Preliminary Grade 3 Reading Roster was designed to identify students reaching or exceeding the “Not Met 1” cut score as “At or Above” and students below that cut score as “Below.” Those students identified as “Below” on the roster are considered to have “failed to demonstrate reading proficiency.”
Districts and schools could use these results, along with other information, when making instructional decisions for individual students. In doing so, educators were cautioned to keep in mind that the results were not necessarily indicative of student performance on the entire SC READY ELA test. While it is quite likely that students described as “Below” on the rosters would be classified as “Does Not Meet Expectations” for the total ELA test, it is possible that a few of those students might do well enough on the Writing and Inquiry items to be classified as “Approaches Expectations” for their overall ELA performance level. Students described as “At or Above” on the grade 3 reading rosters might later be classified in any of the four performance-level categories on the entire ELA test (i.e., a student described as “At or Above” could still be classified as “Does Not Meet Expectations” for the ELA test as a whole).
<table>
<thead>
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<th>ORIGIN SCHOOL</th>
<th>ORIGIN SCHOOL SIDN</th>
<th>LAST NAME</th>
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<th>STATE ID</th>
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<th>GENDER</th>
<th>TEST MODE</th>
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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

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) codes. (See Appendix A for explanations of the ethnicity/race and special education code abbreviations.)

The sample report (page 12) indicates that Edward D. Eckhart, the fourth student listed, has both origin and fall assignment school SIDNs of 0101001 for Middleville Middle school. He took the grade 6 SC READY tests; his PowerSchool number is 10012341258; his state ID is 1000123465; his birth date is May 13, 2006 (05/13/06); he is male (M), white (W); and does not have a documented disability (blank).

Test Results

ELA and Math Scale Scores: The “Scale Score” column for each subject indicates the student’s scale score for the test. Edward’s scale scores were 680 for the ELA test and 548 for the mathematics test.

ELA and Math Performance Levels: 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 2018 SC READY student rosters, this information is reported using the four levels, and corresponding cut scores, described on page 4 of this guide: Does Not Meet, Approaches, Meets, and Exceeds Expectations. As indicated in the sample report, Edward’s performance levels were as follows: Exceeds for ELA and Meets for mathematics.

ELA Reading Subscore and Performance Level: The “ELA Perf Level” column is followed by a column that indicates the student’s Reading subscore performance level (“ELA Reading Perf Level”). (See page 7 of this guide for a description of the Reading subscore.) According to the sample report, Edward’s Reading subscore was 675, corresponding to a performance level of Exceeds.

Lexile Range: The student’s Lexile range appears in the column following the “ELA Reading Perf Level.”

Percentile Ranks: The final two columns for each subject indicate the student’s percentile ranks for the test. The State Percentile Rank compares a student’s score to all South Carolina students in the same grade and subject who took the SC READY test in 2018. As indicated in the sample report, Edward’s state percentile ranks were 89 for ELA and 59 for mathematics. The Other States Percentile Rank compares the student’s score to students in other states with comparable standards. As indicated in the sample report, Edward’s “other states” percentile ranks were 94 for ELA and 63 for mathematics.
### SAMPLE STUDENT ROSTER (GRADE 6 EXAMPLE)

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<th>Math Grade</th>
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<td>Advanced</td>
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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 two pages in length. A sample grade 6 ISR can be found on pages 14 and 16 of this guide.

ISR—PAGE 1

The first page of the ISR provides student demographic information, an overview of the SC READY test, performance level information, percentile rank comparisons, and scale score progression for each subject.

Demographic Information

The gray shaded box at the top left indicates the student name, date of birth, PowerSchool number (“Student ID”), school name, fall assignment school name (if applicable), district name, test date, and tested grade. The sample ISR is for Edward D. Eckhart. Edward’s date of birth is May 13, 2006, and his student ID is 100012341258. He attended Middleville Middle School in the Middleville 1 School District and did not have a designated fall assignment school (Fall Assign School: None). In Spring 2018, Edward took the grade 6 SC READY tests.

Overview

The “Overview” box provides a general description of the SC READY assessments and a Web address where more information can be found.

Performance Levels

The student’s performance level for each test and for the ELA Reading subscore is indicated by a checkmark in the chart at the top right. As shown in the sample ISR, Edward’s performance levels were Exceeds for the total ELA test and the Reading subscore and Meets for the mathematics test. Text descriptions of the four performance levels appear below the chart. If the student does not have test results for one subject, that row of the chart will be blank, and the following message will be printed immediately beneath the chart: “If there is no checkmark for a subject, your student does not have test results for that subject. You may contact the school for more information.” If a student took only one session of the ELA test, a message about the “incomplete” will be printed. Any student with an “incomplete” who took only Session 2 will have a checkmark in the chart for the Reading subscore.

Percentile Rank Comparisons

The table below the “Overview” box displays two percentile rank comparisons for each subject. As explained in the paragraph to the right of the table, a percentile rank compares a student’s score to the other students in a group. Percentile ranks range from 1 to 99, with 99 being the highest. The rank is the percentage of students in the comparison group who scored the same as or below a student's score. For example, a student with a percentile rank of 62 scored as well or better than 62 percent of the students in the comparison group. In the chart, the student’s ELA and mathematics percentile ranks are presented for two comparison groups of students tested at the same grade level as the student: 1) students in South Carolina, and 2) students in other states with comparable standards. The sample ISR indicates that Edward’s ELA percentile ranks were 89 compared to students in South Carolina and 94 compared to students in other states; his mathematics percentile ranks were 59 and 63, respectively.

Scale Score Progression

The table at the bottom of page 1 of the ISR displays the student’s scale score, with corresponding performance level in parentheses, for each subject. The table shows the student’s scale scores and performance levels as the student progresses through the grades. For example, the ISR shows Edward’s scale scores and performance levels for grade 5 and grade 6. For reference purposes, the table also provides the “Meets Expectations” scale score range for each grade level and subject.
Edward D. Eckhart  
**Date of Birth:** 05 / 13 / 2006  
**Student ID:** 100012341258  
**School:** Middleville Middle School  
**Fall Assign School:** None  
**District:** Middleville 1  
**Test Date:** Spring 2018  
**Grade:** 6

### Your Student’s Performance Levels

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<th>Exceeds</th>
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<tr>
<td><strong>Mathematics Total</strong></td>
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<td></td>
<td>✓</td>
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### Performance Levels

- **Exceeds Expectations** - The student exceeds expectations as defined by the grade-level content standards.
- **Meets Expectations** - The student meets expectations as defined by the grade-level content standards.
- **Approaches Expectations** - The student approaches expectations as defined by the grade-level content standards.
- **Does Not Meet Expectations** - The student does not meet expectations as defined by the grade-level content standards.

### Your Student’s Percentile Rank Comparisons

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</tr>
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<td>Other States with Comparable Standards</td>
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<td>63</td>
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A percentile rank compares your student’s score to other students in a group. Percentile ranks range from 1 to 99, with 99 being the highest. The rank is the percentage of students in the comparison group who scored the same as or below your student’s score. For example, a student with a percentile rank of 62 scored as well or better than 62 percent of the students in the comparison group.

In the chart, your student’s ELA and mathematics percentile ranks are presented for two comparison groups of students tested at the same grade level as your student: 1) students in South Carolina, and 2) students in other states with comparable standards.

### Your Student’s Scale Score Progression

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<td>680 (Exceeds)</td>
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<td><strong>Grade 8</strong></td>
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<td>615-683</td>
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The second page of the ISR provides more detailed information about the student’s performance on each test.

**Performance Levels and Scale Scores**

For each subject, the student’s overall performance level and scale score are depicted in number line format. The number line in the ELA section of the page also displays the student’s Reading (Rdg) subscore relative to the performance levels. As indicated in the sample ISR, Edward’s scale score on the total ELA test was 680 and his Reading subscore was 675; both scores correspond to a performance level of “Exceeds.” The number line in the mathematics section shows that Edward’s scale score on the mathematics test was 548, a score that corresponds to a performance level of “Meets.”

Below each number line is information about the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student’s scores. According to the sample ISR, if Edward were to test again under similar circumstances, his scores would likely remain in the ranges of 670–690 for the total ELA test, 665–685 for reading, and 538–558 for mathematics. As indicated on page 7 of this guide, if the student is missing test results for a subject or if a student has an “incomplete” for the ELA test. For any student with an “incomplete” who took only Session 2, the message will include information about the SEM in the estimate of the Reading subscore.

**Performance by Reporting Category**

For each subject, a chart indicates the student’s performance by reporting category. Within each reporting category, the student’s performance is classified as “Low,” “Middle,” or “High.” This classification is based on the subset of items that assess the reporting category. The possible number of items for each reporting category can be found in the test blueprint—see Appendix B. According to the chart in the Mathematics section of the sample ISR, Edward’s performance was classified as “Low” for “Ratios and Proportional Relationships”; as “Middle” for “The Number System” and “Expressions, Equations, and Inequalities”; and as “High” for “Geometry and Measurement” and “Data Analysis and Statistics.”

**Text-Dependent Analysis (TDA) Score Information**

Below the performance by reporting category chart in the ELA section is a box with information about the text-dependent analysis (TDA) item. A statement about the student’s TDA score is provided, followed by a brief description of the TDA item. As indicated on the sample ISR, Edward’s TDA score was 14 out of the 16 possible points. As explained on page 5 of this guide, any student with an “incomplete” for ELA who took only Session 1 and answered the TDA item will receive a TDA score. If the student took only Session 2, “Not Available” will be printed in place of the TDA score. Also, as indicated on page 7, if any student’s TDA response was determined to be nonscorable, a message about the nonscore code will be printed in place of the TDA score.

**Page 2 Footer**

The footer at the bottom of page 2 provides the student’s name and grade on the left (e.g., Edward D. Eckhart, Grade 6) and the test administration date in the center of the page (e.g., Spring 2018).
Your student’s scale score is indicated by an arrow (↑). If your student were to test again under similar circumstances, his/her score would likely remain in the following range: 670-690 for ELA total and 665-685 for Reading (Rdg) subscore.

**English Language Arts (ELA)**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Your Student's Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Reading - Literary Text</td>
<td></td>
</tr>
<tr>
<td>Meaning and Context</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
<td></td>
</tr>
<tr>
<td>Reading - Informational Text</td>
<td></td>
</tr>
<tr>
<td>Meaning and Context</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
<td></td>
</tr>
<tr>
<td>Inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>Writing (also includes TDA item - see below)</td>
<td>✓</td>
</tr>
<tr>
<td>Meaning, Context, and Craft</td>
<td>✓</td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
</tbody>
</table>

**Text-Dependent Analysis (TDA) Score Information**

Your student's TDA score: 14 of 16 points

The text-dependent analysis (TDA) item requires the student to read and analyze a passage and to write an extended-response that is supported by evidence from the passage.

**Mathematics**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Your Student's Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number System</td>
<td>Low</td>
</tr>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>✓</td>
</tr>
<tr>
<td>Expressions, Equations, and Inequalities</td>
<td>✓</td>
</tr>
<tr>
<td>Geometry and Measurement</td>
<td>✓</td>
</tr>
<tr>
<td>Data Analysis and Statistics</td>
<td>✓</td>
</tr>
</tbody>
</table>

Your student’s scale score is indicated by an arrow (↓). If your student were to test again under similar circumstances, his/her score would likely remain in the following range: 538-558.
STUDENT LABELS

The student label indicates the student’s scale score, overall performance level, and state percentile rank 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 6 sample label for Edward D. Eckhart indicates the following: his school is Middleville Middle in Middleville 1 School District; his PowerSchool number is 100012341258; and his state ID is 1000123465.

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, Edward was born on May 13, 2006; he is white (W), male (M), and does not have any documented disabilities (blank).

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 Edward’s fall assignment school is also 0101001, indicating that Edward should be attending the same school in the fall.

Scale Score/Perf Level

A table displays the student’s scale score and corresponding overall performance level for each test taken. For example, Edward’s scale score/performance level is 680/Exceeds for the ELA test. For the mathematics test, his scale score/performance level is 548/Meets.

Percentile Ranks

The “Scale Score/Perf Level” column for each subject is followed by columns that indicate two percentile (%ile) rank comparisons. The State Percentile Rank compares a student’s score to all students in the same grade and subject who took the SC READY test in 2018. As indicated on the sample label, Edward’s state percentile ranks were 89 for ELA and 59 for mathematics. The Other States Percentile Rank compares the student’s score to students in other states with comparable standards. Compared to students in other states, Edward’s percentile ranks were 94 for ELA and 63 for mathematics.

SAMPLE STUDENT LABEL (GRADE 6 EXAMPLE)

<table>
<thead>
<tr>
<th>Eckhart, Edward D.</th>
<th>100012341258</th>
<th>SC READY</th>
<th>1000123465</th>
<th>SPRING 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartsville County, Hartsville High School</td>
<td>GRADE 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/13/06</td>
<td>W / M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR: 0101001</td>
<td>FA: 0101001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale Score / Perf Level</td>
<td>State %ile Rank</td>
<td>Other States %ile Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>680 / Exceeds</td>
<td>89</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>548 / Meets</td>
<td>59</td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>
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
The test blueprint for each subject specifies the total number of points on each grade-level test, as well as the approximate number of points per reporting category.

### English Language Arts Blueprint

<table>
<thead>
<tr>
<th>Domain (Reporting Category)</th>
<th>Possible Points by Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Reading – Literary Text</strong></td>
<td></td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
<td>8–10</td>
</tr>
<tr>
<td><strong>Reading – Informational Text</strong></td>
<td></td>
</tr>
<tr>
<td>Language, Craft, and Structure</td>
<td>8–10</td>
</tr>
<tr>
<td><strong>Writing/Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>7–14</td>
</tr>
<tr>
<td>Text-Dependent Analysis*</td>
<td>16</td>
</tr>
<tr>
<td>Inquiry</td>
<td>6–10</td>
</tr>
<tr>
<td><strong>Total ELA Points Possible</strong></td>
<td>84</td>
</tr>
</tbody>
</table>

*The Text-Dependent Analysis is scored with a holistic rubric with a point range of 1 (lowest) to 4 (highest). To reflect the importance of student-produced writing, the score on the writing is then weighted by a factor of 4 for a maximum of 16 points.*
<table>
<thead>
<tr>
<th>Possible Points Per Reporting Category</th>
<th>Reporting Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3 (50 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>7–9</td>
<td>1. Number Sense and Base Ten</td>
</tr>
<tr>
<td>7–9</td>
<td>2. Number Sense – Fractions</td>
</tr>
<tr>
<td>13–16</td>
<td>3. Algebraic Thinking and Operations</td>
</tr>
<tr>
<td>7–9</td>
<td>4. Geometry</td>
</tr>
<tr>
<td>13–16</td>
<td>5. Measurement and Data Analysis</td>
</tr>
<tr>
<td><strong>Grade 4 (56 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>10–12</td>
<td>1. Number Sense and Base Ten</td>
</tr>
<tr>
<td>11–14</td>
<td>2. Number Sense and Operations – Fractions</td>
</tr>
<tr>
<td>11–14</td>
<td>3. Algebraic Thinking and Operations</td>
</tr>
<tr>
<td>8–10</td>
<td>4. Geometry</td>
</tr>
<tr>
<td>11–14</td>
<td>5. Measurement and Data Analysis</td>
</tr>
<tr>
<td><strong>Grade 5 (56 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>10–13</td>
<td>1. Number Sense and Base Ten</td>
</tr>
<tr>
<td>10–12</td>
<td>2. Number Sense and Operations – Fractions</td>
</tr>
<tr>
<td>10–13</td>
<td>3. Algebraic Thinking and Operations</td>
</tr>
<tr>
<td>10–12</td>
<td>4. Geometry</td>
</tr>
<tr>
<td>11–14</td>
<td>5. Measurement and Data Analysis</td>
</tr>
<tr>
<td><strong>Grade 6 (60 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>12–16</td>
<td>1. The Number System</td>
</tr>
<tr>
<td>8–11</td>
<td>2. Ratios and Proportional Relationships</td>
</tr>
<tr>
<td>12–16</td>
<td>3. Expressions, Equations, and Inequalities</td>
</tr>
<tr>
<td>8–11</td>
<td>4. Geometry and Measurement</td>
</tr>
<tr>
<td>11–14</td>
<td>5. Data Analysis and Statistics</td>
</tr>
<tr>
<td><strong>Grade 7 (60 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>12–15</td>
<td>1. The Number System</td>
</tr>
<tr>
<td>7–10</td>
<td>2. Ratios and Proportional Relationships</td>
</tr>
<tr>
<td>11–15</td>
<td>3. Expressions, Equations, and Inequalities</td>
</tr>
<tr>
<td>10–13</td>
<td>4. Geometry and Measurement</td>
</tr>
<tr>
<td>12–15</td>
<td>5. Data Analysis, Statistics, and Probability</td>
</tr>
<tr>
<td><strong>Grade 8 (62 Points Total)</strong></td>
<td></td>
</tr>
<tr>
<td>8–12</td>
<td>1. The Number System</td>
</tr>
<tr>
<td>11–14</td>
<td>2. Functions</td>
</tr>
<tr>
<td>12–16</td>
<td>3. Expressions, Equations, and Inequalities</td>
</tr>
<tr>
<td>12–16</td>
<td>4. Geometry and Measurement</td>
</tr>
<tr>
<td>8–12</td>
<td>5. Data Analysis, Statistics, and Probability</td>
</tr>
</tbody>
</table>
### SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

<table>
<thead>
<tr>
<th>4 – Demonstrates effective analysis of text and skillful writing</th>
<th>3 – Demonstrates adequate analysis of text and appropriate writing</th>
<th>2 – Demonstrates limited analysis of text and inconsistent writing</th>
<th>1 – Demonstrates minimal analysis of text and inadequate writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</td>
<td>• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</td>
<td>• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</td>
<td>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</td>
</tr>
<tr>
<td>• Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</td>
<td>• Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</td>
<td>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</td>
<td>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</td>
</tr>
<tr>
<td>• Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</td>
<td>• Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</td>
<td>• Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</td>
<td>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</td>
</tr>
<tr>
<td>• Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</td>
<td>• Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</td>
<td>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</td>
<td>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</td>
</tr>
<tr>
<td>• Substantial reference to the main ideas and relevant key details of the text(s)</td>
<td>• Sufficient reference to the main ideas and relevant key details of the text(s)</td>
<td>• Limited reference to the main ideas and relevant details of the text(s)</td>
<td>• Minimal reference to the main ideas and relevant details of the text(s)</td>
</tr>
<tr>
<td>• Skilful use of transitions to link ideas within categories of textual and supporting information</td>
<td>• Appropriate use of transitions to link ideas within categories of textual and supporting information</td>
<td>• Limited use of transitions to link ideas within categories of textual and supporting information</td>
<td>• Few, if any, transitions to link ideas</td>
</tr>
<tr>
<td>• Effective use of precise language and domain-specific vocabulary drawn from the text(s)</td>
<td>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</td>
<td>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</td>
<td>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</td>
</tr>
<tr>
<td>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</td>
<td>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</td>
<td>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</td>
<td>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</td>
</tr>
</tbody>
</table>

### Nonscore Codes
- B = Blank
- R = Refusal
- C = Copied
- UR = Unreadable
- OL = Other Language
- IS = Insufficient
- OT = Off Topic
APPENDIX D: SC READY Parent-Friendly Performance Level Descriptors (PLDs)

Appendix D provides Parent-Friendly Performance Level Descriptors (PLDs), examples of what a typical student can do at each achievement level. These are not comprehensive and should not be used as a substitute for the South Carolina College- and Career Ready Standards (SCCCRS) from which they are derived. For a complete list of the standards for each grade level see:


For purposes of this document, the ELA Parent-Friendly PLDs have been abbreviated. The complete Parent-Friendly PLDs for ELA and math are also posted on the SC READY website at: http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/.

On the South Carolina READY assessment (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the SCCCRS. Most students have at least some knowledge of the information described in the content standards; however, performance levels concisely describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the SCCCRS. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels for SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. The general meaning of each level is provided below:

A student who does not meet expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, needs substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.

A student who approaches expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, needs additional academic support to be prepared for the next grade level and to be on track for college and career readiness.

A student who meets expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, is prepared for the next grade level and is on track for college and career readiness.

A student who exceeds expectations in the knowledge and skills necessary at this grade level of learning, as defined by the grade-level content standards, is well prepared for the next grade level and is well prepared for college and career readiness.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate knowledge and skills within his/her performance level as well as all content and skills in any performance levels that precede his/her own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

The Parent-Friendly PLDs for ELA and Math grade 3–8 are provided below.
A student who scores in the “does not meet expectations” category typically can:

- Identify details and examples in literary and informational texts.
- Define theme, key details, and central idea.
- Identify affixes and base words.
- Identify first person and third person points of view in literary texts.
- Differentiate between types of author’s purpose: to explain, to inform, or to describe.
- Identify text features such as appendices, timelines, maps, and charts in informational texts.
- Use some examples in informative/explanatory writing to convey ideas.
- Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

- Ask and answer questions to determine the meaning of literary and informational texts.
- Identify characters’ traits, actions, and feelings in literary texts.
- Identify sentence-level context clues to determine the meaning of words and phrases in literary and informational texts.
- Identify words in an informational text that signal an author’s purpose: to explain, to inform, or to describe.
- Explain the function of text features such as appendices, timelines, maps, and charts in informational texts.
- Attempt to present and organize a topic with some supportive details in informative/explanatory writing.
- Use some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

- Make basic inferences and draw conclusions about literary and informational texts.
- Identify some context of literary texts (i.e., cultural, historical, and social).
- Describe characters’ traits, actions, and feelings in literary texts.
- Determine the meaning of a word when an affix is added to a base word.
- Explain how the author uses words and phrases to inform, explain, or describe.
- Differentiate between the author’s perspective and the reader’s perspective in informational texts.
- Develop writing as needed by planning, revising, and editing.
- Use grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “exceeds expectations” category typically can:

- Use details and examples from literary and informational texts to support inferences and conclusions.
- Determine a theme by recalling supportive key details in literary texts.
- Explain how context influences characters, setting, and plot development in literary texts.
- Explain how the author uses idioms, metaphor, or personification to shape meaning and style in literary texts.
- Explain how an author’s choice of words, illustrations and conventions combine to create mood.
- Write a well-organized informative/explanatory piece that develops a topic with facts, definitions, concrete details, or quotations to analyze text.
- Use words, phrases, and clauses to link ideas within a text.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics.
Grade 4

A student who scores in the “does not meet expectations” category typically can:

- Identify details and examples in literary and informational texts.
- Identify a theme or central idea in literary text and informational texts.
- Use definitions to determine the meanings of words or phrases in literary and informational texts.
- Determine first and third person points of view in literary texts.
- Identify reasons and evidence in informational texts.
- Use some examples in informative/explanatory writing to convey ideas.
- Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

- Ask and answer questions to determine the meaning of literary and informational texts.
- Identify key details in literary and informational texts.
- Identify examples of hyperbole, adages, or proverbs in literary texts.
- Use Greek and Latin affixes to determine the meanings of words in literary texts.
- Explain the differences between first and third person points of view in literary texts.
- Attempt to present and organize a topic with some supportive details in informative/explanatory writing.
- Uses some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

- Use key details, summarize literary and informational texts.
- Identify some context of literary texts (i.e., cultural, historical, and social).
- Determine how an author’s choice of words and conventions contribute to meaning in literary texts.
- In literary texts, explain how a series of structures (chapters, scenes, and stanzas) relate to the overall structure.
- In informational texts, use text features to determine meaning.
- Determine how an author uses reasons and evidence to support points in informational texts.
- Organize and develops a topic with some supportive details in informative/explanatory writing to analyze text.
- Develop writing as needed by planning, revising, and editing.
- Use grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “exceeds expectations” category typically can:

- Use details and examples from literary and informational texts to support inferences and conclusions.
- Determine the development of a theme in literary texts.
- Summarize a multi-paragraph informational text using key details.
- Explain how conflict moves the plot toward resolution in literary texts.
- Explain how context influences characters, setting, and plot development in literary texts.
- Explain how an author’s choice of words, illustrations and conventions combine to create mood.
- In informational texts, describe the relationship between text features and the text.
- Explain how an author uses reasons and evidence to support point in informational texts.
- Write a well-organized informative/explanatory piece that develops a topic with facts, definitions, concrete details, or quotations to analyze text.
- Use words, phrases, and clauses to link ideas within a text.
- Develop and strengthens writing as needed by planning, revising, and editing.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics.
Grade 5

A student who scores in the “does not meet expectations” category typically can:

- Identify basic explicit details in literary and informational texts.
- Determine a theme or central idea in literary and informational texts.
- Identify two or more characters, events, or settings in literary texts.
- Define mood, meaning and tone in literary texts.
- Identify cause and effect relationships in words and phrases in literary texts.
- Use some examples in informative/explanatory writing to convey ideas.
- Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

- Make basic inferences in literary and informational texts.
- Identify key details in literary and informational texts.
- Identify some context of literary texts (i.e., social influences, historical influences, cultural influences).
- Use Greek and Latin affixes to determine the meaning of unknown words in literary and informational texts.
- Identify how an author uses words and phrases to affect meaning in informational texts.
- Identify how an author uses reasons and evidence to support his points in informational texts.
- Attempt to present and organize a topic with some supportive details in informative/explanatory writing.
- Use some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

- Quote textual evidence to support inferences in literary and informational texts.
- Identify key details that support the development of a theme or central idea in literary and informational texts.
- Identify multiple central ideas in informational texts.
- Analyze two or more characters, events, or settings in a literary text.
- Cite examples of how the author’s choice of words and conventions create mood and shape meaning in literary texts.
- Use text features in informational texts to gain meaning or solve a problem.
- Identify how an author uses reasons and evidence to support his points in informational texts.
- Organize and develops a topic with some supportive details in informative/explanatory writing to analyze text.
- Use grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “exceeds expectations” category typically can:

- Quote textual evidence to support inferences and conclusions in literary and informational texts.
- Using key details, provide a summary of literary and informational texts.
- Cite evidence to explain the contextual influence on plot development in literary texts.
- Analyze how an author uses words and phrases to shape meaning in informational texts.
- Explain how an author uses reasons and evidence to support his points in informational texts.
- Write a well-organized informative/explanatory piece that develops a topic with facts, definitions, concrete details, or quotations to analyze text.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics. Use some grade-appropriate standard English grammar, usage, and mechanics in writing.
Grade 6

A student who scores in the “does not meet expectations” category typically can:

• Cite limited explicit information from literary and informational texts.
• Identify a theme or central idea of literary and informational texts.
• Identify the plot, setting, and characters of a literary text.
• Determine the connotative meaning of words and phrases in literary and informational texts.
• Identify similarities and differences in multiple accounts of the same event or topic in informational texts.
• Use some examples in informative/explanatory writing to convey ideas.
• Recognize the use of some bias in literary and informational texts.
• Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

• Cite explicit evidence and make basic inferences in literary and informational texts.
• Provide a basic summary of literary and informational texts.
• Identify the relationship between specific details and the theme of a literary text.
• Use context clues to determine the meaning of words or phrases in literary and informational texts.
• Identify the tone of words and phrases in literary and informational texts.
• Trace specific claims and supporting evidence in arguments.
• Attempt to write an informative/expository piece that introduces a topic, contains some organizational and transitional elements, and uses some supporting evidence.
• Question an author’s bias and credibility in some literary and informational texts.
• Gather and organize basic information from primary and secondary sources while evaluating for perspective and validity.
• Use some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

• Cite evidence to support analysis of literary and informational texts.
• Identify similar and different themes in literary texts of different forms or genres.
• Determine the figurative meaning of words and phrases in literary texts.
• Identify how the development of point of view impacts the content and meaning of literary texts.
• Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, uses organizational structures and transitions to analyze text.
• Analyze an author’s bias, credibility, and perspective in literary and informational texts.
• Organize and categorize basic information from primary and secondary sources while evaluating for perspective and validity.
• Use grade-appropriate standard English grammar, usage, and mechanics in writing.
A student who scores in the “exceeds expectations” category typically can:

- Cite relevant evidence to support analysis and make complex inferences of literary and informational texts.
- Determine how specific details convey the theme of a literary text.
- Provide an objective summary of literary and informational texts.
- Demonstrate an understanding of domain-specific words and phrases in literary and informational texts.
- Compare and contrast how different text structures (e.g., cause and effect, order/sequence, compare/contrast) and features (e.g., captions, special print, subtitles) contribute to meaning and impact the reader.
- Analyze multiple accounts of the same event or topic in informational texts and determine similarities and differences in the perspectives.
- Evaluate an author’s argument and claims in informational texts.
- Differentiate between claims that are supported by reason and evidence and those that are not.
- Write a well-organized informative/explanatory piece that incorporates direct references, main ideas, and relevant details of informational and literary texts to analyze a text.
- Effectively use transitional phrases to link ideas.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics.
Grade 7

A student who scores in the “does not meet expectations” category typically can:

- Identify basic examples of textual evidence in literary and informational texts.
- Identify a theme or central idea in literary and informational texts.
- Name some elements of narrative or drama and summarize the basic plot in literary texts.
- Identify basic explicit meanings of words and phrases in literary and informational texts.
- Identify rhyme and repetition of sounds in literary texts.
- Identify and name multiple points of view and contrasting points of view in literary texts.
- Identify an author’s argument and some specific claims and evidence in informational texts.
- Use some examples in informative/explanatory writing to convey ideas.
- Define and identify some examples of bias.
- Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

- Identify key details in literary and informational texts to support a theme or central idea.
- Identify how some basic elements of narrative and drama interact within literary texts.
- Use context clues to determine the denotative meanings of words and phrases as they are used in literary and informational texts.
- Identify evidence supporting an author’s purpose or perspective in informational texts.
- Analyze the relevance of an author’s claims and evidence in informational texts.
- Attempt to write an informative/expository piece that introduces a topic, contains some organizational and transitional elements, and uses some supporting evidence.
- Identify examples of bias in some literary and informational texts.
- Gather and organize basic information from primary and secondary sources.
- Use some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

- Use inferences from literary and informational texts to determine meanings and develop logical interpretations.
- Identify how key details and central ideas develop a theme or central idea in literary and informational texts; provide an objective summary.
- Analyze the impact of some contextual influences on setting, plot, and characters in literary texts.
- Use context clues to determine the figurative and connotative meaning of words and phrases in literary and informational texts.
- Determine if an author’s argument is logical and cite supporting evidence in informational texts.
- Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, uses organizational structures and transitions to analyze text.
- Question an author’s bias and credibility in literary and informational texts.
- Use grade-appropriate standard English grammar, usage, and mechanics in writing.
A student who scores in the “exceeds expectations” category typically can:

- Analyze literary and informational texts through explicit textual evidence and inferences; provide evidence to support interpretations.
- Determine one or more themes or central ideas in literary and informational texts and analyze how key details support and develop them.
- Analyze how contextual influences shape the characters, plot, and setting in literary texts.
- Analyze the impact of an author’s choice of words and phrases on meaning and tone in literary and informational texts.
- Evaluate an author’s argument and specific claims in informational texts to determine if the supporting evidence is sufficient.
- Write a well-organized informative/explanatory piece that incorporates direct references, main ideas, and relevant details of informational and literary texts to analyze a text.
- Effectively use transitional phrases to link ideas.
- Analyze an author’s bias and credibility in literary and informational texts.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics.
Grade 8

A student who scores in the “does not meet expectations” category typically can:

• Cite limited explicit information from literary and informational texts.
• Identify a theme or central idea of literary and informational texts.
• Identify characters and setting in literary texts.
• Identify the relationship between dialogue, plot development, and characterization in literary texts.
• Recognize apparent context clues to determine the denotative meaning of words in literary and informational texts.
• Recognize an author’s argument or claim in informational texts.
• Recognize some bias in literary and informational texts.
• Use some examples in informative/explanatory writing to convey ideas.
• Attempt to use grade appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “approaches expectations” category typically can:

• Cite explicit information, textual evidence, and make some basic inferences in literary and informational texts.
• Determine one or more themes or central ideas and provide a basic summary of literary and informational texts.
• Summarize how characters change over the course of literary texts.
• Summarize the contextual influences on setting, plot, and character in literary texts.
• Use context clues to identify figurative and connotative meanings of words in literary and informational texts.
• Identify the relationship between characters’ perspectives and suspense or humor in literary texts.
• Summarize an author’s argument or claim and identify supporting evidence in informational texts.
• Question an author’s bias and credibility in some literary and informational texts.
• Attempt to write an informative/expository piece that introduces a topic, contains some organizational and transitional elements, and uses some supporting evidence.
• Use some grade-appropriate standard English grammar, usage, and mechanics in writing.

A student who scores in the “meets expectations” category typically can:

• Cite evidence to support an analysis of literary and informational texts.
• Identify multiple themes and determine their relationship to character, setting, and plot in literary texts.
• Analyze how dialogue and/or plot development propel the action and/or reveal aspects of character in literary texts.
• Analyze the impact of word choices on meaning and tone in literary and informational texts.
• Analyze how an author responds to conflicting evidence or viewpoints in informational texts.
• Differentiate between logical claims and evidence and faulty claims and evidence in informational texts.
• Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, uses organizational structures and transitions to analyze text.
• Use grade-appropriate standard English grammar, usage, and mechanics in writing.
A student who scores in the “exceeds expectations” category typically can:

- Use evidence and inference to support an in-depth analysis of literary and informational texts.
- Determine multiple themes and analyze their development and relationship to characters, setting, and plot in literary texts.
- Evaluate how a modern work incorporates allusions, themes, patterns of evidence, or character types from literary texts.
- Analyze the impact of word choices on analogies and allusions in literary and informational texts.
- Analyze how an author’s development of characters’ perspectives on suspense or humor in literary texts.
- Analyze and evaluate complex arguments and claims while citing specific textual information as support in informational texts.
- Write a well-organized informative/explanatory piece that incorporates direct references, main ideas, and relevant details of informational and literary texts to analyze a text.
- Evaluate an author’s bias, credibility, and perspective in literary and informational texts.
- Demonstrate a command of grade-appropriate standard English grammar, usage, and mechanics.
PARENT-FRIENDLY PERFORMANCE LEVEL DESCRIPTORS (PLDS) – MATHEMATICS

Grade 3

A student who scores in the does not meet expectations category typically can:

- Understand place value up to 1,000
- Identify fractional parts of a whole
- Use different ways to show addition and multiplication with products less than 25
- Solve one-step real-world problems using only addition or subtraction
- Recognize quadrilaterals, such as rectangles and squares
- Recognize standard and metric units of liquid volume, such as cups and liters
- Measure length to the nearest whole unit (inch, foot, yard, centimeter, meter)

A student who scores in the approaches expectations category typically can:

- Add and subtract to 1,000
- Recognize fractional equivalence with a model
- Calculate whole-number products and quotients showing various methods
- Solve one-step real-world problems using multiplication
- Recognize that shapes are classified into different categories
- Identify right angles and distinguish between angles larger and smaller than right angles
- Find the area and perimeter of a rectangle with whole-number sides

A student who scores in the meets expectations category typically can:

- Read and write numbers through 999,999 in standard form
- Multiply one-digit whole numbers by multiples of 10
- Understand fractions in terms of equal parts of a whole and intervals on a number line
- Compare fractions with the same numerator or with the same denominator
- Solve two-step real-world problems using multiplication with addition and subtraction
- Multiply and divide fluently (products and dividends through 100)
- Understand that if shapes share characteristics, the shapes may form a larger category
- Identify acute, right, and obtuse angles
- Draw examples of quadrilaterals that do not belong to any subcategories of quadrilaterals
- Solve elapsed time problems within 60-minute time intervals
- Measure lengths to nearest half inch and quarter inch and generate a line plot of the lengths

A student who scores in the exceeds expectations category typically can:

- Read and write numbers as equations in expanded form
- Round whole numbers to the nearest 10 or 100
- Understand fractions, fractional equivalence, comparisons, unit fractions, and addition of fractions
- Solve two-step real-world problems using all four operations
- Apply multiple properties of operations to multiply and divide
- Interpret line plots
- Recognize patterns between area and perimeter
- Recognize rectangles with the same perimeter and different areas or with the same area and different perimeters
Grade 4

A student who scores in the does not meet expectations category typically can:

- Compare fractions with like denominators, using symbols (=, <, >)
- Identify tenths, both as fractions and as decimals, using visual models
- Solve one-step word problems by adding or subtracting
- Find all factor pairs to 24
- Draw points and line segments
- Recognize symmetrical and nonsymmetrical shapes
- Distinguish between larger and smaller units of measure within a single system (customary or metric)

A student who scores in the approaches expectations category typically can:

- Use appropriate strategies to multiply up to a three-digit number by a one-digit number
- Use appropriate strategies to find whole-number quotients using a whole number dividend up to two digits and a one-digit divisor
- Add or subtract fractions with like denominators
- Identify tenths and hundredths, both as fractions and as decimals, using visual models
- Solve one-step word problems by multiplying and dividing with whole-numbers
- Draw points, lines, and angles and identify them in two-dimensional shapes
- Identify a single line of symmetry
- Draw line plots to represent data in fractional units to the nearest 1/4 inch
- Find the perimeter of rectangles shown visually with all 4 side lengths clearly labeled

A student who scores in the meets expectations category typically can:

- Add and subtract multi-digit numbers fluently
- Use appropriate strategies for multiplication resulting in four-digit products
- Use appropriate strategies to find whole-number quotients using a whole-number dividend up to four digits and a one-digit divisor
- Solve one-step word problems involving multiplication of fractions by whole numbers
- Solve two-step word problems using the four operations
- Find factor pairs to 100
- Generate number and shape patterns that follow a given rule
- Draw points, lines, line segments, rays, angles, and parallel and perpendicular lines
- Identify right triangles
- Convert units of customary measurement (in., ft., yd., oz., lb., sec., min., hr.)
- Draw line plots to represent data in fractional units to the nearest 1/4 inch or, 1/8 inch
- Find the area and perimeter of rectangles using the formulas

A student who scores in the exceeds expectations category typically can:

- Explain whole-number patterns
- Order more than two fractions by comparing them to a benchmark fraction using symbols
- Solve multi-step word problems involving addition and subtraction of fractions or multiplication of fractions by whole numbers
- Identify the rule for number and shape patterns
- Solve multi-step word problems using the four operations
- Interpret symmetry as an attribute of two-dimensional shapes
- Provide examples of two-dimensional shapes, given specific attributes
- Solve multi-step problems using area and perimeter formulas with an unknown side
Grade 5

A student who scores in the does not meet expectations category typically can:

- Identify the place value name for a given digit or vice versa in a decimal to the tenths
- Multiply unit fractions by unit fractions
- Determine the value of (evaluate) one-step numerical expressions
- Plot points in quadrant I on the coordinate plane
- Calculate one-step conversions of length within a given system (customary or metric)

A student who scores in the approaches expectations category typically can:

- Identify the place value name for a given digit or vice versa in a decimal to the thousandths
- Read, write, and compare (using >, =, and <) decimals to hundredths in standard form
- Solve one-step real-world problems involving addition or subtraction of unit fractions with unlike denominators
- Add and subtract unit fractions with unlike denominators using visual models
- Write simple numerical expressions described by verbal phrases
- Identify ordered pairs in quadrant I on the coordinate plane
- Create line plots to represent data in fractional units to the nearest 1/4 inch or, 1/8 inch
- Identify volume as an attribute of three-dimensional objects

A student who scores in the meets expectations category typically can:

- Use whole-number exponents to denote powers of ten (10¹, 10², 10³, …)
- Multiply multi-digit whole numbers
- Multiply fractions by whole numbers or fractions
- Solve problems involving areas of rectangles with fractional side lengths
- Solve two-step real-world problems involving multiplication of fractions and mixed numbers
- Write, evaluate, and interpret numerical expressions using parentheses
- Generate two numerical patterns from two rules and identify the corresponding terms using an input/output table
- Define and use the x/y-coordinate system to graph points within quadrant I
- Calculate one-step conversions of time, length, volume, and mass within a given system
- Find the volume of right rectangular prisms by counting unit cubes, and recognize volume relating to multiplication of unit cubes along sides

A student who scores in the exceeds expectations category typically can:

- Fluently multiply multi-digit numbers
- Compare three or more decimal numbers to the thousandths
- Divide decimals to hundredths using visual models
- Solve multi-step real-world problems involving addition and subtraction of fractions with unlike denominators
- Fluently multiply fractions by whole numbers or fractions
- Represent and interpret division of fractions: divide unit fractions by whole numbers and divide whole numbers by unit fractions
- Translate numerical patterns into ordered pairs, a graph on a coordinate grid, and explain data displayed on a coordinate grid
- Apply x/y-coordinate system to graphs and interpret real-world problems in quadrant I
- Calculate multi-step conversions of time, length, volume, and mass within a given system
- Use operations with fractions to solve problems with line plots
Grade 6

A student who scores in the does not meet expectations category typically can:

- Identify points with integer coordinates in quadrant I
- Order positive integers on a number line
- Identify equivalent ratios
- Relate verbal phrases to equivalent expressions with variables
- Solve real-world and mathematical problems involving the area of rectangles
- Identify statistical and non-statistical questions
- Read and interpret data presented in dot plots to answer a simple question about the data

A student who scores in the approaches expectations category typically can:

- Order positive and negative integers using a number line
- Add, subtract, and multiply fractions
- Solve real-world problems that involve plotting points with integer coordinates in quadrant I
- Understand ratio concepts and ratio language
- Write expressions with variables, including expressions described as verbal phrases
- Determine if a given value makes a given equation or inequality true
- Identify three-dimensional objects represented as nets composed of rectangles and triangles
- Find the mean, median, mode, range, maximum, and minimum in a data set
- Create a dot plot to represent data

A student who scores in the meets expectations category typically can:

- Divide decimals by decimals and divide fractions by fractions
- Compute fluently with multi-digit whole numbers using all four operations
- Determine the vertical or horizontal distance between two points on a coordinate plane
- Plot and identify ordered pairs in all four quadrants
- Solve one-step real-world and mathematical problems that involve ratios and unit rates
- Solve one-step one-variable equations
- Write and graph inequalities in one variable that represent given situations
- Model relationships between dependent and independent variables
- Solve real-world problems involving the surface area (using nets) and volume of three-dimensional objects with rectangular faces, including those with fractional edge lengths
- Describe the distribution of data in terms of shape, center, and spread
- Read and interpret data presented in a box plot to answer a simple question about the data
- Understand the relationships among different measures of center and spread

A student who scores in the exceeds expectations category typically can:

- Compute fluently with multi-digit decimals using all four operations
- Relate the vertical or horizontal distance between two points on a coordinate plane to absolute value
- Write, evaluate, and compare expressions with variables and whole-number exponents
- Understand and interpret expressions, equations, and inequalities in real-world contexts
- Determine and explain the most appropriate measures of center and variability
- Create a box plot to represent data
Grade 7

A student who scores in the does not meet expectations category typically can:

- Use the four operations to solve one-step real-world problems with positive rational numbers
- Distinguish between proportional relationships and relationships with equivalent ratios
- Use the commutative or associative properties to combine like terms in an expression
- Write and graph one-variable inequalities
- Identify the vertices, edges, and faces of a right rectangular prism
- Identify the center, radius, diameter, and circumference of circles
- Distinguish between populations and samples in statistics
- Understand samples can be used to gain information about a population

A student who scores in the approaches expectations category typically can:

- Use procedures to add, subtract, multiply, and divide integers
- Solve basic multi-step real-world and mathematical problems with integers
- Determine proportional relationships by examining tables and graphs
- Use the distributive property to generate equivalent linear expressions
- Solve two-step real-world and mathematical problems with integer coefficients
- Describe the surface area of a right rectangular prism
- Use formulas to calculate area, surface area, and volume
- Understand probabilities fall between 0 and 1 and the likelihood within that range
- Calculate simple probability

A student who scores in the meets expectations category typically can:

- Fluently use all four operations with rational numbers
- Compare and order rational numbers using graphs and symbols (<, >, ≤, ≥, and =)
- Relate the constant of proportionality to the real world problem and use it to write an equation
- Solve multi-step real-world and mathematical problems with rational coefficients
- Apply the laws of exponents to evaluate numerical expressions with whole number exponents
- Describe geometric figures and the relationships between them
- Use formulas to find the area of circles
- Identify and solve problems with scale drawings using proportional reasoning
- Use random sampling to draw comparative inferences about two populations
- Compare theoretical and experimental probabilities
- Use a variety of tools, including simulations, to find probabilities of compound events

A student who scores in the exceeds expectations category typically can:

- Solve multi-step real-world problems, using fractions and decimals interchangeably
- Interpret numerical and symbolic proportional relationships and use them to solve multi-step problems
- Use variables to represent quantities in complex multi-step real-world problems with equations and inequalities; interpret solutions in context
- Solve complex multi-step problems involving angle measures, area, surface area, and volume of right rectangular prisms, right triangular prisms, and shapes composed of those prisms
- Use statistics to draw comparative inferences about multiple populations
- Develop, use, and evaluate the validity of multiple probability models
Grade 8

A student who scores in the does not meet expectations category typically can:

- Recognize irrational numbers as a category distinct from rational numbers
- Distinguish between relations that are and are not functions
- Calculate the value of a positive base with a negative integer exponent
- Recognize congruence and similarity and distinguish between them using physical models
- Find the hypotenuse of a right triangle whose sides are Pythagorean triples
- Recognize single transformations (rotations, reflections, translations)
- Recognize association in bivariate data (data with two variables)

A student who scores in the approaches expectations category typically can:

- Estimate non-perfect square roots between two whole numbers
- Use functions to model linear relationships between two quantities in slope-intercept form
- Find the slope of a graph and relate it to proportional reasoning
- Identify linear equations with no solution, one solution, and infinitely many solutions
- Apply the Pythagorean Theorem in two dimensions
- Identify line of best fit for linear association

A student who scores in the meets expectations category typically can:

- Interpret irrational numbers as nonterminating and nonrepeating decimals
- Order or graph approximations of irrational numbers
- Distinguish between linear and nonlinear functions
- Apply the concepts of linear functions to real-world and mathematical situations
- Interpret the meaning of the slope and y-intercept of a linear function in context
- Understand and apply the properties of integer exponents and scientific notation
- Solve linear equations and systems of linear equations
- Solve real-world problems with two linear equations in two variables and interpret the solution in context
- Understand congruence and similarity through properties of transformations using physical models or geometry software
- Identify congruent and supplementary pairs of angles
- Describe sequences of transformations, including dilations (resizing)
- Interpret slope and y-intercept of line of best fit
- Add and subtract matrices of the same size

A student who scores in the exceeds expectations category typically can:

- Identify fractional equivalents of repeating decimals
- Define, analyze, compare, and use functions to model nonlinear relationships between quantities in multiple representations
- Interpret, analyze, graph, and solve linear equations in two variables
- Solve complex multi-step real-world problems involving systems of linear equations
- Apply volume of prisms, cones, cylinders, and spheres to real-world problems
- Analyze patterns of association in bivariate categorical data using a two-way table
- Multiply a matrix by a scalar