



# **SCPASS SCORE REPORT USER'S GUIDE**

**For Use with  
Spring 2019 Score Reports**

**Office of Assessment  
South Carolina Department of Education**

A copy of this document is also available at the following address:  
<http://ed.sc.gov/tests/middle/scpass/scpass-score-report-user-s-guide/>

Additional SCPASS resources for parents, educators, and others  
can be accessed from the Office of Assessment's SCPASS Web page.  
<http://ed.sc.gov/tests/middle/scpass/>

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# The South Carolina Palmetto Assessment of State Standards (SCPASS)

## Introduction

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment program administered to students in grades four, six, and eight in science and grades five and seven in social studies. All students in these grade levels are required to participate in the SCPASS, except those who qualify for the Alternate Assessment. The initial administration of the SCPASS was in spring 2009.

## Testing Dates

The testing window for the spring 2019 SCPASS tests was April 16 through June 7. The assessments were administered during the last twenty school days as determined by each district's instructional calendar.

## Types of Test Items

The SCPASS science tests consist of multiple-choice items and technology-enhanced (TE) item types, such as drag and drop, hot spot (click to select), drop-down list, and constructed-response (type a numeric answer). The grade 8 science test also includes some scenario sets. A "scenario set" consists of a scenario (scientific text, graph, and/or data) with two test items related to the scenario.

The SCPASS social studies tests consist of multiple-choice items and TE item types, such as drag and drop, drop-down list, and multi-select. Some of the social studies items may be "multi-select"—i.e., items with more than four (typically six) answer choices, which prompt the student to select a certain number of answer choices (e.g., "choose the **two** . . ." or "which **three** . . .?"). In order to receive credit for a correct response, the student must select the specified number of correct answers and no incorrect answers.

Examples of the various item types have been developed for inclusion in the Online Tools Training (OTT) for SCPASS. The SCPASS OTTs, for each subject and different grade levels, can be accessed at the following Web site (using Google Chrome): <https://wbte.drceirect.com/SC/portals/sc>.

**Note:** Paper-based testing is available for students with disabilities who cannot take online assessments due to their disabilities, as specified in their IEPs or 504 plans. In spring 2019, paper-based testing was also permitted as approved by the State Board of Education. On paper-pencil test forms, TE items were replaced with comparable multiple-choice items.

## Alignment to Standards

SCPASS test items are aligned to the South Carolina academic standards for each content area and grade level. Standards outline what schools are expected to teach and what students are expected to learn. The SCPASS test items have been written to assess the content knowledge and skills that are described in the academic standards. During the item development process, South Carolina educators review the items to make sure that there is a match between the items and the standards. Links to the academic standards and support documents are available on the South Carolina Department of Education Web site at <http://ed.sc.gov/instruction/standards-learning/>.

The 2019 SCPASS science tests assess the 2014 South Carolina Science Academic Standards, while the social studies tests assess the 2011 South Carolina Social Studies Academic Standards. The reporting categories for standard-level information in science and social studies are based on the respective standards for each subject area and grade level. (See the charts on page 2 of this guide.)

## SCPASS Content Overview Charts

An overview of the standards assessed on each 2019 SCPASS test is provided in the following charts.

Science Standards						
Grade						
4	Science & Engineering Practices	Earth Science: Weather & Climate	Earth Science: Stars & the Solar System	Physical Science: Forms of Energy – Light & Sound	Life Science: Characteristics & Growth of Organisms	
6	Science & Engineering Practices	Earth Science: Earth's Weather & Climate	Physical Science: Energy Transfer & Conservation	Life Science: Diversity of Life – Classification & Animals	Life Science: Diversity of Life – Protists, Fungi, & Plants	
8	Science & Engineering Practices	Physical Science: Forces & Motion	Physical Science: Waves	Earth Science: Earth's Place in the Universe	Earth Science: Earth Systems & Resources	Earth Science: Earth's History & Diversity of Life

Social Studies Standards						
Grade						
5	Reconstruction	Westward Expansion	U.S. as a World Power	The 1920s–1940s	Cold War Era	Developments Since 1989
7	European Colonial Expansion & Global Trade	Limited & Unlimited Government	Independence Movements	Early 20 <sup>th</sup> Century World Conflicts	Cold War Era	Developments Since 1989

## 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 standard. For example, the SCPASS science test blueprint indicates that there are 45 total items on the grade 4 test, with 8–11 items assessing each of the five standards for grade 4 science (“Science & Engineering Practices,” “Earth Science: Weather & Climate,” “Earth Science: Stars & the Solar System,” “Physical Science: Forms of Energy – Light & Sound,” and “Life Science: Characteristics & Growth of Organisms”).

The SCPASS Web page for each subject provides a link to the test blueprint along with other links and information about the tests.

<http://ed.sc.gov/tests/middle/scpass/scpass-test-blueprints/scpass-science/>

<http://ed.sc.gov/tests/middle/scpass/scpass-test-blueprints/scpass-social-studies/>

## Test Results

SCPASS test results are reported in terms of performance levels, scale scores, and performance by standard for each test. Beginning with the reporting of spring 2017 SCPASS test results, there are **different** performance levels and scoring scales for science and social studies.

### Science Performance Levels and Scale Scores

In the spring 2019 SCPASS test administration, the science tests assessed the 2014 South Carolina Science Academic Standards. Standard setting meetings were held in the summer of 2017 to establish the performance levels. These performance levels and scoring scale are similar to those used for the SC READY English language arts and mathematics test results.

**Performance Levels.** 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.

There are four performance levels to describe student mastery and command of the knowledge and skills outlined in the standards. The four performance levels 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. The student needs *substantial academic support* to be prepared for the next grade level.

**Approaches Expectations**—The student approaches expectations as defined by the grade-level content standards. The student needs *additional academic support* to be prepared for the next grade level.

**Meets Expectations**—The student meets expectations as defined by the grade-level content standards. The student is considered to be *prepared* for the next grade level.

**Exceeds Expectations**—The student exceeds expectations as defined by the grade-level content standards. The student is considered to be *well prepared* for the next grade level.

**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 in Science for grades 4, 6, and 8. These are provided in Appendix B.

**Scale Scores.** A student's overall performance level for SCPASS science is based on the scale score attained by the student. The 2019 scale scores for SCPASS science are reported as four-digit numbers. The first digit is always "1." The second digit is determined by the tested grade. Possible scale scores on a grade 4 science test, for example, range from 1370 to 1530, with most scores falling in the 1400s.

The following table displays the scale score ranges that correspond to the four overall performance levels for grades 4, 6, and 8 science.

### SCPASS Science Scale Score Ranges

Grade	Does Not Meet	Approaches	Meets	Exceeds
4	1370–1433	1434–1449	1450–1467	1468–1530
6	1570–1636	1637–1649	1650–1664	1665–1730
8	1770–1834	1835–1849	1850–1867	1868–1930

**Note:** As provided in the table, science scale scores range from a minimum of 1370 to a maximum of 1930. These minimum and maximum scale scores, which are referred to as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS), are the theoretical minimum and maximum scores. 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).

### Social Studies Performance Levels and Scale Scores

In the spring 2019 SCPASS test administration, the social studies tests assessed the 2011 South Carolina Social Studies Academic Standards. The performance levels and scoring scale that are currently used for SCPASS social studies were established after the spring 2009 test administration.

**Performance Levels.** 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.

There are three performance levels to describe student mastery and command of the knowledge and skills outlined in the standards. The three performance levels are *Not Met*, *Met*, and *Exemplary*. The general meaning of each level is provided below.

**Not Met**—The student did not meet the grade-level standard.

**Met**—The student met the grade-level standard.

**Exemplary**—The student demonstrated exemplary performance in meeting the grade-level standard.

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, an Exemplary student should also possess the knowledge and skills described at the Met and Not Met performance levels.

**Parent-Friendly Performance Level Descriptors** for social studies contain examples of what a typical student can do at each achievement level in social studies for grades 5 and 7. These are provided in Appendix C.

**Scale Scores.** A student's overall performance level for SCPASS social studies is based on the scale score attained by the student. Scale scores for SCPASS social studies are reported as three-digit numbers. For each grade level, the scale scores range from 300 to 900, and the scale score needed to reach the Met performance level is 600. The scale score needed to reach the Exemplary level varies among grade levels.

The Education Oversight Committee further divided the Not Met and Exemplary categories, resulting in a total of five performance levels: Not Met 1, Not Met 2, Met, Exemplary 4, and Exemplary 5. The following table displays the scale score ranges that correspond to these five performance levels for grades 5 and 7 social studies.

### SCPASS Social Studies Scale Score Ranges

Grade	Not Met		Met	Exemplary	
	Not Met 1	Not Met 2		Exemplary 4	Exemplary 5
5	300–569	570–599	600–657	658–673	674–900
7	300–561	562–599	600–645	646–662	663–900

**Note:** As provided in the table, social studies scale scores range from a minimum of 300 to a maximum of 900. These minimum and maximum scale scores, which are referred to as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS), are the theoretical minimum and maximum scores. 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).

## **Score Reports**

For 2019, the following types of SCPASS score reports will be generated by the contractor: Student Rosters, Individual Student Reports (ISRs), and student labels. Student Rosters will be provided electronically only, via eDIRECT. Both electronic and paper copies of ISRs will be provided.

More information about the SCPASS 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.

### **Score Report Notes**

#### **Braille**

If a student with a documented disability took a Braille test, the abbreviation “BR” is printed following the student’s score on the student label; “Braille” will be printed following the student’s score on the ISR.

#### **Home School Students**

A home school student who participates in SCPASS 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.

## Student Rosters (eDIRECT only)

Student rosters, which are produced at the district and school level, are accessible via eDIRECT. The rosters are in comma delimited (CSV) format and can be opened using Excel.

School-level rosters contain student results for the specific school. The results are sorted by grade level tested; within each grade, 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.

District-level rosters combine all schools within the district into a single roster. The sort order for the district rosters is as follows: fall assignment school SIDN (School Identifying Number), grade level tested, student name (last, first, middle initial).

### Student Demographic Information

District information, as well as names and School Identifying Numbers (SIDNs) for origin and fall assignment schools, occupy the first five columns of the report. The student's tested grade, name (last, first, middle initial), PowerSchool number (PowerSch#), state ID, and birth date appear in the next seven columns. The remaining columns of demographic information provide codes for gender, ethnicity/race, and any applicable special education (Sp Ed, formerly IEP disability) codes. (See Appendix A for explanations of the ethnicity/race and special education code abbreviations.)

The sample report (page 8) indicates that Jamie F. Adamms is an eighth grade student with an origin school SIDN of 0101001 and fall assignment school SIDN of 0101002; his PowerSchool number is 100012387601; his state ID is 1000126845; his birth date is September 19, 2004 (09/19/04); he is male (M), white (W); and does not have a documented disability (blank).

### Test Results

**Scale Score:** The "Scale Score" column for each subject indicates the student's total scale score for the test. Jamie's total scale score for science is 1860.

**Performance Level:** 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 2019 SCPASS student rosters, this information is reported using four performance levels for science (Does Not Meet, Approaches, Meets, Exceeds) and five performance levels for social studies (Not Met 1, Not Met 2, Met, Exemplary 4, Exemplary 5). As indicated in the sample report, Jamie's performance level was Meets for science.

# Sample Student Roster (grade 8 example)

SCPASS 2019 Test Administration - District Student Roster

District	Origin School	Origin School SIDN	Fall Assign School	Fall Assign School SIDN	Grade	Last Name	First Name	MI	PowerSch#	State ID	Birth Date	Gender	Ethnicity/ Race	Sp Ed	Science Scale Score	Science Perf Level	Social Studies Scale Score	Social Studies Perf Level
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Adamms	Jamie	F	100012387601	1000126845	09/19/04	M	W		1860	Meets		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Belker	Gerald	A	100000012345	10000001123	11/12/04	M	W	AU DB ED	1855	Meets		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	No Name Available			1000?012387	1000?01011	10/??/04	M			1835	Approaches		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Arn?lds	M?ry	?	100000014519	1000000521	03/21/04	F	M		1860	Meets		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Henderson	Joshua	N	100000012387	1000001011	10/29/04	M	W		1855	Meets		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Dirken	Student		100000012398	1000001547	09/24/04	?	I	OHI	1840	Approaches		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Garcia	Elizabetha	MI	100000012399	1000000287	06/15/04	F	H		1875	Exceeds		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Charles	Maranda	L	100000054213	1000054321	04/01/05	F	W				550	Not Met 1
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Fong	David	A	100000053781	1000051278	02/28/05	M	A	HH			675	Exemplary 5
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Ricardo	Eduardo	S	100000052789	1000054121	11/15/05	M	H				620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Sussman	Jennifer	H	100000054622	1000053978	05/26/05	F	W				555	Not Met 1
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Kerry	Triffa?y	N	100000053489	1000056194	12/24/05	F	M				620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Nowitzki	Andrew		100000052463	1000056334	01/07/05	M	W					
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	7	Nowitzki			100000?52463	100?56334	01/07/75	M	W				620	Met

## Individual Student Reports (eDIRECT & 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 eDIRECT.

The 2019 SCPASS ISR is designed as a single-sided sheet. A sample Science ISR appears on page 10 of this guide; a sample Social Studies ISR appears on page 12.

The ISR includes the following **student demographic information**: student name, birth date, tested grade, PowerSchool number, school name, and district name. If the student's fall assignment school is different from the origin school, the fall assignment school name will be printed with the heading "Fall Assignment School." If the two schools are the same (or the district did not use fall assignment coding), only the origin school name will appear.

The address for the SCPASS Web page, where additional information about the SCPASS tests can be found, appears immediately above the bold line in the middle of each ISR page.

### Science ISR

**Total Scale Score and Performance Level.** The student's total scale score and performance level for SCPASS science are printed above the 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, Jamie's score is 1860, a score that falls into the overall performance level of "Meets" for grade 8 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. For example, the sample report indicates that Jamie's score would likely remain in the scale score range of 1855–1865 if he were to test again under similar circumstances.

**Performance by Reporting Category.** The reporting category chart lists the science standards assessed at the particular grade level, along with an indication of student performance on each standard. The sample report lists the following six reporting categories or standards for grade 8 science: "Science & Engineering Practices," "Physical Science: Forces & Motion," "Physical Science: Waves," "Earth Science: Earth's Place in the Universe," "Earth Science: Earth Systems & Resources," and "Earth Science: Earth's History & Diversity of Life." 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, Jamie's performance is classified as "Low" for one standard ("Physical Science: Forces & Motion"), as "Middle" for three standards ("Science & Engineering Practices," "Physical Science: Waves," "Earth Science: Earth's History & Diversity of Life"), and as "High" for two standards ("Earth Science: Earth's Place in the Universe," "Earth Science: Earth Systems & Resources").

# Sample Individual Student Report (grade 8 example – Science)



## Individual Student Report SPRING 2019

**Jamie F. Adamms**

Birth Date: 09 / 19 / 2004  
Grade 8 - 100012387601

**Hartsville Intermediate School  
Darlington County School District**

Fall Assignment School:  
**Hartsville High School**

Science test results from the South Carolina Palmetto Assessment of State Standards (SCPASS) are provided in this report. In 2019, SCPASS science tests were administered to all students in grades 4, 6, and 8.

There are four performance levels for SCPASS science.

**Exceeds Expectations** – The student exceeds expectations as defined by the grade-level content standards.

**Meets Expectations** – The student meets expectations as defined by the grade-level content standards.

**Approaches Expectations** – The student approaches expectations as defined by the grade-level content standards.

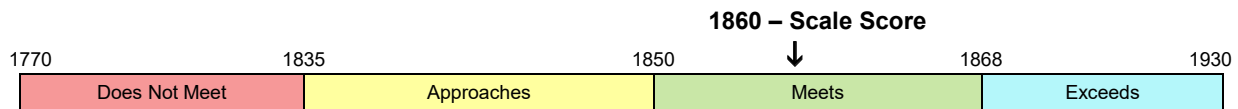
**Does Not Meet Expectations** – The student does not meet expectations as defined by the grade-level content standards.

Additional information about the science test is located on the SCPASS page of the South Carolina Department of Education (SCDE) Web site: <http://www.ed.sc.gov/tests/middle/scpass/>.

## SCIENCE Grade 8

Total Scale Score: **1860**

Performance Level: **Meets Expectations**



Your student'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: 1855-1865.

Reporting Category	Your Student's Performance		
	Low	Middle	High
Science & Engineering Practices		✓	
Physical Science: Forces & Motion	✓		
Physical Science: Waves		✓	
Earth Science: Earth's Place in the Universe			✓
Earth Science: Earth Systems & Resources			✓
Earth Science: Earth's History & Diversity of Life		✓	

## Social Studies ISR

The student demographic information that appears at the top of the Science ISR is repeated on the Social Studies ISR. (See description on page 9 of this guide.)

**Total Scale Score and Performance Level.** The student's total scale score and performance level are printed above the score graph description. On the ISR, the student's overall performance level for SCPASS social studies is reported as Not Met, Met, or Exemplary. According to the sample ISR, Susan's total scale score on the grade 7 social studies test was 656 and her performance level was "Exemplary."

**Score Graph.** As explained in the score graph description on the ISR, the score graph displays the student's social studies scale score (indicated by a square dot) in relation to the performance levels. The dotted line above and below the square dot represents the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student's scale score. Even with no change in knowledge, if a student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line.

**Test Performance by Standard.** Information about student performance is also provided by standard for the social studies test. The following three statements are used to describe a student's performance by standard:

- <Student Name>'s test performance shows strengths in the standard(s) listed.
- <Student Name> may benefit from additional activities that focus on the standard(s) listed.
- <Student Name>'s test performance shows weakness and a need for further instruction in the standard(s) listed.

Following each statement, the name(s) of the applicable standard(s) will be listed. The statement will only appear if there is at least one applicable standard. According to the sample report, Susan's test performance showed strengths in the following two standards for grade 7 social studies: "European Colonial Expansion & Global Trade" and "Limited & Unlimited Government." Susan's test performance indicated that she might benefit from additional activities focused on these three standards: "Independence Movements," "Early 20th Century World Conflicts," and "Cold War Era." Susan's test performance showed weakness and a need for further instruction in one standard: "Developments Since 1989."

# Sample Individual Student Report (grade 7 example – Social Studies)



## Individual Student Report SPRING 2019

**Susan R. Wilson**

Birth Date: 10 / 17 / 2005

Grade 7 - 100012383571

**Hartsville Intermediate School  
Darlington County School District**

Fall Assignment School:  
**Hartsville High School**

Social studies test results from the South Carolina Palmetto Assessment of State Standards (SCPASS) are provided in this report. In 2019, SCPASS social studies tests were administered to all students in grades 5 and 7.

There are three performance levels for SCPASS social studies.

**Exemplary** – The student has demonstrated exemplary performance in meeting the grade level standard.

**Met** – The student met the grade level standard.

**Not Met** – The student did not meet the grade level standard.

Additional information about the social studies test is located on the SCPASS page of the South Carolina Department of Education (SCDE) Web site: <http://www.ed.sc.gov/tests/middle/scpass/>.

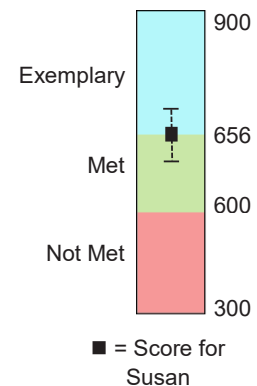
## SOCIAL STUDIES Grade 7 *Contemporary Cultures: 1600 to Present*

Total Scale Score: **656**

Performance Level: **Exemplary**

### Score Graph

The student's total scale score (indicated by a square dot) is displayed in relation to the performance levels. If the student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line on the graph.



**Susan's test performance shows strengths in the standard(s) listed.**

*European Colonial Expansion & Global Trade  
Limited & Unlimited Government*

**Susan may benefit from additional activities that focus on the standard(s) listed.**

*Independence Movements  
Early 20th Century World Conflicts  
Cold War Era*

**Susan's test performance shows weakness and a need for further instruction in the standard(s) listed.**

*Developments Since 1989*

## Student Labels

The student label indicates the student's total scale score and performance level for the test taken. Schools receive one student label for each student tested. The labels are produced by the grade level of the test taken.

**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 8 sample label below, for Jamie Adamms, indicates his PowerSchool number is 100012387601, and his state ID is 1000126845.

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 sample label, Jamie was born on September 19, 2004; he is white (W), male (M), and does not have any documented disabilities (blank).

**School Identifying Number (SIDN).** The SIDNs for the student's origin (OR) school and fall assignment (FA) school are displayed below the student demographic information. On the sample label, the SIDN for the origin school is 0101001. The SIDN for Jamie's fall assignment school is 0101002, indicating that Jamie should be attending a different school in the fall than the one he attended (was tested at) in the spring.

**Total Scale Score and Performance Level.** The table on the student label displays the student's scale score and performance level. This information matches the test results that are reported on the student's Individual Student Report. For example, the sample label indicates that, for the grade 8 science test, Jamie's total scale score was 1860 and his performance level was "Meets."

### Sample Student Label (grade 8 example)

Adamms, Jamie F. Hartsville County, Hartsville High School 09/19/04 W / M OR: 0101001 FA: 0101002	100012387601 1000126845	<b>SCPASS SPRING 2019 GRADE 8</b>
	<b>SCIENCE</b>	
<b>Total Scale Score</b>	1860	
<b>Performance Level</b>	Meets	

## Test Results and Score Interpretation

### Criterion-Referenced Tests

SCPASS 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. SCPASS test items are aligned with the detailed specifications given in the academic standards for each subject area. SCPASS 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

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

### Preparation for SCPASS

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

### SCPASS as an Accountability Measure

Since the SCPASS 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 SCPASS 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.

### SCPASS as a Single Source of Information

Users of SCPASS 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. SCPASS 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 SCPASS test results be used as a sole basis for making instructional decisions regarding individual students.

## APPENDIX A: ABBREVIATIONS USED FOR STUDENT DEMOGRAPHIC INFORMATION ON STUDENT ROSTERS & LABELS

### **Ethnicity/Race Codes:**

A	=	Asian
B	=	Black or African-American
H	=	Hispanic or Latino
I	=	American Indian or Alaska Native
P	=	Native Hawaiian or other Pacific Islander
W	=	White
M	=	Two or more races

### **Special Education (Disability) Codes:**

AU	=	Autism
DB	=	Deaf-Blindness
DD	=	Developmental Delay
EH	=	Emotional Disability
EM	=	Mental Disability—Mild
HH	=	Deaf or Hard of Hearing
LD	=	Specific Learning Disability
MD	=	Multiple Disabilities
OHI	=	Other Health Impairment
OH	=	Orthopedic Impairment
PMD	=	Mental Disability—Severe
SP	=	Speech or Language Impairment
TBI	=	Traumatic Brain Injury
TM	=	Mental Disability—Moderate
VH	=	Visual Impairment

## APPENDIX B: PARENT-FRIENDLY PERFORMANCE LEVEL DESCRIPTORS (PLDS) FOR SCIENCE

The Parent-Friendly Performance Level Descriptors (PLDs) contain some examples of what a typical student can do at each achievement level on the South Carolina Palmetto Assessment of State Standards (SCPASS) for science. These examples are not comprehensive and should not be used as a substitute for the South Carolina's Academic Standards and Performance Indicators for Science (SCASP) on which the examples are based. For a complete list of the standards for each grade level see: <http://ed.sc.gov/instruction/standards-learning/science/standards/>.

For SCPASS, educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the SCASP. 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 on SCPASS 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 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 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 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 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 the scored performance level *as well as all preceding content and skills in any performance level*. For example, a student who *meets expectations* should also possess the knowledge and skills described at *approaching expectations* and *does not meet expectations* performance levels.

Below are examples of what a typical student can do at each achievement level on the South Carolina Palmetto Assessment of State Standards (SCPASS) science assessment in grades 4, 6, and 8.

## Grade 4 Science

### A student who scores in the does not meet expectations category typically can:

- Identify data from scientific investigations
- Identify the stages of the water cycle (evaporation, condensation, precipitation, and runoff)
- Locate temperature, precipitation, wind speed/direction, relative humidity, and cloud types of local weather based on data or information provided on maps
- Recognize the planets in the solar system
- Recognize that light is made up of different colors
- Recognize that changes in vibrations can affect the pitch and volume of sound
- Identify a plant as flowering or non-flowering or an animal as a vertebrate or invertebrate
- Recognize that some characteristics of organisms are inherited from parents
- Recall the senses and sensory organs that humans and other animals use to detect and respond to signals from the environment

### A student who scores in the approaches expectations category typically can:

- Use mathematical thinking to express quantitative observations of appropriate English or metric units
- Use models to describe the processes of evaporation, condensation, precipitation, and runoff of water that take place during the water cycle
- Identify the location and order of the planets as they orbit the Sun and their main composition, either rock or gas
- Recognize that day and night result from Earth's rotation on its axis
- Identify that the Sun's position in the sky appears to change throughout the day
- Explain the different colors that make up white light
- Complete a basic scientific investigation to demonstrate how light behaves when it strikes transparent, translucent, and opaque materials
- Classify plants as flowering or non-flowering and animals as vertebrate or invertebrate
- Identify characteristics of organisms that are inherited from parents and several that are influenced by nature
- Provide examples of ways that humans or other animals use their senses and sensory organs to detect and respond to signals from the environment

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

- Analyze and interpret data from informational texts, observations, measurements, or investigations using a range of methods to show patterns and to support explanations, claims, or designs
- Use mathematical thinking to express quantitative observations using appropriate English or metric units, to collect and analyze data, or to understand patterns and trends
- Develop and use models to explain how water changes as it moves between the atmosphere and Earth's surface during each phase of the water cycle including evaporation, condensation, precipitation, and runoff
- Analyze and interpret data from observations, measurements, and weather maps to describe patterns in local weather conditions, including temperature, precipitation, wind speed/direction, relative humidity, and cloud types in local weather
- Develop and use models of Earth's solar system to exemplify the location and order of the planets as they orbit the Sun and the main composition, either rock or gas, of those planets
- Construct explanations of how day and night result from Earth's rotation on its axis
- Construct scientific arguments to support the claim that white light is made up of different colors
- Analyze and interpret data to describe how changes in vibration can affect the pitch and volume of sound

- Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or non-flowering and animals as vertebrate or invertebrate
- Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment
- Compare how humans and other animals use their senses and sensory organs to detect and respond to signals from the environment

**A student who scores in the “exceeds expectations” category typically can:**

- Understand relationships between variables
- Refine extended models representing the phases of water throughout the water cycle on Earth
- Use weather data to develop weather maps to predict possible local weather conditions
- Construct explanations for how the length and direction of a shadow will appear depending on the apparent movement of the Sun
- Critique scientific arguments using evidence to support the claim that white light is composed of different colors of light with different wavelengths
- Refine scientific investigations to demonstrate how light behaves when it strikes transparent, translucent, and opaque materials
- Use evidence to predict inherited characteristics or characteristics influenced by the environment of an organism
- Develop models to compare how humans and other animals use their senses and sensory organs to detect and respond to signals from the environment

## Grade 6 Science

### A student who scores in the “does not meet expectations” category typically can:

- Follow the steps of simple scientific investigations
- Recognize appropriate metric units
- Identify how different phenomena (natural and human induced) may contribute to the composition of Earth’s atmosphere
- Recognize that water on Earth moves in a cycle between land, bodies of water, and the atmosphere
- Identify the transfer of heat by conduction, convection, and radiation
- Recognize examples of how living organisms obtain and use resources from their environment to reproduce, grow and develop
- Identify examples of vertebrates and invertebrates
- Recognize the structures of protists or fungi that allow them to obtain energy and explore their environment
- Recognize illustrated examples of the process of photosynthesis and transpiration
- Identify the resources needed for photosynthesis

### A student who scores in the approaches expectations category typically can:

- Use mathematical skills to manipulate metric units
- Identify the relationships between variables
- Summarize the steps of the cycling of water through Earth’s systems
- Describe data shown on weather maps, satellites, and radar
- Explain the concept of the conservation of energy as it is transformed from one form to another
- Test solutions that could be used to improve the efficiency of a simple machine
- Describe how living organisms obtain and use resources for energy, reproduce, grow and develop, and respond to their environment
- Explain the differences between vertebrate and invertebrate animals
- Classify innate and learned behaviors in animals
- Describe the processes of photosynthesis, respiration, and transpiration
- Complete a controlled scientific investigation to determine how changes in environmental factors affect the growth and development of a flowering plant

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

- Ask questions to generate hypotheses for scientific investigations and refine models, explanations, or designs
- Use and manipulate appropriate metric units, collect and analyze data, express relationships between variables for models and investigations
- Obtain and evaluate scientific information to answer questions, explain or describe phenomena, develop models, evaluate hypotheses, explanations, claims, or designs, or identify and/or fill gaps in knowledge
- Construct scientific arguments for or against how different phenomena (natural and human induced) may contribute to the composition of Earth’s atmosphere
- Analyze and interpret data from local weather using weather maps, information from satellites, and radar
- Describe how energy is conserved as it is transformed from kinetic energy to potential (gravitational and elastic) energy and vice versa
- Develop and use models to describe and compare the directional transfer of heat by conduction, convection, and radiation

- Support claims that living organisms obtain and use resources for energy, respond to stimuli, reproduce, and grow, and develop
- Analyze and interpret data related to the diversity of animals to support claims that all animals (vertebrates and invertebrates) share common characteristics
- Compare how the structures of protists and fungi allow them to obtain energy and explore their environment
- Analyze and interpret data to explain how the processes of photosynthesis, respiration, and transpiration work together to meet the needs of plants

**A student who scores in the exceeds expectations category typically can:**

- Use grade-level appropriate statistics to analyze data
- Communicate using conventions and expectations of scientific writing
- Predict local weather patterns and conditions based on information provided
- Evaluate different forms of energy and provide examples that demonstrate the conservation of energy as it is transformed from one form to another
- Refine design solutions that improve the efficiency of a machine by reducing the input energy (effort) or the amount of energy transferred to the surrounding environment as it moves an object
- Construct models to show how the processes of photosynthesis, respiration, and transpiration work together to meet the needs of plants
- Refine the steps of a controlled scientific investigation to better investigate how changes in environmental factors affect the growth and development of a flowering plant

## Grade 8 Science

### A student who scores in the does not meet expectations category typically can:

- Identify data from scientific investigations
- Define force, mass, speed, and direction
- Recognize that an object's speed is related to its change in position over time
- Identify the basic properties of waves (including frequency, amplitude, wavelength, and speed)
- Recognize parts of the eye that allow humans to see colors
- Recognize the unique and defining features of igneous, sedimentary, and metamorphic rocks
- Identify key elements of plate tectonics (including convergent, divergent, and transform plate boundaries)
- Define human and natural factors that can contribute to the extinction of species

### A student who scores in the “*approaches expectations*” category typically can:

- Use mathematical skills to manipulate metric units
- Describe the effect of balanced and unbalanced forces on an object's motion in terms of magnitude and direction
- Explain the behaviors of waves as they interact with various materials (including refraction, reflection, transmission, and absorption)
- Identify the characteristics and movements of objects in Earth's solar system
- Explain how motions within the Sun-Earth-Moon system cause Earth phenomena (including day and year, moon phases, solar and lunar eclipses, and tides)
- Explain the patterns in the locations of volcanoes and earthquakes as they relate to tectonic plate boundaries, interactions, and hot spots
- Identify major events and diversity in Earth's history according to the geologic timescale by using evidence from rock layers

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

- Analyze and interpret data from informational texts to reveal patterns
- Conduct a controlled scientific investigation to test how varying the amount of force or mass of an object affects the motion (speed and direction), shape, or orientation of the object
- Use mathematical and computational thinking to generate graphs that represent the motion of an object's position and speed as a function of time
- Use models to exemplify the basic properties of waves (including frequency, amplitude, wavelength, and speed)
- Construct explanations for how humans see color as a result of the transmission, absorption, reflection, and refraction of light waves by various materials
- Obtain and communicate information to model the characteristics and movements of objects in Earth's solar system
- Use the rock cycle model to describe the processes and forces that create igneous, sedimentary, and metamorphic rocks
- Construct explanations for how the theory of plate tectonics accounts for the motion of the tectonic plates, the geologic activities at plate boundaries, and the changes in landform areas over geologic time
- Obtain and communicate information to support claims that natural and human-made factors can contribute to the extinction of species

**A student who scores in the exceeds expectations category typically can:**

- Use grade level appropriate statistics to analyze data
- Develop models to compare and predict the resulting effect of balanced and unbalanced forces on an object's motion in terms of magnitude and direction. Construct a graph to compare the positions and speeds of two objects
- Develop a model to compare the behaviors of waves as they interact with various materials (including refraction, reflection, transmission, and absorption)
- Develop a model comparing the characteristics and movements of objects in Earth's solar system
- Develop models to explain how motions within the Sun-Earth-Moon system cause Earth phenomena (including day and year, moon phases, solar and lunar eclipses, and tides)
- Develop a model that compares the patterns in the locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hot spots
- Develop and use models to organize Earth's history according to the geologic timescale by using evidence from rock layers

## APPENDIX C: PARENT-FRIENDLY PERFORMANCE LEVEL DESCRIPTORS (PLDS) FOR SOCIAL STUDIES

The Parent-Friendly Performance Level Descriptors (PLDs) contain some examples of what a typical student can do at each achievement level on the South Carolina Palmetto Assessment of State Standards (SCPASS) for social studies. These examples are not comprehensive and should not be used as a substitute for the standards on which the examples are based. For a complete list of the standards for each grade level see: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>.

For SCPASS, educators have developed three performance levels to describe student mastery and command of the knowledge and skills outlined 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 three performance levels for social studies are *Not Met*, *Met*, and *Exemplary*. The general meaning of each level is provided below:

**Not Met**—The student did not meet the grade-level standard.

**Met**—The student met the grade-level standard.

**Exemplary**—The student demonstrated exemplary performance in meeting the grade-level standard.

**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, an *Exemplary* student should also possess the knowledge and skills described at the *Met* and *Not Met* performance levels.

Below are examples of what a typical student can do at each achievement level on the South Carolina Palmetto Assessment of State Standards (SCPASS) social studies assessment in grades 5 and 7.

## Grade 5 Social Studies

### A student who scores in the *not met* the standard category typically can:

- Identify some of the 13–15<sup>th</sup> Amendments (or parts of them)
- Define the term *transcontinental railroad* and locate some of the routes on a map
- Describe some of the aspects of the Great Depression
- Identify some civil rights figures

### A student who scores in the *met* the standard category typically can:

- Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
- Explain the social and economic effects of the westward expansion on Native Americans
- Explain the advancement of the civil rights movement in the United States
- Explain how technological innovations have changed daily life in the United States since the early 1990s

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

- Describe how the amendments overturned previous legal rulings and enforced and enhanced previous executive proclamations
- Summarize the changing position of African Americans as Reconstruction progressed
- Students will be able to trace the roots and strategies of the civil rights movement historically
- Students are able to summarize all facets of cultural exchange between the United States and other countries

## Grade 7 Social Studies

### **A student who scores in the *not met* the standard category typically can:**

- Define the word constitution and list some of its characteristics
- List and explain some of the contributions of the scientific revolution
- List some of the causes, key events, and outcomes of World War II
- Identify some global influences on the environment

### **A student who scores in the *met* the standard category typically can:**

- Outline the role and purposes of a constitution
- Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States
- Explain the causes, key events, and outcomes of World War II
- Explain global influences on the environment

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

- Relate how European nations exercised political and economic influence differently in the Americas to their subsequent evolution to their present state
- Read excerpts from a constitution and classify it according to purpose
- Integrate knowledge about inventors and their inventions into the basic chronological understanding required by the indicator
- Describe the interrelatedness of events that are global influences on the environment















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