NC Check-Ins
School Talking Points

The following *School Talking Points* has been developed by the North Carolina Department of Public Instruction (NCDPI) to assist districts/schools in the implementation of the NC Check-Ins. This information should be used in conjunction with any published supplements or updates. Additional information about NC Check-Ins may be found at http://www.dpi.state.nc.us/accountability/nccheckins.

1. NC Check-Ins are interim assessments developed by the North Carolina Department of Public Instruction (NCDPI) that are aligned to North Carolina grade-level content standards in English language arts (ELA)/reading for grades 4–8 and in mathematics for grades 3–8. In ELA, NC Check-Ins measure all grade-level content standards assessed and increase in text complexity. For mathematics, each NC Check-In focuses on a selected subset of grade-level content standards.

   The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected subset of content standards. Both the end-of-grade assessments (EOG) and the NC Check-Ins share a common item bank, which then exposes NC Check-In students to similar item types and rigor found on the EOGs.

2. School participation in the NC Check-Ins is voluntary and open to all local education agencies (LEAs) and charter schools. For the 2018–19 school year, the following NC Check-Ins are available

   - Grades 3–8 Mathematics
   - Grades 4–8 ELA/Reading

3. The NC Check-Ins consist of three interim assessments. LEAs/charter schools may determine the testing days for each NC Check-In within the NCDPI-designated assessment windows. The assessment windows for NC Check-Ins are as follows:

   - NC Check-In 1: October 15–November 30, 2018
   - NC Check-In 2: January 2–February 8, 2019
   - NC Check-In 3: March 4–April 12, 2019

4. Some quick facts about the NC Check-Ins are:

   - The NC Check-Ins are provided in paper/pencil and online formats.
   - The NC Check-Ins are built using items from the EOG item bank.
   - NC Check-Ins are not timed assessments. However, the time it takes for most students to complete an NC Check-In is about ninety (90) minutes. If additional time is needed, the teacher must use professional judgement to determine what the appropriate length of time is for the student's test administration.
   - ELA/Reading NC Check-Ins contain multiple-choice items.
   - Item types for the Mathematics NC Check-Ins vary. The items include the following:
     - Multiple-choice items (paper/pencil and online) and
     - Gridded response items (paper/pencil only).

- Students at grades 5–8 may see gridded response items on their NC Check-Ins. The gridded response items require students to write and fill in numerical answers on their answer sheets rather than to select answers from several choices.

  o The Mathematics NC Check-Ins are in two parts: The first part is calculator inactive; the second is calculator active. For the calculator inactive part, students are **not** allowed to use a calculator. For the calculator active part, students can use a calculator. Note: The Grade 6 NC Check-In 1 contains calculator active questions only.

5. Students with current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner (EL) Plans may use instructional accommodations for the NC Check-Ins except for the *Test Read Aloud* and *Signing/Cueing* accommodations for the grades 4–8 ELA/Reading. Reading aloud or signing/cueing the selections, questions, or answer choices on the ELA/Reading Check-In invalidates results because the Check-In measures reading skills.

6. Each NC Check-In will generate student-level reports indicating the number of items correct by content standard, item type, and selection type, and will report an overall score. Teacher-level reports will provide a summary with similar information. Parents will receive student reports with an overall score by standard and item number. Students will not receive achievement levels for the NC Check-Ins.

7. Following the administration of an NC Check-In, teachers have access to the Check-Ins for up to five weeks. Teachers may use the Check-Ins for reviews with students, and parents may view the Check-Ins, but only within the school setting. The teacher may share with parents their student's scores on the items through customary communication (i.e., individual parent/teacher conferences at the school). Parents may not have copies of the NC Check-In items, nor take pictures of any part of the Check-Ins.

8. At the end of the school year, students participating in the NC Check-Ins will take the NC ELA/Reading and Mathematics End-of-Grade (EOG) assessments.

9. NC Check-In scores are not included in accountability.

10. District and state comparison data will be reported by student, teacher, and school. Comparing district-level results to state-level results is not particularly meaningful. Different schools and classes may be at different places in covering the content based on their testing windows and school calendars. The purpose of the NC Check-In is to provide individual and classroom-level *formative* feedback. Comparisons to other classrooms, schools, or LEAs are neither encouraged, nor advised. It would be a misinterpretation for an LEA/charter school to conclude that their students performed better or worse than another LEA/charter school or the state. The value in the NC Check-In results is for teachers to determine if their students have learned the content standards that were covered in their classroom prior to the assessments.