

# SCORE REPORT USER'S GUIDE

**For Use with Spring 2024 Score Reports**

This document and additional SC READY resources for parents, educators, and others can be accessed from the Office of Assessment's Web pages.

<http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>

# Contents

<b>INTRODUCTION .....</b>	<b>1</b>
Testing Dates .....	1
Testing Mode .....	1
Types of Test Items .....	1
Scoring of Items .....	2
Alignment to Standards.....	2
SC READY Content Overview Charts .....	2
Test Blueprints .....	3
<b>TEST RESULTS .....</b>	<b>4</b>
Overall Performance Levels .....	4
SC READY Vertical Scale Scores.....	5
SC READY Percentile Ranks.....	6
<b>SCORE REPORTS .....</b>	<b>7</b>
DRC INSIGHT Portal Interactive Reports.....	7
Student Rosters .....	7
Preliminary Rosters .....	7
Sample Preliminary Roster – ELA .....	9
Final Rosters .....	9
Sample Final Score Roster.....	10
Demographic Summary Reports .....	11
Three Visualizations Per Demographic Category .....	12
Individual Student Reports (Portal & Paper) .....	14
SC READY ISR.....	14
Sample SC READY Individual Student Report (grade 6 example—ELA) .....	16
Sample SC READY Individual Student Report (grade 6 example—Math) .....	20
On Demand Translated Individual Student Reports (ISRs) .....	22
Student Labels .....	25
Sample SC READY Student Label (grade 6 example) .....	25
Score Report Notes .....	26
Braille .....	26
Missing Test Results.....	26
Incompletes for ELA.....	26
Nonscore Codes for TDA Item.....	26
ELA Reading Subscore .....	26
Home School Students.....	26
<b>SC READY TEST RESULTS AND SCORE INTERPRETATION .....</b>	<b>27</b>

APPENDIX A: Abbreviations Used for Student Demographic Information on Student Rosters & Labels ..... 28

APPENDIX B: SC READY Test Blueprints for Spring 2024 Administration ..... 29

APPENDIX C: SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8) ..... 32

APPENDIX D: SC READY Parent-Friendly Performance Level Descriptors (PLDS) ..... 33

    Parent-Friendly Performance Level Descriptors (PLDs) – ELA..... 34

        Grade 3 ..... 34

        Grade 4 ..... 35

        Grade 5 ..... 36

        Grade 6 ..... 37

        Grade 7 ..... 38

        Grade 8 ..... 39

    Parent-Friendly Performance Level Descriptors (PLDs) – Mathematics..... 40

        Grade 3 ..... 40

        Grade 4 ..... 41

        Grade 5 ..... 42

        Grade 6 ..... 43

        Grade 7 ..... 44

        Grade 8 ..... 45

# Introduction

---

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA) and mathematics administered to students in grades 3–8 and science administered to students in grades 4 and 6. All students are required to participate in SC READY. These participation requirements do not include those students who qualify to participate in Alternate Assessment for students with significant cognitive disabilities.

## TESTING DATES

The SC READY tests were administered during the last twenty days of each district’s instructional calendar, unless the district requested and received a waiver for a longer testing window.

Each SC READY test/test session was designed to be administered on a separate day. The ELA test was administered in two sessions over the course of two days, with one session administered per day. The mathematics test has two sections: a “calculator” section, and a “no calculator” section, both to be administered in a single day. The science test had a single session, designed to be administered on a single day.

## TESTING MODE

The Education Accountability Act (EAA) requires online testing for grades three through eight on SC READY. A paper test is available for students with disabilities who cannot take online assessments due to their disabilities as specified in their **IEP or 504 plans**, and for multilingual learners (MLs) if specified in their **Individualized Language Acquisition Plan (ILAP)**.

For the 2023–24 school year only, Proviso 1.58 allows districts or individual public charter schools to request a waiver from the State Board of Education (SBE) from the requirement that all assessments be administered online.

## TYPES OF TEST ITEMS

ELA, mathematics, and science assessments include test questions with varying degrees of difficulty.

### ***ELA***

The ELA test consists of selected response (SR), multi-select (MS) and evidence-based selected response (EBSR) items. With selected response items, students select one response from four possible answer options. With multi-select items, students are asked to choose two correct responses. The ELA test also includes a Text-Dependent Analysis (TDA) item. The TDA item consists of a passage with a writing task related to the passage. For grades 6–8 only, students may respond to technology enhanced (TE) items by providing their answers through drag and drop items or text highlighting.

### ***Mathematics***

The mathematics test contains selected response items (grades 3–8), multi-select items (grades 5–8), and technology-enhanced items (grades 6–8). Technology-enhanced items include items such as drag and drop, hot spot, drop down list, keypad input, and constructed-response (type in a number).

### ***Science***

The science test consists of selected response, evidence-based selected response, and technology-enhanced item types, such as drag and drop, hot spot (click to select), drop down list, and constructed-response (type a numeric response). The science test will also include stimuli sets.

The Spring 2024 science assessment is a field test. Individual student results for science will not be provided for the Spring 2024 administration. A district data file providing science summary results at the district- and school-level will be posted to the Portal in mid-August, 2024.

## 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 2 for a maximum of 8 points.

## ALIGNMENT TO STANDARDS

SC READY Assessment items measure student performance on the South Carolina College- and Career-Ready Standards. SC READY English language arts (ELA) items are aligned with the 2015 South Carolina College- and Career-Ready Standards for English Language Arts; the mathematics items are aligned with the 2015 South Carolina College- and Career-Ready Standards for Mathematics. The science assessment items are aligned with the 2021 South Carolina College- and Career-Ready Standards for Science.

The SC READY test items are aligned to the standards for each subject and grade level. Standards specify what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SC READY test items are written to assess the content knowledge and skills described in the academic standards and indicators.

### SC READY Content Overview Charts

An overview of the content assessed on each SC READY test is provided below.

#### English Language Arts – All Grades

<b>Reading – Literary Text</b>
Meaning and Context
Language, Craft, and Structure
<b>Reading – Informational Text</b>
Meaning and Context
Language, Craft, and Structure
<b>Inquiry</b>
<b>Writing</b>
Meaning, Context, and Craft
Language
Text-Dependent Analysis

## Mathematics

Grade					
3	Number Sense and Base Ten	Number Sense – Fractions	Algebraic Thinking and Operations	Geometry	Measurement and Data Analysis
4	Number Sense and Base Ten	Number Sense and Operations – Fractions	Algebraic Thinking and Operations	Geometry	Measurement and Data Analysis
5	Number Sense and Base Ten	Number Sense and Operations – Fractions	Algebraic Thinking and Operations	Geometry	Measurement and Data Analysis
6	The Number System	Ratios and Proportional Relationships	Expressions, Equations, and Inequalities	Geometry and Measurement	Data Analysis and Statistics
7	The Number System	Ratios and Proportional Relationships	Expressions, Equations, and Inequalities	Geometry and Measurement	Data Analysis, Statistics, and Probability
8	The Number System	Functions	Expressions, Equations, and Inequalities	Geometry and Measurement	Data Analysis, Statistics, and Probability

## 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 on the assessment-specific Web page: <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 2024 tests are also provided in Appendix B of this guide.

## Test Results

---

SC READY test results are reported in terms of overall performance levels, scale scores, and performance by reporting categories. SC READY also reports percentile ranks, Lexiles, and Quantiles.

The Spring 2024 science assessment is a field test. Individual student results for science will not be provided for the Spring 2024 administration. A district data file providing science summary results at the district- and school-level will be posted to the Portal in mid-August, 2024.

### OVERALL PERFORMANCE LEVELS

For SC READY, educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the South Carolina Standards. 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 standards. 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/>.



## SC READY VERTICAL SCALE SCORES

SC READY assessment scores moved to a new vertical scale in 2016–17. The four performance levels (Does Not Meet Expectations, Approaches Expectations, Meets Expectations, Exceeds Expectations) were 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).

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 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**

Grade	LOSS	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations	HOSS
3	100	100–358	359–451	452–539	540–825	825
4	100	100–418	419–508	509–591	592–850	850
5	100	100–448	449–556	557–652	653–875	875
6	100	100–454	455–574	575–666	667–900	900
7	100	100–511	512–614	615–703	704–925	925
8	100	100–536	537–641	642–736	737–950	950

**Mathematics Vertical Scale Score Ranges by Grade**

Grade	LOSS	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations	HOSS
3	100	100–359	360–437	438–542	543–825	825
4	100	100–400	401–480	481–562	563–850	850
5	100	100–447	448–534	535–621	622–875	875
6	100	100–452	453–542	543–626	627–900	900
7	100	100–487	488–576	577–648	649–925	925
8	100	100–526	527–614	615–682	683–950	950

## SC READY PERCENTILE RANKS

SC READY Individual Student Reports include percentile ranks based on scale scores. 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 that have taken the test this year, and 2) students in other states with comparable standards, during a typical test administration.

## Score Reports

In 2024, in order to provide assessment results sooner, DRC again posted assessment results to the Interactive Reporting System. The Interactive Reporting System was made available to district-level and/or school-level users through the DRC INSIGHT Portal. For 2024, Preliminary Student Rosters, Demographic Summaries, and Final Student Rosters were provided via Interactive Reporting. Individual Student Reports (ISRs) were posted to Report Delivery on the DRC INSIGHT Portal. In addition, paper copies of the ISRs and student labels were provided.

More information about the 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.

### DRC INSIGHT PORTAL INTERACTIVE REPORTS

Interactive Reporting provides data in various visual frameworks and allows users the ability to filter, sort, and further explore assessment results. It is an interactive experience that enables on-screen analysis of results. The flexibility of the system allows data to be viewed from different perspectives. To view the reports, select **My Applications > Interactive Reports**.

The following DRC INSIGHT Portal permissions were provided to District level users to access to the available reports:

User Level	Portal Permissions Needed	Reports Available for Access
District-Level Users	DRC IRS – Access DRC IRS – District DRC IRS – School DRC IRS – Teacher	District Rosters School Rosters

School-level permissions were granted to authorized users.

User Level	Portal Permissions Needed	Reports Available for Access
School-Level Users (including Principals)	DRC IRS – Access DRC IRS – School DRC IRS – Teacher	School Rosters

### Student Rosters

Student rosters at the district and school levels were made available via the DRC INSIGHT Portal Interactive Reports interface as CSV, XLSX, or PDF files.

District-level rosters combine all schools within the district into a single roster. School-level rosters contain student results for the specific school. The results are generated by subject tested; within each subject, 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. Preliminary Student Rosters and Final Student Rosters were produced for all grades for ELA and math for 2024.

### Preliminary Rosters

Preliminary Rosters were updated daily for all grades for ELA and math as tests were processed. They include a scale score and performance level. For ELA, the rosters also include a reading scale score and performance level and for Grade 3, a Grade 3 Not Met 1 Reading Cut Score. ELA preliminary results do not include the TDA item. Preliminary Rosters are produced at the district and school level by Origin School. The results are sorted by Time Posted and then by Student Last Name. The sample report shows an ELA Preliminary Score Roster.

These 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 36 hours 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.

The ELA Preliminary Rosters included an indication of whether or not each student listed was “At or Above” or “Below” the “Grade 3 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 the Reading session of the SC READY ELA test. The Grade 3 Not Met 1 Reading Cut Score results are included on the district data files but not on any other final reports for SC READY (e.g., Final Student Rosters, Individual Student Reports).

### ***Purpose of the Grade 3 Not Met 1 Reading Cut Score on the Preliminary Rosters***

The Grade 3 Not Met 1 Reading Cut Score was provided on the Preliminary Rosters 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 may use these results, along with other information, when making instructional decisions for individual students. In doing so, educators are 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).

## Sample Preliminary Roster – ELA

Admin: SC READY Spring 2024   Report: Preliminary Score Roster   District: Middleville   School: Middleville Elementary   Subject: ELA																	
Time Posted	Student Last Name	Student First Name	MI	Grade	Scale Score	Performance Level	Grade 3 Not Met 1 Reading Cut Score	ELA Reading Subscore	ELA Reading Perf Level	Test Mode	District	Origin School	Origin School SIDN	State ID	StudentID PS	Gender	Birthdate
5/31/2024 10:02	LastName	FirstName	A	5	326	Does Not Meet		395	Does Not Meet	Online	Middleville	Middleville Elementary	101001	1000000001	10001	M	12/30/2011
5/31/2024 10:02	LastName	FirstName	B	5	642	Meets		676	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000002	10002	M	10/22/2011
5/31/2024 10:02	LastName	FirstName	C	3	455	Meets	At or Above	460	Meets	Online	Middleville	Middleville Elementary	101001	1000000003	10003	F	9/25/2013
5/26/2024 9:54	LastName	FirstName	D	6	347	Does Not Meet	Below	375	Approaches	Paper	Middleville	Middleville Elementary	101001	1000000004	10004	M	8/30/2010
5/24/2024 7:46	LastName	FirstName	E	6	432	Approaches		473	Meets	Paper	Middleville	Middleville Elementary	101001	1000000005	10005	F	11/12/2010
5/24/2024 7:46	LastName	FirstName	F	5	464	Meets		540	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000006	10006	M	8/20/2011
5/24/2024 7:46	LastName	FirstName	G	3	595	Exceeds	At or Above	590	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000007	10007	M	12/3/2013
5/24/2024 7:46	LastName	FirstName	H	5	535	Meets		619	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000008	10008	M	4/18/2011
5/24/2024 7:46	LastName	FirstName	I	6	512	Meets		561	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000009	10009	F	2/18/2011
5/24/2024 7:46	LastName	FirstName	J	3	350	Does Not Meet	Below	350	Does Not Meet	Online	Middleville	Middleville Elementary	101001	1000000010	10010	F	12/12/2013
5/24/2024 7:46	LastName	FirstName	K	3	535	Meets		619	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000011	10011	F	3/17/2011
5/24/2024 7:46	LastName	FirstName	L	3	358	Does Not Meet	Below	355	Approaches	Online	Middleville	Middleville Elementary	101001	1000000012	10012	M	11/7/2013
5/24/2024 7:46	LastName	FirstName	M	6	523	Meets		587	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000013	10013	M	10/19/2010
5/24/2024 7:46	LastName	FirstName	N	5	448	Approaches		487	Meets	Paper	Middleville	Middleville Elementary	101001	1000000014	10014	M	8/16/2010
5/24/2024 7:46	LastName	FirstName	O	6	319	Does Not Meet		363	Approaches	Paper	Middleville	Middleville Elementary	101001	1000000015	10015	F	6/10/2010
5/24/2024 7:46	LastName	FirstName	P	3	530	Meets	At or Above	535	Meets	Online	Middleville	Middleville Elementary	101001	1000000016	10016	F	10/10/2013
5/24/2024 7:46	LastName	FirstName	Q	5	492	Meets		540	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000017	10017	F	8/24/2011
5/24/2024 7:46	LastName	FirstName	R	5	440	Approaches		487	Meets	Paper	Middleville	Middleville Elementary	101001	1000000018	10018	M	10/20/2011
5/24/2024 7:46	LastName	FirstName	S	5	535	Meets		619	Exceeds	Paper	Middleville	Middleville Elementary	101001	1000000019	10019	F	6/2/2011
5/24/2024 7:46	LastName	FirstName	T	3	700	Exceeds	At or Above	650	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000020	10020	M	5/5/2014
5/24/2024 7:46	LastName	FirstName	U	5	614	Meets		755	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000021	10021	F	8/11/2010
5/24/2024 7:46	LastName	FirstName	V	5	623	Meets		755	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000022	10022	F	3/16/2010
5/24/2024 7:46	LastName	FirstName	W	6	543	Approaches		584	Meets	Online	Middleville	Middleville Elementary	101001	1000000023	10023	M	5/24/2010
5/24/2024 7:46	LastName	FirstName	X	3	355	Does Not Meet	Below	350	Does Not Meet	Online	Middleville	Middleville Elementary	101001	1000000024	10024	F	6/7/2013
5/24/2024 7:46	LastName	FirstName	Y	6	633	Meets		723	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000025	10025	M	11/15/2009
5/24/2024 7:46	LastName	FirstName	Z	6	649	Meets		718	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000026	10026	M	3/25/2009
5/24/2024 7:46	LastName	FirstName	AA	6	434	Does Not Meet		458	Approaches	Online	Middleville	Middleville Elementary	101001	1000000027	10027	M	9/17/2010
5/24/2024 7:46	LastName	FirstName	BB	3	300	Does Not Meet	Below	400	Approaches	Online	Middleville	Middleville Elementary	101001	1000000028	10028	M	11/9/2013
5/24/2024 7:46	LastName	FirstName	CC	5	663	Meets		755	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000029	10029	F	11/20/2011
5/24/2024 7:46	LastName	FirstName	DD	5	695	Meets		718	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000030	10030	F	8/2/2011
5/24/2024 7:46	LastName	FirstName	EE	3	500	Meets	At or Above	455	Meets	Online	Middleville	Middleville Elementary	101001	1000000031	10031	F	8/5/2013
5/24/2024 7:46	LastName	FirstName	FF	6	498	Does Not Meet		535	Approaches	Online	Middleville	Middleville Elementary	101001	1000000032	10032	M	11/2/2009
5/24/2024 7:46	LastName	FirstName	GG	6	633	Meets		698	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000033	10033	M	12/21/2010
5/24/2024 7:46	LastName	FirstName	HH	6	685	Meets		764	Exceeds	Online	Middleville	Middleville Elementary	101001	1000000034	10034	F	7/23/2010

## Final Rosters

Final Rosters are produced for all grades and subjects. These rosters include the TDA score for ELA. Final Rosters are produced at the district and school-level. At the school level, they are produced both by Origin School and Fall Assign School. The sample report can be found on page 10.

## Student Demographic Information – Final Rosters

District information, as well as names and School Identifying Numbers (SIDNs) for origin and fall assignment schools, occupy the first five columns of the Final Rosters. The student's tested grade, student name, PowerSchool number (PowerSch#), state ID, and birth date appear in the next five 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 indicates that Edward D. Eckhart 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 100012341258; his state ID is 1000123465; his birth date is May 13, 2011 (05/13/11); he is male (M) and white (W); and he does not have a documented disability (blank).

## Test Results

**Scale Scores:** The “Scale Score” column for each subject indicates the student's scale score for the test. Edward's scale score was 680 for the ELA test.

**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 2024 SC READY student rosters, this information is reported using the four levels, and corresponding cut scores, described beginning on page 4 of this guide: Does Not Meet, Approaches, Meets, and Exceeds Expectations. As indicated in the sample report, Edward's performance level was Exceeds for ELA.

**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 26 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.

**SC READY Lexile Range:** The student’s Lexile range appears in the column following the “ELA Reading Perf Level.” Lexile ranges describe a student’s level of reading achievement. The Lexile measure is shown as a range between two numbers, followed by an ‘L.’

**SC READY Percentile Ranks:** The final two columns for ELA and math 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 2024. As indicated in the sample report, Edward’s state percentile rank was 89 for ELA. The Other States Percentile Rank compares the student’s score to students in other states with comparable standards, during a typical test administration. As indicated in the sample report, Edward’s “other states” percentile rank was 59 for ELA.

Sample Final Score Roster

Admin: SC READY Spring 2024   Report: Score Roster   District: Middleville   School: Middleville Middle   Subject: ELA																			
District	Origin School	Origin School SIDN	Fall Assign School	Fall Assign School SIDN	Grade	Student Name	PwerSch#	State ID	Birthdate	Gender	Race/Ethnicity	Sp Ed	ELA Scale Score	ELA Perf Level	ELA Reading Subscore	ELA Reading Perf Level	Lexile Range	ELA State Percentile Rank	ELA Other State Percentile Rank
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	Eckhart, Edward D	100012341258	1000123465	5/13/2010	M	W		680	Exceeds	675	Exceeds	700L-799L	89	59
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10002	1000000002	10/22/2010	M	I		642	Meets	676	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10003	1000000003	8/30/2009	M	A		347	Does Not Meet	375	Approaches	500L-599L	75	75
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10004	1000000004	11/12/2009	F	B		432	Approaches	473	Meets	600L-699L	80	85
Middleville	Middleville Middle	101001	Middleville Middle	101001	8	LastName, FirstName	10005	1000000005	8/20/2010	M	P		464	Meets	540	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10006	1000000006	4/18/2009	M	W		535	Meets	619	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10007	1000000007	2/18/2009	F	M		512	Meets	561	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10008	1000000008	3/17/2010	F	W		535	Meets	619	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10009	1000000009	10/19/2010	M	I		523	Meets	587	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10010	1000000010	8/16/2010	M	A		448	Approaches	487	Meets	600L-699L	80	85
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10011	1000000011	6/10/2010	F	B		319	Does Not Meet	363	Approaches	500L-599L	75	75
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10012	1000000012	8/24/2009	F	P		492	Meets	540	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10013	1000000013	10/20/2009	M	W		440	Approaches	487	Meets	600L-699L	80	85
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10014	1000000014	6/2/2010	F	M		535	Meets	619	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10015	1000000015	8/11/2010	F	W		614	Meets	755	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10016	1000000016	3/16/2010	F	I		623	Meets	755	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10017	1000000017	5/24/2010	M	A		543	Approaches	584	Meets	600L-699L	80	85
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10018	1000000018	11/15/2010	M	B		633	Meets	723	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10019	1000000019	3/25/2010	M	P		649	Meets	718	Exceeds	700L-799L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10020	1000000020	9/17/2009	M	W		434	Does Not Meet	458	Approaches	500L-599L	75	75
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10021	1000000021	11/20/2010	F	M		663	Meets	755	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10022	1000000022	8/2/2010	F	W		695	Meets	718	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	7	LastName, FirstName	10023	1000000023	11/2/2009	M	I		498	Does Not Meet	535	Approaches	500L-599L	75	75
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10024	1000000024	12/21/2010	M	A		633	Meets	698	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10025	1000000025	11/7/2010	F	B		663	Meets	723	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10026	1000000026	7/23/2010	F	P		685	Meets	764	Exceeds	820L-970L	89	94
Middleville	Middleville Middle	101001	Middleville Middle	101001	6	LastName, FirstName	10027	1000000027	4/28/2010	M	W		642	Meets	676	Exceeds	700L-799L	89	94

## DEMOGRAPHIC SUMMARY REPORTS

The Demographic Summary reports tab provides a breakdown of students' demographic information, performance level, mean scale score, and visualization for each demographic category: Ethnicity/Race, Gender, Special Education, and Multi-Lingual Learners. The demographic summaries will be produced at the district and school levels via the Interactive Reporting system. To view the Demographic Summaries, navigate to DRC INSIGHT Portal **My Applications > Interactive Reports – Demographic Summary**.

DRC INSIGHT SOUTH CAROLINA INTERACTIVE REPORTS ▾						
Dashboard	Preliminary Rosters	Rosters	Summary Reports	Telemetry	Demographic Summary	Translated ISR

The Demographic Summary table will show one row for each demographic category. For example, if reporting by Ethnicity/Race and Gender, there will be one row for each Ethnicity/Race value and one row for each Gender value.

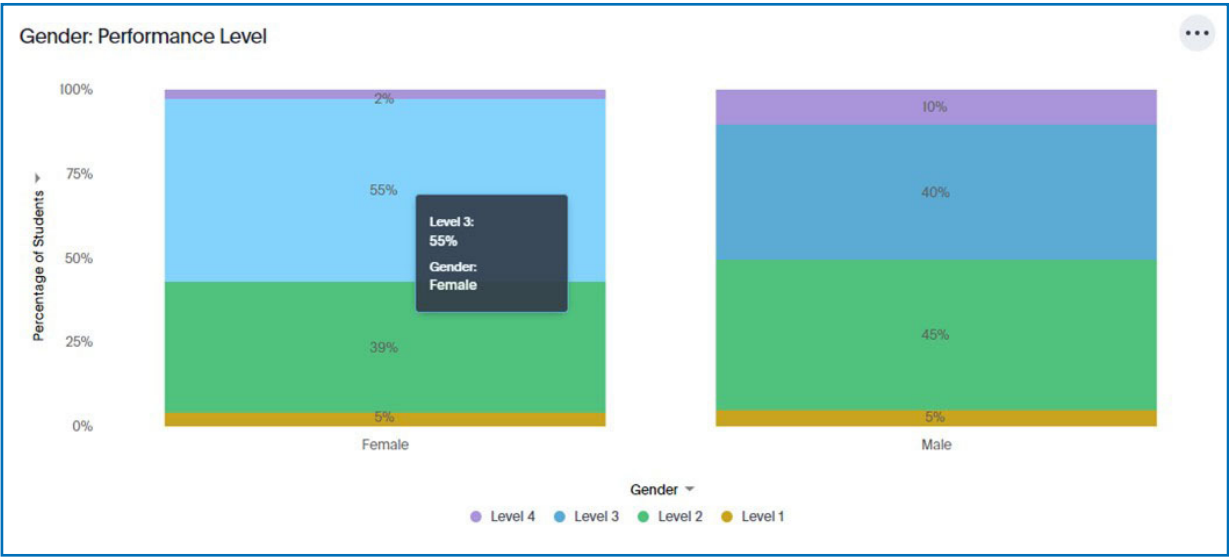
Demographic Summary											
The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.											
Grade	Content Area	Demographic Category ↑	Demographic	Total # Tested - All Admins	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	
4	English Language Arts	Ethnic Group	Asian/Pacific Islander	1	517		0%	100%	0%	0%	
4	English Language Arts	Ethnic Group	Multiracial	11	487	38	36%	45%	18%	0%	
4	English Language Arts	Ethnic Group	Black, Non-Hispanic	55	485	41	36%	49%	13%	2%	
4	English Language Arts	Ethnic Group	Hispanic	54	494	45	33%	33%	30%	4%	
4	English Language Arts	Ethnic Group	White, Non-Hispanic	150	510	48	26%	33%	33%	7%	
4	English Language Arts	Ethnic Group	American Indian/Alaskan Native	0							
4	English Language Arts	Ethnic Group	All Students with an Ethnic Group Reported	271	501	46	30%	37%	28%	5%	
4	English Language Arts	Gender	All Students with a Gender Reported	271	501	46	30%	37%	28%	5%	
4	English Language Arts	Gender	Male	127	497	49	31%	37%	27%	5%	
4	English Language Arts	Gender	Female	144	504	44	28%	38%	28%	6%	
4	English Language Arts	Special Education Students	Visual Impairment or Blind (01)	0							
4	English Language Arts	Special Education Students	Mild Intellectual Disabilities (05)	1	426		100%	0%	0%	0%	
4	English Language Arts	Special Education Students	Autism (06)	4	463	56	75%	0%	25%	0%	
4	English Language Arts	Special Education Students	Orthopedic Impairments (09)	0							

Demographic Summary													
Grade	Content Area	Gender ↑	Ethnicity/Race	ELL	Migrant	Economically Disadvantaged	IEP	Total # Tested	Average Scale Score	Level 1	Level 2	Level 3	Level 4
4	English Language Arts	Female	Black or African American	Not English Learner	No	Yes	No	13	497	0%	46%	54%	0%
4	English Language Arts	Female	Black or African American	Not English Learner	No	No	No	1	450	0%	100%	0%	0%
4	English Language Arts	Female	American Indian/Alaska Native	Not English Learner	No	No	No	1	561	0%	0%	100%	0%
4	English Language Arts	Female	White	Not English Learner	No	No	No	11	501	9%	27%	64%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	No	Yes	1	421	100%	0%	0%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	Yes	No	2	520	0%	50%	0%	50%
4	English Language Arts	Female	White	Not English Learner	No	Yes	No	7	506	0%	29%	71%	0%
4	English Language Arts	Female	Hispanic/Latino	Not English Learner	No	Yes	No	1	544	0%	0%	100%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	No	No	4	510	0%	25%	75%	0%
4	English Language Arts	Female	Black or African American	Not English Learner	No	Yes	Yes	2	448	0%	100%	0%	0%
4	English Language Arts	Female	White	Not English Learner	No	No	Yes	1	450	0%	100%	0%	0%
4	English Language Arts	Male	White	Not English Learner	No	No	Yes	1	539	0%	0%	100%	0%
4	English Language Arts	Male	Black or African American	Not English Learner	No	Yes	No	11	475	0%	82%	18%	0%
4	English Language Arts	Male	Two or More races	Not English Learner	No	Yes	Yes	1	458	0%	100%	0%	0%

Three Visualizations Per Demographic Category

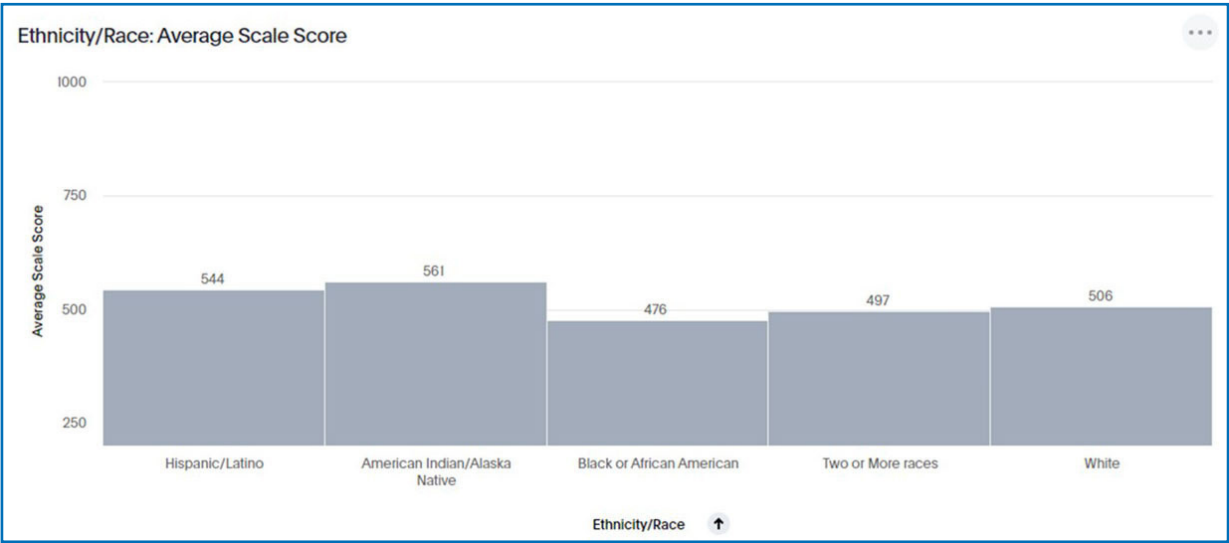
1. Performance Level Comparison – Example by Gender

Stacked column graph showing the percentage of students in each performance level or letter grade for each value within a demographic category.



2. Mean/Average Scale Score – Example by Ethnicity/Race

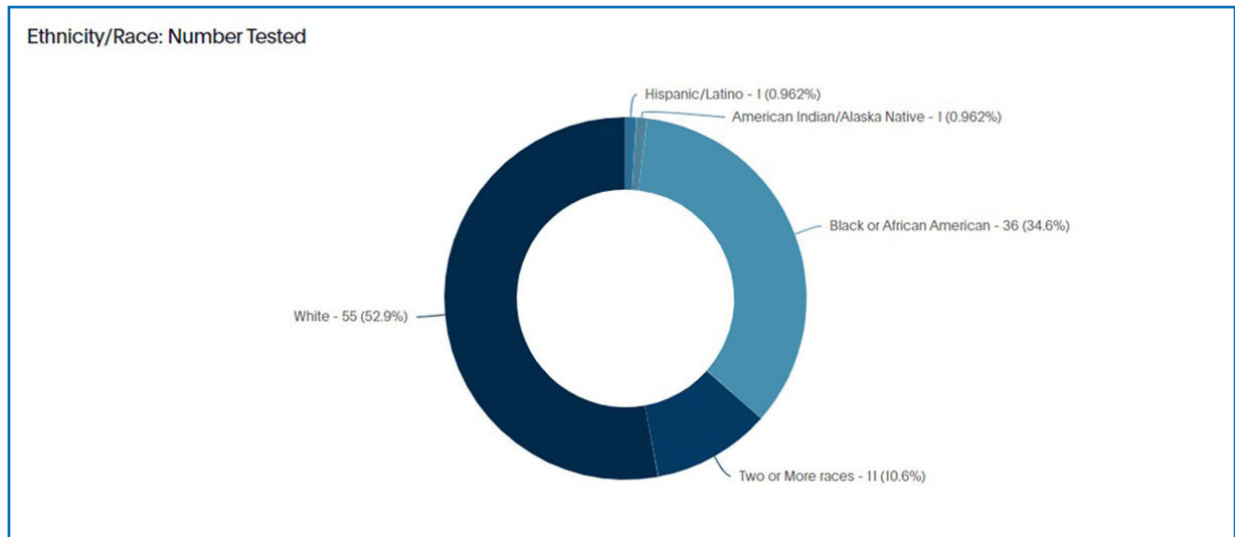
Column graph showing the mean scale score for each value within a demographic category.





### 3. Number Tested – Example by Ethnicity/Race

A donut graph showing the number and percent of students tested for each value within a demographic category.



## INDIVIDUAL STUDENT REPORTS (PORTAL & 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 the DRC INSIGHT Portal-Report Delivery interface.

Sample SC READY ISRs can be found within this guide. The ISR is four pages in length. The first two pages of the ISR provide demographic information and ELA results, and the last two pages of the ISR provide Math results. The sample ISR can be found on pages 16–17 (demographics and ELA results) and pages 20–21 (Math results) of this guide.

### SC READY ISR

#### ***Page 1: Demographic Information and ELA***

Page 1 of the ISR includes student demographic information and ELA results. The ELA results include scale scores, performance level information, Lexile ranges, and Performance Level Descriptors.

#### ***Demographic Information***

The gray shaded box at the top of page 1 indicates the student name, grade, date of birth, PowerSchool number ("Student ID"), test date, district name, school name, and fall assignment school name (if applicable). The sample ISR is for Edward D. Eckhart. Edward's date of birth is May 13, 2011, 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 2024, Edward took the grade 6 SC READY tests.

#### ***Scale Scores***

Scale scores are provided on the top left side of page 1 of the ISR below the demographic information. A table displays the student's scale score for the total ELA test and a scale score for the Reading test.

#### ***Performance Levels: Your Child's ELA Test Results***

Performance levels are provided on the top right of page 1 of the ISR in the table "Your Child's ELA Test Results." The table provides the student's performance level for the total ELA test and the student's performance level for the Reading test.

#### ***Lexiles***

The student's Lexile range is provided on the top right of page 1 of the ISR in the table "Your Child's ELA Test Results." The Lexile measure is shown as a range between two numbers, followed by an "L." Lexile ranges describe a student's level of reading achievement.

#### ***Performance Levels: Additional Information and Descriptors***

Text describing each performance level is provided in the section "What Does My Child's Score Mean?" on page 1 of the ISR. The student's overall performance level and scale score are also depicted there in number line format relative to the performance levels. The number line for ELA also displays the student's Reading (Rdg) subscore. 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." Below the 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 and 665–685 for Reading.

**Note:** If the student received a Reading subscore but an "Incomplete" for ELA, this means they did not complete the Writing session of the ELA test. If the student received an "Incomplete" and no Reading subscore, this means the student did not complete the Reading session of the ELA test. If the student did not take the ELA test, no scale scores will be provided.

**Performance Level Descriptors (PLDs)**

The bottom of page 1 of the ISR provides Performance Level Descriptors (PLDs) for the ELA test. PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. This section of the ISR includes examples of what a typical student can do at their level of achievement.

**Footer**

Each page of the ISR includes a footer with the student’s name and grade on the left (e.g., Edward D. Eckhart, Grade 6) and the page number and the test administration date on the right (e.g., Page 1 | Spring 2024).

**SC READY ISR Page 2: ELA Continued**

Page 2 of the ISR provides the student’s ELA score history, percentile rank comparisons, student performance by reporting category, and results from the text-dependent analysis item on the writing test.

**Performance by Reporting Category**

The table at the top of page 2 below the heading “How did my child perform on the ELA academic standards?” provides a table with 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.

**ELA Score History**

The second table on page 2 of the ISR below the heading “How do my child’s ELA scores compare with his/her scores from previous years?” displays the history of the student’s performance on the SC READY ELA test. The sample ISR shows Edward’s scale scores and performance levels for grades 3, 4, 5, and 6.

**Percentile Rank Comparisons**

The third table on page 2 of the ISR below the heading “How does my child’s ELA score compare with other students?” provides percentile rank comparisons. A percentile rank compares a student’s score to the scores of 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 percentile ranks are presented for two comparison groups: 1) students in South Carolina that have taken the test this year, and 2) students in other states with comparable standards, during a typical test administration. The sample ISR indicates that Edward’s ELA percentile ranks were 89 compared to students in South Carolina and 59 compared to students in other states.

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

The bottom of page 2 provides information about the text-dependent analysis (TDA) item in ELA. A brief description of the TDA item and the student’s TDA score are provided there. As indicated on the sample ISR, Edward’s TDA score was 7 out of the 8 possible points.

**Note:** Any student with an “incomplete” for ELA who took only the Writing session and answered the TDA item will receive a TDA score. If the student took only the Reading session, “Not Available” will be printed in place of the TDA score. Also, 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.



Individual Student Report

Edward D. Eckhart, Grade 6

Date of Birth: 05/13/2011District: Middleville 1

Student ID: 100012341258School: Middleville Middle School

Test Date: Spring 2024Fall Assign School: None

What Does My Child’s Score Mean?

There are four levels of scores on the assessments. Achievement levels “Exceeds Expectations” and “Meets Expectations” are the state targets for all students.

Performance Levels

**Does Not Meet Expectations:**  
The student does not meet expectations for the required knowledge and skills, as defined by the grade-level content standards. The student needs substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.

**Approaches Expectations:**  
The student approaches expectations for the required knowledge and skills, as defined by the grade-level content standards. The student needs additional academic support to be prepared for the next grade level and to be on track for college and career readiness.

**Meets Expectations:**  
The student meets expectations for the required knowledge and skills, as defined by the grade-level content standards. The student is prepared for the next grade level and is on track for college and career readiness.

**Exceeds Expectations:**  
The student exceeds expectations for the required knowledge and skills, as defined by the grade-level content standards. The student is well-prepared for the next grade level and is well-prepared for college and career readiness.

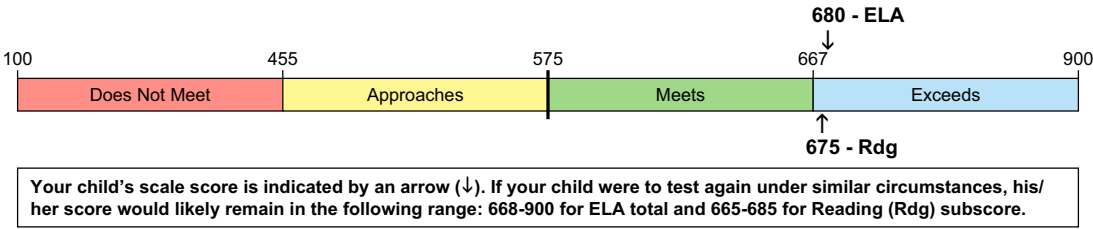
English Language Arts (ELA)

Scale Score – ELA Total Test	680
Scale Score – Reading	675

**Scale Scores**  
Student raw score points have been mathematically changed to scale scores. This allows scores to be reported for all students on a consistent scale.

Your Child's ELA Test Results	
Performance Level – ELA Total Test	Exceeds
Performance Level – Reading	Exceeds
Lexile Range	700L-799L

**Lexiles**  
Lexile ranges describe a student’s level of reading achievement. Your child’s Lexile measure is shown as a range between two numbers, followed by an “L.”



ELA Performance Level Descriptors (PLDs)

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. The following are some examples of what a typical student can do at the “exceeds expectations” achievement.

- 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
  - Analyze the impact of an author’s choice of words and phrases on meaning and tone
  - Provide an objective summary of literary and informational texts



## Individual Student Report

## How did my child perform on the ELA academic standards?

Reporting Category	Your Child's Performance		
	Low	Middle	High
<b>Reading - Literary Text</b>			✓
Meaning and Context	✓		
Language, Craft, and Structure		✓	
<b>Reading - Informational Text</b>		✓	
Meaning and Context			✓
Language, Craft, and Structure		✓	
<b>Inquiry</b>			✓
<b>Writing (also includes TDA item - see below)</b>		✓	
Meaning, Context, and Craft	✓		
Language			✓

## How do my child's ELA scores compare with his/her scores from previous years?

Your Child's ELA Score History						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Scale Score</b>	554	576	665	680		
<b>Performance Level</b>	Meets	Meets	Exceeds	Exceeds		

## How does my child's ELA score compare with other students?

Your Child's ELA Percentile Rank Comparisons	
<b>South Carolina</b>	89
<b>Other States with Comparable Standards</b>	59

## Percentile Ranks

The table to the left shows your child's percentile ranks. A percentile rank compares your child'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 child's score. The South Carolina percentile rank compares your child's score to the scores of students in South Carolina that have taken the test this year. The "Other States with Comparable Standards" percentile rank compares your student's performance to the performance of other students in other states with comparable content standards, during a typical test administration.

## Text Dependent Analysis

Part of the writing test is a text-dependent analysis item. The TDA requires students to read a piece of text or a passage and respond to a question. Students are instructed to provide evidence for their responses from the text or passage. The TDA 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 writing score is then weighted by a factor of 2 for a maximum of 8 points.

**Your child's TDA score: 7 of 8 points**

## **SC READY ISR Page 3: Mathematics**

The ISR provides information on the SC READY math test beginning on page 3.

### ***Scale Scores***

Scale scores are provided on the top left side of page 3 of the ISR. A table displays the student's scale score for the Math test. As indicated in the sample ISR, Edward's scale score on the math test was 548.

### ***Performance Levels***

Performance levels are provided on the top right of page 3 of the ISR in the table "Your Child's Mathematics Test Results." The table provides the student's performance level for the Math test. As indicated in the sample ISR, Edward scored in the "Meets" performance level.

### ***Quantiles***

Quantile scores are provided on the top right of page 3 of the ISR in the table "Your Child's Mathematics Test Results." The table provides the student's Quantile Range. Quantile ranges describe a student's level of mathematics achievement. The Quantile measure is shown as a range between two numbers, followed by a "Q."

### ***Performance Levels: Additional Information and Descriptors***

The ISR provides additional information on performance levels. Beginning in the middle of ISR page 3, the student's overall performance level and scale score are provided in number line format relative to the performance levels. As indicated in the sample ISR, Edward Eckhart's scale score on the math test was 548, corresponding to a math performance level of "Meets." Below the 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 range of 538–558 for the math test.

The middle of page 3 of the ISR provides Performance Level Descriptors (PLDs). PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. This section of the ISR includes examples of what a typical student can do at their level of achievement.

### ***Performance by Reporting Category***

The bottom of page 3 provides a table below the heading "How did my child perform on the mathematics academic standards?" with 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."

**Mathematics Score History**

The table at the top of page 4 of the ISR below the heading “How do my child’s mathematics scores compare with his/her scores from previous years?” displays the history of the student’s performance on the SC READY Math test. The sample ISR shows Edward’s scale scores and performance levels for grades 3, 4, 5, and 6.

**Percentile Rank Comparisons**

The second table on page 4 of the ISR below the heading “How does my child’s mathematics score compare with other students?” provides percentile rank comparisons for the mathematics test. A percentile rank compares a student’s score to the scores of 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 percentile ranks are presented for two comparison groups: 1) students in South Carolina that have taken the test this year, and 2) students in other states with comparable standards, during a typical test administration. The sample ISR indicates that Edward’s Math percentile ranks were 55 compared to students in South Carolina and 45 compared to students in other states.



Individual Student Report

Mathematics

Scale Score – Mathematics	548
---------------------------	-----

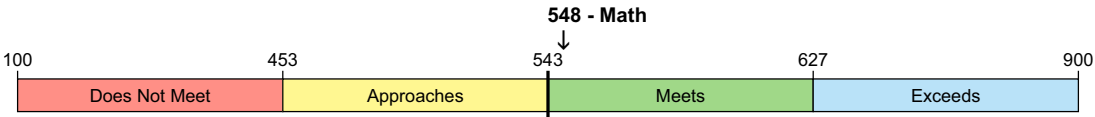
Scale Scores

Student raw score points have been mathematically changed to scale scores. This allows scores to be reported for all students on a consistent scale.

Your Child's Mathematics Test Results	
Performance Level – Mathematics	Meets
Quantile Range	555Q-595Q

Quantiles

Quantile ranges describe a student's level of mathematics achievement. Your child's Quantile measure is shown as a range between two numbers, followed by a "Q."



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

Mathematics Performance Level Descriptors (PLDs)

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. The following are some examples of what a typical student can do at the "meets expectations" achievement level. The list of PLDs are not comprehensive and should not be used as a substitute for the complete set of South Carolina College- and Career-Ready Standards from which they are taken.

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

- Compute fluently with multi-digit whole numbers using all four operations
- Plot and identify ordered pairs in all four quadrants
- Solve one-step real-world and mathematical problems that involve ratios and unit rates
- Understand the relationships among different measures of center and spread

How did my child perform on the mathematics academic standards?

Reporting Category	Your Child's Performance		
	Low	Middle	High
The Number System			✓
Ratios and Proportional Relationships	✓		
Expressions, Equations, and Inequalities		✓	
Geometry and Measurement			✓
Data Analysis and Statistics			✓





Individual Student Report

How do my child’s mathematics scores compare with his/her scores from previous years?

Your Child’s Mathematics Score History						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Scale Score	570	565	540	548		
Performance Level	Meets	Meets	Meets	Meets		

How does my child’s mathematics score compare with other students?

Your Child’s Mathematics Percentile Rank Comparisons	
South Carolina	55
Other States with Comparable Standards	45

**Percentile Ranks**

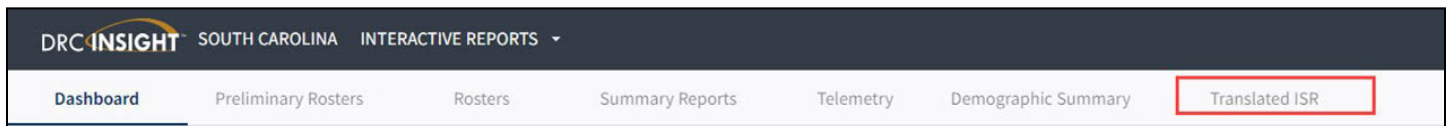
The table to the left shows your child’s percentile ranks. A percentile rank compares your child’s score to other students in a group. Percentile ranks range from 1 to 99, with 99 being the highest. The rank is the percentage of students in the comparison group who scored the same as or below your child’s score. The South Carolina percentile rank compares your child’s score to the scores of students in South Carolina that have taken the test this year. The “Other States with Comparable Standards” percentile rank compares your student’s performance to the performance of other students in other states with comparable content standards, during a typical test administration.

**Interpretation of SC READY Results:**

As a reminder, a single score does not provide a complete or precise measure of student achievement. When interpreting results, please take into consideration other measures of achievement.

## On Demand Translated Individual Student Reports (ISRs)

The On-Demand Translated Individual Student Reports (ISRs) are available in 10 translated languages (Arabic, Chinese, Gujarati, Ukrainian, Portuguese, Russian, Spanish, Tamil, Telugu, and Vietnamese) within the Interactive Reporting system. The Interactive Reports – Translated ISR tab allows users to download multiple reports based on selected criteria on demand. These are accessible once electronic ISRs are posted. To view the translated ISRs, navigate to DRC INSIGHT Portal **My Applications > Interactive Reports – Translated ISR**.



Shown below are the first two pages of a sample translated SC READY ISR in Spanish.



Informe de estudiante

Edward D. Eckhart, Grado 6

Fecha de nacimiento: 05/13/2011

Distrito: Middleville 1

Identificación del estudiante: 100012341258

Escuela: Middleville Middle School

Fecha de la evaluación: Spring 2024

Escuela asignada en otoño: None

¿Qué significa el puntaje de mi hijo?

Hay cuatro niveles de puntajes en las evaluaciones. Los niveles de desempeño “Supera las expectativas” y “Cumple con las expectativas” son los objetivos estatales para todos los estudiantes.

Niveles de desempeño

<b>No cumple con las expectativas:</b> el estudiante no cumple con las expectativas de conocimientos y habilidades necesarias, según lo definido por los estándares de contenido del nivel de grado. El estudiante necesita apoyo académico sustancial para estar preparado para el siguiente nivel de grado y para estar bien encaminado en su preparación para la universidad y su desarrollo profesional.	<b>Se acerca a las expectativas:</b> el estudiante se acerca a las expectativas de conocimientos y habilidades necesarias, según lo definido por los estándares de contenido del nivel de grado. El estudiante necesita apoyo académico adicional para estar preparado para el siguiente nivel de grado y para estar bien encaminado en su preparación para la universidad y su desarrollo profesional.	<b>Cumple con las expectativas:</b> el estudiante cumple con las expectativas de conocimientos y habilidades necesarias, según lo definido por los estándares de contenido del nivel de grado. El estudiante está preparado para el siguiente nivel de grado y está bien encaminado en su preparación para la universidad y su desarrollo profesional.	<b>Supera las expectativas:</b> el estudiante supera las expectativas de conocimientos y habilidades necesarias, según lo definido por los estándares de contenido del nivel de grado. El estudiante está preparado para el siguiente nivel de grado y va bien encaminado en su preparación para la universidad y su desarrollo profesional.
---	--	---	---

Lengua y literatura en inglés (ELA)

Puntaje por escala: ELA Prueba completa	680
Puntaje por escala: Lectura	675

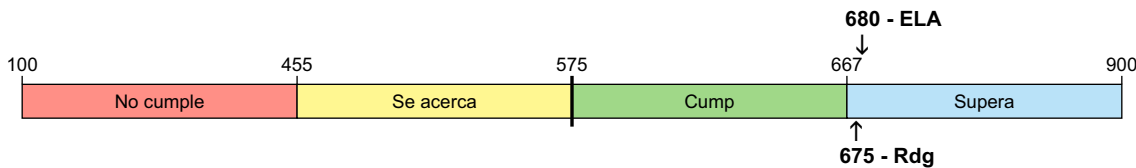
Puntajes por escala

Los puntajes originales por escala de los estudiantes han sido convertidos matemáticamente a puntajes por escala. Esto permite reportar los puntajes de todos los estudiantes con una escala uniforme.

Los resultados de la prueba ELA de su hijo	
Nivel de desempeño: Prueba ELA completa	Exceeds
Nivel de desempeño: Lectura	Exceeds
Escala Lexile	700L-799L

Lexiles

La escala Lexile describe el nivel de desempeño de lectura de un estudiante. La medida Lexile de su hijo se muestra como un rango entre dos números, seguido de una “L”.



Your child's scale score is indicated by an arrow (↓). If your child were to test again under similar circumstances, his/her score would likely remain in the following range: 668-900 for ELA total and 665-685 for Reading (Rdg) subscore.

Descriptores del nivel de desempeño (PLD) de ELA

Los PLD muestran una progresión de conocimientos y habilidades que se espera que los estudiantes dominen en todos los niveles de desempeño. Los siguientes son algunos ejemplos de lo que un estudiante típico puede hacer en el nivel “Supera las expectativas” de desempeño.

Un estudiante que obtiene un puntaje dentro de la categoría “Supera las expectativas”, por lo general, puede:

- Analizar textos literarios e informativos a través de evidencia textual explícita e inferencias y proporcionar evidencia para apoyar las interpretaciones
- Analizar el impacto de la selección de palabras y frases de un autor en el significado y el tono
- Proporcionar un resumen objetivo de textos literarios e informativos

### ¿Cómo se desempeñó mi hijo en los estándares académicos de ELA?

Categoría de informe	El desempeño de su hijo		
	Bajo	Promedio	Alto
<b>Lectura: Texto literario</b>			✓
Significado y contenido	✓		
Lenguaje, estilo y estructura		✓	
<b>Lectura: Texto informativo</b>		✓	
Significado y contenido			✓
Lenguaje, estilo y estructura		✓	
<b>Consulta</b>			✓
<b>Escritura (incluye también análisis de texto; ver a continuación)</b>		✓	
Significado, contexto y estilo	✓		
Idioma			✓

### ¿Cómo se comparan los puntajes de ELA de mi hijo con los puntajes de años anteriores?

Historial de puntajes de ELA de su hijo						
	3.º grado	4.º grado	5.º grado	6.º grado	7.º grado	8.º grado
<b>Puntaje por escala</b>	554	576	665	680		
<b>Nivel de desempeño</b>	Meets	Meets	Exceeds	Exceeds		

### ¿Cómo se compara el puntaje de ELA de mi hijo con el de otros estudiantes?

El puntaje de ELA de su hijo Comparación de rangos de percentiles	
<b>Carolina del Sur</b>	89
<b>Otros estados con estándares comparables</b>	59

#### Rangos de percentiles

La tabla a la izquierda muestra los rangos de percentiles de su hijo. Un rango de percentil compara el puntaje de su hijo con el de otros estudiantes en un grupo. Los rangos de percentiles van del 1 al 99, siendo 99 el más alto. El rango es el porcentaje de estudiantes en el grupo de comparación que obtuvieron el mismo puntaje o un puntaje inferior al de su hijo. El rango de percentil de Carolina del Sur compara el puntaje de su hijo con los puntajes de estudiantes de Carolina del Sur que completaron la prueba este año. El rango percentil Otros estados con estándares comparables compara el desempeño del estudiante con el de estudiantes en otros estados, con estándares de contenido comparables, durante una administración típica de la prueba.

#### Análisis de texto

Parte de la prueba de escritura es un elemento de análisis de un texto. El análisis de texto requiere que los estudiantes lean un texto o un pasaje y respondan a una pregunta. Se les instruye a los estudiantes que justifiquen sus respuestas con una cita del texto o pasaje. El análisis de texto se califica con una rúbrica holística con un rango de puntos de 1 (el más bajo) a 4 (el más alto). Para reflejar la importancia de la escritura producida por el estudiante, el puntaje de la escritura se pondera por un factor de 2 para un máximo de 8 puntos.

**Your child's TDA score: 7 of 8 points**

STUDENT LABELS

The student labels are produced for SC READY according to the grade level of the test taken. Schools receive one student label for each student tested. The SC READY student label indicates the student's scale score, overall performance level, and percentile ranks for ELA and Math.

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 SC READY sample label, Edward was born on May 13, 2011; he is white (W) and male (M), and he does not have any documented disabilities (blank).

Scale Score/Perf Level

A table displays the student's scale score and corresponding overall performance level for each test taken. For the 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 (ELA and Math Only)

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 ELA and Math test in 2024. As indicated on the sample label, Edward's state percentile ranks were 89 for ELA and 55 for mathematics. The Other States Percentile Rank compares the student's score to students in other states with comparable standards, during a typical test administration. Compared to students in other states, Edward's percentile ranks were 59 for ELA and 45 for mathematics.

Sample SC READY Student Label (grade 6 example)

Eckhart, Edward D. Middleville 1, Middleville Middle School 05/13/11 W / M		100012341258 1000123465	SC READY SPRING 2024 GRADE 6	
	Scale Score / Perf Level	State %ile Rank	Other States %ile Rank	
ELA	680 / Exceeds	89	59	
Math	548 / Meets	55	45	

## **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 for SC READY (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 for each subject: “Your student does not have test results for this subject. You may contact the school for more information.” 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.”

### **Incompletes for ELA**

The ELA test is a two-day test, consisting of a Writing session and a Reading session. 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. If the student answered the text-dependent analysis (TDA) item on the Writing session, the TDA score will be reported in the ELA section on page 2 of the ISR. If the student took only the Reading session, 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. (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 the Reading session 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 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.

# SC READY Test Results and Score Interpretation

---

## CRITERION-REFERENCED TESTS

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

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

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

## TEST SCORE INTERPRETATION

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

## PREPARATION FOR SC READY

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

## SC READY AS AN ACCOUNTABILITY MEASURE

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

## SC READY AS A SINGLE SOURCE OF INFORMATION

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

## INTERPRETATION OF SC READY 2023–24

As a reminder, a single score does not provide a complete or precise measure of student achievement. When interpreting results, please take into consideration other measures of achievement.

## 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



## APPENDIX B: SC READY Test Blueprints for Spring 2024 Administration

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.

### Grades 3–5 English Language Arts Blueprint

Strand	Key Idea	Number of Points
Reading – Literary Text	Meaning and Context	9–11
	Language, Craft, and Structure	8–10
Reading – Informational Text	Meaning and Context	9–11
	Language, Craft, and Structure	8–10
Writing	Meaning, Context, and Craft	6–8
	Language	6–8
	Text-Dependent Analysis	8
Inquiry		6–8
Total ELA Points (Grades 3–5)		66

### Grades 6–8 English Language Arts Blueprint

Strand	Key Idea	Number of Points
Reading – Literary Text	Meaning and Context	9–11
	Language, Craft, and Structure	8–10
Reading – Informational Text	Meaning and Context	9–11
	Language, Craft, and Structure	8–10
Writing	Meaning, Context, and Craft	6–8
	Language	6–8
	Text-Dependent Analysis	8
Inquiry		6–8
Total ELA Points (Grades 6–8)		68

### Grade 3 (50 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. Number Sense and Base Ten	8–9
2. Number Sense – Fractions	8–9
3. Algebraic Thinking and Operations	12–16
4. Geometry	8–9
5. Measurement and Data Analysis	12–16

### Grade 4 (56 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. Number Sense and Base Ten	10–12
2. Number Sense and Operations – Fractions	11–14
3. Algebraic Thinking and Operations	11–14
4. Geometry	8–10
5. Measurement and Data Analysis	11–14

### Grade 5 (56 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. Number Sense and Base Ten	10–13
2. Number Sense and Operations – Fractions	10–12
3. Algebraic Thinking and Operations	10–13
4. Geometry	10–12
5. Measurement and Data Analysis	11–14

### Grade 6 (60 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. The Number System	12–16
2. Ratios and Proportional Relationships	8–11
3. Expressions, Equations, and Inequalities	12–16
4. Geometry and Measurement	8–11
5. Data Analysis and Statistics	11–14

### Grade 7 (60 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. The Number System	12–15
2. Ratios and Proportional Relationships	8–10
3. Expressions, Equations, and Inequalities	11–15
4. Geometry and Measurement	10–13
5. Data Analysis, Statistics, and Probability	12–15

### Grade 8 (62 Points Total) Mathematics Blueprint

Reporting Categories	Points Possible per Reporting Category
1. The Number System	8–12
2. Functions	11–14
3. Expressions, Equations, and Inequalities	12–16
4. Geometry and Measurement	12–16
5. Data Analysis, Statistics, and Probability	8–12

## APPENDIX C: SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</li> <li>Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>Limited reference to the main ideas and relevant details of the text(s)</li> <li>Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>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</li> <li>Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>Minimal reference to the main ideas and relevant details of the text(s)</li> <li>Few, if any, transitions to link ideas</li> <li>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

### 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:

- ELA: <https://ed.sc.gov/scdoe/assets/file/programs-services/59/documents/ELA2015SCCCRStandards.pdf>.
- Math: <http://ed.sc.gov/instruction/standards-learning/mathematics/standards/>.

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

On SC READY, educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the SCCCRC. 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 relevant knowledge and skills. Performance levels give meaning and context to scale scores by describing the knowledge and skills a student 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.

Parent-Friendly PLDs for grades 3–8 ELA and Math are provided on the following pages.

## **PARENT-FRIENDLY PERFORMANCE LEVEL DESCRIPTORS (PLDS) – ELA**

### **Grade 3**

#### **“Does Not Meet Expectations”**

- Identify details and examples in literary and informational texts
- Differentiate between types of author’s purpose: to explain, to inform, or to describe
- Use some example in informative/explanatory writing to convey ideas
- Define theme, key details, and central idea

#### **“Approaches Expectations”**

- Ask and answer questions to determine the meaning of literary and informational texts
- Identify a theme or central idea in literary text and informational texts
- Identify sentence-level context clues to determine the meaning of words and phrases in literary and informational texts
- Attempt to develop a topic with some relevant information and examples in informative/explanatory writing

#### **“Meets Expectations”**

- Make basic inferences and draw conclusions about literary and informational texts
- Identify key details in literary and informational texts
- Explain how an author uses words and phrases to inform, explain, or describe
- Organize and develop a topic with some supportive details in informative/explanatory writing to analyze text

#### **“Exceeds Expectations”**

- 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
- Summarize a multi-paragraph informational text using key details
- Write a well-organized informative/explanatory piece that develops a topic with facts, definitions, concrete details, or quotations to analyze text

## **Grade 4**

### **“Does Not Meet Expectations”**

- Identify details and examples in literary and informational texts
- Use definitions to determine the meanings of words or phrases in literary and informational texts
- Identify reasons and evidence in informational texts
- Use some examples in informative/explanatory writing to convey ideas

### **“Approaches Expectations”**

- Ask and answer questions to determine the meaning of literary and informational texts
- Identify key details in literary and informational texts
- Identify elements of plot development in literary texts
- Attempt to present and organize a topic with some supportive details in informative/explanatory writing

### **“Meets Expectations”**

- Make basic inferences and draw conclusions about literary and informational texts
- Using key details, summarize literary and informational texts
- Determine how an author’s choice of words and conventions contribute to meaning in literary texts
- Organize and develop a topic with some supportive details in informative/explanatory writing to analyze text

### **“Exceeds Expectations”**

- Use details and examples from literary and informational texts to support inferences and conclusions
- Determine the development of theme 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

## **Grade 5**

### **“Does Not Meet Expectations”**

- Identify basic explicit details in literary and informational texts
- Determine a theme or central idea in literary and informational texts
- Use some examples in informative/explanatory writing to convey ideas
- Identify cause and effect relationships in words and phrases in literary text

### **“Approaches Expectations”**

- Make basic inferences in literary and informational texts
- Identify key details in literary and informational texts
- Use text structures to locate information in informational texts
- Attempt to present and organize a topic with some supportive details in informational text

### **“Meets Expectations”**

- 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
- In informational texts, determine a relationship between the function of a word or phrase and the overall meaning of a text
- Write an organized informative/explanatory piece that incorporates direct references, main ideas, and relevant details of informational and literary texts while effectively using transitional phrases to link ideas

### **“Exceeds Expectations”**

- Quote textual evidence to support inferences and conclusion 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
- Write a well-organized informative/explanatory piece that develops a topic with facts, definitions, concrete details, or quotations to analyze text



## **Grade 6**

### **“Does Not Meet Expectations”**

- Cite limited explicit information from literary and informational texts
- Identify a theme or central idea of literary and informational texts
- Determine the connotative meaning of words and phrases in literary and informational texts
- Use some examples in informative/explanatory writing to convey ideas

### **“Approaches Expectations”**

- Cite explicit evidence and make basic inferences in literary and informational texts
- Provide a basic summary of literary and informational texts
- Use context clues to determine the meaning of words or phrases in 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

### **“Meets Expectations”**

- Cite evidence to support analysis of literary and informational texts
- Determine the figurative meaning of words and phrases in literary texts
- Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, uses organizational structures and transitions to analyze text
- Identify similar themes in literary texts of different forms or genres

### **“Exceeds Expectations”**

- Analyze literary and informational texts through explicit textual evidence and inferences; provide evidence to support interpretations
- Analyze the impact of an author’s choice of words and phrases on meaning and tone in literary and 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
- Provide an objective summary of literary and informational texts

## **Grade 7**

### **“Does Not Meet Expectations”**

- Identify basic examples of textual evidence in literary and informational texts
- Identify basic explicit meanings of words and phrases in literary and informational 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

### **“Approaches Expectations”**

- Identify key details in literary and informational texts to support a theme or central idea
- 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
- Attempt to write an informative/expository piece that introduces a topic, contains some organizational and transitional elements, and uses some supporting evidence

### **“Meets Expectations”**

- 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
- Use context clues to determine the figurative and connotative meaning of words and phrases in literary and informational texts
- Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, and uses organizational structures and transitions to analyze text

### **“Exceeds Expectations”**

- 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 those themes and central ideas
- Analyze the impact of an author’s choice of words and phrases on meaning and tone in literary and 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

## **Grade 8**

### **“Does Not Meet Expectations”**

- Cite limited explicit information from literary and informational texts
- Recognize apparent context clues to determine the denotative meaning of words in literary and informational texts
- Use some examples in informative/explanatory writing to convey ideas
- Identify some basic information from primary and secondary sources

### **“Approaches Expectations”**

- Cite explicit information, textual evidence, and make some basic inferences in literary and informational texts
- Use context clues to identify figurative and connotative meanings of words in 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
- Gather and organize basic information from primary and secondary sources

### **“Meets Expectations”**

- Cite evidence to support an analysis of literary and informational texts
- Analyze the impact of word choices on meaning and tone in literary and informational texts
- Write an informative/expository piece that clearly introduces a topic, contains relevant supporting evidence, uses organizational structures and transitions to analyze text
- Analyze how an author responds to conflicting evidence or viewpoints in informational texts

### **“Exceeds Expectations”**

- Use evidence and inference to support an in-depth analysis of literary and informational texts
- Determine and evaluate the impact of complex contextual influences on setting, plot, and characters in literary 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
- Analyze and evaluate complex arguments and claims while citing specific textual information as support in informational texts

## PARENT-FRIENDLY PERFORMANCE LEVEL DESCRIPTORS (PLDS) – MATHEMATICS

### Grade 3

#### **“Does Not Meet Expectations”**

- 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

#### **“Approaches Expectations”**

- 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

#### **“Meets Expectations”**

- 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)
- Draw examples of quadrilaterals that do not belong to any subcategories of quadrilaterals

#### **“Exceeds Expectations”**

- 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
- Recognize rectangles with the same perimeter and different areas or with the same area and different perimeters

## **Grade 4**

### **“Does Not Meet Expectations”**

- Identify tenths, both as fractions and as decimals, using visual models
- Solve one-step word problems by adding or subtracting
- Draw points and line segments
- Find the perimeter of rectangles shown visually with all 4 side lengths clearly labeled

### **“Approaches Expectations”**

- 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
- Find the area of rectangles shown using the formulas

### **“Meets Expectations”**

- Solve one-step word problems involving multiplication of fractions by whole numbers
- Solve two-step word problems using the four operations
- Draw points, lines, line segments, rays, angles, and parallel and perpendicular lines
- Find the area and perimeter of rectangles using the formulas

### **“Exceeds Expectations”**

- Solve multi-step word problems involving addition and subtraction of fractions or multiplication of fractions by whole numbers
- Solve multi-step word problems using the four operations
- Provide examples of two-dimensional shapes, given specific attributes
- Solve multi-step problems using area and perimeter formulas with an unknown side

## **Grade 5**

### **“Does Not Meet Expectations”**

- 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)

### **“Approaches Expectations”**

- Solve one-step real-world problems involving addition or subtraction of unit fractions with unlike denominators
- Write simple numerical expressions described by verbal phrases
- Identify ordered pairs in quadrant I on the coordinate plane
- Identify volume as an attribute of three-dimensional objects

### **“Meets Expectations”**

- Multiply fractions by whole numbers or fractions
- Interpret numerical expressions using parentheses
- Define and use the  $x/y$ -coordinate system to graph points within quadrant I
- Find the volume of right rectangular prisms by counting unit cubes, and recognize volume relating to multiplication of unit cubes along sides

### **“Exceeds Expectations”**

- Fluently multiply fractions by whole numbers or fractions
- Write, evaluate, and interpret numerical expressions using parentheses
- Translate numerical patterns into ordered pairs, a graph on a coordinate grid, and explain data displayed on a coordinate grid
- Calculate multi-step conversions of time, length, volume, and mass within a given system

## **Grade 6**

### **“Does Not Meet Expectations”**

- Identify points with integer coordinates in quadrant I
- Identify equivalent ratios
- Relate verbal phrases to equivalent expressions with variables
- Read and interpret data presented in dot plots to answer a simple question about the data

### **“Approaches Expectations”**

- Add, subtract, and multiply fractions
- Solve real-world problems that involve plotting points with integer coordinates in quadrant I
- Write expressions with variables, including expressions described as verbal phrases
- Find the mean, median, mode, range, maximum, and minimum in a data set

### **“Meets Expectations”**

- Compute fluently with multi-digit whole numbers using all four operations
- Plot and identify ordered pairs in all four quadrants
- Solve one-step real-world and mathematical problems that involve ratios and unit rates
- Understand the relationships among different measures of center and spread

### **“Exceeds Expectations”**

- 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
- Understand and interpret expressions, equations, and inequalities in real-world contexts
- Determine and explain the most appropriate measures of center and variability

## **Grade 7**

### **“Does Not Meet Expectations”**

- Use the four operations to solve one-step real-world problems with positive rational numbers
- Distinguish between proportional relationships and relationships with equivalent ratios
- Write and graph one-variable inequalities
- Understand samples can be used to gain information about a population

### **“Approaches Expectations”**

- Use procedures to add, subtract, multiply, and divide integers
- Determine proportional relationships by examining tables and graphs
- Use the distributive property to generate equivalent linear expressions
- Understand probabilities fall between 0 and 1 and the likelihood within that range

### **“Meets Expectations”**

- Fluently use all four operations with rational numbers
- Relate the constant of proportionality to the real world problem and use it to write an equation
- Identify and solve problems with scale drawings using proportional reasoning
- Use random sampling to draw comparative inferences about two populations

### **“Exceeds Expectations”**

- 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
- 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



## **Grade 8**

### **“Does Not Meet Expectations”**

- Distinguish between relations that are and are not functions
- Recognize congruence and similarity and distinguish between them using physical models
- Find the hypotenuse of a right triangle whose sides are Pythagorean triples
- Recognize association in bivariate data (data with two variables)

### **“Approaches Expectations”**

- Use functions to model linear relationships between two quantities in slope-intercept form
- 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

### **“Meets Expectations”**

- Order or graph approximations of irrational numbers
- Solve linear equations and systems of linear equations
- Identify congruent and supplementary pairs of angles
- Interpret slope and y-intercept of line of best fit

### **“Exceeds Expectations”**

- Identify fractional equivalents of repeating decimals
- Interpret, analyze, graph, and solve linear equations in two variables
- 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







The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, (803-734-8781). For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1-800-421-3481.