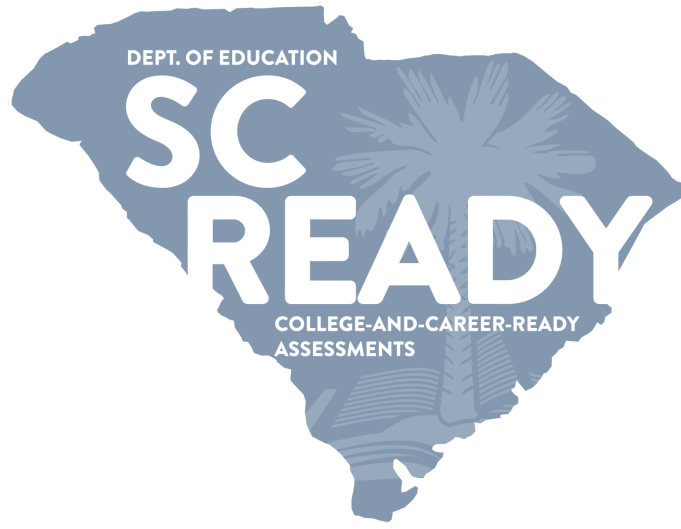




2026 Data Review Report

Statewide Instructional Recommendations

Math Grade 7

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 for 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 [Test 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 7 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 7 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 the 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.
- [Calculator Requirements](#): Guidelines for use and allowable calculators.
- [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 Grade 7

Strengths

Statewide performance trends suggest that Grade 7 students demonstrated relative strengths in data analysis, statistical reasoning, probability, and proportional relationships. Areas of strength include:

- calculating and interpreting measures of center
- analyzing data sets and drawing conclusions using statistical reasoning
- representing and interpreting data using graphs, including histograms
- identifying patterns, distributions, and key characteristics of data sets
- calculating and interpreting the theoretical probability of simple random events
- identifying and interpreting the constant of proportionality
- representing proportional relationships using tables, graphs, and verbal descriptions
- using proportional reasoning to identify patterns, model relationships, and solve real-world problems

These positive trends suggest that many students were able to analyze and interpret data, apply simple probability concepts, and reason proportionally given visual and verbal representations. Continued opportunities to connect visual models, data representations, and real-world contexts may further strengthen students' ability to communicate mathematical reasoning and solve complex problems.

Areas for Growth

Statewide performance trends suggest that Grade 7 students may need additional support with measurement and geometric reasoning when compared with other assessed content areas. Some areas include:

- understanding and applying relationships among geometric attributes
- reasoning about geometric relationships and properties
- calculating and interpreting volume and surface area of prisms
- applying geometric reasoning to analyze and justify relationships among figures and measurements

Strengthening conceptual understanding through visual models, hands-on experiences, and real-world applications may help students more effectively reason about geometric measurements and the properties of three-dimensional figures.

Committee Observations and Recommendations

The following instructional recommendations, identified by this year's Data Review Committee, provide actionable strategies to improve student achievement.

General Observations and Recommendations

Vocabulary:

- Use familiar language as an entry point but consistently transition students to precise mathematical vocabulary.
 - Provide opportunities for students to apply vocabulary in context through sorting, matching, discussion, and problem-solving tasks that require interpretation and application rather than memorization of definitions.
 - Consider collaborating with your Professional Learning Communities (PLCs) to determine whether formative assessment of vocabulary would support student learning.
-

Connections and Representations:

- Provide regular opportunities for students to interpret, analyze, and create mathematical representations, including graphs, data displays, and contextual models.
 - Connect new learning to prior knowledge and authentic situations to help students develop a deeper understanding of mathematical concepts, procedures, and representations.
 - Connect mathematical concepts to real-world situations and prior learning.
 - Engage students in mathematical discourse, error analysis, and justification of reasoning.
 - Use fractions and decimals throughout the entire year. Incorporate decimals with data displays.
-

Mathematical Tools:

- Using both horizontal and vertical number lines to model mathematical relationships emerged as a common instructional theme and can support students' continued understanding of rational numbers, inequalities, and other mathematical concepts.
- Use virtual manipulatives to help support spatial reasoning in Geometry and Measurement.
- Ensure that students practice solving problems with and without a calculator.

The following observations and recommendations for the selected indicators in this report are organized by the reporting categories identified in the [SC READY Math Grade 7 Test Blueprint 2026-27](#): **Data, Probability, and Statistical Reasoning, Measurement, Geometry, and Spatial Reasoning, Numerical Reasoning, and Patterns, Algebra, and Functional Reasoning.**

Data, Probability, and Statistical Reasoning

7.DPSR.1.2

Observation: The data suggest that some students may not fully understand the impact of outliers on measures of center, particularly the mean, despite generally identifying the most reasonable answer choice.

Instructional Recommendations:

Students should recognize how measures of center can be skewed when there is an outlier. Provide opportunities for students to analyze data sets with and without outliers and compare the impact on each measure of center.

7.DPSR.2.3

Observation: The committee observed that students may need additional experience designing probability experiments, recording results, and using collected data to draw conclusions.

Instructional Recommendation(s):

Explore how experiments are designed and conducted by providing students with opportunities to model real-world probability situations using spinners or coins. Have students record all possible outcomes and actual results as they occur, then compile and discuss class results using an anchor chart so students can visualize patterns and compare outcomes. Consider using questioning strategies such as K-W-S (What do we know? What do we want to know? How can we solve it?) to guide students through the investigation process and support their reasoning as they determine and justify outcomes.

Measurement, Geometry, and Spatial Reasoning

7.MGSR.1.2

Observation: Students did not seem to understand the relationships between the radius, diameter, and circumference of a circle.

Instructional Recommendation:

Provide opportunities for students to explore the relationships among the radius, diameter, and circumference of a circle through proportional reasoning. Emphasize circle vocabulary, have students draw and label the parts of a circle, and incorporate these diagrams into guided notes to reinforce understanding of how the parts of a circle are related.

7.MGSR.1.3

Observation: The committee observed that students may confuse area and circumference and may not recognize the relationships among circumference, diameter, and π .

Instructional Recommendation:

Use T-charts and sorting activities to have students classify real-world scenarios as area or circumference problems and justify their reasoning using formulas, vocabulary, and applications.

7.MGSR.1.5

Observation #1: A common misconception was that students confused two-dimensional and three-dimensional figures and the measurements associated with each, including perimeter, area, and volume.

Instructional Recommendation:

Provide opportunities for students to identify and classify 2-D and 3-D figures and connect each to the appropriate measurement (perimeter, area, or volume). Encourage students to draw visuals to support their reasoning.

Observation #2: Students calculated the total volume of a prism but did not attend to contextual details indicating that only a portion of the volume was needed.

Instructional Recommendations:

- Provide rich problem-solving tasks involving partial volumes, such as half-full or partially filled containers.
- Use anchor charts in real time to model the situations.
- Encourage students to
 - read and reread problems
 - draw diagrams to visualize volume scenarios
 - highlight important quantities and relationships

7.MGSR.1.6

Observation: Students may have confused surface area and volume, as more students selected an answer choice representing the volume of a prism when the task required finding its surface area.

Instructional Recommendations:

- Explicitly compare and contrast surface area and volume using vocabulary, formulas, and visual models. Create anchor charts that highlight the differences between surface area and volume and when each should be used.
- Have students draw representations of the faces and the bases before calculating the surface area.
- Provide multiple strategies for visualizing and calculating surface area, including using nets, decomposing figures into familiar shapes, and creating visual models of the faces of three-dimensional figures.

7.MGSR.2.2

Observation: The committee observed that students may not fully understand that area and linear dimensions scale differently when working with scale drawings. Many students found the area of the original figure and then multiplied the area by the scale factor, rather than recognizing that area changes by the square of the scale factor.

Instructional Recommendations:

- Use graph paper to create and analyze scale drawings.
- Provide visual models and tables to support proportional reasoning.
- Have students draw representations before calculating.
- Discuss how scale factors affect side lengths, perimeter, and area differently.
- Provide opportunities for students to compare original and scaled figures and investigate how changes in dimensions affect area.
- Use hands-on modeling activities that allow students to build and compare scaled figures.

Numerical Reasoning

7.NR.1.1

Observation: The committee observed that students had difficulty comparing and ordering rational numbers represented as fractions, decimals, and percents.

Instructional Recommendations:

- Encourage students to convert numbers to a common form before comparing.
- Use tables to connect fractions, decimals, and percents.
- Provide opportunities to order numbers from least to greatest and greatest to least. Reinforce mathematical language such as ascending order and descending order.
- Utilize graph paper to align decimal values and support place-value understanding.
- Have students sort and place rational numbers on a number line, either independently or in small groups, to strengthen understanding of number magnitude and ordering.

Patterns, Algebra, and Functional Reasoning

7.PAFR.2.1

Observation: Students may benefit from additional support writing and solving multi-step equations from real-world situations, particularly when the context requires combining like terms or recognizing that multiple quantities of the same item or substance are represented by the same variable.

Instructional Recommendations:

- Provide opportunities for students to translate real-world scenarios into multi-step equations, highlighting key information and relationships before writing the equation.
- Use matching activities with cards in which students connect verbal situations with equations to strengthen equation-building skills.
- Include examples that require students to determine whether quantities represent the same variable and should be combined as like terms or represent different quantities and should remain separate.
- Connect simplifying expressions through combining like terms to the process of writing and solving multi-step equations.

7.PAFR.2.2

Observation: High performing students included a negative when evaluating a power when the negative was not part of the base.

Instructional Recommendations:

- Emphasize correct substitution by having students consistently use parentheses around substituted values, write each substitution step, and review the roles of the base and exponent.

- Use expanded form and the language of “opposite” to help students distinguish between a negative sign and a negative base
- Provide practice comparing expressions, using dry-erase boards and visual models to reinforce exponent rules and order of operations.

7.PAFR.3.3

Observation: A common misconception was that students did not consistently recognize that dividing by a fraction is equivalent to multiplying by its reciprocal, which affected their reasoning about equivalent expressions and the properties of operations.

Instructional Recommendations:

- Provide ongoing fluency activities involving fraction operations throughout the year.
- Engage students in discussions about why dividing by a fraction is equivalent to multiplying by its reciprocal.
- Use tasks that require students to determine whether expressions are equivalent and justify their reasoning.
- Reinforce the associative and distributive properties through multiple representations.
- Include periodic opportunities to solve fraction-operation problems without calculators to strengthen procedural fluency and conceptual understanding.