

# Parent and Guardian Information

## Overview

- The South Carolina College- and Career-Ready Assessment (SC READY) program is a statewide assessment for students in grades 3–8 in English language arts (ELA) and mathematics, and in grades 4 and 6 for science. The SC READY tests measure the South Carolina College- and Career-Ready Standards taught in ELA, Math, and Science classes. These standards are located on the SCDE website: <https://ed.sc.gov/instruction/standards-learning/>



- All students, including students with disabilities and multilingual learners (MLs), must be administered SC READY except for those students who qualify for the South Carolina Alternate Assessment (SC-Alt) as determined by their IEP team.

## Testing Window

- The SC READY assessment **must be administered during the last twenty school days** as determined by each district's instructional calendar. Districts and schools will schedule specific test dates and post these dates to their websites.
- The SCDE requires that districts schedule **grade three ELA reading assessments during the first five days** of the testing window to receive student test scores for determining attendance at summer reading camp as mandated by the South Carolina Read to Succeed Act.

## Test Administration

- The SC READY tests are not timed. However, students should complete each test before the end of the regular school day.
- The ELA test for grades 3–5 will be configured as a 3-part test. The parts will be divided as follows: Writing, Reading Part A, and Reading Part B. All reading sections must be administered during the same school week. The ELA test in grades 6–8 will be administered using the original two-day test format. The assessment will be administered over two days, with each section given on separate days: Writing and Reading.
- The math test for grades 3–5 will be a two-day test for spring 2026. The two sections of the math test must be administered in the same school week. For grades 6–8, the math test section will have a revised order. The “no calculator” section will be administered first, followed by the “calculator” section, and will be administered as a one-day test.

## Test Format

- SC READY assessments are administered exclusively in a computer-based format. However, paper-based testing accommodations are available for students whose disabilities prevent them from participating in online assessments, as documented in their IEP, 504 Plan, or ILAP (for multilingual learners).

## Translations/Accessibility

- Parent resources—including this brochure, sample score reports, and the Writer's Checklist—are available in multiple languages and accessible formats. Visit the Student and Parent Resource webpage to access translations, large-print documents, or to request other alternate formats: <https://ed.sc.gov/tests/assessment-information/student-and-parent-resources/>



## Types of Test Items

- ELA, mathematics, and science tests have questions with varying degrees of difficulty.
- The ELA test consists of selected-response (SR) items in grades 3–8, technology-enhanced (TE) items in grades 4–8, and evidence-based selected-response (EBSR) items in grades 5–8. The ELA test also includes a Text-Dependent Writing (TDW) item. The TDW item requires that students read a passage(s) and respond to a prompt or task while drawing upon the text(s) for their written response.
- The mathematics test for grades 3–8 consists of SR items, multi-select (MS) items, and TE items. TE items include drag and drop, hot spot, drop-down list, matching, graphing input, and keypad (type in an answer).
- The science test consists of SR, EBSR, and TE item types: drag and drop, hot spot (click to select), match interaction (click to select based on criteria), and text highlight. Constructed-response items are bar graph (click to generate bars on a graph), numeric response, and dropdown list. Tests also include stimulus sets consisting of a passage that may contain a graph, map, diagram, etc. and three associated questions.



## Sample Items

### ENGLISH LANGUAGE ARTS

Read the draft of a student's essay.

Zookeepers spend their days with animals. They learn what the animals like best and how to care for them. Many of the humans and animals form special relationships. The zookeepers are able to watch the animals grow and change over time. Sometimes, there is also an opportunity to feed and care for baby animals that are born in the zoo. What could be more fun and exciting than that?

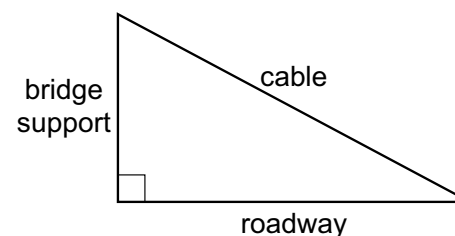
Which sentence would provide the **best** introduction for the paragraph?

- A. I hope to visit the zoo this summer with my family.
- B. Animals such as bears and monkeys can be seen in many zoos.
- C. I think that working at a zoo would be the best type of job.
- D. There are hundreds of zoos in cities around the world.

**Key = C**

### MATHEMATICS

The figure shows a bridge support, a cable, and the roadway of a bridge.



The bridge support is 80 feet tall. The length of the cable is 170 feet. What is the distance, in feet, from the base of the bridge support to the point where the cable connects to the roadway?

- A. 90
- B. 150
- C. 190
- D. 250

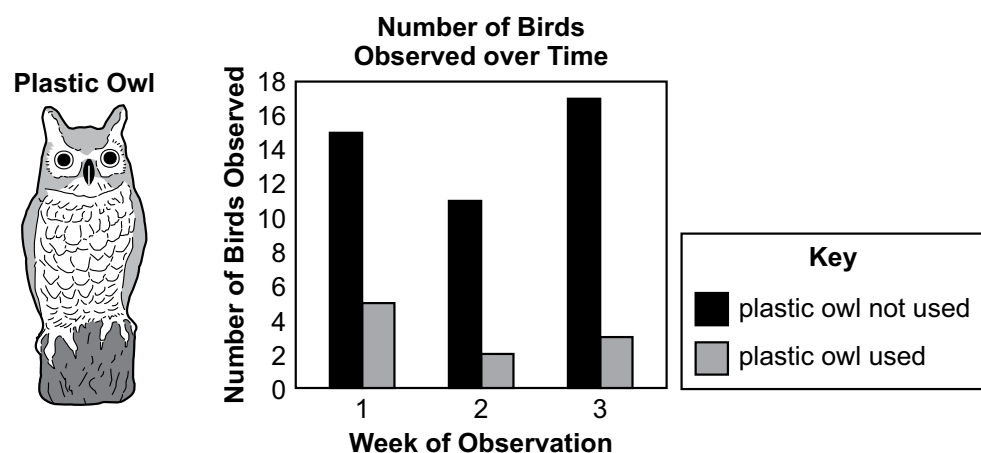
**Key = B**

### SCIENCE—GRADE 4

**This question has two parts.**

A student read that some people place large plastic owls in areas where they want to prevent birds from gathering.

The student decided to conduct an investigation. Over three weeks, the student counted the number of birds that were present in an area when a plastic owl was not used. Then, over the next three weeks, the student counted the number of birds that were present in the same area when the plastic owl was used.



**Part A:** Which statement **most likely** explains what the student observed?

- A. Other birds avoid owls.
- B. Owls avoid other birds.

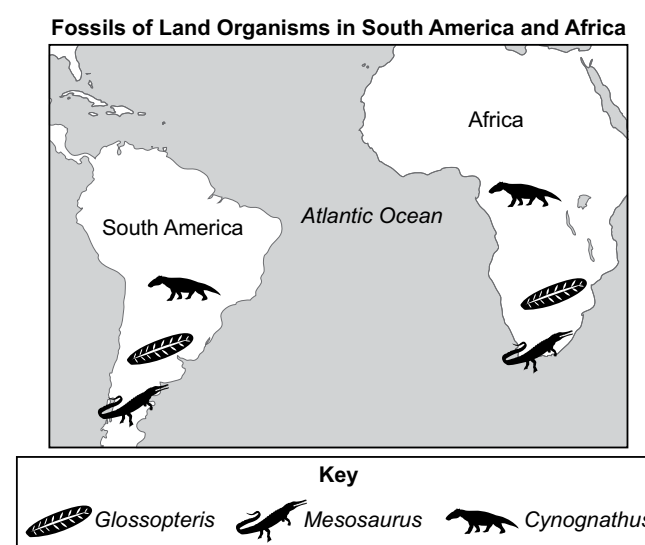
**Part B:** Which data **best** support the answer selected in part A?

- A. More birds were observed when the plastic owl was used.
- B. Fewer birds were observed when the plastic owl was used.

**Key = A/B**

### SCIENCE—GRADE 6

*Glossopteris* was an ancient fern. *Mesosaurus* and *Cynognathus* were ancient reptiles. The map shows where fossils of these three organisms have been observed.



Which statement **best** uses evidence from the map to support the theory of plate tectonics?

- A. The fossils indicate that the landmasses were once farther apart and that the organisms traveled long distances between them.
- B. The fossils indicate that the landmasses were once joined together and then became separated over a long period of time.
- C. The fossils indicate that the organisms swam from one landmass to the other landmass before they became fossilized.
- D. The fossils indicate that the organisms developed independently on both landmasses and maintained their similarity as the landmasses moved apart over time.

**Key = B**

## Sample Questions, Tutorials, and Online Tools Training (OTT)

The SC READY webpage (<https://ed.sc.gov/tests/middle/sc-ready/>) provides practice, preparation, and reference resources including:

- Samples of test questions for each grade and subject.
- Online Testing Video Tutorial, with step-by-step instructions on how to use the online testing system. Schools should review these tutorials with students in advance of testing.
- Online Tools Training (OTT) (<https://portal.te.drcedirect.com/SC>) computer module that simulates the testing environment and allows students to practice using the testing software and tools available during testing such as the highlighter, magnifier, and calculator.



## Test Results

- Districts will receive electronic copies of Individual Student Reports (ISRs) by July 15. By July 30, districts will receive paper copies to distribute to parents.
- Student results are reported as scale scores, performance levels (Exceeds, Meets, Approaches, or Does Not Meet), and performance by reporting category (Low, Middle, or High) for each test.