

# SCORE REPORT USER'S GUIDE

**For Use with Spring 2025 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 ELA and Mathematics Vertical Scale Scores .....	5
SC READY Science Scale Scores .....	6
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 TDW Item .....	26
ELA Reading Subscore .....	26
Home School Students.....	26

SC READY TEST RESULTS AND SCORE INTERPRETATION ..... 27

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

APPENDIX B: SC READY Test Blueprints for Spring 2025 Administration ..... 29

APPENDIX C: SC READY Scoring Guidelines for Text-Dependent Writing (Grades 3–8)..... 33

APPENDIX D: SC READY Parent-Friendly Performance Level Descriptors (PLDs)..... 38

    Parent-Friendly Performance Level Descriptors (PLDs) – ELA..... 39

        Grade 3 ..... 39

        Grade 4 ..... 40

        Grade 5 ..... 41

        Grade 6 ..... 42

        Grade 7 ..... 43

        Grade 8 ..... 44

    Parent-Friendly Performance Level Descriptors (PLDs) – Mathematics..... 45

        Grade 3 ..... 45

        Grade 4 ..... 46

        Grade 5 ..... 47

        Grade 6 ..... 48

        Grade 7 ..... 49

        Grade 8 ..... 50

    Parent-Friendly Performance Level Descriptors (PLDs) – Science..... 51

        Grade 4 ..... 51

        Grade 6 ..... 52

# Introduction

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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 three sessions over four days. Reading Part A and Reading Part B were administered on consecutive days with at least one day between the Writing and Reading parts. 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 2024–25 school year only, Proviso 1.58 allows districts and public charter schools to request a waiver from the State Board of Education (SBE) to administer the tests on paper.

## 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) items in grades 3–8, technology-enhanced (TE) items in grades 4–8, and evidence-based selected-response (EBSR) items in grades 5–8. The ELA test also includes a Text-Dependent Writing (TDW) item. The TDW items requires that students read a passage(s) and respond to a prompt or task while drawing upon the text(s) for their written responses.

### ***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 SR, EBSR, and TE item types: drag and drop, hot spot (click to select), match interaction (click to select based on criteria), and text highlight. Constructed-response items are bar graph (click to generate bars on a graph), numeric response, and drop-down list. Tests also include stimulus sets consisting of a short passage that may contain a graph, map, diagram, etc. and three associated questions.

**SCORING OF ITEMS**

With the exception of the TDW 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 TDW item is scored with a holistic rubric that has a point range of 1 (lowest) to 4 (highest). The maximum number of possible points is 4. Grade-band and mode-specific rubrics can be found in Appendix C.

**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 2024 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 South Carolina College- and Career-Ready Science Standards 2021.

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	
Reading Literary Text	
Reading Informational Text	
Reading (vocabulary) Across Genres	
Writing	
Research and Evaluating Ideas	

## Mathematics

Grade					
3	Number Sense and Base Ten	Number Sense and Operations – 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: <https://www.ed.sc.gov/tests/assessment-information/quick-links-for-teachers/test-blueprints/>. Copies of the blueprints for the 2025 tests are also provided in Appendix B of this guide.

## Test Results

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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.

### 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/sc-ready/information-for-parents/>.



## SC READY ELA AND MATHEMATICS 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	100–359	360–453	454–540	541–825	825
4	100	100–419	420–490	491–602	603–850	850
5	100	100–464	465–524	525–631	632–875	875
6	100	100–470	471–550	551–645	646–900	900
7	100	100–509	510–567	568–663	664–925	925
8	100	100–526	527–593	594–686	687–950	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 SCIENCE SCALE SCORES

A student’s overall performance level for science is based on the scale score attained by the student. The 2025 science scale scores are reported as three-digit numbers. In both grades, the LOSS is 100. In grade 4, the HOSS is 850. In grade 6, the HOSS is 900. Please note that this is **not** a vertical scale.

The following table displays the scale score ranges that correspond to the four overall performance levels for grades 4 and 6 science.

Science Scale Score						
Grade	LOSS	Does Not Meet	Approaches Expectations	Meets Expectations	Exceeds Expectations	HOSS
4	100	100–447	448–505	506–585	586–850	850
6	100	100–460	461–523	524–606	607–900	900

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 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. 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 2025.

### Preliminary Rosters

Preliminary Rosters were updated daily for Grade 3 ELA Reading and Grades 3–8 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 Read to Succeed Result. ELA preliminary results do not include the TDW item. Preliminary Rosters are produced at the district and school level by Origin School and Fall Assignment 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 Read to Succeed Result.” 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 Read to Succeed 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 Read to Succeed Result on the Preliminary Rosters***

The Grade 3 Read to Succeed Result 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 updated “Read to Succeed” legislation, which specifies (in part) that, beginning with the 2024–25 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.

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 June 2025 to determine the achievement level, and an appropriate cut score, on grade 3 SC READY reading items that would correspond to the lowest achievement level on SC READY. The SC READY Preliminary Grade 3 Reading Roster was designed to identify students reaching or exceeding the “Approaches” 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 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 2025   Report: Preliminary School Roster   District: Middleville   School: Middleville Elementary   Subject: ELA												
Time Posted	Student Last Name	Student First Name	MI	Grade	Grade 3 Read to Succeed Result	Format	District	State ID	Gender	Birthdate	Origin School	Test Session
5/1/2025 12:10	LastName	FirstName	A	3	At or Above	Online	Middleville	134340334	M	1/8/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
5/1/2025 11:36	LastName	FirstName	B	3	At or Above	Online	Middleville	134340335	F	2/25/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
5/1/2025 10:51	LastName	FirstName	C	3	Below	Online	Middleville	134340336	M	2/14/2016	Southville Elementary	GR3 ELA SAMPLE TEACHER
5/1/2025 9:37	LastName	FirstName	D	3	At or Above	Online	Middleville	134340337	M	10/8/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
5/1/2025 9:37	LastName	FirstName	E	3	At or Above	Online	Middleville	134340338	M	4/3/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 12:05	LastName	FirstName	F	3	At or Above	Online	Middleville	134340339	F	5/9/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 12:03	LastName	FirstName	G	3	At or Above	Online	Middleville	134340340	F	10/8/2014	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:49	LastName	FirstName	H	3	At or Above	Online	Middleville	134340341	M	3/4/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:36	LastName	FirstName	I	3	Below	Online	Middleville	134340342	M	3/22/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:36	LastName	FirstName	J	3	At or Above	Online	Middleville	134340343	F	2/9/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:23	LastName	FirstName	K	3	Below	Online	Middleville	134340344	F	11/7/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:18	LastName	FirstName	L	3	At or Above	Online	Middleville	134340345	M	8/17/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:05	LastName	FirstName	M	3	Below	Online	Middleville	134340346	F	12/17/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:05	LastName	FirstName	N	3	At or Above	Online	Middleville	134340347	F	9/21/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 11:05	LastName	FirstName	O	3	At or Above	Online	Middleville	134340348	M	5/23/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	P	3	At or Above	Online	Middleville	134340349	M	2/1/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	Q	3	At or Above	Online	Middleville	134340350	M	4/2/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	R	3	At or Above	Online	Middleville	134340351	M	12/21/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	S	3	At or Above	Online	Middleville	134340352	F	1/20/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	T	3	At or Above	Online	Middleville	134340353	F	8/12/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	U	3	At or Above	Online	Middleville	134340354	M	5/20/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	V	3	At or Above	Online	Middleville	134340355	M	8/31/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	W	3	At or Above	Online	Middleville	134340356	M	1/1/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	X	3	At or Above	Online	Middleville	134340357	M	10/2/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	Y	3	At or Above	Online	Middleville	134340358	M	3/20/2015	Middleville Elementary	GR3 ELA SAMPLE TEACHER
4/30/2025 10:53	LastName	FirstName	Z	3	At or Above	Online	Middleville	134340359	M	5/24/2016	Middleville Elementary	GR3 ELA SAMPLE TEACHER

## Final Rosters

Final Rosters are produced for all grades and subjects. These rosters include the TDW 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 2025 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 2025. 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 Multilingual 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.

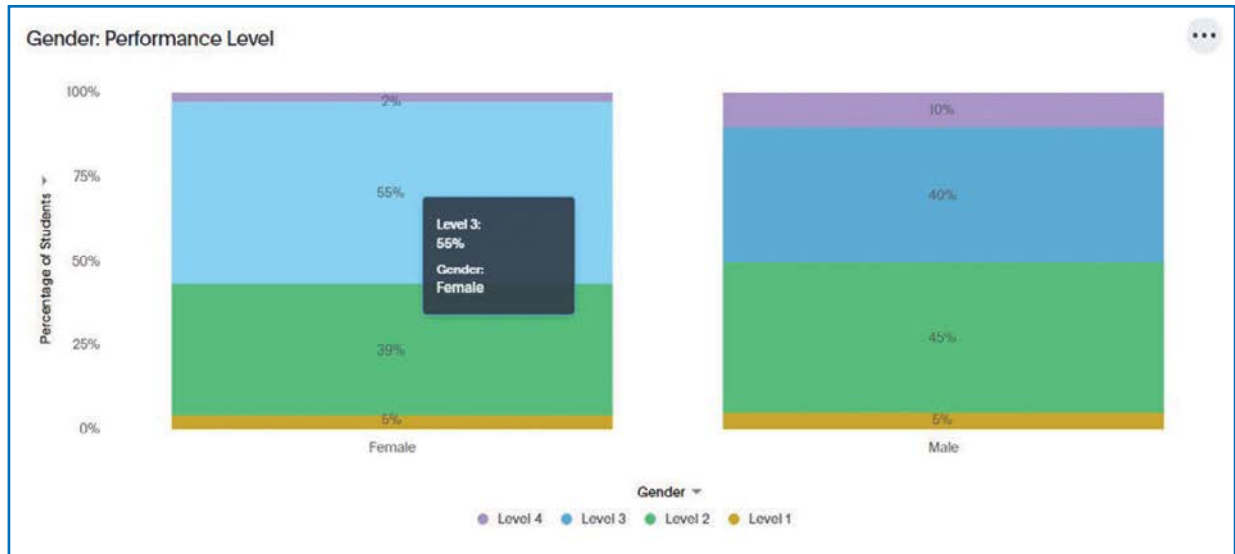
Demographic Summary											
The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school 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 (08)	4	463	56	75%	0%	75%	0%	
4	English Language Arts	Special Education Students	Orthopedic Impairments (09)	0							

Demographic Summary													
Grade	Content Area	Gender ↑	Ethnicity/Race	ELL	Migrant	Economically Disadvantaged	ISP	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%	40%	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

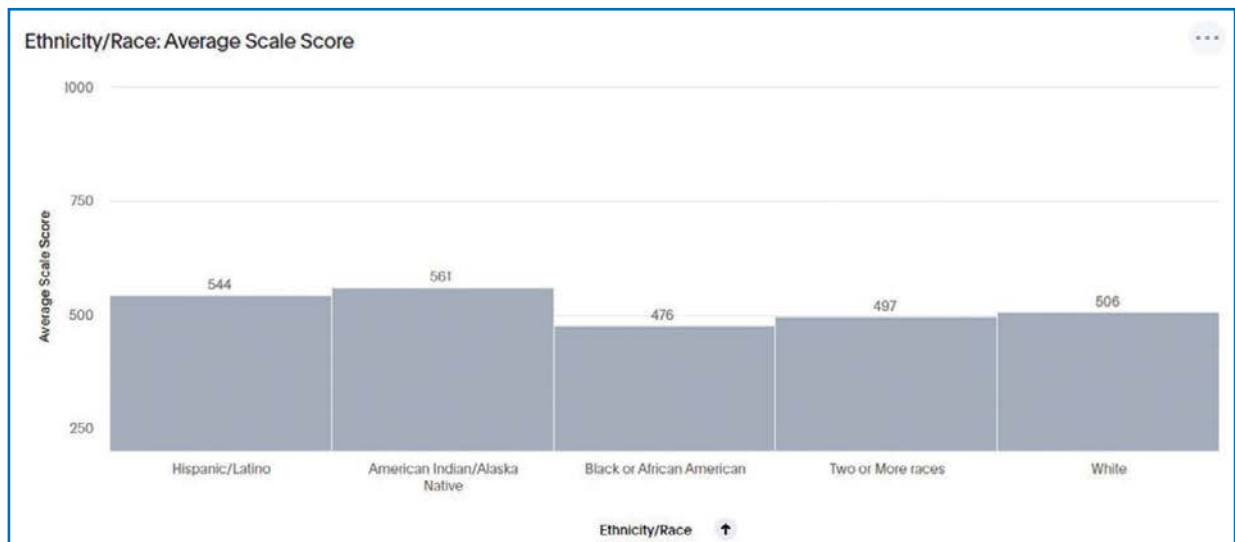
### 1. Performance Level Comparison – Example by Gender

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

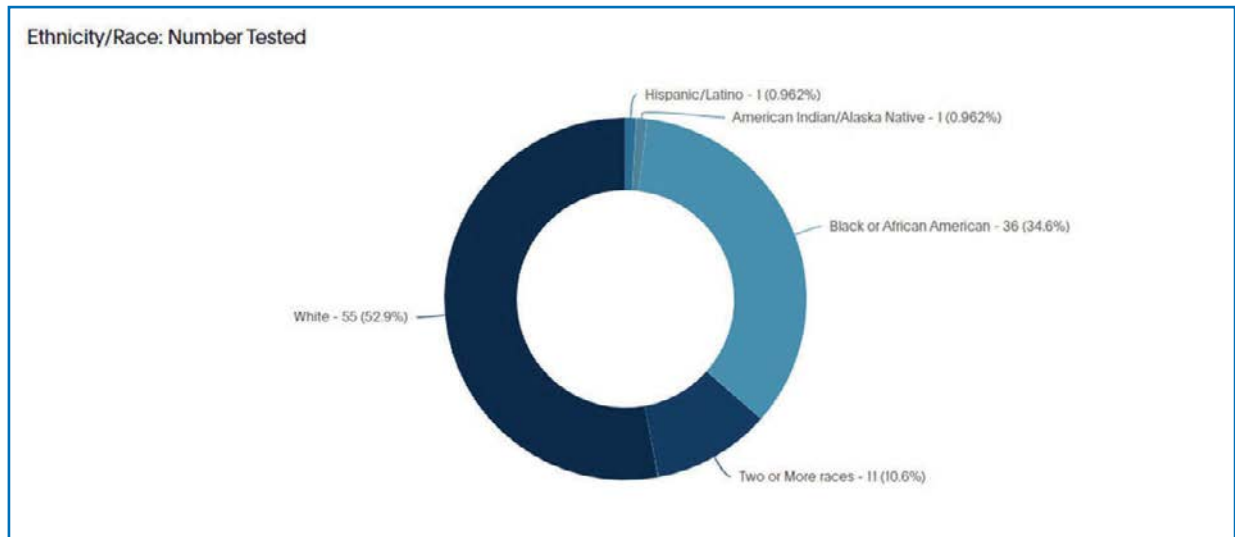
Column graph showing the mean scale score for each value within a demographic category.





### 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, 2012, 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 2025, 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 675–700 for ELA total 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 2025).

### **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 writing 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. For Spring 2025, the new ELA standards were implemented and assessed for the first time. Scale scores from the previous version of the assessment are not directly comparable and are omitted to avoid confusion.

### ***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 Writing (TDW) Score Information***

The bottom of page 2 provides information about the text-dependent writing (TDW) item in ELA. A brief description of the TDW item and the student's TDW score are provided there.

**Note:** Any student with an "incomplete" for ELA who took only the Writing session and answered the TDW item will receive a TDW score. If the student took only the Reading session, "Not Available" will be printed in place of the TDW score. Also, if any student's TDW response was determined to be nonscorable, a message about the nonscore code will be printed in place of the TDW score.



Individual Student Report

Edward D. Eckhart, Grade 6

Date of Birth: 05/13/2012  
Student ID: 100012341258  
Test Date: Spring 2025

District: Middleville1  
School: Middleville Middle School  
Fall 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 as defined by the grade-level content standards. The student needs substantial academic support to be on track for college and career readiness.

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

**Meets Expectations:**  
The student meets expectations as defined by the grade-level content standards. The student is prepared to be on track for college and career readiness.

**Exceeds Expectations:**  
The student exceeds expectations as defined by the grade-level content standards. The student is well prepared to be on track for college and career readiness.

English Language Arts (ELA)

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

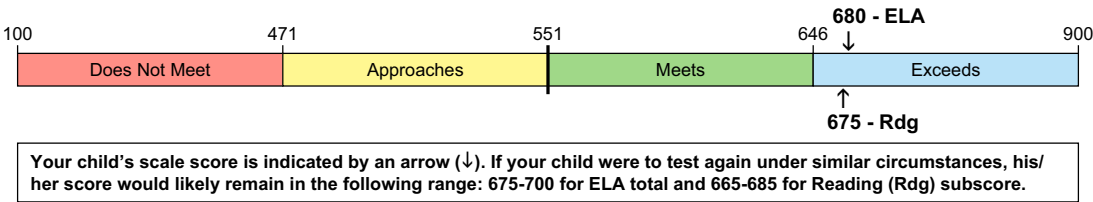
**Scale Scores**

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	

**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 how figurative language impacts mood, tone, and meaning in a variety of texts
- Determine how two or more themes are developed over the course of a literary text
- Determine how an author uses rhetoric to advance his or her perspective or purpose



Individual Student Report

How did my child perform on the ELA academic standards?

Reporting Category	Your Child's Performance		
	Low	Middle	High
Reading Literary Text			✓
Reading Informational Text	✓		
Reading (vocabulary) Across Genres		✓	
Writing (includes TDW item)		✓	
Research and Evaluating Ideas			✓

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
Scale Score				680		
Performance Level	Meets	Meets	Exceeds	Exceeds		

The new ELA standards were implemented and assessed for the first time in 2025. Scale scores from the previous version of the assessment are not directly comparable and are omitted here to avoid confusion.

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

Your Child's ELA Percentile Rank Comparisons	
South Carolina	89
Other States with Comparable Standards	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 Writing

Part of the writing test is a text-dependent writing item. The TDW requires students to read a passage and write an essay, using information from the passage to support their answer. The TDW is scored with a holistic rubric with a point range of 1 (lowest) to 4 (highest).

Your child's TDW score: 3 of 4 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."

## **SC READY ISR Page 4: Mathematics Continued and Science**

### ***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.

### ***Science Total Scale Score and Performance Level***

The student’s total scale score and performance level for science are printed above the number line graphic and also depicted in number line format. The number line is divided into four performance levels (Does Not Meet, Approaches, Meets, and Exceeds), with scale scores shown at the beginning and end (lowest and highest obtainable scale score) and at each cut point (i.e., the minimum score needed to reach “Approaches,” “Meets,” and “Exceeds”). An arrow indicates the student’s scale score for the science test and where that score falls along the range of scale scores and performance levels. In the sample report, Edward’s score is 875, a score that falls into the overall performance level of “Exceeds” for grade 6 science.

Below the number line is information about the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student’s scale score. The sample report indicates that Edward’s score would likely remain in the scale score range of 875–900 if he were to test again under similar circumstances.

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

The reporting category chart lists the science standards assessed at each grade level, along with an indication of student performance on each standard. The sample report lists the following five reporting categories or standards for grade 6 science: “Energy and Waves,” “Life Science,” “History of Earth,” and “Earth and the Atmosphere.” For each standard, the student’s performance is classified as “Low,” “Middle,” or “High.” This classification is based on the subset of items that assess the standard.

According to the sample report, Edward’s performance is classified as “Low” in “Energy and Waves” and “Life Science,” “Middle” in “Earth and the Atmosphere,” and as “High” in “History of Earth.”



Individual Student Report

Mathematics

Scale Score – Mathematics	548
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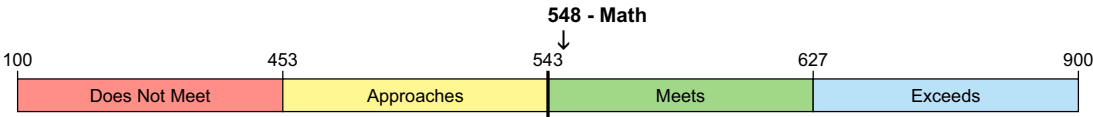
Scale Scores

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	450	485	540	548		
Performance Level	Meets	Meets	Meets	Meets		

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

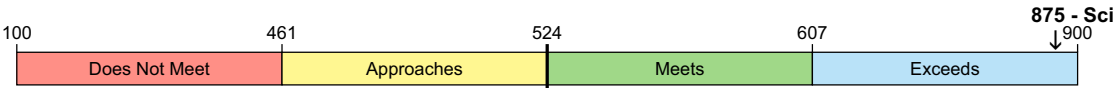
Your Child’s Mathematics Percentile Rank Comparisons	
South Carolina	55
Other States with Comparable Standards	45

**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.

Science

Scale Score – Science	875
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Your Child’s Science Test Results	
Performance Level – Science	Exceeds



Your child’s scale score is indicated by an arrow (↓). If your student were to test again under similar circumstances, his/her score would likely remain in the following range: 875-900.

Reporting Category	Your Student’s Performance		
	Low	Middle	High
Energy and Waves		✓	
Life Science	✓		
History of Earth	✓		
Earth and the Atmosphere		✓	

**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**.





Informe de estudiante

Edward D Eckhart, Grado 6

Fecha de nacimiento: 05/13/2011

Distrito: Middleville 1

Identificación del estudiante: 123456789012345 Escuela: Middleville Middle School

Fecha de la evaluación: Spring 2025

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, según lo definido por los estándares de contenido del nivel de grado. El estudiante necesita apoyo académico considerable a fin de prepararse para la universidad y la aptitud profesional.	<b>Se acerca a las expectativas:</b> El estudiante se acerca a las expectativas, según lo definido por los estándares de contenido del nivel de grado. El estudiante necesita apoyo académico adicional a fin de prepararse para la universidad y la aptitud profesional.	<b>Cumple con las expectativas:</b> El estudiante cumple con las expectativas, según lo definido por los estándares de contenido del nivel de grado. El estudiante está preparado para la universidad y la aptitud profesional.	<b>Supera las expectativas:</b> El estudiante supera las expectativas, según lo definido por los estándares de contenido del nivel de grado. El estudiante está bien preparado para la universidad y la aptitud profesional.
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Lengua y literatura en inglés (ELA)

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

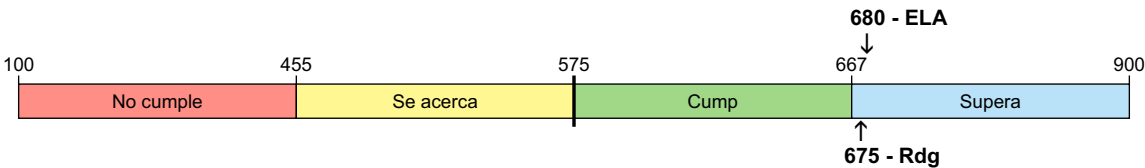
Puntajes por escala

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 cómo el lenguaje figurado influye en el estado de ánimo, el tono y el significado en diversos textos
- Determinar cómo se desarrollan dos o más temas a lo largo de un texto literario
- Determinar cómo un autor utiliza la retórica para desarrollar su postura o propósito



## Informe de estudiante

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

Categoría de informe	El desempeño de su hijo		
	Bajo	Promedio	Alto
Lectura de textos literarios			✓
Lectura de textos informativos			✓
Lectura (vocabulario) de distintos géneros			✓
Escritura (incluye ejercicio de TDW)		✓	
Ideas de investigación y evaluación			✓

### ¿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
Puntaje por escala	554	576	665	680		
Nivel de desempeño	Exceeds	Meets	Exceeds	Exceeds		

Los nuevos estándares de Lengua y Literatura en Inglés (ELA) se implementaron y evaluaron por primera vez en 2025. Las puntuaciones en escala de la versión anterior de la evaluación no son directamente comparables y se omiten aquí para evitar confusiones.

### ¿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	
Carolina del Sur	89
Otros estados con estándares comparables	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

Una parte del examen de escritura consiste en un ejercicio de redacción basado en un texto. La escritura dependiente del texto (TDW) requiere que los estudiantes lean un pasaje y escriban un ensayo y que, al hacerlo, usen información del pasaje para respaldar su respuesta. La TDW se califica con una guía holística de evaluación, con un rango de puntos de 1 (el más bajo) a 4 (el más alto).

Your child's TDW score: 3 of 4 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 2025. 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 2025 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 three-day test, consisting of a Writing session and two Reading sessions. 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 writing (TDW) item on the Writing session, the TDW 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 TDW Item**

As described on page 2 and displayed in Appendix C, the text-dependent writing (TDW) 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 TDW response, a message with the applicable nonscore code will print on page 2 of the ISR in place of the TDW score. For students whose TDW response was coded “blank,” the message “Not Applicable” will print in place of the TDW 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

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## 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 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.

## **APPENDIX A: Abbreviations Used for Student Demographic Information on Student Rosters & Labels**

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### **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
HH	=	Deaf or Hard of Hearing
ID	=	Intellectual Disability
LD	=	Specific Learning Disability
MD	=	Multiple Disabilities
OHI	=	Other Health Impairment
OH	=	Orthopedic Impairment
SP	=	Speech or Language Impairment
TBI	=	Traumatic Brain Injury
VH	=	Visual Impairment



## APPENDIX B: SC READY Test Blueprints for Spring 2025 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

	Reporting Categories	Indicators Within Reporting Categories	Number of Items per Reporting Category
Reading Session	Reading Literary Text	AOR.1.1 AOR.1.2 AOR.2.1 AOR.3.1 AOR.5.1 AOR.6.1(a)	8–12
	Reading Informational Text	AOR.2.2 AOR.4.1 AOR.5.2 AOR.5.3 AOR.6.1(b)	8–12
	Reading (vocabulary) Across Genres	AOR.7.1 AOR.8.1 AOR.9.1	7–10
Writing Session	Writing	C.1.1 C.2.1 C.3.1 C.4.1 C.5.1	14–16 plus one 4-point TDW Item
	Research and Evaluating Ideas	R.1.1 R.1.2 R.1.3* R.1.4* *Not assessed at grade 3.	6–8
Total Number of Items Including TDW			50

### Grades 6–8 English Language Arts Blueprint

	Reporting Categories	Indicators Within Reporting Categories	Number of Items per Reporting Category
Reading Session	Reading Literary Text	AOR.1.1 AOR.1.2 AOR.2.1 AOR.3.1 AOR.5.1 AOR.6.1(RL)	8–12
	Reading Informational Text	AOR.2.2 AOR.4.1 AOR.5.2 AOR.5.3 AOR.6.1(RI)	8–12
	Reading (vocabulary) Across Genres	AOR.7.1 AOR.8.1 AOR.9.1	8–12
Writing Session	Writing	C.1.1 C.2.1 C.3.1 C.4.1 C.5.1	16–20 plus one 4-point TDW Item
	Research and Evaluating Ideas	R.1.1 R.1.2 R.1.3 R.1.4	8–10
Total Number of Items Including TDW			55

### 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

### Grade 4 Science Blueprint

#### Performance Expectations and Item Range in Each Reporting Category

Reporting Category	Performance Expectations (PEs)	Number of PEs	Number of Items per Reporting Category
Energy	4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4	4	12–16
Waves	4-PS4-1, 4-PS4-2, 4-PS4-3	3	9–12
Organisms and the Environment	4-LS1-1, 4-LS1-2, 4-ESS1-1, 4-ESS3-1	4	12–16
Earth Processes and Features	4-ESS2-1, 4-ESS2-2, 4-ESS3-2	3	9–12

### Grade 6 Science Blueprint

#### Performance Expectations and Item Range in Each Reporting Category

Reporting Category	Performance Expectations (PEs)	Number of PEs	Number of Items per Reporting Category
Energy and Waves	6-PS1-4, 6-PS3-3, 6-PS3-4, 6-PS4-2	4	12–16
Life Science	6-LS1-1, 6-LS1-2, 6-LS1-3, 6-LS1-8	4	9–12
History of Earth	6-ESS1-4, 6-ESS2-2, 6-ESS2-3	3	9–12
Earth and the Atmosphere	6-ESS2-1, 6-ESS2-4, 6-ESS2-5, 6-ESS2-6, 6-ESS3-2	5	12–16

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

Grades 3–4 SC READY TDW Holistic Scoring Rubric To Convey an Experience (Real or Imagined)			
Each response is scored holistically by domain. Scores within each domain are earned by demonstrating most of the descriptors within a score point.			
Score Point	Structure	Development	Language
<b>4</b> <b>Exceeds</b> Expectations  <i>A well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.</i>	<ul style="list-style-type: none"> <li>• Skillfully establishes a setting</li> <li>• Skillfully introduces a narrator and/or characters</li> <li>• Organizes a logical plot structure</li> <li>• Uses a variety of transitional words and/or phrases to skillfully sequence events</li> <li>• Provides a well-crafted ending</li> </ul>	<ul style="list-style-type: none"> <li>• Skillfully integrates ideas and details from the text</li> <li>• Uses well-crafted descriptive language and sensory details to skillfully develop events</li> <li>• Uses well-crafted descriptions of actions, thoughts, and/or feelings to skillfully develop a narrator and/or characters</li> <li>• <b>4<sup>th</sup> grade only:</b> Skillfully uses dialogue to develop events and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language and vocabulary to skillfully develop the narrative</li> <li>• Uses varied sentence types and phrases to skillfully develop the narrative</li> <li>• Has very few or no errors in grammar usage and conventions</li> <li>• Uses a tone and/or voice that strengthens the narrative</li> </ul>
<b>3</b> <b>Meets</b> Expectations  <i>A complete narrative that develops a real or imagined experience based on the text provided.</i>	<ul style="list-style-type: none"> <li>• Establishes a setting</li> <li>• Introduces a narrator and/or characters</li> <li>• Organizes a logical plot structure</li> <li>• Uses a variety of transitional words and/or phrases to sequence events</li> <li>• Provides a logical ending</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates ideas and details from the text</li> <li>• Uses descriptive language and sensory details to develop events</li> <li>• Uses descriptions of actions, thoughts, and/or feelings to develop a narrator and/or characters</li> <li>• <b>4<sup>th</sup> grade only:</b> Uses dialogue to develop events and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language and vocabulary to develop the narrative</li> <li>• Uses varied sentence types and phrases to develop the narrative</li> <li>• Has a few minor errors in grammar usage and conventions with no significant effect on readability</li> </ul>
<b>2</b> <b>Approaches</b> Expectations  <i>An incomplete or oversimplified narrative based on the text provided.</i>	<ul style="list-style-type: none"> <li>• Introduces a setting with little to no detail</li> <li>• Introduces a narrator and/or characters with little to no detail</li> <li>• Plot structure is unclear or disorganized</li> <li>• Uses some transitional words and/or phrases that partially sequence events</li> <li>• Provides a weak ending</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally integrates ideas and details from the text</li> <li>• Minimally uses descriptive language or sensory details to develop events</li> <li>• Uses descriptions of actions, thoughts, or feelings to minimally develop a character</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic language and vocabulary to develop the narrative</li> <li>• Uses some varied sentence types and phrases to develop the narrative</li> <li>• Has frequent errors in grammar usage and conventions that sometimes interfere with readability</li> </ul>
<b>1</b> <b>Does Not Meet</b> Expectations  <i>A weak attempt to write a narrative based on the text provided.</i>	<ul style="list-style-type: none"> <li>• Attempts to introduce a setting or character</li> <li>• Response is too brief to demonstrate a complete sequence of events</li> <li>• Makes little or no attempt to provide an ending</li> </ul>	<ul style="list-style-type: none"> <li>• May use few, if any, ideas or details from the text</li> <li>• Shows little or no attempt to use descriptive language or sensory details</li> <li>• Descriptive language or sensory details may not be relevant</li> <li>• Shows little or no attempt to develop a character</li> <li>• Response is mostly a summary of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be unclear or confusing</li> <li>• Has frequent errors in grammar usage and conventions that significantly interfere with readability</li> </ul>

**Grades 5–6 SC READY TDW Holistic Scoring Rubric  
To Persuade (through Argument)**

Each response is scored holistically by domain. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

Score Point	Structure	Development	Language
<p align="center"><b>4</b> <b>Exceeds</b> Expectations</p> <p><i>A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>• Skillfully introduces a claim and maintains focus on the claim throughout the response</li> <li>• Uses an organizational structure that strengthens the response</li> <li>• Uses varied transitional words and phrases to skillfully connect ideas and enhance the development of the argument</li> <li>• Provides a well-crafted concluding statement or section that supports the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Skillfully integrates reasons and/or reasoning that may be supported by facts, evidence, and/or data from the text(s)</li> <li>• Skillfully integrates elaboration of thoughts that includes original thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li>• <b>6<sup>th</sup> grade only:</b> Skillfully acknowledges an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language and vocabulary to skillfully inform and explain about the task</li> <li>• Uses varied sentence types and phrases to contribute to the skillful development of ideas</li> <li>• Has very few or no errors in grammar usage and conventions</li> <li>• Uses a tone and/or voice that strengthens the overall response</li> </ul>
<p align="center"><b>3</b> <b>Meets</b> Expectations</p> <p><i>A complete argument that develops and supports claims with sufficient text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>• Introduces a claim and maintains focus on the claim throughout the response</li> <li>• <b>5<sup>th</sup> grade only:</b> Uses an organizational structure in which ideas are grouped logically</li> <li>• <b>6<sup>th</sup> grade only:</b> Uses an organizational structure appropriate to the purpose and task</li> <li>• Uses varied transitional words and phrases to connect ideas and develop the argument</li> <li>• Provides a concluding statement or section that supports the argument</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5<sup>th</sup> grade only:</b> Includes reasons that are supported by facts and evidence from the text(s)</li> <li>• <b>6<sup>th</sup> grade only:</b> Uses logical reasoning supported by facts and/or data as evidence from the text(s)</li> <li>• Includes elaboration of thoughts that may consist of original thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li>• <b>6<sup>th</sup> grade only:</b> Acknowledges an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language to inform and explain about the task</li> <li>• Uses varied sentence types and phrases to contribute to the development of ideas</li> <li>• Has a few minor errors in grammar usage and conventions with no significant effect on readability</li> </ul>
<p align="center"><b>2</b> <b>Approaches</b> Expectations</p> <p><i>An incomplete argument that partially supports claims with loosely related text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>• Introduces a claim that may be unclear or loosely related to the task</li> <li>• Inconsistently maintains focus on the claim throughout</li> <li>• Uses a weak or ineffective organizational structure that does not develop the argument</li> <li>• Uses transitions to inconsistently connect ideas</li> <li>• Provides a concluding statement or section that is repetitive, simplistic, or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Partially develops the argument using facts and/or evidence</li> <li>• Minimally elaborates on thoughts, and may rely too heavily on the text</li> <li>• <b>6<sup>th</sup> grade only:</b> Lacks acknowledgment of an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and word choice that is limited or inconsistent to inform and explain about the task</li> <li>• Uses varied sentence types and phrases ineffectively</li> <li>• Has frequent errors in grammar usage and conventions that sometimes interfere with readability</li> </ul>
<p align="center"><b>1</b> <b>Does Not Meet</b> Expectations</p> <p><i>A weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>• Makes a claim that may be unclear or demonstrates a lack of awareness of the task</li> <li>• Demonstrates little to no organizational structure</li> <li>• Transitions may be missing or confusing</li> <li>• Concluding statement or section may be missing or unrelated to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from the text may be missing or confusing</li> <li>• Elaboration of thoughts may consist of vague or confusing ideas</li> <li>• Response is mostly a summary of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be unclear or confusing</li> <li>• Has frequent errors in grammar usage and conventions that significantly interfere with readability</li> </ul>

**Grades 7–8 SC READY TDW Holistic Scoring Rubric**  
**To Inform**

Each response is scored holistically by domain. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

Score Point	Structure	Development	Language
<p><b>4</b> <b>Exceeds</b> Expectations</p> <p><i>A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).</i></p>	<ul style="list-style-type: none"> <li>Effectively introduces the topic</li> <li>Includes a focused controlling idea that is skillfully maintained throughout the response</li> <li>Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea</li> <li>Uses varied transitions to effectively connect and clarify relationships between ideas and concepts</li> <li>Provides an effective introduction and a concluding statement or section that supports the information presented</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the task, topic, and information from the text(s)</li> <li>Develops the topic effectively using relevant facts, definitions, details, and/or quotes</li> <li>Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence</li> </ul>	<ul style="list-style-type: none"> <li>Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas</li> <li>Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas</li> <li>Has very few or no errors in usage and conventions</li> <li>Uses a voice that enhances the overall response</li> <li>Establishes and maintains a tone appropriate to the task and audience</li> </ul>
<p><b>3</b> <b>Meets</b> Expectations</p> <p><i>A complete informative response that examines a topic and presents related information based on a text(s).</i></p>	<ul style="list-style-type: none"> <li>Introduces the topic</li> <li>Includes a controlling idea that is maintained throughout the response</li> <li>Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea</li> <li>Uses varied transitions to connect and clarify relationships between ideas and concepts</li> <li>Provides a sufficient introduction and a concluding statement or section that supports the information presented</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the task, topic, and information from the text(s)</li> <li>Develops the topic adequately using relevant facts, definitions, details, and/or quotes</li> <li>Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence</li> </ul>	<ul style="list-style-type: none"> <li>Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas</li> <li>Uses varied sentence types and phrases to contribute to the fluidity of ideas</li> <li>Has a few minor errors in usage and conventions with no significant effect on readability</li> </ul>
<p><b>2</b> <b>Approaches</b> Expectations</p> <p><i>An incomplete or oversimplified response that attempts to examine a topic and present information based on a text(s).</i></p>	<ul style="list-style-type: none"> <li>Ineffectively introduces the topic</li> <li>Includes a controlling idea that is vague, loosely related, or inconsistently sustained throughout the response</li> <li>Uses an organizational structure that may be repetitive or inconsistent and does not advance the controlling idea</li> <li>Uses transitions to inconsistently connect ideas</li> <li>Provides an introduction and concluding statement or section that may be repetitive or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a lack of understanding of the task, topic, or information from the text(s)</li> <li>Partially develops the topic but relies too heavily on the text(s) and may be repetitive</li> <li>Inconsistently elaborates on thoughts but may be vague, confusing, or loosely related</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas</li> <li>Uses varied sentence types and phrases inconsistently</li> <li>Has frequent errors in usage and conventions that sometimes interfere with readability</li> </ul>
<p><b>1</b> <b>Does Not Meet</b> Expectations</p> <p><i>A weak attempt to write an informative response that may be loosely based on a text(s).</i></p>	<ul style="list-style-type: none"> <li>Does not introduce the topic</li> <li>Controlling idea may be confusing or absent, demonstrating a lack of understanding of the task or topic</li> <li>Demonstrates little to no organizational structure</li> <li>Transitions may be missing or confusing</li> <li>Introduction and/or concluding statement or section may be missing or unrelated to the response</li> </ul>	<ul style="list-style-type: none"> <li>Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s)</li> <li>Evidence from the text(s) may be absent or confusing</li> <li>Elaboration of thoughts may consist of vague or confusing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be unclear or confusing</li> <li>Sentence structure may be confusing</li> <li>Has frequent major errors in usage and conventions that interfere with readability</li> </ul>

**Grades 7–8 SC READY TDW Holistic Scoring Rubric  
To Persuade (through Argument)**

Each response is scored holistically by domain. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

Score Point	Structure	Development	Language
<p><b>4</b> <b>Exceeds</b> Expectations</p> <p><i>A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>Effectively introduces a claim(s) focused on the task</li> <li>Skillfully maintains the claim throughout the response</li> <li>Uses an organizational structure that effectively strengthens the response</li> <li>Uses varied transitional words and phrases to skillfully create cohesion and clarify the relationships between the claim(s), a counterclaim, reasons, and evidence</li> <li>Provides an effective introduction and a concluding statement or section that supports the argument presented</li> </ul>	<ul style="list-style-type: none"> <li>Effectively demonstrates a thorough understanding of the task and topic</li> <li>Integrates reasons that are supported by facts and relevant evidence from the text(s)</li> <li>Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li><b>7<sup>th</sup> grade only:</b> Acknowledges a counterclaim</li> <li><b>8<sup>th</sup> grade only:</b> Acknowledges and effectively refutes a counterclaim with relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas</li> <li>Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas</li> <li>Has very few or no errors in usage and conventions</li> <li>Uses a voice that enhances the overall response</li> <li><b>8<sup>th</sup> grade only:</b> Establishes and maintains a tone appropriate to the task and audience</li> </ul>
<p><b>3</b> <b>Meets</b> Expectations</p> <p><i>A complete argument that develops and supports claims with sufficient text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>Introduces a claim(s) that is focused on the task</li> <li>Maintains a claim(s) throughout the response</li> <li>Uses an organizational structure that strengthens the response</li> <li>Uses transitional words and phrases to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence</li> <li>Provides an introduction and concluding statement or section that supports the argument presented</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the task</li> <li>Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li><b>7<sup>th</sup> grade only:</b> Acknowledges a counterclaim</li> <li><b>8<sup>th</sup> grade only:</b> Acknowledges and refutes a counterclaim with relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Integrates vocabulary to strengthen and further ideas</li> <li>Uses varied sentence types and phrases to contribute to the fluidity of ideas</li> <li>Has a few minor errors in usage and conventions with no significant effect on meaning</li> <li><b>8<sup>th</sup> grade only:</b> Establishes and maintains a tone appropriate to the task and audience</li> </ul>
<p><b>2</b> <b>Approaches</b> Expectations</p> <p><i>An incomplete argument that partially supports claims with loosely related text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>Introduces a claim(s) that may be unclear</li> <li>Inconsistently maintains the claim throughout the response</li> <li>Uses a weak, inconsistent, or repetitive organizational structure</li> <li>Uses transitions to connect ideas but cohesion is inconsistent</li> <li>Provides an introduction and concluding statement or section that may be weak, repetitive, or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>Response may demonstrate a partial understanding of the task</li> <li>Inconsistently develops the argument using facts and evidence that may not support the claim(s)</li> <li>Relies too heavily on the text or may be repetitive</li> <li><b>7<sup>th</sup> grade only:</b> Lacks acknowledgment of a counterclaim</li> <li><b>8<sup>th</sup> grade only:</b> Acknowledges a counterclaim but does not refute the counterclaim with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas</li> <li>Uses varied sentence types and phrases inconsistently</li> <li>Has frequent errors in usage and conventions that sometimes interfere with readability</li> </ul>
<p><b>1</b> <b>Does Not Meet</b> Expectations</p> <p><i>A weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>Claim may be confusing or absent demonstrating a misunderstanding of the task</li> <li>Demonstrates little to no organizational structure</li> <li>Transitions may be missing or confusing</li> <li>Introduction and concluding statement or section may be missing or unrelated to the response</li> </ul>	<ul style="list-style-type: none"> <li>Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s)</li> <li>Evidence from the text(s) may be absent or confusing</li> <li>Elaboration of thoughts may consist of vague or confusing ideas</li> <li>Does not acknowledge a counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary and word choice may be unclear or confusing</li> <li>Sentence structure may be confusing</li> <li>Has frequent major errors in usage and conventions that interfere with readability</li> </ul>



Non-Scorable Code	Reason	Descriptor
<b>B</b>	Blank	The response area is completely blank.
<b>R</b>	Refusal	The response indicates a refusal to attempt the task (e.g., "I don't know.")
<b>C</b>	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
<b>I</b>	Insufficient	The response is too limited to score.
<b>UR</b>	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
<b>OL</b>	Other Language	The response is written in a language other than English.
<b>OT</b>	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.

## APPENDIX D: SC READY Parent-Friendly Performance Level Descriptors (PLDs)

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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: <https://ed.sc.gov/tests/middle/sc-ready/information-for-parents/>.

On SC READY, educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the SCCRCS. 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

#### **A student who scores in the *Exceeds Expectations* category typically can:**

- Explain the meaning of all metaphors, hyperboles, and idioms in a story and why an author includes them in a story.
- Identify the theme of a story and explain how all the events that happen in the story develop the theme.
- Explain all the reasons why an author wrote a non-fiction text and identify an author's opinion about a topic.

#### **A student who scores in the *Meets Expectations* category typically can:**

- Explain the meaning of metaphors, hyperboles, and idioms in a story and why an author includes them in a story.
- Identify the theme of a story and explain how the events that happen in the story develop the theme.
- Explain why an author wrote a non-fiction text and identify an author's opinion about a topic.

#### **A student who scores in the *Approaches Expectations* category typically can:**

- Explain the meaning of metaphors, hyperboles, or idioms in a story.
- Identify the theme of a story and describe some events that happen in the story.
- Explain why an author wrote a non-fiction text or identify an author's opinion about a topic.

#### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Identify metaphors, hyperboles, or idioms in a story.
- Identify the theme of a story.
- Describe why an author wrote a non-fiction text.

## Grade 4

### **A student who scores in the *Exceeds Expectations* category typically can:**

- Explain the impact all types of figurative language have on a story and how it makes the story more interesting for the reader.
- Identify the theme of a story and explain how all the events that happen in the story develop the theme.
- Explain how what an author believes affects how and why they write a non-fiction text and what information the author includes in the text.

### **A student who scores in the *Meets Expectations* category typically can:**

- Explain the impact figurative language (like metaphors and similes) has on a story and how it makes the story more interesting for the reader.
- Identify the theme of a story and explain how the events that happen in the story develop the theme.
- Explain how what an author believes affects how and why they write a non-fiction text.

### **A student who scores in the *Approaches Expectations* category typically can:**

- Describe the impact some figurative language (like metaphors and similes) has on a story or how it makes the story more interesting for the reader.
- Identify the theme of a story and describe how some of the events that happen in the story develop the theme.
- Explain how what an author believes impacts why they write a non-fiction text.

### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Identify the impact figurative language (like metaphors and similes) has on a story.
- Identify the theme of a story.
- Describe the reason why an author wrote a non-fiction text.

## Grade 5

### **A student who scores in the *Exceeds Expectations* category typically can:**

- Analyze the impact all figurative language (like metaphors and similes) has on a story and how it makes the story more interesting for the reader.
- Explain how the events that happen in a story and how characters change develops the theme of a story.
- Explain all the differences between a first-hand account and a second-hand account of the same event, and why the information in each is different.

### **A student who scores in the *Meets Expectations* category typically can:**

- Explain the impact figurative language (like metaphors and similes) has on a story and how it makes the story more interesting for the reader.
- Explain how the events that happen in a story develop the theme of a story.
- Explain the differences between a first-hand account and a second-hand account of the same event, and why the information in each is different.

### **A student who scores in the *Approaches Expectations* category typically can:**

- Describe the impact some figurative language (like metaphors and similes) has on a story or how it makes the story more interesting for the reader.
- Describe how some of the events that happen in a story develop the theme of a story.
- Explain some of the differences between a first-hand account and a second-hand account of the same event.

### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Identify the impact figurative language (like metaphors and similes) has on a story.
- Describe how one event in a story helps develop the theme of a story.
- Describe the difference between a first-hand account of an event and a second-hand account of an event.

## Grade 6

**A student who scores in the *Exceeds Expectations* category typically can:**

- Analyze how figurative language impacts mood, tone, and meaning in a variety of texts.
- Determine how two or more themes are developed over the course of a literary text.
- Determine how an author uses rhetoric to advance his or her perspective or purpose.

**A student who scores in the *Meets Expectations* category typically can:**

- Explain how figurative language impacts mood, tone, and meaning in a literary text.
- Analyze how key details help develop a theme over the course of a literary text.
- Analyze how different perspectives impact the content and style of an informational text.

**A student who scores in the *Approaches Expectations* category typically can:**

- Identify figurative language in a literary text and provide some examples of how it impacts mood, tone, or meaning.
- Determine a theme and how it is developed over the course of a literary text.
- Compare and contrast a primary and secondary account of the same event or topic.

**A student who scores in the *Does Not Meet Expectations* category typically can:**

- Identify some types of figurative language in a text.
- Determine a theme in a literary text.
- Identify an author's perspective in an informational text.

## Grade 7

### **A student who scores in the *Exceeds Expectations* category typically can:**

- Cite relevant evidence to support analysis of literary and informational texts.
- Determine how contextual influences impact literary texts.
- Determine how an author uses rhetoric to advance his or her perspective or purpose.
- Use content to clarify the meaning of familiar and unfamiliar words.
- Write a well-organized informative piece.

### **A student who scores in the *Meets Expectations* category typically can:**

- Cite evidence to support analysis of literary and informational texts.
- Explain how a narrator's point of view impacts a literary text.
- Determine an author's perspective within an informational text.
- Explain an author's use of rhetoric in an informational text.
- Improve writing by considering the feedback of others.

### **A student who scores in the *Approaches Expectations* category typically can:**

- Cite explicit evidence and make basic inferences in literary and informational text.
- Identify the parts of an author's argument.
- Explain how sections of informational text fit into its structure.
- Distinguish between the connotations of words with similar denotations.
- Write an argumentative claim about a topic.

### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Make some basic inferences in literary and informational texts.
- Identify some informational text structures.
- Write an opinion on a topic and use some reasons or evidence as support.

## Grade 8

### **A student who scores in the *Exceeds Expectations* category typically can:**

- Cite relevant evidence to support analysis texts.
- Analyze how context deepens meaning in a literary text.
- Analyze how an author uses rhetoric to advance his or her perspective.
- Analyze the relevance and credibility of a variety of sources.
- Write a well-organized informative piece.

### **A student who scores in the *Meets Expectations* category typically can:**

- Cite evidence to support analysis of literary and informational texts.
- Analyze effects, such as suspense and/or dramatic irony in a literary text.
- Analyze how an author uses rhetoric to advance his or her purpose.
- Use context clues to clarify the meaning of familiar and unfamiliar words.
- Use precise language and vocabulary in writing.

### **A student who scores in the *Approaches Expectations* category typically can:**

- Cite explicit evidence and make basic inferences in texts.
- Identify figurative language and some examples of how it impacts mood, tone, or meaning.
- Explain how individual sections of informational text fit into its structure.
- Write an argumentative claim about a topic.
- Introduce and partially develop a topic using details and evidence.

### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Make some basic inferences in texts.
- Provide a basic summary of literary and informational texts.
- Identify an author's perspective in an informational text.
- Use some examples in informational writing to communicate ideas.



## 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

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

### Grade 4

**A student who scores in the *Does Not Meet Expectations* category typically can:**

- Identify that sound, light, heat, and electricity are all forms of energy.
- Recognize that plants and animals have unique structures.
- Identify the changes on Earth's surface that are caused by ice, water, or wind.
- Identify surface features found on Earth.

**A student who scores in the *Approaches Expectations* category typically can:**

- Describe that energy is transferred in different ways.
- Describe that internal and external structures work together to ensure the survival of plants and animals.
- Describe how ice, water, and wind cause weathering and erosion.
- Describe features on Earth by observing maps of land and the ocean floors.

**A student who scores in the *Meets Expectations* category typically can:**

- Use observations to provide evidence that energy can be transferred by electricity, heat, light, and sound.
- Argue that internal and external structures on plants and animals help these organisms survive, grow, reproduce, and respond to their environment.
- Measure and explain how the rate of ice, water, and wind movement and the presence of vegetation affect weathering and erosion.
- Analyze and interpret map data to describe patterns of Earth's features.

**A student who scores in the *Exceeds Expectations* category typically can:**

- Predict how energy will be transferred from one location to another.
- Compare how the internal and external structures of plants and animals living in different environments help these organisms survive, grow, reproduce, and respond to their environment.
- Predict how ice, water, wind, and the presence of vegetation affect the rate of weathering and erosion.
- Collect and summarize data from multiple maps to explain the presence of Earth's features.

## Grade 6

### **A student who scores in the *Does Not Meet Expectations* category typically can:**

- Recognize models of particle motion in different states of matter.
- Identify the levels of organization in the human body.
- Recall the three basic rock types.
- Recall that water cycles continuously through Earth's systems.

### **A student who scores in the *Approaches Expectations* category typically can:**

- Use a model to describe how changes in temperature result in changes in particle motion.
- Identify the purpose of the organ systems in the human body.
- Describe how the three basic rock types are formed.
- Identify a basic water cycle model and label the processes.

### **A student who scores in the *Meets Expectations* category typically can:**

- Develop and use a model that predicts how the addition or removal of thermal energy affects the state of matter in samples of substances.
- Use evidence to explain how different body systems work together.
- Develop a model describing how the flow of energy affects the processes that change rocks from one type to another.
- Develop a model that describes how gravity and solar energy affect the cycling of water.

### **A student who scores in the *Exceeds Expectations* category typically can:**

- Apply a model explaining the relationship between thermal and kinetic energy to a phenomenon.
- Predict how changes in one or more body systems in the human body impacts the function of the body as a whole.
- Develop, use, or revise a model that explains the underlying processes on the rock cycle.
- Predict how changes in thermal energy and gravity will affect the cycling of water.











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