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

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110 E Main Street, Ste. 1000
Madison, WI 53703

608.466.4966

edanalytics.org

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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 Renaissance Learning's Star 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 Star 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 use spring 2026 SC READY Mathematics results and Star 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 Star 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

¹ Only a small number of students were excluded under this business rule. For example, 99 test records were excluded from the spring ELA linking analysis, and only 16 were excluded from the spring mathematics linking analysis.

analysis. In the absence of item-level response-time data, this rule serves as a quality-control proxy for identifying extremely rapid test administrations.

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 Star assessments were conducted using the equipercntile linking method (Kolen & Brennan, 2004). The equipercntile linking function is determined by the cumulative distribution functions of the two assessments. In the linking process, the cumulative distribution function of Star scores was linked to the cumulative distribution of spring SC READY scores, thereby expressing Star 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 Star 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., Star 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 Star, which indicates the Star 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 Star 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

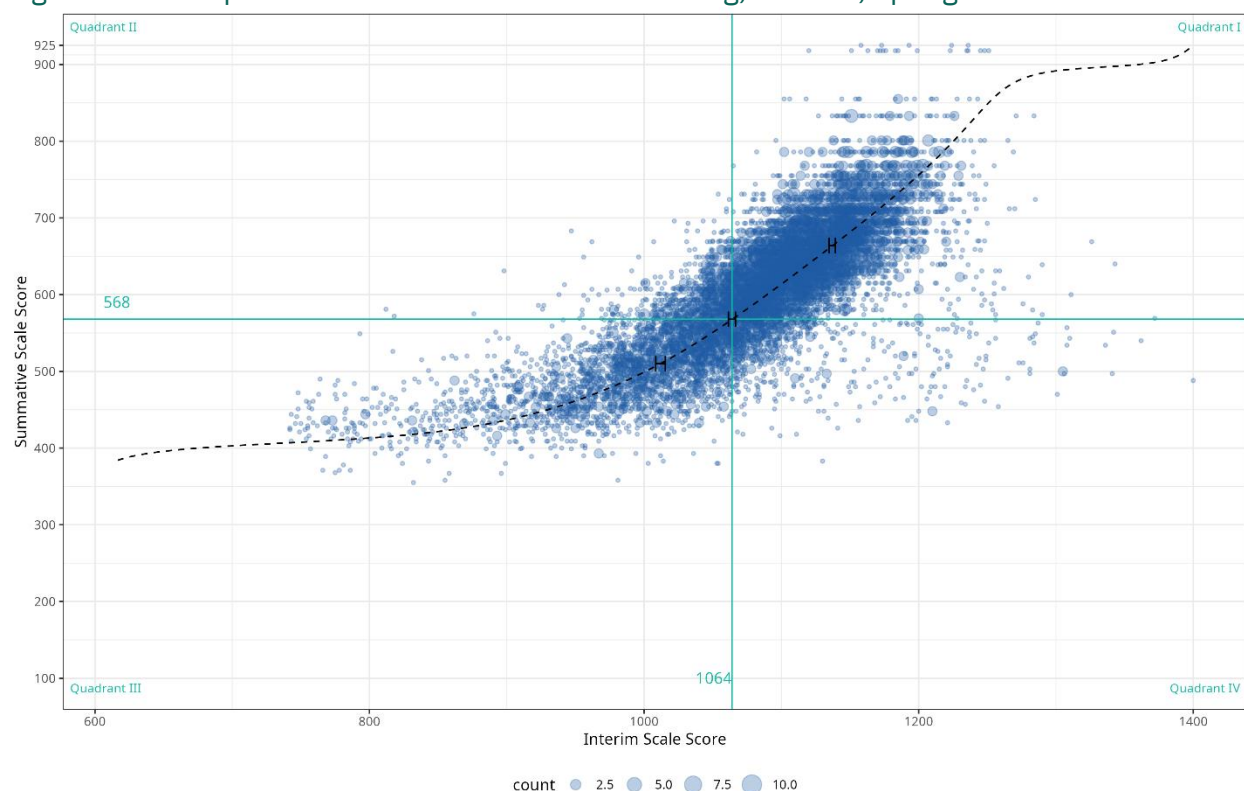
Statistic	Description
Overall Classification Accuracy	Proportion of the study sample with correct proficiency classifications on SC READY based on Star cut scores. Calculated as $(TP+TN)/\text{Total Sample Size}$
False Positive (FP) Rate	Proportion of proficient students based on Star cut scores among 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 Star cut scores among those observed as proficient on the SC READY test. Calculated as $FN/(FN+TP)$
Sensitivity	Proportion of proficient students based on Star 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 Star 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 Star 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 Star 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 Star ELA/Reading scores from grade 7 in spring 2026. The best-fitting curve (i.e., the black dashed line) shows the Star Reading scores that correspond to the SC READY ELA scores through the linking estimation. For example, the SC READY ELA score of 568 is the cut score for “Meets Expectations” at grade 7. This score corresponds to the Star Reading score of 1064 with a standard error of 1.29 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 ELA score of 568 and the Star Reading score of 1064 should not be used interchangeably. As shown in Figure 1, not all students who scored 1064 and above on the Star Reading test also scored 568 or higher on the SC READY ELA test in spring 2026. Specifically,

students in Quadrant IV scored lower than 568. Similarly, students who met or exceeded expectations (i.e., scored 568 or above) on the SC READY ELA test, had a wide range of scores on the Star Reading test, some of which were below 1064 (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 ELA and Star Reading, Grade 7, Spring



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 Star Mathematics records from 24 districts. The ELA sample pooled matched records from 2024-25 and 2025-26; Star records were available from 21 districts in 2024-25 and 24 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	48.7	48.4	48.4	49.1	49.7	50.3
Male	51.3	51.6	51.6	50.9	50.3	49.7
Black	13.7	12.2	12.4	33.4	31.6	32.1
Hispanic	17.1	16.1	15.7	13.3	13.1	13.0
White	53.8	55.8	56.8	41.0	42.7	44.3
Other	15.4	15.9	15.1	12.3	12.6	10.6
Pupil in Poverty	42.4	40.7	40.1	52.4	51.6	52.8
English Learner	19.7	12.1	11.7	9.0	8.5	8.4
Student with Disabilities	13.2	13.3	11.9	13.0	11.6	12.3
SC READY: Meets Expectations or Exceeds Expectations	68.0	65.5	61.5	43.5	44.8	44.2
SC READY: Does Not Meet Expectations or Approaches Expectations	32.0	34.5	38.5	56.5	55.2	55.8

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

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	48.9	50.0	49.3	49.5	49.7	50.6
Male	51.1	50.0	50.7	50.5	50.3	49.4
Black	33.1	31.3	32.5	36.5	35.5	34.5
Hispanic	11.9	11.8	11.0	11.1	11.0	11.1
White	42.7	44.6	44.7	40.1	41.8	43.5
Other	12.3	12.3	11.8	12.2	11.6	10.9
Pupil in Poverty	56.6	55.3	54.6	55.5	54.8	54.1
English Learner	12.6	8.2	7.7	7.1	7.2	6.9
Student with Disabilities	12.4	12.5	12.0	12.3	11.9	12.2
SC READY: Meets Expectations or Exceeds Expectations	67.2	69.0	68.2	60.8	62.6	61.4
SC READY: Does Not Meet Expectations or Approaches Expectations	32.8	31.0	31.8	39.2	37.4	38.6

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	49.2	48.6	49.0	49.1
Male	51.0	51.4	50.8	51.4	51.0	50.9
Black	31.0	30.4	30.3	30.7	31.2	31.6
Hispanic	16.1	16.4	15.1	14.3	14.5	14.6
White	42.9	43.9	45.4	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	65.2	64.6	65.2	64.9
English Learner	14.2	12.2	10.7	10.2	10.2	9.8
Student with Disabilities	16.7	16.6	15.5	15.1	14.5	14.2
SC READY: Meets Expectations or Exceeds Expectations	58.8	52.1	48.7	40.4	41.2	43.7
SC READY: Does Not Meet Expectations or Approaches Expectations	41.2	47.9	51.3	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	31.0	31.0	30.7	31.1	31.7	31.8
Hispanic	15.8	15.9	14.6	14.2	14.5	14.5
White	43.7	44.0	45.5	45.7	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 Star matched samples, including sample size, mean, standard deviation, score range, and correlation (r) between the assessments at each grade. The correlations range from 0.66 (grade 8, Mathematics) to 0.80 (grade 3, ELA; grades 3-4, Mathematics), indicating moderate to strong associations between the two tests. This provides a good foundation for conducting a linking study between the SC READY and Star Mathematics and ELA/Reading tests.

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

		Grade					
		3	4	5	6	7	8
		Mathematics					
SC READY	N	2,944	3,106	3,161	4,019	4,181	4,439
	r	0.80	0.80	0.75	0.74	0.73	0.66
	Mean	294.3	311.7	308.7	291.4	294.8	295.9
	S.D.	44.1	48.1	46.6	43.1	47.3	44.1
	Min.	176	177	184	188	103	187
	Max.	400	410	420	430	440	450
Star	Mean	984.0	1036.9	1074.7	1067.7	1079.5	1090.6
	S.D.	62.3	67.5	74.0	84.8	88.1	93.1
	Min.	700	674	670	656	705	698
	Max.	1318	1325	1400	1400	1400	1400
		ELA					
SC READY	N	10,354	10,375	10,417	9,184	9,387	9,626
	r	0.80	0.77	0.78	0.76	0.74	0.71
	Mean	502.3	551.5	571.8	582.2	597.7	622.0
	S.D.	108.3	110.2	99.3	105.0	92.1	93.7
	Min.	217	283	185	317	355	361
	Max.	825	850	875	900	925	950
Star	Mean	980.3	1018.7	1044.7	1058.7	1075.1	1095.2
	S.D.	86.0	82.8	80.5	87.5	87.8	87.3
	Min.	615	615	615	615	615	615
	Max.	1351	1286	1377	1372	1400	1400

SC READY and Star 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 Star. Tables 10 and 11 present the linking results between SC READY summative assessment and Star 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 Star scores.

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

Grade	Mathematics			ELA		
	Fall	Winter	Spring	Fall	Winter	Spring
3	912	944	966	914	941	962
4	979	1003	1025	965	982	994
5	1029	1050	1071	1001	1016	1026
6	1065	1080	1090	1035	1046	1053
7	1087	1097	1103	1046	1056	1064
8	1099	1100	1111	1067	1077	1085

Table 10. SC READY and Star 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
		Star			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	600-867	868-911	912-968	969-1400
	4	600-929	930-978	979-1014	1015-1400
	5	600-964	965-1028	1029-1067	1068-1400
	6	600-1012	1013-1064	1065-1111	1112-1400
	7	600-1031	1032-1086	1087-1129	1130-1400
	8	600-1049	1050-1098	1099-1152	1153-1400
Winter	3	600-898	899-943	944-999	1000-1400
	4	600-955	956-1002	1003-1038	1039-1400
	5	600-984	985-1049	1050-1091	1092-1400
	6	600-1025	1026-1079	1080-1128	1129-1400
	7	600-1039	1040-1096	1097-1141	1142-1400
	8	600-1048	1049-1099	1100-1159	1160-1400
Spring	3	600-918	919-965	966-1021	1022-1400
	4	600-974	975-1024	1025-1062	1063-1400
	5	600-1001	1002-1070	1071-1112	1113-1400
	6	600-1033	1034-1089	1090-1141	1142-1400
	7	600-1044	1045-1102	1103-1151	1152-1400
	8	600-1059	1060-1110	1111-1171	1172-1400

Table 11. SC READY and Star 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
		Star			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	600-828	829-913	914-979	980-1400
	4	600-898	899-964	965-1035	1036-1400
	5	600-944	945-1000	1001-1071	1072-1400
	6	600-969	970-1034	1035-1093	1094-1400
	7	600-994	995-1045	1046-1116	1117-1400
	8	600-1008	1009-1066	1067-1135	1136-1400
Winter	3	600-855	856-940	941-1002	1003-1400
	4	600-919	920-981	982-1050	1051-1400
	5	600-960	961-1015	1016-1084	1085-1400
	6	600-979	980-1045	1046-1104	1105-1400
	7	600-1005	1006-1055	1056-1125	1126-1400
	8	600-1018	1019-1076	1077-1144	1145-1400
Spring	3	600-878	879-961	962-1020	1021-1400
	4	600-934	935-993	994-1064	1065-1400
	5	600-971	972-1025	1026-1096	1097-1400
	6	600-984	985-1052	1053-1114	1115-1400
	7	600-1011	1012-1063	1064-1136	1137-1400
	8	600-1024	1025-1084	1085-1155	1156-1400

Bootstrap standard errors for the equivalent Star 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 Star Cut Score Bootstrap Standard Errors: Mathematics

Season	Grade	Star Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	868	2.03	912	1.52	969	1.44
	4	930	1.96	979	1.45	1015	1.34
	5	965	2.28	1029	1.51	1068	1.43
	6	1013	1.79	1065	1.52	1112	1.48
	7	1032	1.85	1087	1.60	1130	1.57
	8	1050	1.97	1099	1.73	1153	1.68
Winter	3	899	2.05	944	1.47	1000	1.32
	4	956	1.96	1003	1.43	1039	1.33
	5	985	2.34	1050	1.56	1092	1.42
	6	1026	1.91	1080	1.59	1129	1.53
	7	1040	2.00	1097	1.77	1142	1.64
	8	1049	2.03	1100	1.75	1160	1.83
Spring	3	919	2.57	966	1.91	1022	1.58
	4	975	2.51	1025	1.83	1063	1.69
	5	1002	2.97	1071	1.95	1113	1.77
	6	1034	2.22	1090	1.88	1142	1.87
	7	1045	2.18	1103	2.04	1152	2.11
	8	1060	2.21	1111	1.92	1172	2.09

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

Season	Grade	Star Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	829	2.22	914	1.52	980	1.12
	4	899	2.35	965	1.37	1036	0.95
	5	945	1.95	1001	1.29	1072	0.96
	6	970	1.85	1035	1.17	1094	0.97
	7	995	1.64	1046	1.2	1117	1.07
	8	1009	1.77	1067	1.23	1136	1.09
Winter	3	856	2.29	941	1.44	1003	1.04
	4	920	2.21	982	1.24	1051	0.91
	5	961	1.93	1016	1.22	1085	0.91
	6	980	1.86	1046	1.17	1105	1.00
	7	1006	1.64	1056	1.19	1126	1.05
	8	1019	1.75	1077	1.23	1145	1.03
Spring	3	879	2.66	962	1.41	1021	1.02
	4	935	2.16	994	1.31	1065	0.94
	5	972	2.02	1026	1.3	1097	1.01
	6	985	2.04	1053	1.3	1115	1.16
	7	1012	1.79	1064	1.29	1137	1.16
	8	1025	1.92	1085	1.31	1156	1.18

Classification Accuracy

Table 14 summarizes classification accuracy statistics for the spring linking studies. These diagnostics evaluate the accuracy of using linked Star 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 0.83 to 0.88, and the AUC statistics are approximately 0.89 or above at all grade levels. These diagnostics provide convincing evidence of good classification accuracy for using the linked Star 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	0.20	0.10	0.90	0.80	0.91	0.93
4	0.87	0.19	0.11	0.89	0.81	0.90	0.93
5	0.86	0.17	0.12	0.88	0.83	0.89	0.93
6	0.86	0.14	0.14	0.86	0.86	0.83	0.93
7	0.86	0.12	0.17	0.83	0.88	0.84	0.92
8	0.83	0.17	0.17	0.83	0.83	0.79	0.89
ELA							
3	0.87	0.19	0.09	0.91	0.81	0.91	0.94
4	0.88	0.23	0.08	0.92	0.77	0.90	0.94
5	0.86	0.21	0.10	0.90	0.79	0.90	0.93
6	0.86	0.18	0.12	0.88	0.82	0.88	0.93
7	0.85	0.21	0.12	0.88	0.79	0.88	0.92
8	0.84	0.21	0.13	0.87	0.79	0.87	0.91

CONCLUSIONS

Equipercntile linking is a statistical procedure used to facilitate interpretation of scores on the SC READY Mathematics and ELA assessments and the Star 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 Star Reading test measures students' reading strategies and skills in five domains – “Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author’s Craft, and Analyzing Argument and Evaluating Text” (Renaissance Learning, 2026, p.16). 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 Renaissance Star 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 Star will necessarily reach the associated score on SC READY. For example, as we saw in Figure 1 above, while the SC READY 568 cut score for “Meets Expectations” in grade 7 corresponds to the Star Reading score of 1064 on average, there is a wide range of Star scores among students who reached a 568 on SC READY. The interpretation of the estimated 1064 Star Reading score is that 7th grade students with this Star score have a 50% probability of scoring 568 or higher (i.e., reaching “Meets Expectations”) on the SC READY ELA 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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