

Overview

- The South Carolina College- and Career-Ready Assessment (SC READY) program is a statewide assessment in English language arts (ELA) and mathematics in grades 3–8 and science for grades 4 and 6. The SC READY tests measure the South Carolina College- and Career-Ready Standards taught in ELA, Math, and Science classes. These standards are located on the SCDE website: <https://ed.sc.gov/instruction/standards-learning/>
- All students, including students with disabilities and multilingual learners (MLs), must be administered SC READY except for those students who qualify for the South Carolina Alternate Assessment (SC-Alt) as determined by their IEP team.

Testing Window

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

Test Administration

- The SC READY tests are not timed. However, students should complete each test before the end of the school day.
- For the 2024–25 test administration only, the ELA test will be configured as a 3-part test. The parts will be divided as follows: Writing, Reading Part A, and Reading Part B. Reading Part A and Reading Part B will be administered on consecutive days with at least one day between the Writing and Reading parts.
- The math test is administered in one day. In grades 6–8, the math test is divided into a “calculator” section and a “no-calculator” section, both to be administered in one day.

Test Format

- SC READY assessments are administered in a computer-based format only, with the following exceptions:
 - Paper-based testing is available for students who cannot take online assessments due to their disabilities as specified in their IEPs or 504 plans, and for MLs if specified in their ILAPs.

Translations/Accessibility

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

Types of Test Items

- ELA, mathematics, and science tests have questions with varying degrees of difficulty.
- The ELA test consists of selected-response (SR) items in grades 3–8, technology-enhanced (TE) items in grades 4–8, and evidence-based selected-response (EBSR) items in grades 5–8. The ELA test also includes a Text-Dependent Writing (TDW) item. The TDW item requires that students read a passage(s) and respond to a prompt or task while drawing upon the text(s) for their written response.
- The mathematics test contains SR items (grades 3–8), multi-select (MS) items (grades 5–8), and TE items (grades 6–8). TE items include drag and drop, hot spot, drop down list, keypad input, and constructed-response (type in a number).
- The science test consists of SR, EBSR, and TE item types: drag and drop, hot spot (click to select), match interaction (click to select based on criteria), and text highlight. Constructed-response items are bar graph (click to generate bars on a graph), numeric response, and dropdown list. Tests also include stimulus sets consisting of a short passage that may contain a graph, map, diagram, etc. and three associated questions.



Sample Items

ENGLISH LANGUAGE ARTS

Read the draft of a student's essay.

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

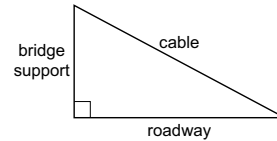
Which sentence would provide the **best** introduction for the paragraph?

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

Key = C

MATHEMATICS

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



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

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

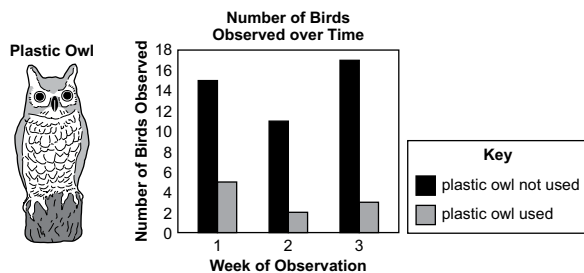
Key = B

SCIENCE—GRADE 4

This question has two parts.

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

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



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

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

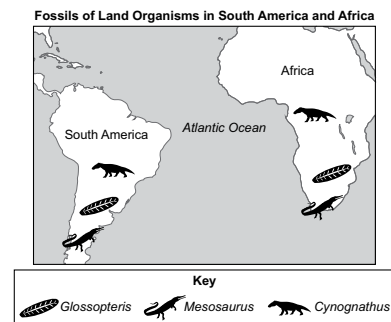
Part B: Which data **best** support the answer selected in part A?

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

Key = A/B

SCIENCE—GRADE 6

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



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

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

Key = B

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

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

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

Test Results

- Districts will receive electronic copies of Individual Student Reports (ISRs) by July 17. By August 1, districts will receive paper copies to distribute to parents.
- Student results are reported as scale scores, performance levels (Exceeds, Meets, Approaches, or Does Not Meet), and performance by reporting category (Low, Middle, or High) for each test.