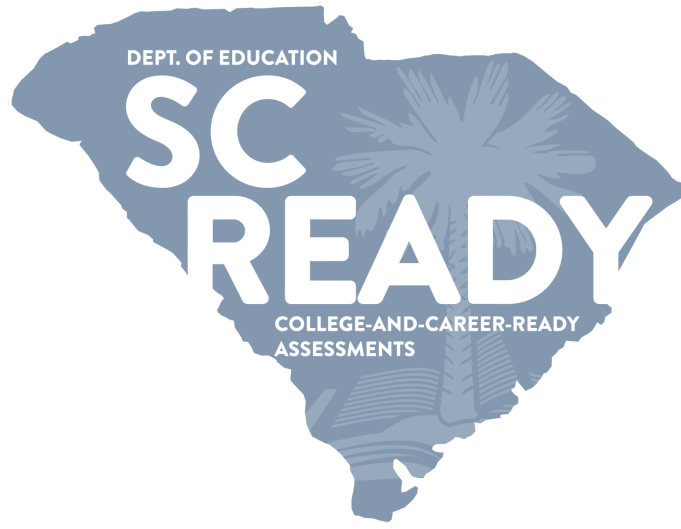




2026 Data Review Report

Statewide Instructional Recommendations

Math Grade 5

Office of Assessment and Standards

October 2026

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Introduction

The [South Carolina Department of Education](#) (SCDE) Office of Assessment and Standards (OAS) extends our deepest gratitude to the hard-working teachers across our state. We are especially thankful to the educators who dedicate their time to participate in our annual assessment meetings. Your collaboration is what makes these reports possible.

What is the Data Review Committee?

As part of our [Development Cycle](#) every year, the SCDE gathers educators from across South Carolina for virtual Data Review Meetings. This group of dedicated educators forms our *Data Review Committee*, a specialized team tasked with examining state-level, item-by-item test data to better understand student ability and identify where students are struggling with specific standards.

From Numbers to Strategies

For this report, the Committee focused on the Spring SC READY Math Grade 5 assessment, which measures the *2025 South Carolina College- and Career-Ready Mathematics Standards (2025 SC CCR Math Standards)*. While every standard is assessed on the SC READY Math Grade 5 assessment, this report selectively highlights key standards where statewide trends point to clear, actionable recommendations for the classroom.

The Committee looks closely at the *quantitative* data, how students across the entire state responded to test items. They use these numbers to produce a *qualitative* analysis. In other words, they look at the data to figure out *why* students are struggling, and then they offer actionable, instructional recommendations on how to improve student achievement on those topics.

A Redesigned Format

Based directly on feedback from teachers across the state, we have redesigned the Data Review Reports to be more useful for your daily practice. The reports are now organized by standards and indicators. Within each section, you will find:

- **Committee Observations:** What the data tells us about student understanding and misconceptions.
- **Instructional Recommendations:** Practical strategies to address learning gaps.

How to Use This Report

The goal of this report is to provide clear suggestions to improve instructional practice and inspire collaborative discussions at your school. Offered in a spirit of helpfulness and collaboration, these recommendations reflect broad, statewide trends. Because every classroom is unique, we recognize that certain identified gaps or suggestions may not align with every individual school or district.

Get Involved and Learn More

The OAS provides numerous resources for districts, schools, and teachers to help clarify the standards, understand how our assessments align with them, and make the most of test data.

Our [Assessment Quick Links for Teachers Page](#) includes the following resources for mathematics educators:

- [Applications for Assessment Committees](#): Apply to Content Review Committees, Data Review Committees, and more.
- [Test Blueprints](#): Broadly outline the test construct in terms of content and rigor.
- [Assessment Specifications for Teachers](#): Guidance on how standards are assessed on SC READY (distinct from how a concept is taught).
- [Data Review Reports](#): Access older reports from various content areas.
- [Item Type Descriptions](#): Breakdown of the item formats students encounter on SC READY.
- [Sample Items](#): Grade- and content-aligned items demonstrating SC READY formats.
- [Online Tools Training \(OTT\)](#): Allows students to practice interacting with sample items in the official testing environment.
- [SC READY Math Reference Sheets](#): Reference sheets for SC READY Math Grades 4-8

Our [Math Standards Page](#) includes:

- [Standards](#): The *2025 South Carolina College- and Career-Ready Mathematics Standards*
- [Instructional Resources](#): Support materials designed to help teachers instruct the *2025 SC CCR Math Standards*.
- [Professional Learning Opportunities](#): District-level professional learning menus and recordings of past webinars.

Interested in Statewide Assessment Data?

[State-level assessment data](#) is published each year on our website. You can explore the [2026 SC READY Test Scores](#) directly through our online interactive tools or download full data files from the right side of the page.

Want to make an impact?

If you are interested in joining an annual assessment committee, we invite you to [apply through our website!](#)

Statewide Trends for Math Grades 3-5

Strengths

Grade 3: Students demonstrated strengths in their understanding of whole numbers. Students were generally successful in representing numbers using place value concepts and various forms of notation. They also showed proficiency in comparing and rounding whole numbers by analyzing the value of digits in different places.

Grade 4: Students demonstrated strengths in data analysis, particularly in their ability to collect and organize data. Students successfully represented data using dot plots and bar graphs and were able to identify key information displayed in these visual representations.

Grade 5: Students demonstrated strengths in geometry concepts, particularly in their understanding of the coordinate plane. Students were successful in plotting and locating points using ordered pairs. Many students could accurately identify key components of the coordinate system, including the origin and coordinates of points.

Areas for Growth

Grade 3: Students would benefit from additional support in developing conceptual understanding of decomposition strategies to solve multiplication problems. Students would also benefit from additional practice applying a variety of addition strategies, including compensation and decomposition.

Grade 4: Students would benefit from additional support in understanding and applying concepts of area and perimeter. While students may recognize these measurements, they need further opportunities to distinguish between the two concepts.

Grade 5: Students would benefit from additional support in data analysis and problem-solving. Specifically, students need opportunities to strengthen their understanding of statistical measures such as range and mode and to interpret what these measures reveal about a data set. Students would also benefit from additional practice solving two-step real-world problems involving data displays.

Committee Observations and Recommendations

After reviewing assessment data, the committee developed the following observations and instructional recommendations to inform classroom instruction for Grade 5. These recommendations are not intended to be a comprehensive review of all indicators, nor does their inclusion in this report imply greater importance than other indicators or content. All indicators should continue to be taught with the depth and rigor outlined in the *2025 SC CCR Mathematics Standards*.

General Observations and Recommendations

- Strengthen students' ability to write and interpret equations and expressions.
 - Provide opportunities for students to write, interpret, and distinguish between equations and expressions.
- Present numbers in nontraditional orders to build number sense.
 - Students often become accustomed to seeing numbers in standard ascending or descending order. Presenting numbers out of order encourages students to think more deeply about place value relationships.
- Build familiarity with mathematical vocabulary.
 - Students may understand mathematical concepts but struggle when mathematical vocabulary is used.
 - Consider embedding Measurement, Geometry, and Spatial Reasoning (MGSR) tasks into instruction throughout the year to ensure consistent exposure and meaningful application beyond a designated unit.
 - MGSR is rich in academic vocabulary, so ensure explicit teaching of vocabulary within these indicators throughout the year.
- Provide regular opportunities to use the [Online Tools Training \(OTT\)](#).
 - Incorporate the OTT throughout the year so students become comfortable with the digital tools and can focus on the mathematics during testing.

Data, Probability, and Statistical Reasoning (DPSR)

5.DPSR.1.1

Observation: Students may not know the difference between range and mode.

Instructional Recommendation(s):

- Complete vocabulary activities to ensure students understand the meanings of range and mode.
- Provide opportunities to write equations when solving for range.
- Provide opportunities for students to find a missing data point when given the range or mode.

5.DPSR.1.2

Observation: When solving a real-world problem, students misread the dot plot by focusing on the dots themselves rather than identifying the data values represented by the dots along the horizontal axis.

Instructional Recommendation(s):

- Ensure students practice completing problems with the terms “at least,” and “more than.”
- Ask students, “What are you finding? What part of the graph are you looking at?”
- Use a whole-class “Notice and Wonder” activity with a graph, where each student shares a unique observation before any ideas are repeated. For example, when analyzing a line graph of monthly temperatures, students might notice that July has the highest temperature, temperatures steadily increase from January to July, or the graph shows a sharp decrease from summer to fall. Students may also identify important features such as the title, axes, labels, and scale. By closely examining these details and discussing what they reveal, students are better prepared to use data to support their reasoning in real-world situations, such as determining the best month to plan an outdoor event or explaining seasonal weather patterns.

5.DPSR.1.3

Observation: Students need more practice working with circle graphs.

Instructional Recommendation(s):

- Provide opportunities for students to work with circle graphs that have fraction data.
- Use real-world circle graphs (e.g., favorite school subjects, sports participation, daily activities, or survey results) and have students answer questions that require them to compare categories, interpret fractions, and justify their reasoning.

5.DPSR.2.1

Observation: The words dice or die are not used on SC READY.

Instructional Recommendation(s):

- Make sure students are familiar with the words fair number cube or fair n -sided game piece. On SC READY these terms are used instead of dice or die.

Measurement, Geometry, and Spatial Reasoning (MGSR)

5.MGSR.1.1

Observation: Some students need more support when finding area or perimeter of a composite figure.

Instructional Recommendation(s):

- Practice decomposing composite figures into rectangles, using color-coding and labeling the side lengths of newly created line segments.

- Provide opportunities for students to discuss multiple ways to decompose a composite shape.

5.MGSR.1.2

Observation: Students miscounted when finding the volume of a right rectangular prism.

Instructional Recommendation(s):

- Students should have experience using cubes to fill and/or create a right rectangular prism. The purpose of the indicator is not to use the formula to find volume.
- While viewing a partially filled right rectangular prism, practice counting a layer and then using repeated addition for the number of layers intended to be present.
- Provide opportunities for students to explore volume through real-world contexts such as aquariums, shipping boxes, storage containers, swimming pools, and garden beds. Have students estimate, calculate, and compare volumes to understand how volume measures the amount of space inside a three-dimensional object.

5.MGSR.2.1

Observation: Students struggled to convert various units.

Instructional Recommendation(s):

- Provide opportunities to discuss the reasoning used to determine the operation needed for the given conversion.
- Provide students with benchmarks for units (such as the classroom door is about a meter wide) to support them with reasoning.
- When working with the metric system, make connections to 5.NR.1.2.

5.MGSR.2.2

Observation: Students need more practice measuring length when the object is not aligned with zero on the ruler.

Instructional Recommendation(s):

- Ensure physical rulers are in the hands of all students.
- Complete a “Notice and Wonder” discussion about the ruler.
- Discuss and notice the distance between the endpoints of the object no matter where the object may be positioned on the ruler.
- Provide opportunities to complete a “Broken Ruler” activity. This can be done with a worksheet, or in a more hands-on way.
 - Print rulers and tear them so they are “broken.” The “broken ruler” could also be a ruler where the numbers have been left off altogether.
 - Have students measure objects found in the classroom and record their lengths.
- Have students contribute to a class height chart labeled in inches and centimeters to strengthen their understanding of length and measurement units.

5.MGSR.3.1

Observation: Students confused the words vertical and horizontal when describing the x- and y-axis.

Instructional Recommendation(s):

- Explicitly use the words vertical and horizontal when teaching the coordinate plane.
- Encourage the use of both vertical and horizontal number lines to build a foundation for understanding the coordinate plane.

Numerical Reasoning (NR)

5.NR.1.1

Observation: When a multi-digit decimal to the thousandths place was written in expanded form out of place value order, some students struggled to correctly represent the number.

Instructional Recommendation(s):

- Work with representing numbers in expanded form not in place value order.
- Provide opportunities to represent numbers in multiple ways. While creating a pictorial model, also write the number in expanded form.

5.NR.1.3

Observation: Students need more practice with rounding to the nearest hundredth.

Instructional Recommendation(s):

- Nix the tricks! Avoid teaching tricks or rhymes when asking students to round.
- Encourage students to round using a number line, where the endpoints and midpoints are labeled.
- Provide opportunities for students to round the same number to the nearest hundredth, tenth, and whole number.

Patterns, Algebra, and Functional Reasoning (PAFR)

5.PAFR.1.1

Observation: Students struggled to find an expression that was equivalent to another expression.

Instructional Recommendation(s):

- Teach and model the distributive property as a valuable problem-solving strategy. While students should choose efficient methods, they should be exposed to and practice a variety of strategies.
- Use area models and make connections to the distributive property.
- Always have students write out the equation when completing a real-world problem.

5.PAFR.1.2

Observation: Students misinterpreted the remainder in a real-world problem.

Instructional Recommendation(s):

- Provide opportunities for students to focus solely on interpreting the remainder. Remove the calculation component and engage students in discussions about what the remainder represents in the context of the problem.
- Expose students to a variety of real-world contexts so they can determine how the remainder relates to the situation. For example, the remainder may represent people who have not been grouped, leftover money, extra ingredients in a recipe, or unused materials. Discuss how the meaning of the remainder changes based on the context and how that affects the solution.
- One way this could be done is by completing a “Scoot Activity.”
 - Place students in small groups of 2–4.
 - Post several real-world division problems around the classroom that include remainders and require different types of interpretations.
 - Have groups rotate, or “scoot,” from problem to problem.
 - At each station, students should not solve the problem. Instead, they should discuss and record what the remainder represents in the context of the situation.
 - Facilitate a class discussion to compare how the meaning of the remainder changes across different contexts.
 - On the following day, revisit the same problems and have students solve them completely, including the computation. Students can then connect their calculations to the interpretation of the remainder and explain how the context influences the final answer.

5.PAFR.1.4

Observation: Students did not correctly connect a shaded decimal grid to a multiplication equation.

Instructional Recommendation(s):

- Ensure students understand that a 10×10 grid represents one whole, where 100 small squares equal .01 rather than 100 individual ones.
- Support students by using decimal squares and beaded number lines, in addition to other manipulatives.
- Regularly ask students what the manipulatives represent and how the model relates to the numbers in the equation to build conceptual understanding rather than focusing solely on procedures.
- Provide opportunities for students to justify whether their product is reasonable.

5.PAFR.2.3

Observation: Students miscalculated when dividing a whole number by a unit fraction.

Instructional Recommendation(s):

- Use visual models to help students make connections between the mathematical processes involved in this indicator.
- Avoid using "keep, change, flip" as a memorization strategy. While students may remember the steps, the shortcut does not build understanding of fraction division and often limits students' ability to explain or extend their thinking.
- Provide opportunities for meaningful conversations around patterns students notice when dividing.

5.PAFR.3.1

Observation: Instead of finding the least common multiple (LCM), students found the greatest common factor (GCF).

Instructional Recommendation(s):

- Provide opportunities for students to understand the vocabulary involved with finding LCM.
- Explicitly teach the difference between factors and multiples.
 - LCM helps students find a common denominator when adding and subtracting fractions.
 - GCF helps students simplify fractions.
 - Activity: Create anchor charts that compare LCM and GCF.

5.PAFR.3.2

Observation: Students need a more organized way to find the GCF.

Instructional Recommendation(s):

- Organize factor pairs using a table or T-chart.
- Help students visualize factors. Ask students to think about how many arrays could be built using a set number of tiles. Identify the factor pairs represented in each array. Repeat this process with another number. Then, discuss which factors the numbers have in common.
- Avoid relying solely on the rainbow factorization strategy, as it can lead to misconceptions with numbers that have limited factors (e.g., 49).

5.PAFR.3.4

Observation: When writing an expression, students translated the problem into the order it was read without producing the correct value.

Instructional Recommendation(s):

- Make sure students are familiar with mathematical language, especially multiplicative language such as twice as many, half as much, etc.
- Provide opportunities for students to translate an expression that is not written in the order it is read. For example:

- Provide cards with mathematical situations and separate cards with their corresponding expressions.
 - Have students work in pairs to match each situation to its corresponding expression.
 - Encourage students to justify and discuss their matches with their partners.
- Facilitate a partner error analysis activity.
 - Have students create their own mathematical expression and then intentionally translate it incorrectly. Next, have students exchange work with a partner who must identify the error, explain why the translation is incorrect, and provide the correct translation.