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

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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 level-linking study between the South Carolina College- and Career-Ready Assessment (SC READY) in Mathematics and English Language Arts (ELA) and Curriculum Associates' i-Ready 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 i-Ready 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 i-Ready 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 i-Ready 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.

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 i-Ready 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 i-Ready scores was linked to the cumulative distribution of spring SC READY scores, thereby expressing i-Ready 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 i-Ready 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., i-Ready 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 i-Ready, which indicates the i-Ready scale score corresponding to a given percentile in the distribution.

Prior to the equipercntile 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 i-Ready 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 are reported in Tables 12-13.

Table 1. Description of Classification Accuracy Summary Statistics

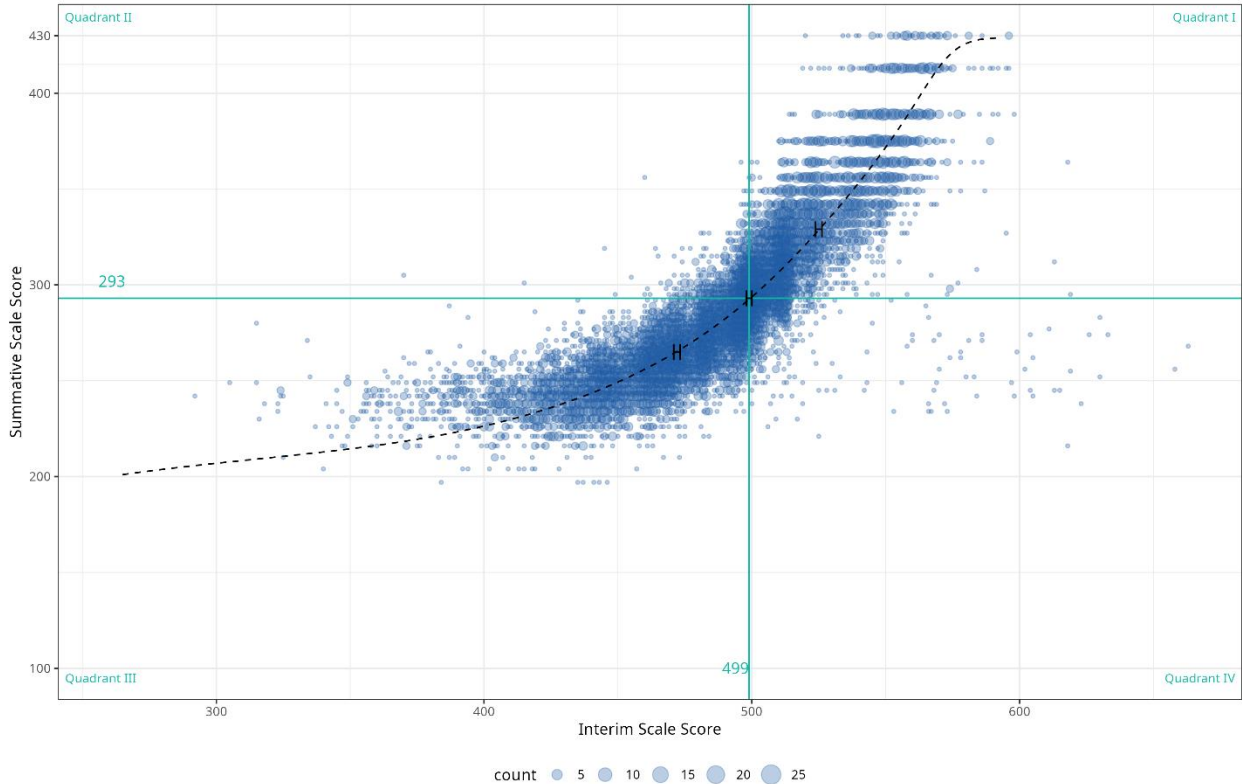
Statistic	Description
Overall Classification Accuracy	Proportion of the study sample with correct proficiency classifications on SC READY based on i-Ready cut scores. Calculated as $(TP+TN)/\text{Total Sample Size}$
False Positive (FP) Rate	Proportion of proficient students based on i-Ready cut scores 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 i-Ready cut scores among those observed as proficient on the SC READY test. Calculated as $FN/(FN+TP)$
Sensitivity	Proportion of proficient students based on i-Ready 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 i-Ready 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 i-Ready 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 i-Ready 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 i-Ready Mathematics scores from grade 6 in spring 2026. The best-fitting curve (i.e., the black dashed line) shows the i-Ready 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 6. This score corresponds to the i-Ready Mathematics score of 499 with a standard error of 0.52 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 i-Ready Mathematics score of 499 should not be used interchangeably. As shown in Figure 1, not all

students who scored 499 and above on the i-Ready 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 i-Ready Mathematics test, some of which were below 499 (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 i-Ready Mathematics, Grade 6, 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 i-Ready Mathematics records from 62 districts. The ELA sample pooled matched records from 2024-25 and 2025-26; i-Ready records were available from 44 districts in 2024-25 and 62 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	48.9	50.1	49.5	48.9	48.2	48.8
Male	51.1	49.9	50.5	51.1	51.8	51.2
Black	34.5	32.7	33.1	30.8	30.9	30.9
Hispanic	14.8	14.5	14.9	13.4	14.5	14.6
White	42.2	44.6	43.7	47.7	46.6	46.4
Other	8.5	8.2	8.3	8.2	7.9	8.0
Pupil in Poverty	69.1	66.9	65.9	67.9	68.5	67.9
English Learner	13.3	10.2	10.6	9.2	10.4	9.3
Student with Disabilities	15.4	14.4	14.3	16.2	15.4	14.2
SC READY: Meets Expectations or Exceeds Expectations	56.3	50.0	47.0	40.1	39.0	42.2
SC READY: Does Not Meet Expectations or Approaches Expectations	43.7	50.0	53.0	59.9	61.0	57.8

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

Subgroup	Percent of Students by Grade					
	3	4	5	6	7	8
Female	48.2	49.0	49.1	49.1	48.9	49.1
Male	51.8	51.0	50.9	50.9	51.1	50.9
Black	33.2	33.8	32.3	30.5	31.0	31.4
Hispanic	13.6	12.7	12.8	11.2	11.8	12.4
White	44.9	45.4	46.4	49.4	48.6	48.3
Other	8.3	8.1	8.5	8.9	8.6	7.9
Pupil in Poverty	70.3	69.0	66.0	66.3	66.0	64.6
English Learner	12.5	9.4	9.2	7.7	8.2	8.1
Student with Disabilities	16.1	15.7	14.6	15	14.6	13.8
SC READY: Meets Expectations or Exceeds Expectations	52.9	58.1	58.8	53.9	56.2	55.1
SC READY: Does Not Meet Expectations or Approaches Expectations	47.1	41.9	41.2	46.1	43.8	44.9

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	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	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	66.5	65	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	48.5	49.0	49.1
Male	51.0	51.4	50.7	51.5	51.0	50.9
Black	31.0	30.5	30.4	30.7	31.2	31.6
Hispanic	16.2	16.5	15.0	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	64.8
English Learner	14.2	12.3	10.7	10.1	10.1	9.8
Student with Disabilities	16.7	16.6	15.4	15.1	14.5	14.1
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	51.4	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	30.7	31.1	31.6	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	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 i-Ready matched samples, including sample size, mean, standard deviation, score range, and correlation (r) between the assessments at each grade. The correlations range from 0.77 (grade 8, ELA) to 0.85 (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 i-Ready Mathematics and ELA/Reading tests.

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

		Grade					
		3	4	5	6	7	8
		Mathematics					
SC READY	N	15,445	15,523	15,461	10,991	11,159	11,036
	r	0.85	0.85	0.84	0.81	0.78	0.72
	Mean	282.5	295.4	294.4	288.7	289.1	294.0
	S.D.	45.3	48.0	45.0	41.6	44.1	41.3
	Min.	167	167	174	197	182	108
i-Ready	Max.	400	410	420	430	440	450
	Mean	446.6	465.8	478.9	486.9	491.3	501.1
	S.D.	31.4	33.4	35.5	39.9	42.0	44.3
	Min.	275	292	317	261	274	310
	Max.	604	622	649	663	661	686
		ELA					
SC READY	N	20,556	19,094	21,569	19,908	19,840	19,754
	r	0.85	0.83	0.83	0.82	0.79	0.77
	Mean	463.1	520.9	547.1	564.2	582.7	604.9
	S.D.	104.2	106.6	94.7	102.4	89.3	91.0
	Min.	100	100	241	298	355	361
i-Ready	Max.	825	850	875	900	925	950
	Mean	513.8	544.0	567.2	576.6	587.8	600.5
	S.D.	58.6	59.5	58.4	60.7	62.1	61.8
	Min.	266	273	255	258	235	239
	Max.	693	715	724	753	757	765

SC READY and i-Ready 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 i-Ready. Tables 10 and 11 present the linking results between SC READY summative assessment and i-Ready 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 i-Ready scores.

Table 9. i-Ready “Meets Expectations” Cut Score Equivalents Summary

Grade	Mathematics			ELA		
	Fall	Winter	Spring	Fall	Winter	Spring
3	419	433	444	479	499	515
4	448	458	469	512	526	539
5	466	475	484	540	554	564
6	485	493	499	566	574	580
7	495	502	508	573	582	589
8	500	509	514	587	596	604

Table 10. SC READY and i-Ready 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
		i-Ready			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	100-398	399-418	419-443	444-800
	4	100-424	425-447	448-464	465-800
	5	100-437	438-465	466-484	485-800
	6	100-460	461-484	485-506	507-800
	7	100-468	469-494	495-516	517-800
	8	100-474	475-499	500-529	530-800
Winter	3	100-413	414-432	433-456	457-800
	4	100-434	435-457	458-474	475-800
	5	100-446	447-474	475-494	495-800
	6	100-466	467-492	493-516	517-800
	7	100-473	474-501	502-524	525-800
	8	100-481	482-508	509-537	538-800
Spring	3	100-422	423-443	444-470	471-800
	4	100-443	444-468	469-487	488-800
	5	100-452	453-483	484-504	505-800
	6	100-471	472-498	499-524	525-800
	7	100-477	478-507	508-531	532-800
	8	100-483	484-513	514-544	545-800

Table 11. SC READY and i-Ready 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
		i-Ready			
Season	Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Fall	3	100-425	426-478	479-522	523-800
	4	100-468	469-511	512-563	564-800
	5	100-500	501-539	540-595	596-800
	6	100-518	519-565	566-608	609-800
	7	100-534	535-572	573-625	626-800
	8	100-544	545-586	587-636	637-800
Winter	3	100-445	446-498	499-540	541-800
	4	100-483	484-525	526-576	577-800
	5	100-515	516-553	554-605	606-800
	6	100-528	529-573	574-616	617-800
	7	100-545	546-581	582-632	633-800
	8	100-555	556-595	596-643	644-800
Spring	3	100-463	464-514	515-556	557-800
	4	100-497	498-538	539-589	590-800
	5	100-526	527-563	564-616	617-800
	6	100-534	535-579	580-622	623-800
	7	100-550	551-588	589-638	639-800
	8	100-562	563-603	604-649	650-800

Bootstrap standard errors for the equivalent i-Ready 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 i-Ready Cut Score Bootstrap Standard Errors: Mathematics

Season	Grade	i-Ready Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	399	0.34	419	0.26	444	0.22
	4	425	0.33	448	0.25	465	0.24
	5	438	0.37	466	0.26	485	0.25
	6	461	0.42	485	0.33	507	0.38
	7	469	0.38	495	0.32	517	0.33
	8	475	0.52	500	0.38	530	0.46
Winter	3	414	0.35	433	0.27	457	0.25
	4	435	0.37	458	0.29	475	0.26
	5	447	0.38	475	0.28	495	0.27
	6	467	0.45	493	0.35	517	0.38
	7	474	0.54	502	0.39	525	0.55
	8	482	0.50	509	0.57	538	0.54
Spring	3	423	0.49	444	0.38	471	0.37
	4	444	0.50	469	0.39	488	0.37
	5	453	0.54	484	0.40	505	0.40
	6	472	0.60	499	0.52	525	0.60
	7	478	0.65	508	0.58	532	0.63
	8	484	0.93	514	0.66	545	0.86

Table 13. Equivalent i-Ready Cut Score Bootstrap Standard Errors: ELA

Season	Grade	i-Ready Scores Reaching Performance Level...					
		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Cut Score	S.E.	Cut Score	S.E.	Cut Score	S.E.
Fall	3	426	0.65	479	0.46	523	0.36
	4	469	0.77	512	0.45	564	0.36
	5	501	0.64	540	0.43	596	0.35
	6	519	0.64	566	0.45	609	0.34
	7	535	0.60	573	0.45	626	0.37
	8	545	0.63	587	0.45	637	0.36
Winter	3	446	0.75	499	0.44	541	0.36
	4	484	0.84	526	0.48	577	0.38
	5	516	0.67	554	0.43	606	0.35
	6	529	0.65	574	0.45	617	0.36
	7	546	0.62	582	0.44	633	0.35
	8	556	0.65	596	0.44	644	0.37
Spring	3	464	1.16	515	0.66	557	0.52
	4	498	1.36	539	0.75	590	0.60
	5	527	0.93	564	0.62	617	0.48
	6	535	0.96	580	0.65	623	0.54
	7	551	0.93	589	0.68	639	0.53
	8	563	0.93	604	0.64	650	0.54

Classification Accuracy

Table 14 summarizes classification accuracy statistics for the spring linking studies. These diagnostics evaluate the accuracy of using linked i-Ready 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 higher at all grade levels. These diagnostics provide convincing evidence of good classification accuracy for using the linked i-Ready 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	0.88	0.16	0.09	0.91	0.84	0.88	0.95
4	0.88	0.13	0.11	0.89	0.87	0.87	0.95
5	0.88	0.12	0.13	0.87	0.88	0.87	0.94
6	0.88	0.11	0.13	0.87	0.89	0.84	0.94
7	0.87	0.08	0.21	0.79	0.92	0.86	0.93
8	0.83	0.12	0.25	0.75	0.88	0.82	0.89
ELA							
3	0.88	0.16	0.09	0.91	0.84	0.87	0.95
4	0.87	0.15	0.11	0.89	0.85	0.89	0.94
5	0.86	0.17	0.11	0.89	0.83	0.88	0.94
6	0.86	0.16	0.13	0.87	0.84	0.87	0.93
7	0.85	0.17	0.14	0.86	0.83	0.86	0.92
8	0.83	0.20	0.14	0.86	0.80	0.84	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 i-Ready 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 i-Ready Diagnostic Reading test measures students' reading strategies and skills in the following domains – “Phonics, Phonological Awareness, High-Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text” (Curriculum Associates, 2026, p.11). 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 Curriculum Associates i-Ready 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 i-Ready 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 6 corresponds to the i-Ready Mathematics score of 499 on average, there is a wide range of i-Ready scores among students who reached a 293 on SC READY. The interpretation of the estimated 499 i-Ready Mathematics score is that 6th grade students with this i-Ready 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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