



LINKING STUDY BETWEEN SOUTH CAROLINA COLLEGE- AND CAREER- READY ASSESSMENT (SC READY) AND MAP ASSESSMENT, GRADES 3-8

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CONTENTS

Introduction	3
Methods	3
Data	3
Post-Stratification Weighting.....	4
Equipercntile Linking	4
Classification Accuracy	5
Results	7
Study Sample	7
SC READY and MAP Cut-Score Equivalents	12
Classification Accuracy	16
Conclusions.....	17
References	19

INTRODUCTION

In 2026, the South Carolina Education Oversight Committee (SC EOC), in collaboration with the South Carolina Department of Education (SCDE), partnered with Education Analytics (EA) to update the linking study between the South Carolina College- and Career-Ready Assessment (SC READY) in Mathematics and English Language Arts (ELA) and NWEA's MAP Growth interim assessments in Mathematics and Reading, respectively. This report outlines the methodology used by EA and the outcomes of the updated linking study. The goal of this report is to statistically connect the SC READY and MAP assessment scores in grades 3-8 to facilitate interpretation of proficiency status across the assessments. The 2026 update is particularly important for Mathematics because SC READY Mathematics transitioned to the assessment aligned with the 2025 South Carolina College- and Career-Ready Mathematics Standards and a new reporting scale in 2025-26 (SCDE, 2026a).

METHODS

Data

The 2026 Mathematics linking analyses used spring 2026 SC READY Mathematics results and MAP Mathematics assessments administered during the fall, winter, and spring of the 2025-26 school year. The ELA linking analyses pooled matched records from two school years, 2024-25 and 2025-26. The 2024-25 school year was the first year in which the SC READY ELA assessment used the current reporting scale. Pooling data across the two years increased the available sample size and was intended to produce more stable linking estimates.

Corresponding fall, winter, and spring MAP Reading records from both years were included in the ELA linking analyses. Students were matched using available state or district student identifiers. For spring linking analyses, students were required to have taken the interim assessment within 30 days of SC READY. Fall and winter analyses included students with both the applicable fall or winter interim assessment and the spring SC READY assessment; fall and winter terms followed the term definitions used in EA's South Carolina reporting workflows.

This year, EA applied a conservative short-duration exclusion rule to identify extremely rapid test administrations. Test records with total duration below 10% of the median duration for the corresponding grade, subject, term, and school year were excluded.¹ For ELA, the duration reference distributions were pooled across the two study years to align with the pooled ELA linking analysis. In the absence of item-level response-time data, this rule serves as a quality-

¹ Only a small number of students were excluded under this business rule. For example, 241 test records were excluded from the spring ELA linking analysis, and only 2 were excluded from the spring mathematics linking analysis.

control proxy for identifying extremely rapid test administrations and does not replicate NWEA's item-level rapid-guessing methodology (NWEA, 2019).

Post-Stratification Weighting

To increase the generalizability of the linking results from the matched student sample to South Carolina's student population, EA applied post-stratification weights. The weighting variables included gender, race/ethnicity, English learner (EL) status, poverty status, disability status, and whether a student met or exceeded standards on the same-subject SC READY assessment. For the 2026 study, population marginal distributions were derived from SCDE student demographic and assessment data available through EA's South Carolina data environment rather than the previously used publicly released demographic tables. For ELA, population distributions were pooled across 2024-25 and 2025-26 to align with the linking study sample. For mathematics, population distributions were based on data from 2025-26.

Raking was used to calculate the post-stratification weights. Raking involves an iterative proportional fitting procedure, which adjusts sample weights so that the weighted marginal distributions of selected demographic and academic variables align with the corresponding population distributions. The procedure adjusts weights sequentially for each variable and iterates across variables until the specified population margins are adequately reproduced. Therefore, this approach allows multiple variables to be incorporated into the weighting process. The raking procedure includes the following steps:

1. Collect marginal distributions of each weighting variable from South Carolina's student population.
2. Calculate marginal distributions of each weighting variable from the matched sample.
3. Calibrate post-stratification weights using the raking procedure.
4. Trim the weight to be within the range of 0.3 and 3. This is done to minimize the impact of outlier cases which may carry extremely large or small weights.
5. Apply the weights to the matched sample before conducting the linking analyses.

Equipercntile Linking

The linking analyses between SC READY and MAP assessments were conducted using the equipercntile linking method (Kolen & Brennan, 2014). The equipercntile linking function is determined by the cumulative distribution functions of the two assessments. In the linking process, the cumulative distribution of MAP scores was linked to the cumulative distribution of spring SC READY scores, thereby expressing MAP scores on the spring SC READY score scale. More specifically, the process used percentile ranks to establish relationships between the two score distributions. Separate linking functions were estimated by grade, subject, and administration term. For ELA, the matched samples were pooled across 2024-25 and 2025-26. For Mathematics, 2025-26 data were used because of the change to the 2025-26 SC

READY Mathematics assessment and reporting scale. The resulting linking functions identified MAP scores aligned to the three SC READY achievement-level cut scores at grades 3-8.

$$e_Y(x) = G^{-1}[F(x)]$$

where x represent a score on test X (e.g., SC READY ELA), $e_Y(x)$ is its corresponding score on test Y (e.g., MAP Reading), $F(x)$ is the cumulative distribution function of a given score on SC READY, and G^{-1} is the inverse of the cumulative distribution function for MAP, which indicates the MAP scale score corresponding to a given percentile in the distribution.

Prior to the equipercentile linking, the polynomial log-linear pre-smoothing method was applied to reduce irregularities of the test score distributions. This method fits polynomial functions to the log of the sample density to smooth the distributions of the assessments (Holland & Thayer, 1987, 2000; Rosenbaum & Thayer, 1987).

Classification Accuracy

Classification accuracy statistics were used to evaluate how accurately the spring MAP equivalent cut scores classified students according to their SC READY proficiency status. In this report, we summarize seven types of commonly used classification accuracy statistics (see Table 1) based on the cut score between Approaches Expectations (i.e., not proficient) and Meets Expectations (i.e., proficient).

To facilitate appropriate interpretations of the linking results, a bootstrap analysis was also conducted whereby each linking analysis was replicated 1000 times through iterative resampling of each study sample with replacement. The bootstrap standard errors helped us understand the amount of error associated with the estimates. The bootstrap standard errors associated with the test cut scores were reported in Tables 12-13.

Table 1. Description of Classification Accuracy Summary Statistics

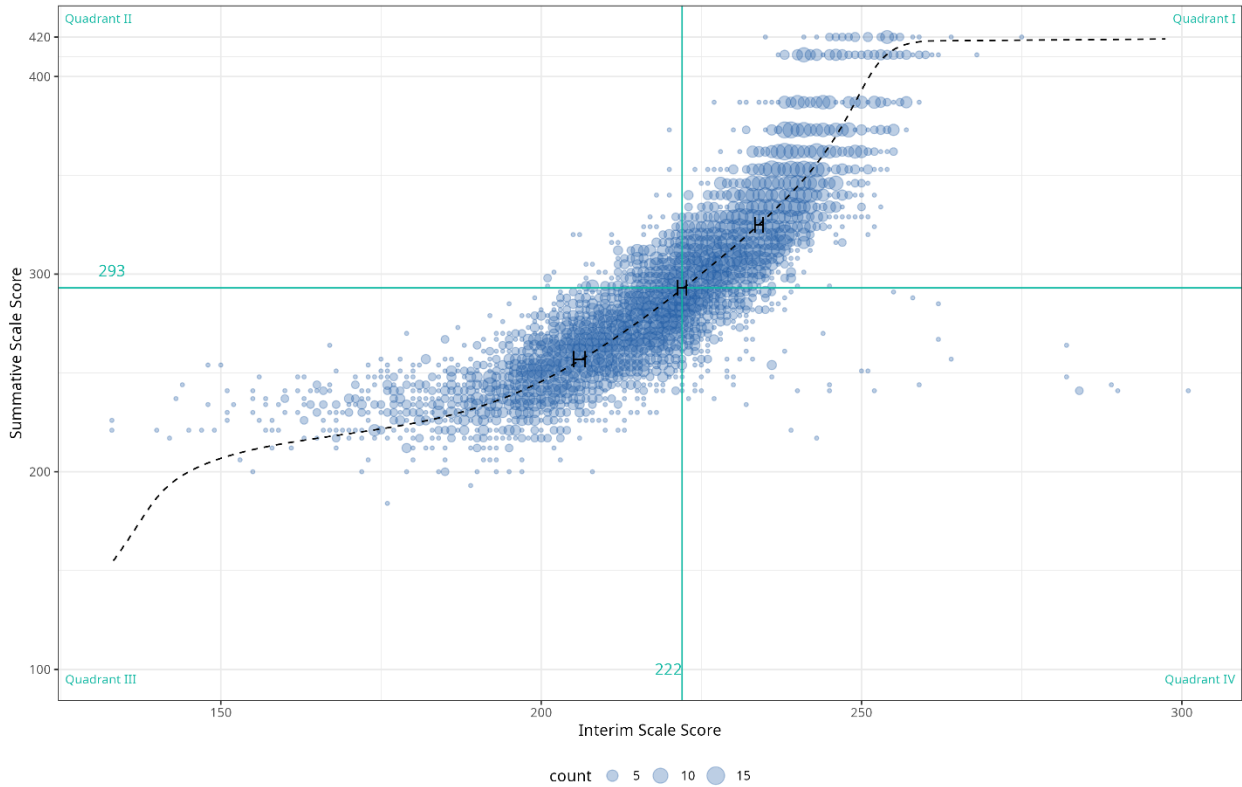
Statistic	Description
Overall Classification Accuracy	Proportion of the study sample with correct proficiency classifications on SC READY based on MAP cut scores. Calculated as $(TP+TN)/\text{Total Sample Size}$
False Positive (FP) Rate	Proportion of proficient students based on MAP cut scores among those observed as not proficient on the SC READY test. Calculated as $FP/(FP+TN)$
False Negative (FN) Rate	Proportion of students who were not proficient based on MAP cut scores among those observed as proficient on the SC READY test. Calculated as $FN/(FN+TP)$
Sensitivity	Proportion of proficient students based on MAP cut scores among those observed as proficient on the SC READY test. Calculated as $TP/(TP+FN)$
Specificity	Proportion of students who were not proficient based on MAP cut scores among those observed as not proficient on the SC READY test. Calculated as $TN/(TN+FP)$
Precision	Proportion of observed proficient students on the SC READY test among those classified as proficient based on MAP cut scores. Calculated as $TP/(TP+FP)$
Area Under the Curve (AUC)	An overall indication of the diagnostic accuracy of a Receiver Operating Characteristic (ROC) curve. AUC tells us how well the MAP cut score separates the study sample as proficient and not proficient in accordance with the SC READY test cut score. An AUC above 0.80 is considered “convincing evidence” of classification accuracy.

Note: TP = true positive; TN = true negative; FP = false positive; FN = false negative.

Figure 1 is a scatterplot of the SC READY and MAP Mathematics scores from grade 5 in spring 2026. The best-fitting curve (i.e., the black dashed line) shows the MAP Mathematics scores that correspond to the SC READY Mathematics scores through the linking estimation. For example, the SC READY Mathematics score of 293 is the cut score for “Meets Expectations” at grade 5. This score corresponds to the MAP Mathematics score of 222 with a standard error of 0.35 in the linking results. The narrow black bands plotted around the dashed curve show the 95% confidence interval. The small standard errors provide evidence of the accuracy of the linking model, indicating that the estimated equivalent cut scores are reasonably precise. However, the SC READY Mathematics score of 293 and the MAP Mathematics score of 222 should not be used interchangeably. As shown in Figure 1, not all students who scored 222 and above on the MAP Mathematics test also scored 293 or higher on the SC READY

Mathematics test in spring 2026. Specifically, students in Quadrant IV scored lower than 293. Similarly, students who met or exceeded expectations (i.e., scored 293 or above) on the SC READY Mathematics test, had a wide range of scores on the MAP Mathematics test, some of which were below 222 (i.e., students in Quadrant II). We recommend users examine the scatterplot of observed test scores and bootstrap standard errors to gain a more complete understanding of the linking results and associated limitations.

Figure 1. Scatterplot of SC READY and MAP Mathematics, Grade 5, Spring 2026



RESULTS

Study Sample

Tables 2 through 7 summarize the 2026 linking study samples. The Mathematics sample included students with matched 2025-26 SC READY and MAP Mathematics records from 29 districts. The ELA sample pooled matched records from 2024-25 and 2025-26; spring MAP records were available from 32 districts in 2024-25 and 29 districts in 2025-26. Tables 2 and 3 summarize demographic characteristics (i.e., gender, race/ethnicity, poverty, EL, and disability status) and SC READY performance (i.e., percent of students who met or exceeded standards) in the unweighted spring matched samples.

Table 2. Unweighted Linking Study Sample Characteristics: Mathematics (Spring)

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	49.1	48.5	49.5	49.9	49.7	50.0
Male	50.9	51.5	50.5	50.1	50.3	50.0
Black	36.7	36.6	37.6	34.8	35.0	34.8
Hispanic	13.7	13.5	13.2	11.5	11.7	11.6
White	39.6	39.9	39.9	44.4	44.9	44.5
Other	10.0	10.0	9.3	9.3	8.5	9.1
Pupil in Poverty	62.8	61.5	65.1	57.0	57.1	55.9
English Learner	11.2	8.0	7.8	7.3	6.8	6.6
Student with Disabilities	15.8	16.5	17.2	13.8	12.6	12.0
SC READY: Meets Expectations or Exceeds Expectations	59.9	52.6	44.5	42.6	45.6	49.4
SC READY: Does Not Meet Expectations or Approaches Expectations	40.1	47.4	55.5	57.4	54.4	50.6

Table 3. Unweighted Linking Study Sample Characteristics: ELA (Spring)

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	49.5	49.0	49.2	49.2	49.5	48.9
Male	50.5	51.0	50.8	50.8	50.5	51.1
Black	34.9	35.3	34.7	34.7	35.6	36.0
Hispanic	14.9	12.6	12.0	13.1	13.4	13.4
White	40.7	41.9	43.7	43.4	42.3	42.1
Other	9.4	10.1	9.6	8.8	8.7	8.5
Pupil in Poverty	65.2	62.6	63.2	59.7	59.5	59.5
English Learner	12.1	7.5	7.4	8.5	8.1	8.0
Student with Disabilities	16.0	16.7	16.2	16.8	15.0	14.2
SC READY: Meets Expectations or Exceeds Expectations	60.7	64.1	61.7	56.2	59.4	56.2
SC READY: Does Not Meet Expectations or Approaches Expectations	39.3	35.9	38.3	43.8	40.6	43.8

Distributions of the weighting variables in the South Carolina student population are listed in Tables 4 and 5. After applying post-stratification weights, recalculated sample characteristics are listed in Tables 6 and 7. For the 2026 report, Mathematics population distributions reflect those from 2025-26, and ELA population distributions reflect those pooled across 2024-25 and 2025-26 to match the analytic samples.

Table 4. South Carolina Student Population Characteristics: 2026

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	49.0	48.6	49.3	48.5	49.0	49.1
Male	51.0	51.4	50.7	51.4	51.0	50.9
Black	31.0	30.5	30.4	30.7	31.2	31.6
Hispanic	16.2	16.4	15.0	14.3	14.5	14.6
White	42.9	43.9	45.2	45.8	45.4	45.1
Other	10.0	9.2	9.3	9.1	8.9	8.7
Pupil in Poverty	67.7	66.8	65.3	64.6	65.2	64.8
English Learner	14.2	12.3	10.7	10.2	10.2	9.8
Student with Disabilities	16.7	16.6	15.4	15.1	14.5	14.1
SC READY Mathematics: Meets Expectations or Exceeds Expectations	58.8	52.1	48.5	40.4	41.2	43.7
SC READY Mathematics: Does Not Meet Expectations or Approaches Expectations	41.2	47.9	51.4	59.6	58.8	56.3

Source: SCDE State Data Warehouse, pulled in August 2026

Note: 2025-26 population distributions are used for Mathematics linking.

Table 5. South Carolina Student Population Characteristics: 2025 and 2026

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	48.8	48.8	48.9	48.6	49.0	48.9
Male	51.2	51.2	51.1	51.4	51.0	51.1
Black	31.0	31.0	30.7	31.1	31.6	31.8
Hispanic	15.8	15.8	14.6	14.2	14.5	14.5
White	43.7	44.0	45.5	45.6	45.1	45.2
Other	9.6	9.1	9.1	9.0	8.7	8.5
Pupil in Poverty	67.0	66.5	65.0	64.7	64.8	64.4
English Learner	13.8	11.7	10.4	10.0	10.0	9.8
Student with Disabilities	16.1	16.5	15.5	14.9	14.3	14.1
SC READY ELA: Meets Expectations or Exceeds Expectations	62.7	64.2	62.8	55.9	58.5	57.0
SC READY ELA: Does Not Meet Expectations or Approaches Expectations	37.3	35.8	37.2	44.1	41.5	43.0

Source: SCDE State Data Warehouse, pulled in August 2026

Note: Pooled 2024-25 and 2025-26 population distributions are used for ELA linking.

Table 6. Weighted Linking Study Sample Characteristics: Mathematics (Spring)

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	49.0	48.6	49.3	48.6	49.0	49.1
Male	51.0	51.4	50.7	51.4	51.0	50.9
Black	31.0	30.5	30.4	30.7	31.2	31.6
Hispanic	16.2	16.5	15.1	14.4	14.5	14.6
White	42.9	43.9	45.2	45.8	45.3	45.0
Other	10.0	9.2	9.3	9.1	8.9	8.7
Pupil in Poverty	67.7	66.8	65.3	64.6	65.2	64.9
English Learner	14.2	12.3	10.7	10.2	10.2	9.8
Student with Disabilities	16.7	16.6	15.4	15.1	14.5	14.2
SC READY: Meets Expectations or Exceeds Expectations	58.8	52.1	48.6	40.4	41.2	43.7
SC READY: Does Not Meet Expectations or Approaches Expectations	41.2	47.9	51.5	59.6	58.8	56.3

Table 7. Weighted Linking Study Sample Characteristics: ELA (Spring)

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	48.8	48.8	48.9	48.6	49.0	48.9
Male	51.2	51.2	51.1	51.4	51.0	51.1
Black	30.9	31.0	30.7	31.1	31.7	31.8
Hispanic	15.8	15.9	14.7	14.2	14.5	14.5
White	43.7	44.0	45.5	45.6	45.1	45.2
Other	9.6	9.1	9.1	9.0	8.7	8.5
Pupil in Poverty	67.0	66.5	65.0	64.7	64.8	64.4
English Learner	13.8	11.7	10.4	10.0	10.0	9.8
Student with Disabilities	16.1	16.5	15.5	14.9	14.3	14.1
SC READY: Meets Expectations or Exceeds Expectations	62.7	64.2	62.8	55.9	58.5	57.0
SC READY: Does Not Meet Expectations or Approaches Expectations	37.3	35.8	37.2	44.1	41.5	43.0

Descriptive Statistics of Test Scores

Table 8 presents summary statistics for the unweighted SC READY and MAP matched samples, including sample size, mean, standard deviation, score range, and correlation (r) between the assessments at each grade. The correlations range from 0.73 (grade 8, Mathematics) to 0.87 (grade 3, ELA), indicating moderate to strong associations between the two tests. This provides a good foundation for conducting a linking study between the SC READY and MAP Mathematics and ELA/Reading tests.

Table 8. Descriptive Statistics of SC READY and MAP Mathematics and ELA/Reading Scores (Spring)

		Grade					
		3	4	5	6	7	8
		Mathematics					
SC READY	N	6,979	7,164	6,087	7,871	7,611	7,957
	r	0.84	0.82	0.83	0.82	0.75	0.73
	Mean	286.1	296.7	290.8	291.5	295.5	300.0
	S.D.	43.9	46.8	42.6	41.6	43.9	42.7
	Min.	167	177	184	138	168	188
	Max.	400	410	420	430	440	450
MAP	Mean	203.2	213.4	218.5	224.4	229.5	235.5
	S.D.	16.0	16.8	18.3	19.5	21.1	23.2
	Min.	123	120	133	155	158	158
	Max.	294	307	301	313	318	319
		ELA					
SC READY	N	18,370	15,589	14,397	20,197	20,004	19,981
	r	0.87	0.83	0.84	0.84	0.81	0.78
	Mean	481.4	535.8	553.4	570.9	588.3	608.5
	S.D.	104.5	107.0	95.0	105.0	89.9	93.7
	Min.	163	265	238	243	322	343
	Max.	825	850	875	900	925	950
MAP	Mean	195.5	204.3	209.7	213.3	217.1	220.2
	S.D.	17.7	16.9	16.8	16.7	16.6	16.8
	Min.	140	142	141	152	156	157
	Max.	250	268	260	270	282	278

SC READY and MAP Cut-Score Equivalents

The section below summarizes the linking results by subject, grade level, and term. Table 9 summarizes the SC READY cut score equivalents for the “Meets Expectations” proficiency level on MAP. Tables 10 and 11 present the linking results between SC READY summative assessment and MAP fall, winter, and spring tests for mathematics and ELA, respectively. The top panel shows the ranges of SC READY scale scores at each proficiency level and each grade in 2025-26. The bottom panel shows the corresponding MAP scores.

Table 9. MAP “Meets Expectations” Cut Score Equivalents Summary

Grade	Mathematics			ELA		
	Fall	Winter	Spring	Fall	Winter	Spring
3	183	193	201	180	189	194
4	200	206	215	192	198	201
5	208	215	222	201	205	208
6	216	222	227	209	212	213
7	223	227	232	211	214	216
8	226	231	237	215	218	220

Table 10. SC READY and MAP Cut Score Equivalents: Mathematics

		SC READY			
	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
	3	100-241	242-272	273-317	318-400
	4	100-255	256-291	292-324	325-410
	5	100-256	257-292	293-324	325-420
	6	100-264	265-292	293-328	329-430
	7	100-265	266-296	297-332	333-440
	8	100-272	273-296	297-333	334-450
		MAP			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	100-173	174-182	183-194	195-350
	4	100-189	190-199	200-207	208-350
	5	100-196	197-207	208-216	217-350
	6	100-204	205-215	216-226	227-350
	7	100-210	211-222	223-234	235-350
	8	100-213	214-225	226-241	242-350
Winter	3	100-183	184-192	193-204	205-350
	4	100-194	195-205	206-214	215-350
	5	100-201	202-214	215-225	226-350
	6	100-210	211-221	222-234	235-350
	7	100-214	215-226	227-240	241-350
	8	100-218	219-230	231-248	249-350
Spring	3	100-189	190-200	201-214	215-350
	4	100-201	202-214	215-223	224-350
	5	100-205	206-221	222-233	234-350
	6	100-213	214-226	227-241	242-350
	7	100-217	218-231	232-246	247-350
	8	100-223	224-236	237-255	256-350

Table 11. SC READY and MAP Cut Score Equivalents: ELA

		SC READY			
	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
	3	100-359	360-453	454-540	541-825
	4	100-419	420-490	491-602	603-850
	5	100-464	465-524	525-631	632-875
	6	100-470	471-550	551-645	646-900
	7	100-509	510-567	568-663	664-925
	8	100-526	527-593	594-686	687-950
		MAP			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	100-161	162-179	180-194	195-350
	4	100-176	177-191	192-207	208-350
	5	100-187	188-200	201-216	217-350
	6	100-194	195-208	209-220	221-350
	7	100-199	200-210	211-225	226-350
	8	100-203	204-214	215-228	229-350
Winter	3	100-168	169-188	189-201	202-350
	4	100-183	184-197	198-212	213-350
	5	100-193	194-204	205-219	220-350
	6	100-197	198-211	212-222	223-350
	7	100-203	204-213	214-227	228-350
	8	100-206	207-217	218-231	232-350
Spring	3	100-174	175-193	194-206	207-350
	4	100-188	189-200	201-215	216-350
	5	100-197	198-207	208-222	223-350
	6	100-199	200-212	213-224	225-350
	7	100-205	206-215	216-229	230-350
	8	100-208	209-219	220-233	234-350

Bootstrap standard errors for the equivalent MAP cut scores are reported in Tables 12 and 13 for Mathematics and ELA, respectively. They are relatively small across all linking studies conducted across grades 3-8, test subjects, and performance levels. This gives us evidence supporting the accuracy of the linking results, indicating that the estimated equivalent cut scores are reasonably precise. However, it is also important to keep in mind that linking is a statistical procedure to estimate the equivalence between two sets of test scores and, therefore, linking results contain estimation error.

Table 12. Equivalent MAP Cut Score Bootstrap Standard Errors: Mathematics

Season	Grade	MAP Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	174	0.23	183	0.17	195	0.17
	4	190	0.21	200	0.16	208	0.16
	5	197	0.21	208	0.17	217	0.19
	6	205	0.21	216	0.21	227	0.24
	7	211	0.23	223	0.22	235	0.26
	8	214	0.26	226	0.25	242	0.29
Winter	3	184	0.23	193	0.16	205	0.15
	4	195	0.21	206	0.16	215	0.17
	5	202	0.25	215	0.20	226	0.20
	6	211	0.25	222	0.24	235	0.29
	7	215	0.28	227	0.26	241	0.30
	8	219	0.30	231	0.30	249	0.37
Spring	3	190	0.39	201	0.29	215	0.28
	4	202	0.37	215	0.30	224	0.28
	5	206	0.47	222	0.35	234	0.34
	6	214	0.35	227	0.33	242	0.40
	7	218	0.37	232	0.37	247	0.44
	8	224	0.44	237	0.42	256	0.49

Table 13. Equivalent MAP Cut Score Bootstrap Standard Errors: ELA

Season	Grade	MAP Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	162	0.20	180	0.19	195	0.14
	4	177	0.29	192	0.17	208	0.12
	5	188	0.26	201	0.16	217	0.12
	6	195	0.32	209	0.19	221	0.14
	7	200	0.20	211	0.15	226	0.12
	8	204	0.18	215	0.14	229	0.11
Winter	3	169	0.29	189	0.16	202	0.12
	4	184	0.30	198	0.16	213	0.11
	5	194	0.23	205	0.13	220	0.11
	6	198	0.25	212	0.14	223	0.12
	7	204	0.20	214	0.15	228	0.13
	8	207	0.19	218	0.14	232	0.12
Spring	3	175	0.45	194	0.23	207	0.17
	4	189	0.41	201	0.22	216	0.16
	5	198	0.35	208	0.21	223	0.17
	6	200	0.32	213	0.18	225	0.15
	7	206	0.26	216	0.18	230	0.16
	8	209	0.26	220	0.18	234	0.16

Classification Accuracy

Table 14 summarizes classification accuracy statistics for the spring linking studies. These diagnostics evaluate the accuracy of using linked MAP scores to classify students as proficient (Meets Expectations or Exceeds Expectations) or not proficient (Does Not Meet Expectations or Approaches Expectations) on SC READY Mathematics and ELA. The overall classification accuracy statistics range from 0.84 to 0.88, and the AUC statistics are approximately 0.91 or above at all grade levels. These diagnostics provide convincing evidence of good classification accuracy for using the linked MAP scores to estimate students' proficiency status on the SC READY assessments at grades 3-8.

Table 14. Classification Accuracy Results (Spring)

Grade	Overall Classification Accuracy	False Positive Rate	False Negative Rate	Sensitivity	Specificity	Precision	AUC
Mathematics							
3	0.87	0.18	0.09	0.91	0.82	0.88	0.95
4	0.87	0.14	0.12	0.88	0.86	0.88	0.94
5	0.86	0.14	0.13	0.87	0.86	0.83	0.94
6	0.88	0.12	0.13	0.87	0.88	0.85	0.94
7	0.87	0.12	0.14	0.86	0.88	0.86	0.93
8	0.84	0.15	0.16	0.84	0.85	0.85	0.91
ELA							
3	0.88	0.15	0.09	0.91	0.85	0.90	0.95
4	0.88	0.20	0.08	0.92	0.80	0.89	0.95
5	0.87	0.19	0.09	0.91	0.81	0.88	0.94
6	0.87	0.18	0.10	0.90	0.82	0.87	0.94
7	0.85	0.18	0.13	0.87	0.82	0.88	0.92
8	0.84	0.18	0.14	0.86	0.82	0.86	0.91

CONCLUSIONS

Equipercentile linking is a statistical procedure used to facilitate interpretation of scores on the SC READY Mathematics and ELA assessments and the MAP Growth Mathematics and Reading assessments. The 2026 study updates prior linking studies using the most recent applicable assessment data, including the updated 2025-26 SC READY Mathematics assessment and its new score scale, and a pooled two-year ELA sample. Despite good classification accuracy results from this study, there are still important notes of caution to call out when interpreting and using the linked scores.

First, the two tests are constructed differently with regard to test content specifications, test design, and test purpose. For example, the MAP Growth Reading assessment is one of two MAP assessments used to assess students' ELA skills (Language Usage is the other assessment), and focuses on literary text, informational text, and vocabulary (NWEA, 2026). The SC READY ELA assessment is composed of two subtests: writing and reading, and measures student performance on Reading Literary Text, Reading Informational Text, Reading (vocabulary) Across Genres, Writing, and Research and Evaluation Ideas (SCDE, 2026b). The statistical adjustments in linking do not adjust for differences in content. Therefore, scores on the SC READY and NWEA MAP assessments should not be used interchangeably. The linked scores facilitate comparisons of proficiency status between two assessments, but do not imply equivalence.

Second, while there is a high level of confidence associated with the models, the linked scores are based on a 50% likelihood estimation. This means that not all students who reach a proficiency cut score on MAP will necessarily reach the associated score on SC READY. For example, as we saw in Figure 1 above, while the SC READY 293 cut score for “Meets Expectations” in grade 5 corresponds to the MAP Mathematics score of 222 on average, there is a wide range of MAP scores among students who reached a 293 on SC READY. The interpretation of the estimated 222 MAP Mathematics score is that 5th grade students with this MAP score have a 50% probability of scoring 293 or higher (i.e., reaching “Meets Expectations”) on the SC READY Mathematics test. The results are more accurate on average across students than for individual students, meaning that the linked scores are more appropriate for interpreting group-level relationships and proficiency correspondence than for making predictions at the individual-student level.

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