The North Carolina Testing Program

Summary Report

2015–16 Proof of Concept Study

Grade 5 Mathematics

Grade 6 English Language Arts/Reading

April 2017

Public Schools of North Carolina
State Board of Education | Department of Public

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Chapter 1: Introduction

1.1 Background

North Carolina has been a pioneer in school accountability since 1996, the inaugural year of the state's first school accountability model: the ABCs of Public Education. The North Carolina Testing Program was designed to measure the extent to which students satisfy academic performance requirements. Tests developed by the North Carolina Department of Public Instruction (NCDPI), when properly administered and interpreted, provide reliable and valid information that enables:

- Students to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- Parents to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- Teachers to know if their students have mastered grade-level knowledge and skills in the curriculum, and if not, what weaknesses need to be addressed;
- Community leaders and lawmakers to know if students in North Carolina schools are improving their performance over time and how our students compare with students from other states; and
- Citizens to assess the performance of the public schools (North Carolina *Testing Code of Ethics*, 1997, revised 2000).

The North Carolina Testing Program was initiated in response to legislation passed by the North Carolina General Assembly. General Statute §115C-174.10 states the purposes of the North Carolina Testing Program are (1) to assure that all high school graduates possess the skills and knowledge thought necessary to function as a member of society, (2) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (3) to establish additional means for making the education system at the state, local, and school levels accountable to the public for results.

The ABCs accountability program was in effect beginning at grades Kindergarten (K) through 8 in the 1996–97 school year and grades 9 through 12 effective in the 1997–98 school year. The purpose of the assessments developed under the ABCs was to test students' mastery of basic skills (reading, writing, and mathematics). The ABCs was developed under the public

school laws mandating local participation in the program, the design of annual performance standards, and the development of student academic performance standards. For the ABCs historical information please visit http://abcs.ncpublicschools.org/abcs/.

The NCDPI has revised the testing program multiple times since 1996–97. In 2008, the North Carolina State Board of Education (NC SBE) was presented with a hallmark document, *A Framework for Change: The Next Generation of Assessments and Accountability (http://www.dpi.state.nc.us/docs/acre/history/overview.pdf)*. This document, in accordance with G.S. §115C-12.9c, directed the NCDPI to undertake a comprehensive overhaul of the state's *Standard Course of Study*, the student assessment program, and the school accountability model. The NC SBE adopted the document in June 2008. Hundreds of North Carolina educators and other stakeholders comprised this four-year renovation project. The outcomes of the renovation project were:

- Effective with the 2012–13 school year, the READY accountability model replaced the ABCs. READY accountability focused on career- and college-readiness measures. The new measures were reported for the first time in November 2013, based on the 2012–13 school year performance. The NC General Assembly's A–F school performance grades were reported for the first time in the fall of 2014 based on the 2013–14 school year results.
- A new *Standard Course of Study* in all subjects and grade levels focused on the critical, most essential skills and knowledge students need. The Common Core State Standards (adopted by the NC SBE, June 2010) in English language arts and mathematics are North Carolina's content standards in these two subjects. All other subject areas are addressed under the NC Essential Standards (Essential Standards for science adopted by the NC SBE, February 2010). The Common Core and Essential Standards were implemented in classrooms for the first time in 2012–13.
- New student assessments aligned to the revised *Standard Course of Study* were given for the first time in the 2012–13 school year.
- The READY accountability assessments were administered during the 2013–14 and 2014–15 school years. (See Appendix A for the list of current assessments administered by the North Carolina Testing Program.)

The ABCs accountability model was in effect until fall 2012. Since the 2012–13 administrations, the NCDPI has adopted the next generation of assessment fourth edition (Edition 4) for grades 3–8 English language arts (ELA)/reading and mathematics and grades 5 and 8 science. With the revision of the testing program in 2012–13, the NC SBE transitioned to the READY accountability model. Please refer to the link below for further information http://www.ncpublicschools.org/accountability/reporting/.

With the proposal of the North Carolina Testing Program being high stakes for school and teacher accountability, several local education agencies (LEAs) and charter schools have used the NCDPI's online SchoolNet and other off-the-shelf benchmark assessment products to track student performance and predict performance on end-of-grade (EOG) and end-of-course (EOC) assessments. These benchmark assessments have added significant testing time and reduced instructional time in addition to the already assigned testing time for the summative assessments. A task force was formed to review this aspect of the North Carolina Testing Program and to recommend a model that facilitates higher student performance and reduces testing time and test length.

1.2 State Board of Education Task Force's Charge

In January 2014, the NC SBE authorized Chairman William Cobey to establish and appoint a task force for reviewing current summative assessment and to recommend a new assessment model that embeds feedback to instruction in shorter summative tests that are valid and reliable and can be used for federal accountability and growth requirements. The premise of the review was that all stake holders of the tests think the current test lengths are long and there is no progress-monitoring system. Alternately, the task force's main focus was how to reduce testing time and increase instructional time. The task force consisted of 21 members representing several interested stakeholder groups. The task force members are respectively:

- Mr. A.L. "Buddy" Collins, Chair
- Dr. Olivia Holmes Oxendine, Vice Chair

Members:

- Dr. June St. Clair Atkinson, State School Superintendent
- Ms. Erin Beale, Mathematics Teacher, Davis Drive Middle School, Wake County Schools

- Ms. Pam Biggs, Exceptional Children Consultant, Johnston County Schools
- Dr. Lisa Chapman, Senior Vice President/Chief Academic Officer, North Carolina Community College System
- Mr. Todd Davis, North Carolina Business Committee on Education Board Member/Century Link Incorporated
- Ms. Ilina Ewen, Marketing Consultant/Parent Representative
- Dr. Wayne Foster, Director, STAR 3 Project, Winston-Salem/Forsyth County Schools
- Ms. Krystal Harris, Third-Grade Teacher, Fairview Heights Elementary School, Richmond County Schools
- Mr. Butch Hudson, Northeast Regional Accountability Coordinator
- Ms. Anna Jarrett, Middle and High School District Lead Mathematics Teacher, Duplin County Schools
- Mr. Michael Landers, English Teacher, Mount Pleasant High School, Cabarrus County Schools
- Mr. Joe Maimone, Headmaster, Thomas Jefferson Classical Academy
- Mr. Larry Obeda, Principal, Lumberton High School, Public Schools of Robeson County
- Ms. Jennifer Robinson, Principal, Westwood Elementary School, Ashe County Schools
- Ms. Roberta Scott, President-Elect, North Carolina School Boards Association/Warren County Schools
- Dr. Robert Taylor, Superintendent, Bladen County Schools
- Dr. Frank Till, Superintendent, Cumberland County Schools
- Dr. Miriam Wagner, Dean, School of Education, North Carolina Agricultural and Technical State University
- Ms. Hannah Youngblood, Testing/Accountability Director, Johnston County Schools

Staff:

- Mr. Martez Hill, Executive Director, Office of the State Board of Education,
- Dr. Audrey Martin-McCoy, Policy Analyst, Office of the State Board of Education, and
- Dr. Lou Fabrizio, Director, Data, Research, and Policy, NCDPI

The NC SBE charged the task force to examine the purpose of federal, state, and local assessment requirements and to offer recommendations on a best course of action for measuring

student achievement while protecting teachers' instructional time, realizing that achieving the right balance is paramount. A balanced and coherent assessment system should align with content standards, instructional practices, and assessment activities and provide timely, reliable, student achievement and growth information to classroom teachers and school leaders in their efforts to improve instructional programs for all students.

As the task force discussed recommendations, the following options emerged:

- continue the current system of state-developed EOG and EOC tests in ELA/reading and mathematics;
- utilize a consortium-developed summative assessment system such as Smarter Balanced Assessments or Partnership for Assessment of Readiness for College and Careers (PARCC); and
- purchase a commercially designed assessment system such as ACT, SAT, or the Iowa Test of Basic Skills (ITBS).

In order to address the needs of federal and state mandates, the NCDPI proposed multiple models for the NC SBE's consideration. The models were vetted by the North Carolina technical advisors during their biannual meetings. The technical advisors consist of national- and state-recognized academicians and educators who advise the NCDPI on numerous issues ranging from policies to technical aspects of the North Carolina Testing Program. The models are briefly described in the next section.

1.3 North Carolina Department of Public Instruction's Proposed Through-Grade Models

With the spirit of the NC SBE, the NCDPI test development section proposed a variety of models to the North Carolina technical advisors for review and feedback. One of the challenging factors for determining a model is the content structures teachers use currently. Since different teachers use different content structures for teaching in the classroom, it could lead to invasion of freedom from teacher perspective. A process of coming to a common content structure is discussed in the next section. The four models the NCDPI test development division proposed to the technical advisors that represent different ways of assessing content standards throughout the school year are as follows:

Model I

Figure 1 depicts Model I, which can be used for assessing discrete content domains; additionally, the content domains with increasing complexity with some overlaps can be used for linking. The interim assessments under Model I inherently are not parallel. Hence, the scores cannot be compared because either they assess different content domains, or the complexities between the tests vary. Note that test 4 (T4) in Model I can be summative, or the summative score can be obtained from the proportional weights from the four assessments conducted throughout the academic year, forcing the four assessments to be high stakes.

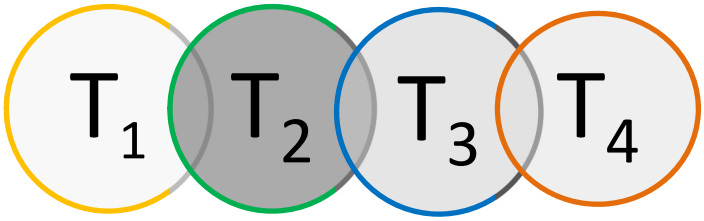


Figure 1. Four assessments with some overlapping content domains

Model II

Model II is a cumulative model in the sense that interim test 2 (T12) includes content domains from interim test 1 (T1) and so on. As shown in Figure 2, the test structure widens and complexities increase with succeeding tests. Interim test 4 (T1234) can be viewed as a summative test. One complexity of the model is to determine what proportion of the previous structure will be included in the succeeding administrations. Like Model I, Model II is not parallel and the resulting scores are not comparable.

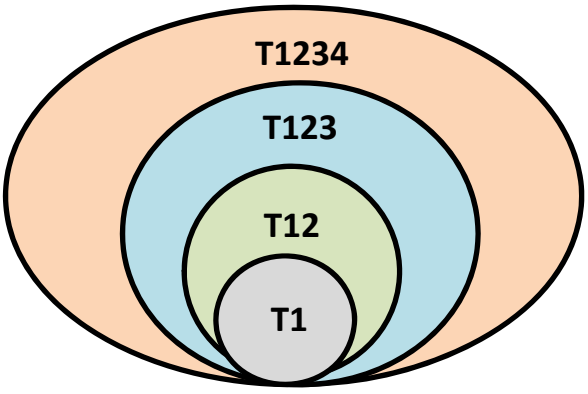


Figure 2. Interim assessments where content domains and test lengths widen in succeeding administrations

Model III

Model III (Figure 3) shows the administration of four tests that are parallel by design, statistically and contentwise, meaning that the four interim assessments will be constructed with the same statistical and content specifications. The summative scores can be obtained by averaging or summing the scores across the four interims. An advantage of this model is that one can track student progress as the tests are parallel and scores across interims are comparable. Increase in theta or scale score is an indication of progress. The disadvantage of the model is the public perception that interim assessments 1–3 will assess student knowledge that has not yet been fully taught in the class.

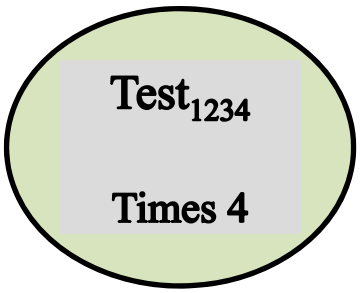


Figure 3. Interim assessments where all content domains are tested in all four administrations

Model IV

Model IV (Figure 4), a hybrid model, has two high-stakes tests: interim 2, which is administered at the end of second quarter (week 18, midyear), and interim 4, administered at the end of fourth quarter (end-of-year, summative). Interim test 2 contains content domains from quarters 1 and 2, and end-of-year quarter 4 contains content domains taught during the entire year. Interim assessments 1 and 3 are optional and are for formative feedback and instructional adjustment purposes.

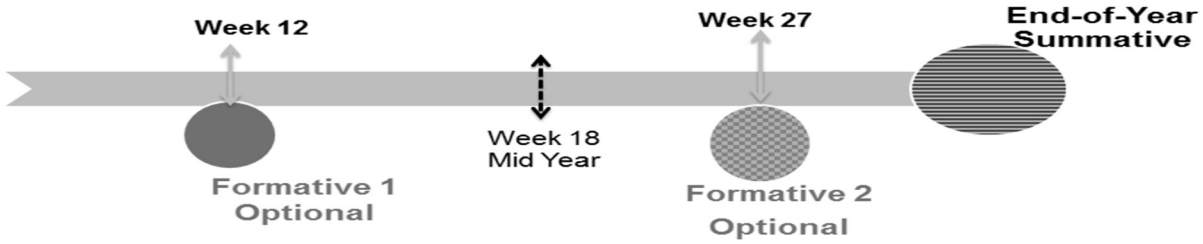


Figure 4. Interim assessments with midyear and final summative as high stakes

1.3.1 State Board of Education's Model Recommendation

The four prospective models proposed by the NCDPI test development section were reviewed by the NC SBE's task force. The task force concluded that an interim assessment model designed as a through-course approach was worthy of further exploration and proposed a study of this concept in grade 5 for mathematics and grade 6 for ELA/reading during 2015–16 administration. It was also stressed that the assessment suite must assess the rigor expected in college- and career-ready standards.

In June 2015, the NC SBE recommended a through-grade interim assessment model, a hybrid of the four proposed models above, with a built-in feedback system for instruction. The model incorporated three low-stakes interim assessments and one EOG assessment at the end of the year measuring the same standards for ELA/reading in every interim, with higher difficulty level in succeeding interims. Mathematics, on the other hand, would measure mostly unique standards with minor overlapping. In order to determine whether the proposed model worked well for North Carolina schools, the task force recommended implementing a proof of concept study in 2015–16 in selected school districts to determine the feasibility of administering a through-grade assessment model consisting of three interim assessments administered throughout the school year and one stand-alone summative assessment administered at the end of the year. If approved by the NC SBE, these assessments would replace local interim or benchmark assessments that districts currently administer as tools for monitoring student, grade, school, and district progress toward standards-driven goals. The timely data obtained from through-grade assessments would inform instruction, improve the allocation of time and resources, and redirect professional development initiatives.

If the findings do support the through-grade model as a technically sound approach for measuring annual student proficiency and student growth while meeting state and federal accountability purposes, including students with disabilities and students who are English Learners (ELs), the NC SBE may consider eliminating EOG assessments and adopting nationally normed though-grade tests in ELA/reading and mathematics in grades 3–8.

The NC SBE decided to adopt the recommended through-grade interim assessment model for studying student assessment in grades 3–8. The study examined the extent to which a series of segmented assessments capture a valid and reliable picture of student achievement throughout and at the end of the school year. Determining the operational and technical

feasibility of this model was a critical part of the study. The NCDPI selected a randomized sample for participation, solicited feedback on the design of the study from the North Carolina technical advisors, and presented the findings to the NC SBE in summer of 2016. In order to obtain valid and reliable information about the through-grade model, the task force recommended that schools participating in the study not administer local benchmark/interim assessments. The findings from the study will inform the decisions of the NC SBE regarding the future assessment model.

The NC SBE report in its entirety can be seen in Appendix B. The proof of concept study research questions, the NCDPI action plans, and the short- and long-term outcomes can be viewed in Appendix D.

1.4 Description of the North Carolina State Board of Education's Recommended Model

The NC SBE-proposed through-grade assessment model consists of three interim assessments administered at the end of the first, second, and third quarters respectively, and a shortened version of the EOG summative assessment (removed field-test items) administered at the end of the year. The first three interim assessments are optional low-stakes tests with results teachers can use to adjust their instruction, help regroup students, and create plans for remediation and enrichment activities. That is, the interim assessments are designed to provide teachers and parents with immediate feedback and guide subsequent instruction. The summative assessment results will be used in accountability and growth. The through-grade assessment model includes testing in grades 3 through 8 in ELA/reading and mathematics. The testing windows for school year 2015–16 were

- Interim 1: October 1–30, 2015
- Interim 2: December 8, 2015–January 22, 2016
- Interim 3: March 3–31, 2016

A concept design for the through-grade assessment model is shown in Figure 5. The interim 1–3 tests can be discrete, meaning that they can measure distinct domains or the same domains with increasing complexities. By design, the tests are not parallel statistically or contentwise. Therefore, the scores across the interims are in different scale and are not comparable. However, the teacher can combine the results with classwork to identify needs of the students and plan for possible interventions.

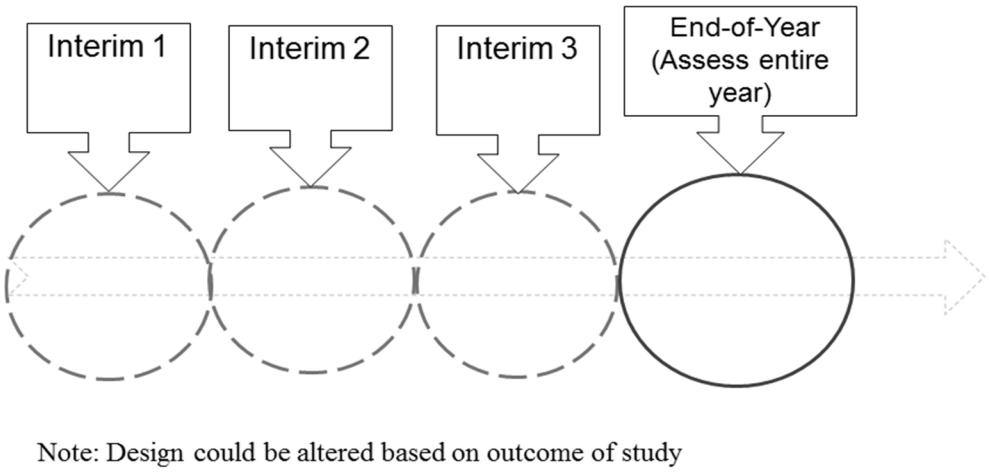


Figure 5. The NC SBE-recommended through-grade interim assessment model

1.4.1 Implementation Timeline for North Carolina State Board of Education's Recommended Model

The first year (2015–16) of the through-grade assessment model was a proof of concept (POC) administration in which three new interim assessments were designed and administered followed by a shortened summative test. The purpose of the POC was to determine the feasibility of the concept structurally and resourcewise. During 2015–16, forty–five schools and 3,906 students participated in the fifth-grade mathematics POC. On the shortened version of the summative test, 61.4 percent of students scored at achievement level 3 and higher compared to 60.7 percent (4,034 students) of students who did not participate in the study but also took the shortened version of the summative test.

Additionally, thirty-three schools and 3,920 students participated in the sixth-grade ELA/reading POC study. On the shortened summative ELA/reading test, 58.3 percent scored at achievement level 3 and higher compared to 56.8 percent (4,778 students) of students who did not participate in the study but also took the shortened version of the summative test.

With these results in mind, the NC SBE members approved extending the POC into the 2016–17 school year and also approved

- increasing the number of participating schools from 5 percent of schools at each grade/content to approximately 15 percent;
- including a subset of low-performing schools;
- allowing volunteers to participate, preferably one school per district; and

- taking the entire summative assessment, not a shortened version.

(For 2016–17, the North Carolina Testing Program is increasing the number of participating schools at each grade/content area to approximately 15 percent, and volunteers are allowed to participate. The end of year assessment will be the standard EOG assessment that includes embedded field test items.) Additionally, the name of the study has been changed from Proof of Concept to NC Check-Ins. The three Check-Ins (i.e., formally called interim assessments) will be in paper/pencil format and occur throughout the school year. Ultimately the NC SBE will use the results of the NC Check-Ins to determine the best course of action for future state assessments. The proposed timeline of the implementation of the through-grade model is listed in Table 1.

Table 1. *Proposed Through-Grade Assessment Model Timeline*

Year	Administration	Grade Levels	Purpose
2015–16	Special Study Proof of Concept (sample population)	Grade 5: Mathematics Grade 6: ELA/Reading	Determine feasibility of concept *Summer 2016*: Decision-point of how to proceed
2016–17	Field Test NC Check-Ins (sample population)	Grades 5: Mathematics Grade 6: ELA/Reading	Determine the best course of action for future state assessments *Summer 2017*: Decision-point of how to proceed

1.5 Research Questions

The following research questions have been proposed for the first year's (2015–16) POC study. More details can be found in Appendix D.

1. Do interim results provide teachers and students with useful information to inform and improve the delivery of instruction?
2. Will interim assessment results provide an early indicator of students' performance on the end-of-year test?
3. How should the structure of the content standards for ELA/reading and mathematics be adjusted to best fit the design of the through-grade model?
4. Is it feasible to incorporate constructed-response items or writing prompts on the ELA/reading and gridded-response items on the mathematics interim assessments?

5. Are there significant motivational effects in terms of performance between scores on the interims and scores on the end-of-year for comparable groups of students?
6. What information will be available for student-level and teacher-level reports, and how is such information best delivered and presented?
7. Does the professional development provided to teachers in the POC study adequately prepare them to deliver instruction aligned to the interim assessments?
8. Is it feasible to deliver both online and paper/pencil assessments?
9. Is it valid and reliable to combine results on the interim assessments for proficiency and growth reporting, thereby eliminating an end-of-year summative assessment?
10. In a through-grade model, are the interim assessments required of all students or can some of the interim assessments be optional?
11. Does the through-grade model provide parents with useful information, and do parents view the model as an effective way to assess students?

1.6 Reporting Progress and Monitoring to the State Board of Education

The Director of the NCDPI Accountability Services Division presents a few POC study research questions at every NC SBE meeting as a part of reporting progress and monitoring. Additionally, Table 2 is a portion of a live document that contains different activities which have been presented to the NC SBE to update members on the status of the POC study.

Table 2. *Update of Activities in NC SBE Meetings*

Date	Activities	Description	Comments
7–7–15	POC Study Design	Described purpose and use of the TMG, research questions, timeline, and whether to use a college admissions test such as the ACT for state and federal accountability requirements and to eliminate the EOCs that currently meet this need. It is noted implementation of this model is dependent on the NC SBE adopting grade-level proficiency standards for ELA/reading, mathematics, and science for the ACT or a similar assessment.	A Request for Proposals (RFP) could be released to gather information on the available instruments that meet the criteria of providing a national comparison as well as alignment to North Carolina content standards and state and federal reporting requirements. A requirement in the RFP would be for the test publisher to provide proficiency standards.

Date	Activities	Description	Comments
8–8–15	POC Communication Plan	POC communication plan: presented progress made so far in terms of professional development (webinars to superintendents, district and school staffs); notification of selected schools for the POC study participation; interim test specifications.	
9–9–15	Sample Report	Presented sample reports, assessment brief in terms of number of items in each interim, type of items, depth of knowledge (DOK), accommodations, frequently asked questions, talking points for principals and teachers.	
10–10–15	Interim Assessment Brief	Presented mode of administration as paper/pencil, maximum time of 1.5 hrs., type of items, calculator active and inactive; developed parent and teacher surveys, teacher survey for feedback on the usefulness of the data on the class report, survey of districts to identify how many districts/schools administer off-the-shelf benchmark products, North Carolina technical advisors reviewed design of the study.	
11–11–15	Development of Interims, Administration, and Reporting	Discovery Ed, i-Ready, NWEA Map, Fountas and Pinnell Benchmark Assessment, and Schoolnet; selection/item review, reporting; webinar on contextualizing the data.	First administration of interim 1 started on October 30, 2015. Presented different reports at class, grade, school, and individual student.
12–12–15	Proof of Concept Updates	Parents' and teachers' survey results and comments	134 parent responses for mathematics and 98 for ELA/reading; 32 teachers in mathematics and 25 in ELA/reading
1–16–16	Proof of Concept Updates	Additional parents' and teachers' survey results and comments	

1.7 Communication Plan

Throughout the study period, the NCDPI will disseminate information through its website, webinars, school visits, and hot lines. A breakdown of the communication plan is shown in Table 3.

Table 3. Communication Plan

No.	Description	Audience	Accessibility/ Outcome	No. Participating Districts/ Charter Schools	All Sampled Districts Participated
1	Mathematics Test Specifications Meeting (June 29–30)	Teachers and curriculum experts	Provided recommendations for the grade 5 mathematics test specifications	16	NA
2	ELA/Reading Test Specifications Meeting (July 7)	Teachers and curriculum experts	Provided recommendations for the grade 6 ELA/reading test specifications	15	NA
3	Webinar (July 13)	Superinten-dents/charter school directors	Presented live with recording available to registered participants. Also posted PowerPoint on superintend-dents' page on the NCDPI web site, Testing News Network (TNN), and NC Education	31	No
	2015–16 *Participation in Field Tests and Special Studies* Memo (July 13)	Select LEA superinten-dents/select charter school directors	Sent to select LEA superintendents/ charter school directors and posted on NC Education	NA	NA
	Parent Notification Letter (July 13)	Parents of students participating in the study	Distributed to selected districts/ charter schools and posted on NC Education	NA	NA
4	Webinar (July 20)	District/ school staff	Presented live with recording available to registered participants. Also posted PowerPoint on superinten-dents' page on NCDPI website,	39	No

No.	Description	Audience	Accessibility/ Outcome	No. Participating Districts/ Charter Schools	All Sampled Districts Participated
			TNN, and NC Education		
5	Assessment Specifications Documents (July 23)	District/ school staff	Shared with superintendents on July 23. Also posted on TNN and NC Education	NA	NA
6	Webinar (July 27)	District/ school staff	Presented live with recording available to registered participants. Also posted PowerPoint on superinten-dents' page on NCDPI website, TNN, and NC Education	36	No
7	Professional Development for ELA/ Reading Instructional Support (August)	District/ school staff	Webinars scheduled before the first interim test on the following dates: • August 19 • August 20	TBD	TBD
8	Professional Development for Mathematics Instructional Support (August)	District/ school staff	Delivered face-to-face at three locations before the first interim test: • August 4: Greenville • August 7: Greensboro • August 11: Hickory	TBD	TBD
9	Frequently Asked Questions (September)	District/ school staff	In development: will be posted on NCDPI website, TNN, and NC Education	NA	NA

No.	Description	Audience	Accessibility/ Outcome	No. Participating Districts/ Charter Schools	All Sampled Districts Participated
10	Professional Development for ELA/ Reading Instructional Support (October)	District/ school staff	Webinar for Q&A and in response to survey needs from teachers • After 1st interim test window (Oct. 1–30)	TBD	TBD
11	Professional Development for Mathematics Instructional Support	District/ school staff	Webinars for Q&A in response to teacher feedback: • midpoint of first quarter • after the first interim test window (Oct. 1–31)	TBD	TBD
12	Professional Development: Using Data to Inform Instruction (October)	District/ school staff	A webinar will be scheduled during the beginning of the 1st interim test window to discuss the use of the interim test data to inform instruction.	TBD	TBD
13	ELA/Reading PD Resources	District/ school staff	All PD presentations and resources will be posted to a shared EDMODO site. The link to the EDMODO site will also be placed on NC Education.	NA	available to all
14	Mathematics PD Resources	District/ school staff	All PD presentations and resources will be posted to the NCDPI mathematics Wikispace. The link to the	NA	available to all

No.	Description	Audience	Accessibility/ Outcome	No. Participating Districts/ Charter Schools	All Sampled Districts Participated
			mathematics Wikispace will be placed on NC Education.		
15	Ongoing PD for ELA/Reading and Mathematics	District/ school staff	Additional PD modules will be developed in response to feedback from teachers throughout the course of the POC study.	TBD	TBD

Chapter 2: Proof of Concept Study Design

2.1 Purpose of the Proof of Concept Study

The North Carolina Department of Public Instruction (NCDPI) is determining the feasibility of proceeding to a statewide through-grade assessment model that includes testing in grades 3–8 English language arts (ELA)/reading and mathematics. A through-grade assessment model typically consists of three or four assessments administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction.

In order to address the research questions and determine the feasibility of implementing a statewide through-grade assessment system, a Proof of Concept (POC) study of the North Carolina State Board of Education (NC SBE) recommended model was conducted for grade 5 mathematics and grade 6 ELA/reading during the 2015–16 school year. The research questions of the study are found in Appendix D. The interim assessments' results pertaining to the POC study are presented in the Results section of this document.

2.1.1 Study Design

The model consists of three interim assessments administered throughout the school year and a shortened stand-alone summative assessment administered at the end of the school year. A POC study of the through-grade model was conducted during the 2015–16 school year to determine the feasibility of concept and to determine the best course of action for future state assessments.

For reference, the weight distributions of the content standards for the grade 6 ELA/reading and the grade 5 mathematics end-of-grade (EOG) assessments are shown in Table 6, respectively.

2.1.2 The Sampling Plan

A stratified random sampling method with four demographic variables (region, ethnicity, gender, and economically disadvantaged students) and one school-level achievement variable (mean-scale score) were used to ensure that the selected samples are representative of the state. The process was executed in SAS using SURVEYSELEC method. The sample excluded students from alternative, extended day, hospital, special education, vocational, federal, and

year-round schools. The year-round schools were not included because of their conflicts with the scheduling and timing of the POC study. In addition, the following student groups, who were not eligible to participate in the interim assessments, were excluded:

- students with disabilities whose Individualized Education Programs (IEPs) documented participation in the ***NCEXTEND1*** alternate assessment
- English Learner (EL) students who scored below Level 4.0 Expanding on the W-APT and were in their first year in U.S. schools were not eligible to participate in the grade 6 ELA/reading study, but they were eligible to participate in the grade 5 math study
- students who were granted a medical exception from the Division of Accountability Services for the EOG assessments

The sampling procedures resulted in a statewide representative sample of 45 schools with 4,021 students for grade 5 mathematics and 35 schools with 4,859 students for grade 6 ELA/reading. The list of all participating schools can be viewed in Appendix C1. Six schools from three local education agencies (LEAs) voluntarily participated in the POC study. The NCDPI provided all necessary professional development and reports to the volunteer schools. However, their results were excluded from the analysis and reporting.

Some schools from the sample were uncomfortable administering the interim assessments given that they already have their own benchmark assessment. These schools formally filed applications to be excused from the POC study participation. The Compliance Commission for Accountability held a webinar on July 30, 2015, to hear arguments/counter arguments for dropping from the sample. Only two schools were granted a hardship waiver from the administration of the interim assessments and were approved for nonparticipation in the POC study. Psychometricians confirmed that dropping the two schools from the sample did not affect the demographic distribution and mean scale score significantly.

In order to compare the results from the sample schools who administered the interim assessments, a set of 35 comparison group schools with 3,725 students for grade 5 mathematics and 35 schools with 4,972 students for grade 6 ELA/reading was selected. These schools did not administer the interim assessments but took the same shortened end-of-year version as the sample schools. The same criteria (region, gender, ethnicity, economically disadvantage, and mean scale score) as the selection of POC study sample schools were used to select the

comparison group sample. The list of selected comparison group schools is shown in Appendix C2.

2.2 Mathematics and ELA/Reading Test Specifications Meetings and Recommendations

For designing the interim test structures and developing tests for the POC study, teachers, instructional coaches, facilitators, and educational specialists from across the state were invited to the NCDPI for a mathematics workshop on June 29–30, 2015, and for an ELA/reading workshop on July 7, 2015. The number and type of participants (i.e., teacher or coach) from the eight different regions across the state, plus the number of years of experience and grade level taught by the participants are displayed in Tables 4 and 5.

Table 4. *Summary of Participants' Experience—ELA/Reading*

Region	No. of Participants	Teachers/ Coaches	No. of Teachers/ Yrs. Experience	No. of Coaches/ Yrs. Experience	Grade Level Taught/Yrs. Experience
1	4	3/1	1: >10; 2: 6–10	1: 1–2	1: 3–5; 3: 6–8
3	2	1/1	1: 3–5	1: 1–2	6–8
4	1	0/1	N/A	1: 6–10	6–8
5	2	1/1	1: 3–5	1: 3–5	6–8
6	2	2/0	1: 6–10; 1: >10	N/A	6–8
7	4	2/2			6–8
8	2	1/1	1: 3–5	1: 1–2	1: 3–5; 1: 6–8

Table 5. *Summary of Participants' Experience—Mathematics*

Region	No. of Participants	Teachers/ Coaches	No. of Teachers/ Yrs. Experience	No. of Coaches/ Yrs. Experience	Grade Level Taught/Yrs. Experience
1	3	1/2	1: >10	2: 6–10	2: 3–5; 1: 6–8
2	1	1/0	1: >10	N/A	3–5
3	4	3/1	1: 3–5; 2: >10	1: 6–10	3–5
4	2	0/2	N/A	1: 6–10; 1: 1–2	3–5
5	2	1/1	1: 6–10	1: 6–10	3–5
6	4	3/1	1: 1–2; 2: 3–5	1: >10	2: K–2; 2: 3–5
7	1	1/0	1:6–10	N/A	3–5
8	4	3/1	1: >10; 1:3–5	1: 1–2	3–5
			1:6–10		3–5

The NCDPI curriculum and instruction staff provided training for the first half of the meetings. During the second half of the meetings, the NCDPI test development staff collected feedback and recommendations from the participant teachers and coaches. The test development team discussed teacher recommendations with the NCDPI curriculum and instruction staff to finalize test specifications. Feedback was collected from sampled schools throughout the year.

The ELA meeting participants recommended assessing the same content standard in each interim assessment with increasing content complexities. The recommended standards assessed on each ELA/reading interim assessment included: RL.1, RL.2, RL.3, RL.4, RL.5, L.4a, L.5.a, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8. Interim 1 consisted of 20 multiple-choice items from poetry, informational, and literature domains. Subsequently, Interim 2 and Interim 3 assessments had 19 multiple-choice items and one constructed-response (CR) item. The CR item is a short answer item and can typically be answered in a paragraph or less. Students must write on lines provided on the answer sheet. Interims 2 and 3 selections assessed informational and literature domains with a higher proportion of informational items. Answer sheets were shipped for central scoring, and results were to be reported within 8 days.

For mathematics, the committee recommended assessing discrete standards in each interim with some overlaps. The test had 25 items with both calculator active and inactive sections. Out of the 25 items, 21 were multiple-choice items (8 calculator inactive, 13 calculator active) and four, gridded-response items (calculator inactive). The recommended test structure from the workshop is listed below:

- Interim 1: 5.NBT.2, 5.NBT.5, 5.MD.5.b, 5.MD.5.c
- Interim 2: 5.NF.1, 5.NF.2, 5.NF.3, 5.NBT.6, 5.NBT.7
- Interim 3: 5.NF.2, 5.NF.4 a & b, 5.NF.6, 5.NF.7 a, b & c, 5.NBT.7

The summative test blueprint and number of items in the interims and summative tests and the corresponding weights across the standards for grade 6 ELA/reading and grade 5 mathematics are shown in Table 6. For the POC year, the selected sample schools took the interim assessments in the paper-and-pencil mode only. Each interim test had up to 90 minutes maximum test administration time. Most of the items were pulled from the EOG item pool, and there was one form for each interim assessment.

Table 6. *Number of Items and Weight Distribution across Interims*

Standards	Summative Weights (%)	Interim								Summative	
		1		2		3		Total			
		No. of Points	%	No. of Points	%	No. of Points	%	No. of Points	%	No. of Points	%
Grade 6 ELA/Reading											
Reading for Literature (RL)	32–36	9	45	10	48	6	29	25	40	16	33
Reading for Information (RI)	41–45	7	35	6	29	10	48	23	37	11	23
Language (L)	21–25	4	20	3	14	3	14	10	16	21	44
Writing (W)	NA	NA	0	2	10	2	10	4	6	NA	NA
Grade 5 Mathematics											
Operations and Algebraic Thinking (OA)	5–10	NA	NA	NA	NA	NA	NA	NA	NA	3	7
Number and Operations in Base Ten (NBT)	20–27	13	52	10	40	5	20	28	37	11	25
Number and Operations—Fraction (NF)	47–52	NA	NA	15	60	20	80	35	47	22	50
Measurement and Data (MD)	10–15	12	48	NA	NA	NA	NA	12	16	6	14
Geometry (G)	2–7	NA	NA	NA	NA	NA	NA	NA	NA	2	5

As a part of the POC study, students from the sample schools and a set of proxy schools (i.e., a sample who did not take the interim assessments) took a shortened version (i.e., without field test items) of the EOG tests. The proxy schools were included for comparison purposes. The test design in terms of number of items of the shortened EOG assessments for grade 5 mathematics and grade 6 ELA/reading are shown in Table 7.

Table 7. *Test Structure for the Shortened End-of-Grade Assessments*

Special Study	Number Multiple-Choice Items	Number CR/ Gridded Items	Total Number of Items
Grade 5 Mathematics	38	6	44
Grade 6 ELA/Reading	48	NA	48

In order to develop new items to be included in the POC interim and shortened EOG assessments, North Carolina educators play an important role by writing and reviewing test items. North Carolina professional educators from across the state who have current classroom experience are recruited and trained as item writers and developers for state tests. Diversity in

terms of gender, ethnicity, region, and teaching experience to general and exceptional children, and their knowledge of the current state-adopted content standards has been a key criterion in the selection of item writers. Trained North Carolina educators also review items and suggest necessary improvements. The use of classroom teachers from across the state ensures that instructional and face validity of the assessment is maintained. Details of this process are documented in Chapter 3.

2.3 Interim Assessment Policy

Interim Test Administrations

- Districts/charter schools can determine the testing days within the designated windows.
- Interims are not required to be administered to all students on the same day, but should be administered within the same week.
- Make-up administrations are optional but are strongly recommended.
- Interims should be administered by the classroom teacher.
- Proctors are not required for interim administrations.
- Administrations do not require the removal of classroom displays.

Students Eligible to Participate

- Mathematics Grade 5
    - All students enrolled in grade 5 at sampled schools who participate in the standard administration of the EOG mathematics assessment are eligible to take interim assessments.
- ELA/Reading Grade 6
    - All students enrolled in grade 6 at sampled schools who participate in the standard administration of the EOG ELA/reading assessment are eligible to take interim assessments.
- Both
    - Transfer students—Take the interim(s)
    - No opt out

Students Not Eligible to Participate

The following students are not eligible to take the interim assessments:

- Students with disabilities whose IEPs document participation in the ***NCEXTEND1*** alternate assessment
- English Learner (EL) students who scored below Level 4.0 Expanding on the W-APT and are in their first year in U.S. schools are not eligible to participate in the grade 6 ELA/reading study, but they are eligible to participate in the grade 5 mathematics study.
- Students who are granted a medical exception from the Division of Accountability Services for the EOG assessments

Accommodations

For the POC study, the following procedures affect the provision of accommodations that are typically used by students with disabilities, including students identified only under Section 504, and EL students:

- IEP, 504, and/or EL teams do not have to reconvene and document the accommodations for the POC special study.
- Students use the accommodations that are specified on their current IEPs, Section 504 Plans, or EL documentation for the POC interims.
- Instructional accommodations may be used for the interims except for the *Test Administrator Reads Test Aloud (in English)* and the *Interpreter/Transliterator Signs/Cues Test* accommodations for grade 6 ELA/reading. Reading aloud or signing/cueing the selections, questions, or answer choices invalidates results because the interims measure reading skills.

Special Print Versions

- *Accommodation Notification Request Forms* for special print versions do not need to be sent to the NCDPI for interim assessments.
- *Braille*, *Large Print* (LP), *One Test Item Per Page* (OIPP), and *Large Print One Test Item Per Page Editions* (LP/OIPP) can be ordered from the Testing News Network (TNN).
- Orders for special print versions must be submitted at least thirty (30) working days before the actual administration date.

Materials

- Proof of Concept Teacher's Guide for Interim Assessments
    - There are 2 guides:1 for ELA/reading and 1 for mathematics
- Answer sheets

- Test books (separate test books for the subjects)

Required Supplemental Materials

- English Language Arts/Reading
    - Blank paper
- Mathematics
    - Blank paper
    - Graph paper (auto-shipped for interims)
    - Calculators
        - Any four-function calculator with memory key

Test Security

- Assessment guides are not secure test materials.
    - Stored at the school until all interims have been administered, then securely destroyed
- Following the administration, interim assessment booklets are to be kept at the schools for 4 weeks, then securely destroyed.
    - Booklets must remain in the school.
    - Booklets should be accounted for at all times.
    - Local decisions are made as to where booklets are stored at the school (storage facility must not be accessible to students).
    - Teachers should use the booklets with students in reviews.
    - Parents can view the booklets only within the school setting. The teacher can share with parents the student's scores on the items through customary communication (i.e., individual parent/teacher conferences at the school).
    - Interim assessment booklets, items, and/or content cannot be shared with other schools.

2.4 Shortened EOG Assessment Policy

Since the shortened EOG assessment used in the POC study was the general EOG without the embedded field test items, policies that applied to the general test were also applicable to the shortened version.

The same script from the EOG assessment guide was used during the administration, and POC answer sheets were included in the sample materials section. At the conclusion of testing the POC test books were returned to Technical Outreach for Public Schools (TOPS) for secure destruction so that no summer school administrations would erroneously occur.

Chapter 3: Test Development Process

3.1 Item Source and Item Format

The items for the interim assessments partially came from the 2012–13 to 2014–15 summative test administration's item pool. Some items required for the particular domains were newly developed for the interim assessments. The new item development followed the same vetting process as the field-test item development for the regular tests.

3.2 Test Construction

As indicated earlier, the North Carolina Department of Public Instruction (NCDPI) assembled a panel of content specific teachers and academic/instructional coaches (mathematics: June 29–30, 2015; English language arts (ELA)/reading: July 7, 2015) to collaborate and develop recommendations for a prioritization of the content structures (Tables 8 and 9) and to identify the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test items.

For ELA, the group recommended assessing the same standards across the three interim assessments with increasing complexities over administrations. The panel recommended this approach primarily because of the nature of instruction in ELA/reading. The following standards are assessed on each ELA/reading interim assessment:

- RL.1, RL.2, RL.3, RL.4, RL.5, L.4a, L.5.a
- RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8

Based on the recommendations from the panel on instructional content structures across quarters, the NCDPI test development staff, Technical Outreach for Public Schools (TOPS) content experts, and psychometricians assembled interim assessments. For the first ELA/reading interim, items of easy to medium difficulty were chosen. The interim 2 items were balanced with mostly medium difficulty and fewer easy and hard items. The interim 3 items were medium to hard in difficulty. The difficulty level of the items was judged based on the p-values and content experts' perception of the standards. Interims 2 and 3 each included one writing item. Table 8 depicts the test specification details.

Table 8. *Interim Test Specifications—ELA/Reading Grade 6*

Standards	Domain Names	Summative Weight Distribution	Interim					
			1		2		3	
			N	%	N	%	N	%
Reading Literature (RL)		32–36%	9	45%	10	50%	6	30%
	6.RL.1		2		1		1	
	6.RL.2		2		2		1	
	6.RL.3		1		2		2	
	6.RL.4		2		3		1	
	6.RL.5		2		2		1	
Reading for Information (RI)		41–45%	7	35%	6	30%	10	50%
	6.RI.1		1		1		2	
	6.RI.2		1		1		1	
	6.RI.3		1		1		1	
	6.RI.4		1		0		1	
	6.RI.5		1		1		2	
	6.RI.6		1		1		2	
	6.RI.8		1		1		1	
Language (L)		21–25%	4	20%	3	15%	3	15%
	6.L.4.a		3		2		2	
	6.L.5.a		1		1		1	
Writing (W)		0%	0	N/A	1	5%	1	5%
	6.W.9.a		0		1		1	

For the mathematics interim assessments, teachers and academic/instructional coaches recommended assessing distinct standards across the interim assessments. Because each interim assesses distinct standards, the difficulties of the items in each interim test were mostly medium with fewer easy and hard items. Table 9 lists the standards, domains within standards, and number of items from each domain and their corresponding percentages in the mathematics interim assessments.

Table 9. *Standards Assessed in Each Mathematics Interim Assessment*

Standards	Domain Names	Summative Weight Distribution	Interim					
			1		2		3	
			N	%	N	%	N	%
Operations and Algebraic Thinking (OA)		5–10%						
Number and Operations in Base Ten (NBT)		20–27%	13	52.0	10	40.0	5	20.0
	5.NBT.2		6		0		0	
	5.NBT.5		7		0		0	
	5.NBT.6		0		5		0	
	5.NBT.7		0		5		5	
Number and Operations—Fraction (NF)		47–52%			15	60.0	20	80.0
	5.NF.1		0		5		5	
	5.NF.2		0		5		0	
	5.NF.3		0		5		0	
	5.NF.4 a & b		0		0		5	
	5.NF.6		0		0		5	
	5.NF.7 a, b, & c		0		0		5	
Measurement and Data (MD)		10–15%	12	48.0	0		0	
	5.MD.5 b		7		0		0	
	5.MD.5 c		5		0		0	
Geometry (G)		2–7%	0		0		0	

Note: The focus of standard 5.NBT.7 is on the operation of addition and subtraction.

Once the instructional content structures across the quarters were identified, construction of the first interim assessment was begun.

3.2.1 Design of the ELA/Reading Interims

The interim assessments include multiple-choice (MC) and constructed response (CR) items. The teachers' and academic/instructional coaches' panel recommended:

- 20 MC items in interim 1
- 20 items (19 MC and 1 CR) in interim 2 and interim 3

The CR item is a short answer and can typically be answered in a paragraph or less. Students write their responses on the lines provided on the answer sheet. The maximum time allowed for the ELA/reading interims is 90 minutes (Table 10).

Table 10. *Total Number of Items and Time Allotment—Grade 6 ELA/Reading*

Interim Assessment	Maximum Time Allowed*	Total Number of Items	Item Types
Interim 1	90 minutes	20	Multiple-Choice (20)
Interim 2	90 minutes	20	Multiple-Choice (19) Constructed-Response (1)
Interim 3	90 minutes	20	Multiple-Choice (19) Constructed-Response (1)

*The maximum time allowed does not include time for breaks or general instructions.

3.2.2 Design of the Mathematics Interims

- The interim assessments include MC and gridded-response (GR) items.
- GR items require students to write a numerical answer in the boxes provided on their answer sheet and then bubble the circles that match what they have printed in the boxes.
- The interim assessments consist of two parts: calculator inactive and calculator active.
- Students are not allowed to use calculators during the calculator inactive part of the assessment.
- Students are allowed to use calculators during the calculator active part of the assessment.
- The teachers and academic/instructional coaches panel recommended a total of 25 items (8 MC and 4 GR items that are calculator inactive; 13 MC items that are calculator active) for each of the three interim assessments.

- The maximum time allowed for the ELA/mathematics interims is 90 minutes (Table 11).

Table 11. *Total Number of Items and Time Allotment—Grade 5 Mathematics*

Interim Assessment	Maximum Time Allowed*	Total Number of Items	Item Types
Interims 1–3	90 minutes	25	Multiple-Choice (21) Gridded-Response (4)

*The maximum time allowed does not include time for breaks or general instructions.

3.2.3 Design of the Shortened End-of-Grade Assessments

- The test specifications were the same as the regular end-of-grade (EOG) test specifications.
- Students at grade 5 had an assessment book that contained the regular ELA/reading EOG and the shortened mathematics EOG assessments. Students at grade 6 had an assessment book that contained the regular mathematics EOG and the shortened ELA/reading EOG assessments.
- The shortened EOG assessments did not contain any field test items. This shortened the test for the grade/content when compared to the regular EOG tests.
- Only the operational items are scored in a normal EOG administration.
- The shortened EOG assessment contained only MC questions for ELA/reading and MC and GR questions for mathematics.
- Students with disabilities used the same accommodations for the modified assessments that were specified in their current Individualized Education Programs (IEPs), Section 504 Plans, or EL documentation for the regular EOG assessments. The IEP, 504, and/or EL teams do not have to reconvene and document the accommodations for the Proof of Concept Study (POC).
- The shortened EOG assessment was included in accountability and teacher effectiveness calculations.

Chapter 4: Stakeholder Feedback

4.1 Interim 1: Surveys and Results

Surveys were conducted to gather feedback from teachers and parents for each interim assessment. A brief description of the interim 1 survey and a summary of the results follows.

4.1.1 Mathematics Teacher Survey and Results

There was a total of 135 mathematics teachers who provided feedback on the mathematics interim 1 assessment survey. Over half of the teachers who responded to the survey did not attend the face-to-face professional development (PD) meeting in August. About 63.1% of the teachers who attended the meeting agreed or strongly agreed that PD prior to interim 1 influenced their instruction. This seems to suggest that face-to-face training would be beneficial for future interim testing. Moreover, 61.5% responded that the PD was sufficient, and 75% of the respondents said they would not need additional curriculum and instruction PD training meetings. Those who responded that they would need additional PD training recommended training on instructional strategies to help them prepare students for the interims.

About 96.2% of the students received 5–6 weeks or more of instruction before being assessed on the mathematics interim 1 assessment. Similarly, 72.9% of the students received 7–8 weeks or more of instruction. A clear majority of the teachers (78%) stated that no additional content standards should be assessed, meaning that the current structure (pacing guide) is appropriate. The combination of these responses offers evidence that the standards covered in the mathematics interim 1 were sufficient according to the content structure and allowed enough instruction time before being tested.

Almost 75% of the teachers surveyed responded that they will not administer local benchmark assessments in the fall. Of the remaining 25% of teachers whose school administered local benchmarks, assessments given included NWEA, Benchmark-HCS, Math 5 Cycle 1 District Benchmark, Case 21, Beacon Benchmark Cycle Assessment, iReady, EOG MGSD, SchoolNet pretest, and MAPS. An overwhelming majority of the respondents (76.5%) said they planned on using the results of the interim to adjust future instruction, and 89.4% said they will provide remediation or enrichment activities. This result is in line with the intended purpose of the Proof of Concept (POC) study.

Almost all of the respondents agreed or strongly agreed that the item report provided useful information and access to the test books following the interim. The full results of the Grade 5 Mathematics Interim Assessment 1 Teacher Survey can be found in Appendix H.

4.1.2 ELA/Reading Teacher Survey and Results

A total of 98 English language arts (ELA) teachers responded to the ELA/reading survey. In contrast to the mathematics survey respondents, over 59.8% of the ELA/reading teachers attended or listened to one or both days of the PD meetings provided by the North Carolina Department of Public Instruction (NCDPI). The teachers who attended were mixed on whether or not attendance affected their instruction, with 35.4% agreeing or strongly agreeing that the PD before interim 1 affected their instruction, and 35.9% believing that the PD was sufficient. Those who agreed that the PD was not sufficient also thought that more guidance on instructional strategies would be helpful.

Even though a higher proportion of teachers said the PD was not sufficient, most (77.4%) said they do not need further curriculum and instructional PD workshops. Those who said they will need PD workshops were interested in knowing the standards being assessed in depth and how to best prepare their students for them.

The level of instruction per standard was concurrent with the mathematics results. About 93.7% responded that the students had 5–6 weeks or more time for instruction before the interim 1 assessment. The literature content standards received more instruction time for interim 1 than the informational standards, although the informational standards had sufficient instruction for testing. Over 75% of the ELA/reading teachers said that the blueprint of interim 1 reflected their classroom instruction. About 34% of the teachers said they are administering local benchmark tests in addition to the interim assessments. Similarly, most (88%) of the teachers indicated that they have planned to adjust instruction and provide students remediation or enrichment activities after receiving results from the interim 1 assessment.

Like the mathematics survey results, the ELA respondents found the class item report to be useful. The full results for the Grade 6 ELA/Reading Interim Assessment 1 Teacher Survey are available following the mathematics results in the back of Appendix H.

4.2 Interim 2: Surveys and Results

Surveys were conducted to gather feedback from teachers and parents for each interim assessment. A brief description of the interim 2 survey and a summary of the results follows.

4.2.1 Mathematics Teacher Survey and Results

A total of 137 mathematics teachers provided feedback on the mathematics interim 2 assessment survey. Most (82.4%) of the respondents taught grade 5 mathematics in the 2015–16 school year. All of the standards being assessed in interim 2 had a high rate of being taught in the classroom before being assessed. This seems to suggest that the pacing of instruction was on target.

One area of concern that revealed itself in this survey was the amount of time allowed to complete the assessment. Nearly half of the students (49.2%) required more than 75 minutes to complete the assessment. One teacher responded in the comment section that "90% or more of my students did not finish the assessment, or when I gave the 5 minute warning they rushed and bubbled in to complete it." This is an area that will be researched if future interims are administered.

Using the results to adjust future instruction was once again a popular option with the teachers (79.1%). A high percentage of teachers also planned to use the results for whole-class discussion and for formative assessment with individual students. Most (90.7%) agreed or strongly agreed that the class item report provided useful information to assist in instructional strategies.

The full results for the Grade 5 Mathematics Interim Assessment 2 Teacher Survey can be found in Appendix I.

4.2.2 ELA/Reading Teacher Survey and Results

A total of 98 teachers responded to the grade 6 ELA/reading interim assessment 2 survey. The majority (85.1%) of the respondents taught grade 6 ELA during the 2015–16 school year. Other types of teachers who administered the interim assessment included science and special education teachers. This is a common practice in schools where resources are stretched during testing windows.

Many (40.9%) of the students participating in the assessment had 16–17 weeks of instruction, and only 10.8% had less than 14 weeks. All of the content standards were covered at a high rate with the exception of the informational standards. This correlates with the responses on the survey question that asks if there are content standards that should not be assessed on the second interim. The survey choice that received the most negative responses was the informational standard I.8 ("Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). This standard will be investigated if future iterations of this assessment are approved.

The majority of the respondents used the results of the second interim to provide remediation or enrichment activities as well as to adjust future instruction. The survey results seemed to suggest that more ELA teachers (79.6%) used the results to adjust instruction in the classroom than as a guide for formative assessment (39.8%). The ELA teachers also seemed to find less value in the class item report than the mathematics teachers. Only 72.8% of the latter agreed or strongly agreed that the report provided useful information.

The full results of the Grade 6 ELA/Reading Interim Assessment 2 Teacher Survey can be viewed in Appendix J.

4.3 Interim 3: Surveys and Results

Surveys were conducted to gather feedback from teachers and parents for each interim assessment. A brief description of the interim 3 survey and a summary of the results follows.

4.3.1 Mathematics Teacher Survey and Results

A total of 111 mathematics teachers provided feedback on the mathematics interim 3 assessment survey. Most (85%) of the respondents taught grade 5 mathematics in the 2015–16 school year. Out of the 111 respondents, more than half (66%) reported their school did not administer local benchmarks, but about 10% said they administered local benchmarks before interim 3, and 24% said they would administer a benchmark after interim 3. The names of the local mathematics benchmark tests included: Case 21, BM_5_3, CMA, COACH Jumpstart, Cycle 4 assessment, Discovery Education, i-Ready, NWEA, USA Test Prep, and WS/FCS.

About 67% agreed or strongly agreed that "student performance on the interim assessments accurately reflects student understanding of the standards that are assessed." Of the

111 respondents, 92 responded that the content assessed in interim 3 was sufficient. Four (4) teachers indicated that the assessment of additional standards such as NF.1, 2, 3; order of operation; MD and geometry standards; and NF.5 would have been a benefit to students. Several teachers felt that NBT.7, NF.7c, NF.2, NF.7a, NF.4a should not have been assessed in interim 3.

About 74% of the respondents agreed or strongly agreed that "students were more comfortable with the gridded response item coding in interim assessment 3 than in interim assessments 1 and 2." Of these respondents, 6% mentioned that they incorporate gridded response questions in the classroom activities daily, 23% weekly, 37% monthly, 26% quarterly, and 7% not at all.

Respondents frequently mentioned one of the following regarding "how the interim 1 and interim 2 results were used":

- Adjusted instructional practices for the remainder of 2015–16.
- Provided feedback to other stakeholders.
- Provided remediation activities.
- Provided enrichment.
- Used for whole-class discussion.
- Used to guide formative assessment.

About 44% of the respondents received the class item report within 2 days of the assessment date; 34% received it within a week, 14% received it within a month, and 8% mentioned they did not receive the interim 3 class score report at all. From 93 respondents, 76% felt that the report was useful. Those who perceived the report as useful mentioned that they were "able to analyze certain aspects of the students' tests, such as how well students were doing with calculator inactive/active over three tests," and they were also "able to look at trends in student misconceptions due to wording, incorrect operation choices or just carelessness." Teachers commented on how they were able to use the reports to "analyze student performance on each standard, see what each student needed to work on, and adjust teaching for review with the entire class, remediation, or enrichment." The reports helped teachers make future plans and reflect on their teaching practices.

Regarding the preference in reporting, about 84% of 92 respondents mentioned that the current ordering of the standards on the reports is appropriate. About 13% felt ordering by

question number would be helpful, and about 3% wanted to see the reports ordered by standards and question numbers.

When asked when it would be most instructionally beneficial to have access to the test books following the administration of an interim assessment, 68% of the 93 respondents mentioned within 2 weeks, 30% within a month, 1% said at the end of the year, and 1% mentioned access to the test book was not useful.

Regarding the teachers thoughts on North Carolina's continuing to administer the POC interim assessments, 71% of the 93 respondents would like to continue the interims in more grades and subjects. About 8% of the respondents, however, did not want to continue the interims but rather preferred returning to local benchmarks.

4.3.2 ELA/Reading Teacher Survey and Results

A total of 81 teachers provided feedback on the ELA/reading interim 3 assessment survey. Of these respondents, 86% were teaching grade 6 ELA/reading in the 2015–16 school year.

More than half of the respondents (63%) mentioned their schools would not administer local grade 6 ELA benchmark assessments in the spring; 26% said their schools already administered local benchmarks before the interim 3 assessment, and 11% said their schools would administer benchmarks after interim 3. The local benchmark assessments included Discovery Education, MAP, an EOG released practice version, and STAR Reading.

The majority (68%) of teachers felt that student performance on the interim assessments accurately reflected the students' understanding of the standards assessed. However, respondents disagreed on their perceptions of the students' comfort level with the constructed response item on interims 2 and 3. Half (51%) agreed or strongly agreed that students were more comfortable with the constructed response item in interim assessment 3 than in interim assessment 2, but 49% disagreed or strongly disagreed. Most who disagreed or strongly disagreed gave the reason for the response as "did not see the constructed response scoring rubrics after interim assessment 2." Teachers were to use the interim assessment 2 rubrics as an example in class to show students how they could improve their writing and obtain higher scores. The rubrics were to be used as a review tool and/or a "reverse mapping" activity in class to identify gaps across scores.

Similar to the POC mathematics teachers' survey responses, most ELA/reading teachers used the results from interim assessments 1 and 2 to adjust instructional practices; to provide feedback to parents and other stakeholders; to provide remediation, enrichment, and/or whole-class discussion; and to guide formative assessment. Specifically, the ELA teachers "retaught questions/standards that students did poorly on." Teachers "used the test books for error analysis as a class and in small groups. Students were given opportunities to 'score' constructed writing samples." Data was used in the classroom "to shape remediation and to target areas where students under performed on the assessment (i.e., writing)."

Out of 69 respondents, 23% received the class item report within one week of the assessment date, 65% within a month, and 12% did not receive interim 3 reports. Of the 69 respondents, 79% found the interim 1 and interim 2 reports useful in preparing students for interim 3; 21% did not find them useful. When asked about their preference in reporting and the current ordering of the standards on the report, 72% of the 68 respondents mentioned that the current ordering is "good enough," 22% wanted to see the report ordered by question number, and 4% wanted to see both.

Seventy-seven percent (77%) of the 69 respondents thought it would be most instructionally beneficial to have access to the test books within two weeks following the administration of an interim assessment; 20% felt within a month; 1% said as soon as possible, and 1% mentioned after a month would be workable.

Like the mathematics teachers' responses in the POC interim 3 teacher survey, the ELA teachers (65%) would like to see the POC continue in North Carolina and want the interims to be added to more grades and subjects. As with the mathematics teachers, however, some ELA teachers want to return to local benchmark assessments.

4.4 Summary of Teacher Survey Results

In conclusion, the main concerns of the teachers were the pacing of instruction and how well they could prepare their students in time for the interims. Many teachers commented that they have pacing guides used for instruction and want to make sure they are sufficient for preparing students for each interim. The mathematics teachers were more confident that their students had received instruction on all the standards assessed in interim 1, with nearly 100% affirming it in the survey.

ELA teachers were less sure about student preparation. A higher percentage of teachers thought their students were more prepared for the literature standards than the informational ones. While 80% of the ELA teachers responding thought their students were prepared for the first literature standard, roughly 20% of them thought their students were prepared for the last instructional standard.

Overall, the best results of the survey centered on the usefulness of the class item reports, with 100% of the teachers saying they found something useful on the report. Most of the teachers responded that having the correct responses and knowing which standard the items were aligned to was the most useful aspect of the report. The questions and results of all the teacher surveys are available in Appendices H–J.

4.5 Parent Survey and Results

Almost 70% of the parents responding to the survey indicated they were familiar with the assessment and its purpose. However, the parents did not see the test itself and were not sure what the assessment covered. One parent indicated that he/she does not like testing throughout the year as opposed to one test at the end of the year. The comment inferred that too much time was spent on testing as opposed to instruction. A majority of the parents indicated that the individual student report is clear. However, one parent was not clear about the content of the test. Parents would like to see the exact item their student missed in order to familiarize themselves with the item and know where their student may need additional instruction.

4.6 Webinars and Feedback

Several webinars in support of the Proof of Concept Study were conducted by the NCDPI beginning in the summer of 2015 and continuing into the fall of the 2015–16 school year. The following is a description of these webinars and a summary of the feedback collected from them.

4.6.1 Webinars

Webinar #1: General Overview of Proof of Concept Study (July 13, 2015)

State Superintendent, Dr. June St. Clair Atkinson, and Accountability Services Director, Dr. Tammy Howard, discussed the purposes, design, and timeline for the Proof of Concept Study

and announced the districts and charter schools selected for participation in the study. See Appendix C1 for the sampled schools and their characteristics.

Webinar #2: Additional Information and Next Steps (July 20, 2015)

Additional information and next steps were provided for the Proof of Concept Study. Additional information was provided on when the test specifications would be provided and professional development opportunities would be made available. More information was provided on the policy applicable to the POC and how it compares to general testing policies. Links for online professional development were provided for districts/charter schools that were not able to attend face-to-face meetings.

Webinar #3: Administration and Testing Policies (July 27, 2015)

Interim assessment test specifications, design, administration policy and procedures, and accommodations were discussed. The test specifications are listed in Table 8 and Table 9, and designs are listed in Table 10 and Table 11 in Chapter 3.

Webinar #4: Teacher Webinar (August 18, 2015)

This webinar was designed specifically for teachers participating in the Proof of Concept Study. More in-depth details were provided on the research questions being addressed by the POC, the design of the reports, policies, and available resources.

Webinar #5: Contextualizing the Data (October 15, 2015, and October 29, 2015)

This webinar focused on the student and teacher reports that are available as well as how to use the data from these reports to inform instruction and supports for students. The October 29th webinar was a repeat of the October 15th presentation. The sample reports discussed in this webinar are described in Chapter 6.

4.6.2 Feedback on Webinars

The following table (Table 12) represents information gained from post-webinar surveys for typical questions.

Table 12. *Webinar Feedback*

Question 1. Having interim or quarterly assessments better captures students' mathematical understanding.

Category	Number of Respondents	%
Strongly Disagree	1	2.0
Disagree	4	7.8
Agree	6	11.8
Strongly Agree	40	78.4
Total	51	100

Question 2. I have given district-level quarterly or interim assessments prior to the 2015–16 school year.

Category	Number of Respondents	%
No, I did not use any quarterly assessments	2	3.9
No, we only had school level quarterly assessments	1	2.0
Yes, but in another grade or school	6	11.8
Yes, in 5th grade	42	82.4
Total	51	100.0

Question 3. Smaller assessments improve student performance.

Category	Number of Respondents	%
Strongly Disagree	4	7.8
Disagree	3	5.9
Agree	18	35.3
Strongly Agree	26	51.0
Total	51	100.0

4.7 The Class Item Report

Interim 1:

Teachers were asked to provide feedback on class reports in terms of what information could be useful for them to monitor student performance. On the question for usefulness of the class item report, 80.9% of the respondents for mathematics and 78.7% of the respondents for ELA/reading indicated they agreed or strongly agreed that the report provides useful information. Teachers indicated that the report is simple to understand with item analysis data and shows where students' strengths and weaknesses are as a guide for future instruction. Also, the report can be shared with parents. Of the information provided, a majority of the teachers

liked content standards assessed by each item, class percent, correct answer, student responses, and depth of knowledge.

Most of the teachers commented that the report was clear enough. Some of the teachers indicated that they want to see the question numbers in numerical order and different colors to distinguish different information. Teachers would like the report provided sooner and would like to have the percent correct at the domain level, like Language, Literature, and Informational in ELA/reading, and the percent correct at the student level.

Interim 2:

Overall, 90.7% of the mathematics teachers responded favorably to the class item report. Teachers cited the ability to review the questions most frequently missed and adjust instruction to address these problem areas as a distinct advantage. Being able to drill down to the exact standard assessed by each item was seen as the best function of the report, with 83.2% of the teachers responding affirmatively to the question of the most useful items provided. One mathematics teacher commented that he/she used the item(s) missed by each student to plan study time and engage in intervention when necessary.

In contrast, the ELA/reading teachers did not perceive as much value in the class item report. A majority (72.8%) agreed or strongly agreed that the report provided useful information. Some teachers (71.6%) thought seeing the student responses was helpful. One of the teachers thought that "a graph or other visual" would be beneficial.

The following is a sampling of teacher comments regarding the class item report submitted on the POC interim 2 assessment survey:

- "I use the data to drive instruction and personalize learning.
- The class report revealed the area where my students struggled the most.
- I appreciate all of the information and access to the actual test.
- We were able to look back at the questions most frequently missed and analyze what caused the students to miss them.
- I am able to see the common mistake and adjust teaching and remediation based on the misconceptions."

The full results and teacher comments for the interim 2 surveys are found in Appendices I and J.

Interim 3:

The teacher survey results for the grade 5 mathematics interim 3 report indicated that of the 93 respondents, 76% felt that the report was useful, and 24% felt that the report was not useful. For grade 6 ELA/reading report, about 79% out of 68 respondents found the interim 1 and interim 2 reports useful in preparing students for interim 3, and 21% found them not useful. Among those who perceived the report as useful, some typical responses from grade 5 mathematics teachers include:

- "Analyzing student performance on each standard, what each student needed to work on, and what I needed to review with the entire class for remediation, or enrichment, helps me to improve my practices as a teacher.
- Being able to see which questions students often got wrong was helpful for remediation.
- Breaking up the concepts helps students understand what they are doing well on and what they need to study more.
- Helped prepare students for gridded response items.
- I love how the report is laid out so you can see the number completed in both sections, and you can tell how students did in individual strands and between having the calculator and not having it.
- The report helped me make future plans and reflect on my practices leading up to the interim. The report guided planning and instruction.
- All the reports are teacher, parent, and student friendly. The interims and the reports are a big step in the right direction versus the traditional EOG tests."

Eighty-four percent (84%) of the 93 teachers surveyed, mentioned that the current ordering of the standards on the report is appropriate. About 13% felt ordering by question number would be helpful, and about 3% wanted to see the reports ordered by standards and question numbers.

Chapter 5: Test Administration

5.1 Testing Windows

Local education agencies (LEAs) and charter schools determined the administration days for each interim assessment within the North Carolina Department of Public Instruction's (NCDPI) designated assessment windows. The interim assessment windows for the 2015–16 school year were as follows:

- Interim 1: October 1–30, 2015
- Interim 2: December 8, 2015–January 22, 2016
- Interim 3: March 3–31, 2016

5.2 Test Administration Mode

All Proof of Concept (POC) Study assessments were administered in paper-and-pencil format. Interim assessments were administered in the students' regular classrooms or in the usual location(s) used by those students with disabilities who were provided the *Testing in a Separate Room* accommodation. Students sat where they normally sat. Furniture was not arranged differently for the administration. Large scale administrations (e.g., classes combined for the administration) were prohibited. Teachers were not required to remove displays from the walls, but they were required to contact the school test coordinator before administering an interim assessment if they had questions related to the assessment environment. In other words, the interim assessments were administered in as low-key an environment as possible so that teachers and students did not feel pressure.

5.3 Test Coordinators and Responsibilities

Teachers were required to be trained at least once in test security and testing procedures before they administered any interim assessment (i.e., teachers did not have to be retrained for interims 2 and 3 if they were trained for interim 1). The school system or school test coordinator scheduled and conducted the training session(s). Teachers were instructed to read the assessment guide thoroughly before attending the training sessions and take it to the training so it could be referred to as needed. Teachers were asked to make note of any questions regarding their responsibilities.

5.4 Test Security

Following the administration of a POC interim assessment, the test books were kept in the classroom and used for instruction for 4 weeks before being securely destroyed. Since POC assessments are primarily for tracking student performance and providing feedback for instruction, the status level of security need not be as high as the summative assessments'. It is recommended that the interim assessments be administered in a low-key environment with no pressure on teachers or students.

The administration of the shortened end-of-grade (EOG) assessment for the POC, however, followed the same security and administration guidelines as those of the regular ELA/reading and mathematics EOG assessments. The POC end-of-year (EOY) scores were used just as the EOG scores were used for accountability and reporting.

5.5 Test Accommodations and Eligibility

Individualized Education Program (IEP), Section 504 Plan, and English Learner (EL) teams/committees did not have to reconvene and document accommodations for the POC interim assessments. For the interim assessments, students could use the accommodations that were specified on their current IEPs, Section 504 Plans, or EL documentation for the EOG ELA/reading or EOG mathematics assessments. Additionally, the accommodations used routinely during instruction and classroom assessments could be used for the interims. However, it was important to know which construct was being tested so the chosen accommodations yielded valid results. For example, a teacher reading the ELA/reading interim assessment aloud to a student would invalidate the results.

The NCDPI allows the following accommodations for EOG assessments if the required accommodations are documented on students IEP, Section 504 Plan, EL documentation, or transitory impairment documentation. The same accommodations may be available for the interim assessments:

- Assistive Technology Devices
- Braille Edition
- Braille Writer/Slate and Stylus (Braille Paper)
- Cranmer Abacus
- Dictation to a Scribe

- Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)
- Interpreter/Translator Signs/Cues Test
- Large Print Edition
- Magnification Devices
- Multiple Testing Sessions
- One Test Item Per Page Edition
- Scheduled Extended Time
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- Test Administrator Reads Test Aloud (in English) (not approved for the ELA/reading EOG grades 3–8)
- Testing in a Separate Room

5.6 Constructed Response Scoring for ELA/Reading Interims 2 and 3

Grade 6 POC ELA/reading interims 2 and 3 each had a constructed response item that required human scorers. Student responses for the constructed response item were image scanned and distributed to human scorers. Scored test records and student answer sheets were returned to the LEA test coordinator within seven (7) days of receipt. The LEA test coordinator returned score reports and student answer sheets to the teachers no later than three (3) school days after receipt from the North Carolina Department of Public Instruction (NCDPI). The rubric for the constructed response items can be viewed in full in Appendix K.

Chapter 6: Data Analysis and Results

6.1 Distribution of Demographic Variables

Summary of the demographic variables for the grade 6 ELA/reading and grade 5 mathematics samples in Proof of Concept (POC) interim 1 assessments and the corresponding 2014–15 spring population for the end-of-grade (EOG) are shown in Table 13. Results show that the samples closely represent the population in terms of gender, ethnicity, and major accommodations.

Table 13. *Summary of Demographic Variables*

Demographic Variables		Grade 6 ELA/Reading		Grade 5 Mathematics	
		% Population	% Sample	% Population	% Sample
Gender	Female	48.7	48.1	48.7	49.7
	Male	51.2	50.8	51.2	49.7
Ethnicity	Asian	2.9	2.1	3.0	2.1
	Black	25.1	21.2	24.5	24.5
	Hispanic	15.6	15.7	16	16.6
	American Indian	1.3	4.1	1.2	0.9
	Multiple	4.0	3.3	4.1	3.7
	Pacific Islanders	0.1	0.1	0.1	0.1
	White	50.9	52.4	51.0	51.4
Accommodations	Test in Separate Room	12	11.4	14.9	12.6
	Extended Time	6.7	4.6	6.6	5.9
	Read Aloud			12.5	10.5

6.2 Item Analysis Methods and Results

The majority of the items included in the interim assessments came from embedded field test items in summative EOG assessments in previous EOG administrations. A small number of new items were included in the test to cover the content and difficulties of the interim assessments.

Item responses in the interim assessments were analyzed using the classical test theory (CTT) method including proportion correct (p-value), item-to-total correlation, and reliability of the tests (Cronbach's alpha). The p-value ranges from 0 to 1 reflect the difficulty of the item for the population taking the test. A p-value close to 0 is considered difficult and close to 1 is considered easy. The item-to-total correlation offers two important preliminary item inferences.

It provides evidence of how well each item on a test form correlates with the total construct being assessed in the test form, and it also gives an indication of the informative power of each item in terms of item discrimination. A positive item-to-total correlation indicates that those scoring high on the total exam answered the test item correctly more frequently than low-scoring students. A negative correlation indicates low-scoring students on the total assessment did better on that item than high-scoring students.

Cronbach's alpha is used as a measure of internal consistency. It describes the extent to which all the items in a test measure the same concept or construct, and hence it is connected to the interrelationship of the items within the test. Cronbach's alpha can be written as a function of the number of test items and the average intercorrelation among the items. The formula for the standardized Cronbach's alpha (α) is given by

$$\alpha = \frac{k\bar{r}}{[1 + (k-1)\bar{r}]}$$

where k is the number of items and $\bar{r}$ is the mean of the interitem correlations. As can be seen from the formula, the size of alpha is determined by both the number of items in the test and the mean interitem correlations. It shows that alpha depends on the number of items; if the number of items increased, Cronbach's alpha will be increased. Additionally, if the average interitem correlation is low, alpha will be low. As the average interitem correlation increases, Cronbach's alpha increases as well (holding the number of items constant).

The following sections present classical item analysis results from the interim assessments. Note that the results between the interim assessments are not directly comparable as items and testing periods are different. Therefore, the results are described separately.

Interim 1 Results

Table 14 shows the number of students who participated in the interim 1 assessment, the number of items in the test, the raw score mean, the standard deviation (SD), the percentile scores, the average p-value, the item to total correlation, and a measure of reliability (standardized Cronbach's alpha). The results indicated that the interim assessments were reasonably reliable (grade 6 ELA/reading alpha = 0.76 and grade 5 mathematics alpha = 0.84) given the number of items in the tests. The average item-to-total correlation (grade 6 ELA/reading = 0.32 and grade 5 mathematics = 0.38) indicated that the tests reasonably

discriminated between low- and high-performing students. The average p-values are reasonable, not too low to be so difficult that most students needed guessing and not too high so that most students can answer the item correctly. The raw score mean is 12.8 with SD of 3.7 for grade 6 ELA/reading and 14.9 with SD of 5.3 for grade 5 mathematics. The variation of mean score was higher for grade 5 mathematics. Note that the maximum score point for grade 6 ELA/reading was 20 and grade 5 mathematics was 25.

Table 14. *Raw Score Descriptive Statistics—Interim 1*

			Raw Score							
					Percentile					
Grade/Content	N	No. of items	Mean	SD	25th	Median	75th	Average P-Value	Average Item to Total Correlation	Alpha
G6ELA/Reading	4,223	20	12.8	3.7	10	13	16	0.64	0.32	0.76
G5Mathematics	4,214	25	14.9	5.3	11	15	19	0.60	0.38	0.84

The raw score frequency distributions are shown in Figure 6 for grade 6 ELA/reading and Figure 7 for grade 5 mathematics respectively. The grade 6 ELA/reading raw score distribution is slightly negatively skewed with a higher number of students scoring 14 and 15 score points out of 20 score points. The raw score frequency distribution of grade 5 mathematics is closer to normal with the pattern of raw scores nearly flat in the middle (raw score point 10 to 21) of the distribution.

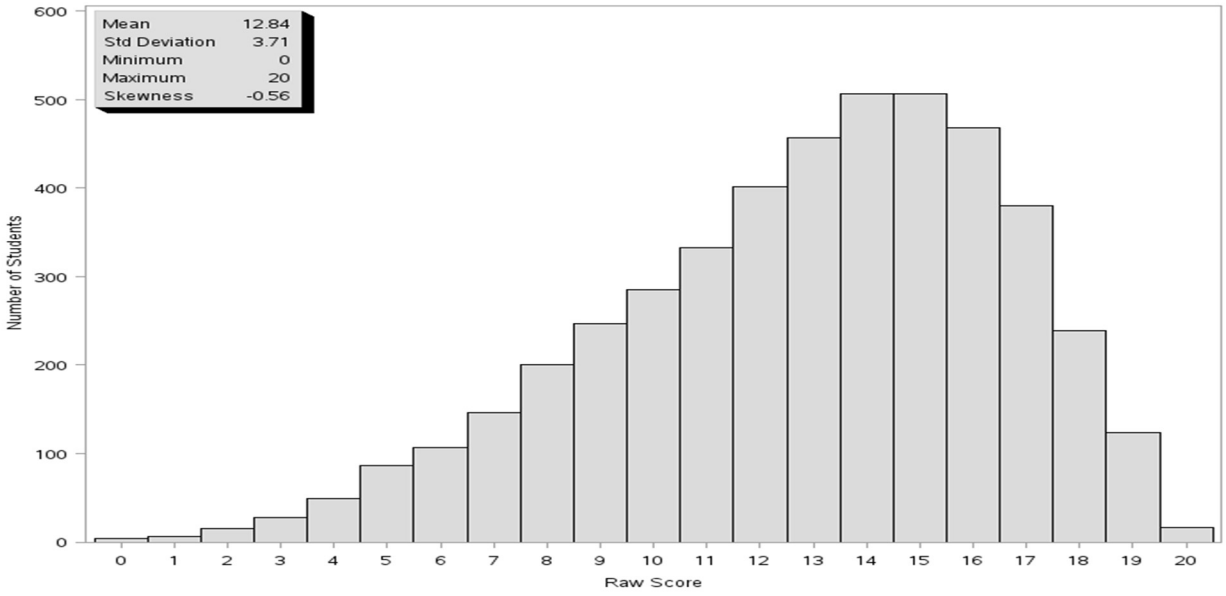


Figure 6. Raw score frequency distribution of grade 6 ELA/reading interim 1

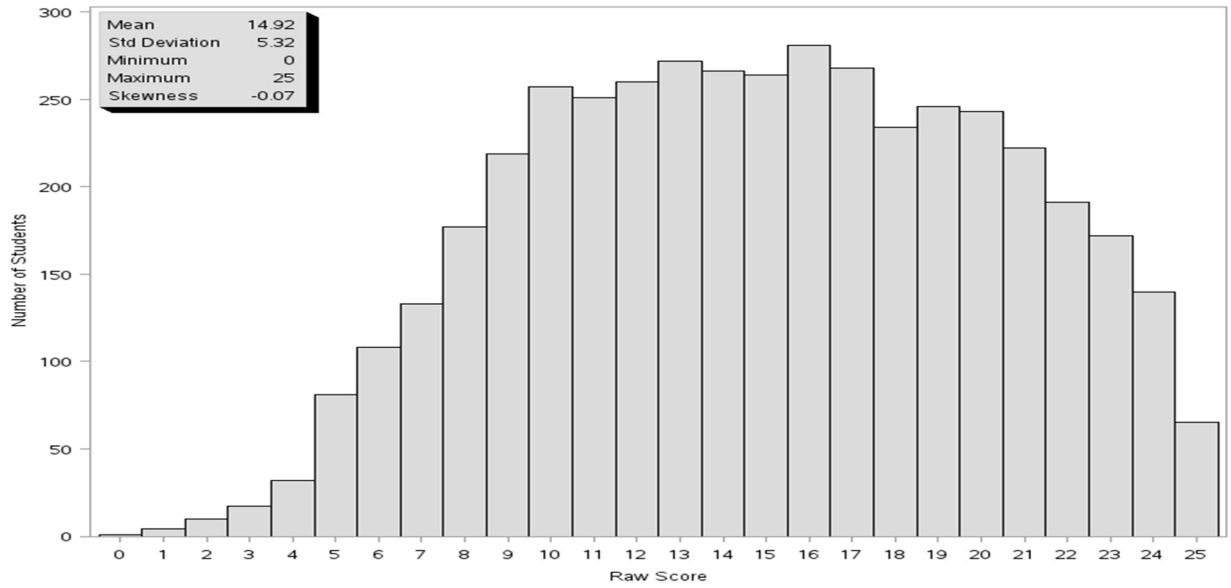


Figure 7. Raw score frequency distribution of grade 5 mathematics interim 1

Interim 2 Results

The descriptive statistics of the raw scores in interim 2 assessments are shown in Table 15. The grade 6 ELA/reading interim 2 assessment consisted of 19 multiple-choice (MC) items and one constructed response (CR) item with 3 score points, a maximum of 22 score points. The results indicated that on average the difficulty of the tests remain similar between interim 1 and interim 2. The noticeable differences between interim 1 and interim 2 are that the average item-to-total correlation of the items as well as test reliability (alpha) are higher in interim 2. Similarly, the SD of raw scores is relatively larger indicating a larger variation of the raw scores in interim 2.

The mean raw score for grade 5 mathematics was 13.8 with SD of 6.4. The median score point was 14. The average p-value decreased to 0.56 from interim 1 (0.60) and the test reliability increased to .90 from 0.84 (interim 1).

Table 15. *Raw Score Descriptive Statistics—Interim 2*

Grade/Content	N	No. of Score Points	Raw Score					Average P-Value	Average Item to Total Correlation	Alpha
			Mean	SD	Percentile					
					25th	Median	75th			
G6ELA/Reading	4,205	22	13.5	5.0	10	14	17	0.64	0.41	0.84
G5Mathematics	4,214	25	13.8	6.4	8	14	19	0.56	0.48	0.90

The raw score frequency distribution of the interim 2 grade 6 ELA/reading is shown in Figure 8. The scores are corrected slightly towards normal as opposed to the raw score distribution of interim 1.

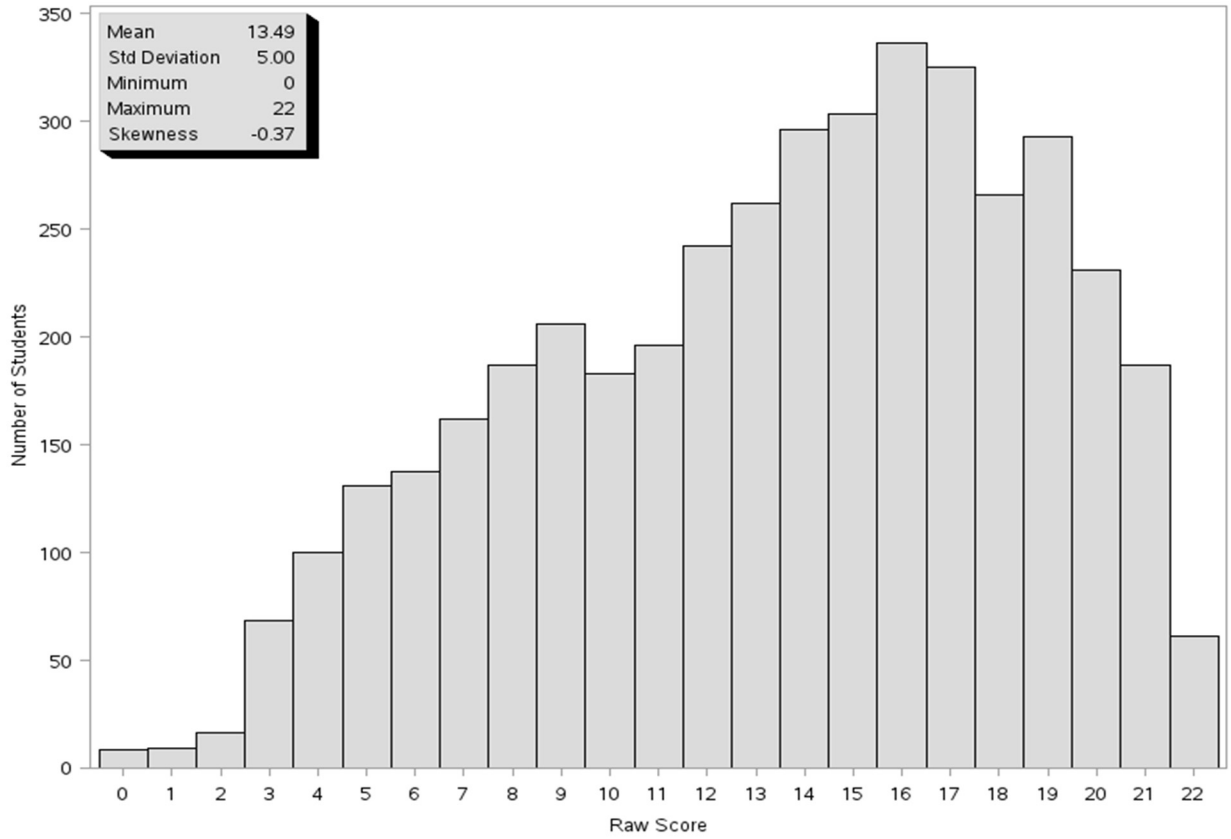


Figure 8. Raw score frequency distribution of grade 6 ELA/reading interim 2

The distribution of the raw scores for the grade 6 ELA/reading CR item is shown in a pie-chart in Figure 9. Note that almost half (46%) of the students obtained a score of 0. There has been a discussion about rubrics not clearly transitioning from 0 and 1.

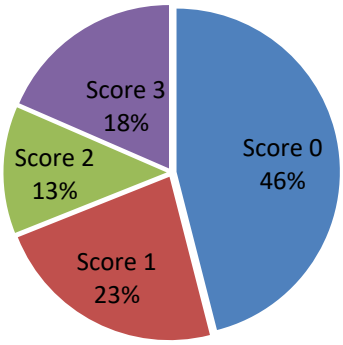


Figure 9. Score point distribution—grade 6 ELA/reading constructed-response item

Similarly, interim 2 grade 5 mathematics raw score frequency distribution is shown in Figure 10. The distribution is almost flat from score point 5 to 24, meaning that there were similar numbers of students obtaining various score points in the test at the range.

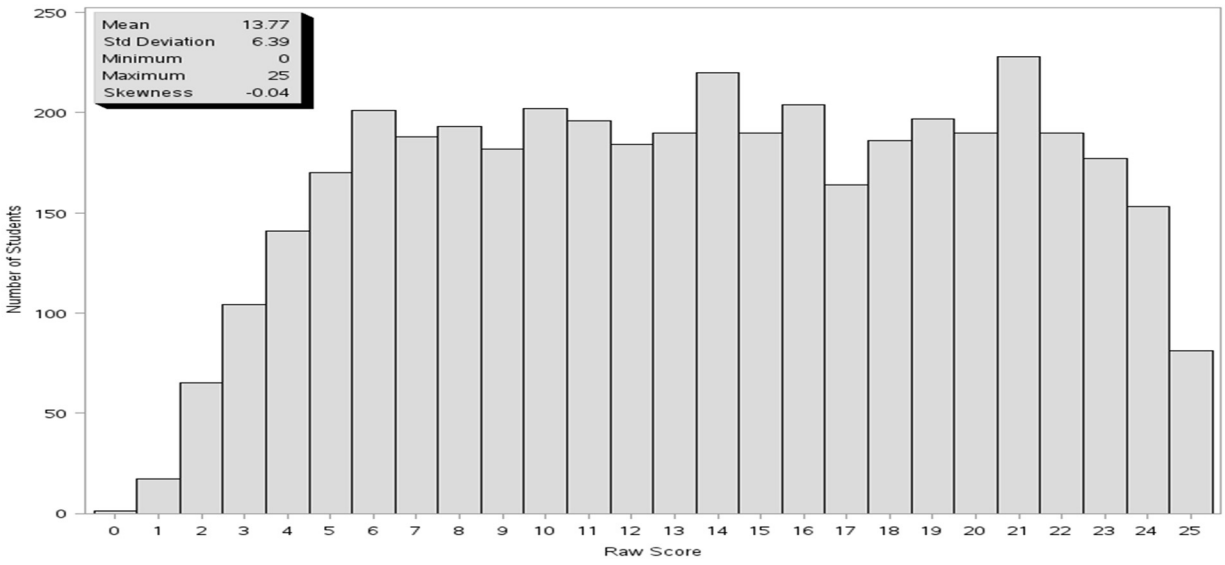


Figure 10. Raw score frequency distribution—grade 5 mathematics interim 2

Interim 3 Results

The descriptive statistics of the raw scores in interim 3 assessments are shown in Table 16. The grade 6 ELA/reading interim 3 assessment consisted of 19 MC items and one CR item with 3 score points, a maximum of 22 score points. The results for the grade 6 ELA/reading

indicated that on average the difficulty of the tests remain similar between interim 1, interim 2, and interim 3, with interim 3 having a mean of 12.7 and SD of 4.4. Note that the interim 3 measured the same content standards as the interim 1 and interim 2, but with higher complexities. The noticeable differences between interim 3 and interim 1 and 2 are that the average item-to-total correlation of the items increased. The reliability (alpha), however, decreased slightly from interim 2 (0.84) to interim 3 (0.80).

The mean raw score for grade 5 mathematics further decreased to 12.7 with a SD of 6.2 in interim 3. The median score point was 12. The average p-value decreased to 0.52 from 0.56 in interim 2, and the test reliability decreased to 0.88 in interim 3 from 0.90 in interim 2. Note that 80 percent of the items in interim 3 measured Number and Operations—Fractions, which is a relatively difficult concept.

Table 16. *Raw Score Descriptive Statistics—Interim 3*

Grade/Content	N	No. of Score Points	Raw Score					Average P-Value	Average Item to Total Correlation	Alpha
			Mean	SD	Percentile					
					25th	Median	75th			
G6ELA/Reading	4,144	22	12.8	4.4	10	13	16	0.64	0.45	0.80
G5Mathematics	4,200	25	12.7	6.2	7	12	18	0.52	0.45	0.88

The raw score frequency distribution of the interim 3 grade 6 ELA/reading is shown in Figure 11. The score distribution is close to normal with mean and median close to 13.

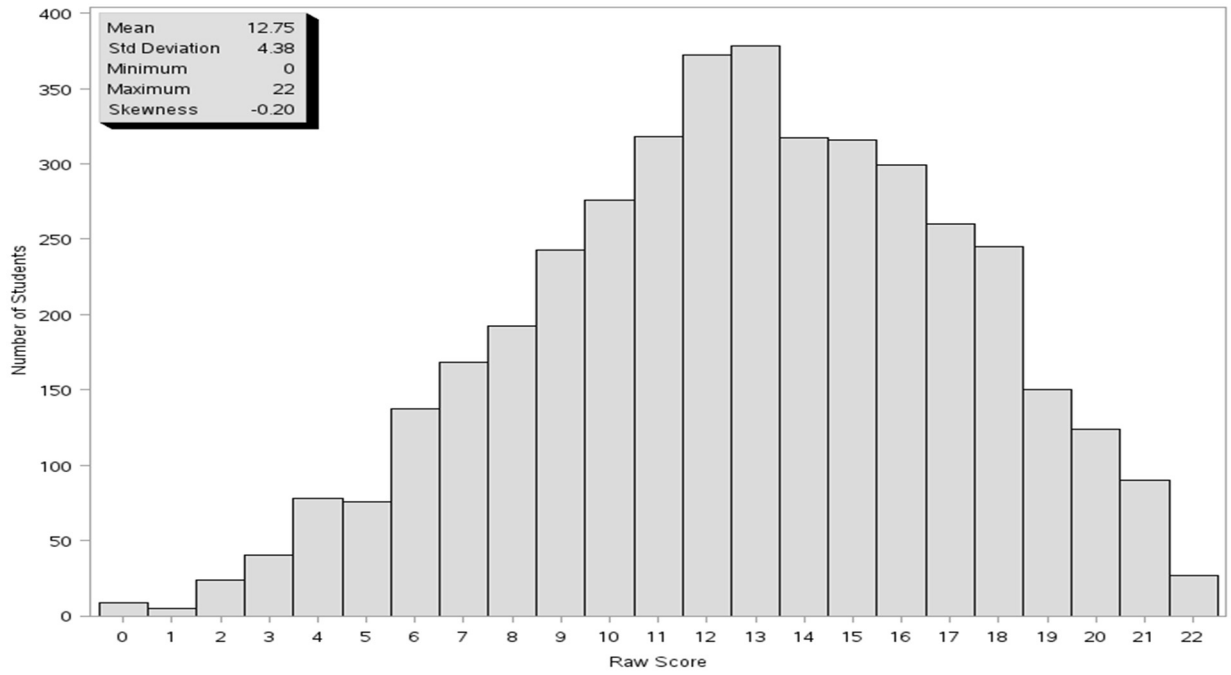


Figure 11. Interim 3 raw score frequency distribution—grade 6 ELA/reading

The distribution of the raw scores for the grade 6 ELA/reading CR item are shown in a pie-chart in Figure 12. Note that more than half (69.5%) of the students obtained a score of 0. This proportion is higher than in interim 2. It was not clear whether it is a true zero or there are some issues with scoring rubrics. A further investigation is warranted.

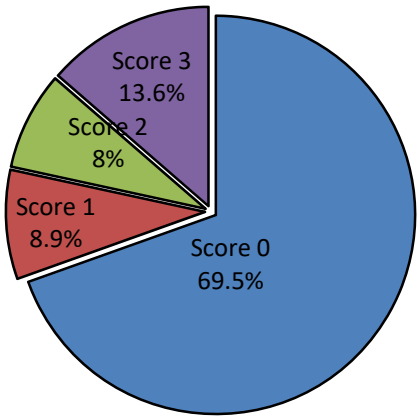


Figure 12. Interim 3 score point distribution, grade 6 ELA/reading constructed-response item

The interim 3 grade 5 mathematics raw score frequency distribution is shown in Figure 13. The distribution is still flat with slight positive skewness meaning that more students received scores from lower ranges. The mean raw score dropped by almost a score point compared to interim 2. Note that 80 percent of the items in interim 3 came from Number and Operations—Fractions which may have been perceived as difficult.

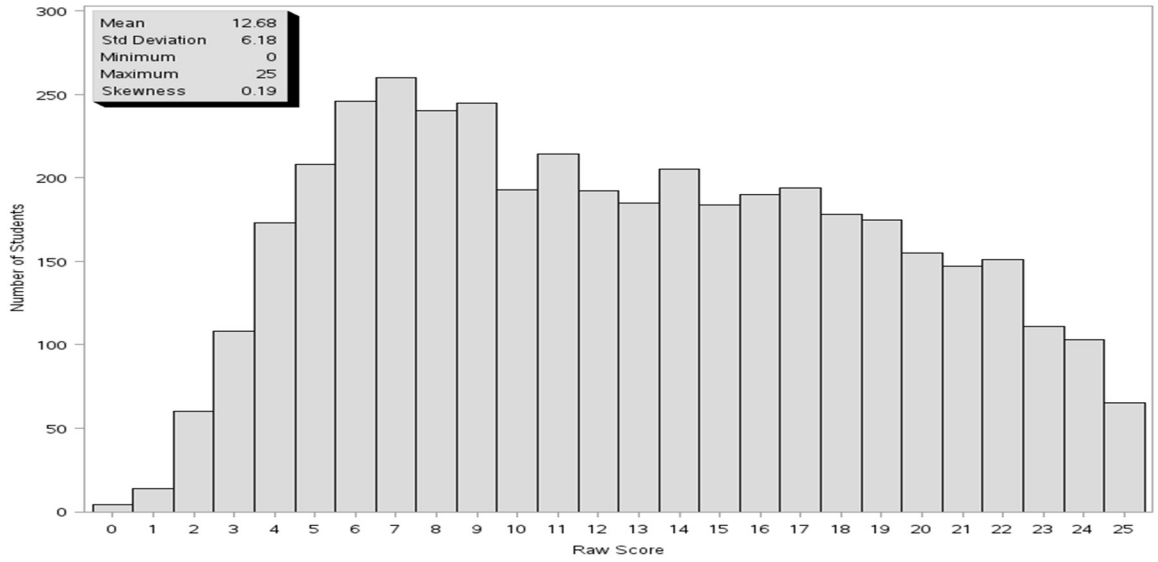


Figure 13. Interim 3 raw score frequency distribution—grade 5 mathematics

6.3 Comparison of Interim and Shortened EOG Results

Previous sections described results for the interim 1 through interim 3 assessments. Since the interim assessments measured different standards in the case of grade 5 mathematics, and with higher level of complexities in the case of grade 6 ELA, the scores between the interim assessments are not directly comparable. This section, therefore, describes relationships between interim assessments and shortened EOG scores as well as EOG scores for the POC sample. The level of the relationship may provide some insights into how the overall construct, for example grade 5 mathematics or grade 6 ELA, are measured by the interim assessments.

The Pearson correlation coefficients between the interim and EOG scores are shown in Table 17. The Pearson coefficients for the grade 6 ELA ranged from 0.69 to 0.79; the grade 5 mathematics ranged from 0.76 to 0.85 indicating a moderate to strong relationship between the interim test scores and interim and EOG test scores. It further indicates that students who scored

higher on interim tests also scored higher on the EOG. Alternately, it may be an indication that all interim and EOG tests are measuring the same underlying latent construct.

The correlation coefficients between interims and EOG tests for the mathematics are higher than for the ELA. One of the reasons for the lower correlation coefficients could be the inclusion of the constructed-response items in some ELA interim assessments.

Table 17. *ELA Pearson Correlation of Interim Scores and EOG Scores*

	Interim 1	Interim 2	Interim 3	EOG
Grade 6 ELA				
Interim 1	1			
Interim 2	0.74	1		
Interim 3	0.69	0.73	1	
EOG	0.76	0.79	0.77	1
Grade 5 Mathematics				
Interim 1	1			
Interim 2	0.77	1		
Interim 3	0.76	0.84	1	
EOG	0.78	0.85	0.85	1

6.4 Comparison between the POC and Non-POC Samples

As described earlier in the sampling section, the POC sample consisted of students enrolled in the schools that were randomly sampled to participate in the POC study who successfully completed all three POC interim assessments. Students who were not administered any one of the interims or the EOG assessments were not included in these analyses.

In order to evaluate how the students from the POC sample performed compared to a non-POC (comparison) sample, an equivalent sample of schools who did not receive the interim assessments were selected. The comparison sample was an alternate treatment group composed of a match representative sample of schools and students. These schools were matched to the POC sample using average school demographic variables (gender, ethnicity, economically disadvantaged status, and rural/urban) and previous year's scale score. Both the POC and comparison samples were representative of schools and students enrolled in grade 6 ELA/reading

and grade 5 mathematics across the state. Students in the POC sample were administered three interim assessments during the school year and the shortened EOG at the end of the school year. Students in the comparison sample were administered their local benchmark/interim assessments during the school year and also the shortened EOG at the end of the year.

Table 18 shows the total number of schools sampled for each group and the type of treatment that was administered during the 2015–16 school year. Notice Table 18 provides the local interim/benchmark assessments administered by the comparison sample.

Table 18. *Schools in POC and Comparison Groups*

Sample	No. of Schools	Benchmark/Interim Assessments Used	Sample Size
Grade 6 ELA			
POC	33	POC Interims 1, 2, 3	3,920
Comparison	35	SchoolNet, i-Ready, Measure of Academic Progress (MAP), Discovery Ed Assessments (DEA), Case21, etc.	4,778
Grade 5 Mathematics			
POC	45	POC Interims 1, 2, 3	3,906
Comparison	45	SchoolNet, i-Ready, Measure of Academic Progress (MAP), Discovery Ed Assessments (DEA), Scholastic Math Inventory Assessment (SMI), Case21, etc.	4,034

6.5 Comparison of Demographic Variables and Scale Scores

The descriptive summaries of the main demographic variables and scale scores on the EOG test between the two samples are shown in Table 19. The frequency distributions of the scale scores for the POC and comparison samples (Figures 14 and 15) provide visual observation of the scale score distribution. The results indicate that the mean scale score for the POC sample was higher than that of the comparison sample for both grade 6 ELA and grade 5 mathematics albeit minimally, a 0.7 scale score point for the grade 6 ELA and a 0.3 scale score point for the grade 5 mathematics.

Table 19. *Summary Statistics—Grade 6 ELA/Reading and Grade 5 Mathematics*

Sample	Ethnicity (%)				Other (%)			EOG Scale Score				
	Black	Hispanic	Others	White	EDS	Female	SWD	Mean	STD	25th	Median	75th
Grade 6 ELA												
POC	21.0	15.9	9.8	53.3	51.7	49.4	12.4	452.5	11.1	445	453	461
Comparison	26.1	15.0	7.1	51.8	51.0	47.8	14.1	451.8	11.5	444	453	460
All	23.8	15.4	8.3	52.5	51.3	48.5	13.3	452.1	11.3	444	453	461
Grade 5 Mathematics												
POC	23.7	16.8	6.8	52.7	46.1	50.0	11.3	451.2	10.2	444	452	459
Comparison	26.4	18.3	7.0	48.3	49.8	50.0	11.4	450.9	10.2	444	451	458
All	25.1	17.6	6.9	50.5	48.0	50.0	11.4	451.1	10.2	444	452	459

EDS: Economically disadvantage students; SWD: Students with disabilities; STD: Standard deviation.

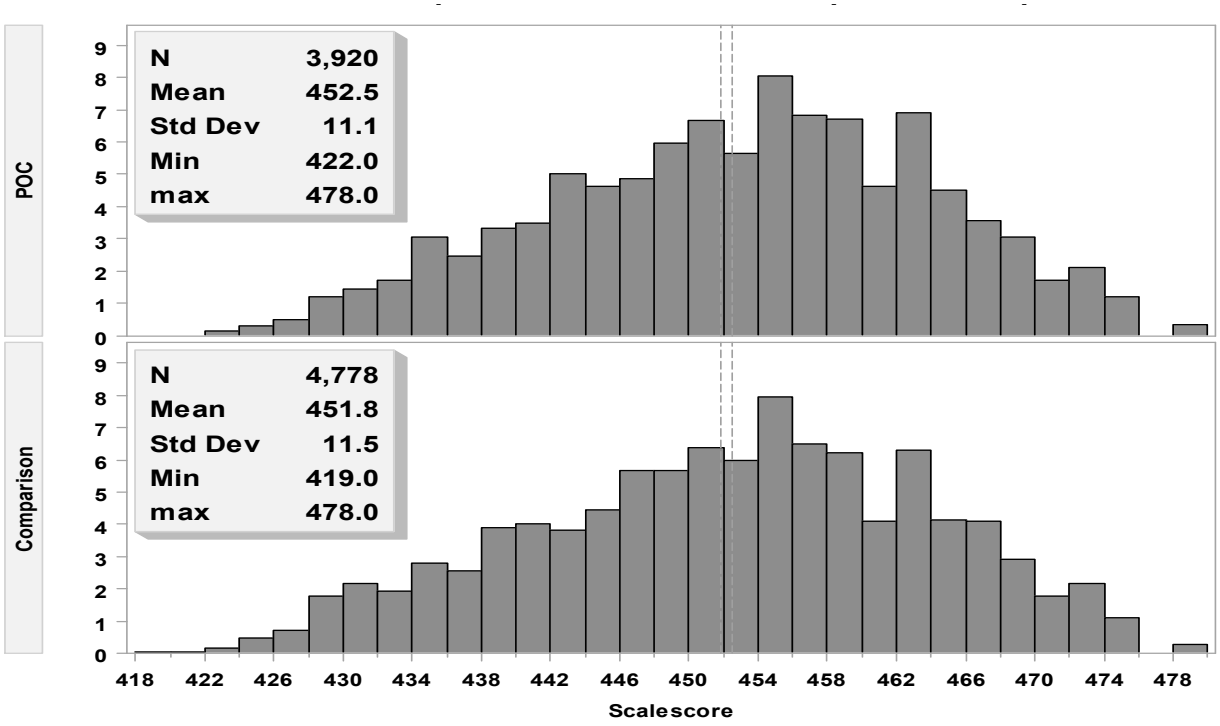


Figure 14. Scale score comparison between the POC and comparison samples—grade 6 ELA/reading

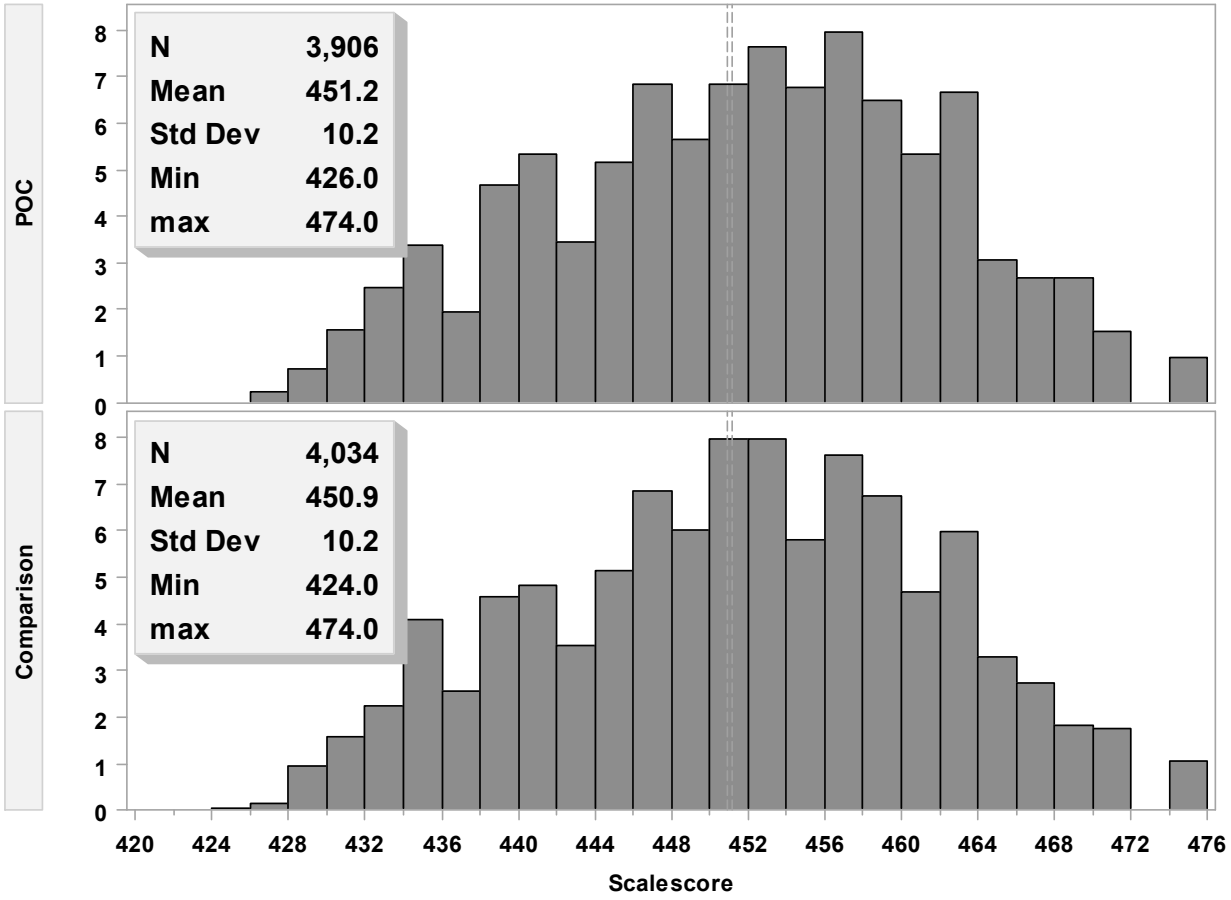


Figure 15. Scale score comparison between the POC and comparison samples—grade 5 mathematics

6.6 Comparison of Achievement Levels

The proportion of students into different achievement levels for the POC and comparison samples is shown in Table 20. Note that the same scoring tables and proficiency level cut scores for the standard EOG tests were used for the shortened EOG tests as they are essentially the same except for the removal of the field test items. The results for the shortened EOG tests indicated that the proportion of students in the "Achievement Level 3 and Higher" was higher for the POC sample compared to the comparison sample, 1.5% for grade 6 ELA and 0.7% for mathematics. The results indicated that the prospect of the POC interim assessments is positive. However, it is too early to reliably state that the POC group did better than the non POC group given the fact that the results are based on one-year of data and the treatments (benchmark/interim assessments) are confounded.

Table 20. *Achievement Level Distribution*

Group	N	Achievement Level (%)					Achievement Level 3 and Higher (%)
		1	2	3	4	5	
Grade 6 ELA							
POC	3,920	17.6	24.0	8.7	35.3	14.3	58.3
Comparison	4,778	20.6	22.6	9.3	33.2	14.3	56.8
Grade 5 Mathematics							
POC	3,906	17.7	21.0	6.0	32.5	22.9	61.4
Comparison	4,034	18.4	20.9	6.5	32.8	21.3	60.7

6.7 Reports and Interpretations

As indicated earlier, the utility of the interim assessments data is to identify students who may need intervention before further assessments and to provide feedback to teachers, students, and parents about the students' performance. The data can be used to focus on future instruction based on students' needs in terms of high-quality corrective instruction, enrichment activities, and plan opportunities allowing for students to show a new level of understanding during instruction. Reporting is an integral part of that endeavor. The following reports were produced: class roster, class goal/subscore roster, individual student report, and class item report.

6.7.1 Class Roster

For each class of a given school and local education agency (LEA), the class roster report shows the total number of items and the number of correct scores for each student of the class in the interim test. If a student was absent or was accommodated during the test administration, it is reflected in the report. This report helps teachers understand overall performance of his/her student in the class in the given content standards assessed, an example from grade 6 ELA/reading is shown in Figure 16.

Public Schools of North Carolina Proof of Concept Study 2015-2016
ELA/Read Grade 6 Class Roster Interim 1

LEASchCode = 999301 HdrSchoolName = WEST
InstrName = EAST ClassPeriod = 47
TestDates = Regular School Schedule 2016

	Student Name	20 Items Number Correct	Percent Correct [1]	Number Items Attempted
1	LORENZO S ABSENT	Absent		0
2	EMILY BENNETT	20	100.0 %	20
3	MONTREZ JA DID-NOT-TESTD	0	0.0 %	0
4	MATTHEW LE EIGHTY-FIVE P	17	85.0 %	20
5	REBECCA EL FIFTY PERCENT	10	50.0 %	20
6	SHELTON L FORTY PERCENT	8	40.0 %	20
7	JERRICA NINETY-FIVE P	19	95.0 %	20
8	TIMOTHY RY NINETY-PERCEN	18	90.0 %	20
9	LYNDA R READ-ALOUD	Read Aloud [2]		20
10	NAOMI ROBE SEVENTY-FIVE	16	80.0 %	20
11	DENNIS SIGNED-CUED	Signed/Cued [2]		20
12	AKEMA S SIXTY PERCENT	12	60.0 %	20
13	TYRELL S THIRTY-THREE	6	30.0 %	20
14	TONYA R TWENTY-FIVE P	5	25.0 %	20
	Class Mean	11.9	59.5 %	

[1] Percent Correct = 100.0 multiplied by (# Items correct / # Items in the test)
[2] Reading test was either read aloud or signed/cued which invalidates the score

Figure 16. Class roster report

6.7.2 Class Goal/Subscore Roster

The class goal/subscore roster expands on the class report by adding standard domains or goals and the numbers of items that represent the domains. For example, grade 6 ELA/reading domains included Language (L), Reading for Literature (RL), and Reading for Information (RI). Grade 5 mathematics standards assessed included Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT), Number and Operations—Fractions (NF), Measurement and Data (MD), and Geometry (G). The subscores are also reported by calculator active and inactive items as well as gridded item types in mathematics. An example report for the grade 6 ELA/reading is shown in Figure 17 and in Figure 18 for grade 5 mathematics. These reports can help teachers and students visually observe which domain they need more instruction and adjust accordingly.

Public Schools of North Carolina Proof of Concept Study 2015-2016
ELA/Read Grade 6 Class Goal/Subscore Roster Interim 1

LEASchCode = 999301 HdrSchoolName = WEST
InstrName = EAST ClassPeriod = 47
TestDates = Regular School Schedule 2016

	Student Name	20 Items: Number Correct	Percent Correct [2]	Goals and Subscores [1]: L [4]	RL [9]	RI [7]
1	LORENZO S ABSENT	Absent				
2	EMILY BENNETT	20	100.0 %	4	9	7
3	MONTREZ JA DID-NOT-TESTD	0	0.0 %	0	0	0
4	MATTHEW LE EIGHTY-FIVE P	17	85.0 %	4	8	5
5	REBECCA EL FIFTY PERCENT	10	50.0 %	2	5	3
6	SHELTON L FORTY PERCENT	8	40.0 %	2	6	0
7	JERRICA NINETY-FIVE P	19	95.0 %	4	8	7
8	TIMOTHY RY NINETY-PERCEN	18	90.0 %	4	9	5
9	LYNDA R READ-ALOUD	Read Aloud [3]				
10	NAOMI ROBE SEVENTY-FIVE	16	80.0 %	3	6	7
11	DENNIS SIGNED-CUED	Signed/Cued [3]				
12	AKEMA S SIXTY PERCENT	12	60.0 %	3	6	3
13	TYRELL S THIRTY-THREE	6	30.0 %	1	4	1
14	TONYA R TWENTY-FIVE P	5	25.0 %	1	3	1
	Class Mean	11.9	59.5 %	2.5	5.8	3.5

[1] Goal and Subscore Descriptions [the number of items for each subscore is listed in brackets]
L Literature
RL Reading Literature
RI Reading Informational
[2] Percent Correct = 100.0 multiplied by (# Items correct divided by # Items in the test)
[3] Reading test was either read aloud or signed/cued which invalidates the score

Figure 17. Class goal/subscore roster—ELA/reading

Public Schools of North Carolina Proof of Concept Study 2015-2016
Math Grade 5 Class Goal/Subscore Roster Interim 1

LEASchCode = 999305 HdrSchoolName = WEST
InstrName = EAST ClassPeriod = 47
TestDates = Year-round school 2016

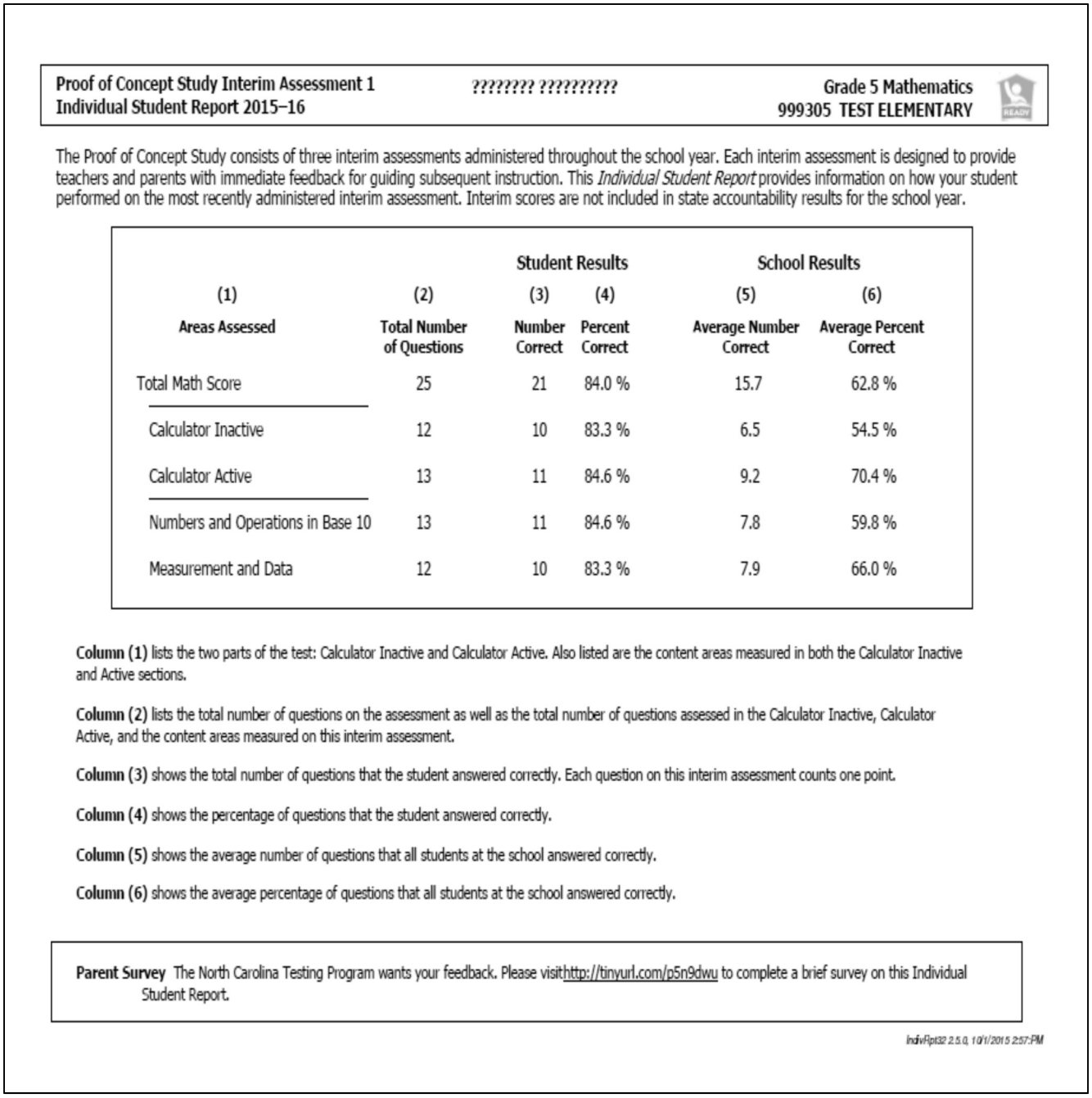
	Student Name	25 Items Number Correct	Percent Correct [2]	Goals and Subscores [1] CI [12]	CA [13]	GR [4]	NBT [13]	MD [12]
1	SARAH CHRI ABSENT	Absent						
2	JEREMY ALL DID-NOT-TEST	0	0.0 %	0	0	0	0	0
3	SAMARRI EIGHTY-FIVE P	21	84.0 %	10	11	2	11	10
4	CARL D FIFTY PERCENT	13	52.0 %	5	8	3	5	8
5	JESSICA AN FORTY PERCENT	10	40.0 %	4	6	2	7	3
6	SARAH M INVALID INACT	Invalid Score [3]						
7	DAWN NINETY-FIVE P	24	96.0 %	11	13	3	13	11
8	ZACHARY HD NINETY-PERCEN	23	92.0 %	11	12	3	12	11
9	GEORGE K SEVENTY-FIVE	19	76.0 %	9	10	2	10	9
10	LAKIA Q SIXTY PERCENT	15	60.0 %	4	11	3	5	10
11	A SEAN SIXTY-SIX PER	15	60.0 %	2	13	2	6	9
12	DYMONT TADE	25	100.0 %	12	13	4	13	12
13	JOSHUA DAL THIRTY-THREE	8	32.0 %	4	4	4	2	6
14	NATHANIEL TWENTY-FIVE P	6	24.0 %	1	5	0	4	2
	Class Mean	14.9	59.7 %	6.1	8.8	2.3	7.3	7.6

[1] Goal and Subscore Descriptions [the number of items for each subscore is listed in brackets]
CI Calculator Inactive Items
CA Calculator Active Items
GR Gridded Items
NBT Numbers and Operations in Base 10
MD Measurement and Data
[2] Percent Correct = 100.0 multiplied by (# Items correct divided by # Items in the test)
[3] Calculator was used on the "Calculator inactive" portion of the test which invalidates the score

Figure 18. Class goal/subscore roster—mathematics

6.7.3 Individual Student Report

The individual student report lists student results in the total test and by domains and presents school results side-by-side. It can help teachers and students understand how the student is performing in relation to other students in the school who took the same test. A sample report and corresponding explanations are presented in Figure 19.



Proof of Concept Study Interim Assessment 1
Individual Student Report 2015–16

???????? ??????????

Grade 5 Mathematics
999305 TEST ELEMENTARY

The Proof of Concept Study consists of three interim assessments administered throughout the school year. Each interim assessment is designed to provide teachers and parents with immediate feedback for guiding subsequent instruction. This *Individual Student Report* provides information on how your student performed on the most recently administered interim assessment. Interim scores are not included in state accountability results for the school year.

		Student Results		School Results	
(1)	(2)	(3)	(4)	(5)	(6)
Areas Assessed	**Total Number of Questions**	**Number Correct**	**Percent Correct**	**Average Number Correct**	**Average Percent Correct**
Total Math Score	25	21	84.0 %	15.7	62.8 %
Calculator Inactive	12	10	83.3 %	6.5	54.5 %
Calculator Active	13	11	84.6 %	9.2	70.4 %
Numbers and Operations in Base 10	13	11	84.6 %	7.8	59.8 %
Measurement and Data	12	10	83.3 %	7.9	66.0 %

Column (1) lists the two parts of the test: Calculator Inactive and Calculator Active. Also listed are the content areas measured in both the Calculator Inactive and Active sections.

Column (2) lists the total number of questions on the assessment as well as the total number of questions assessed in the Calculator Inactive, Calculator Active, and the content areas measured on this interim assessment.

Column (3) shows the total number of questions that the student answered correctly. Each question on this interim assessment counts one point.

Column (4) shows the percentage of questions that the student answered correctly.

Column (5) shows the average number of questions that all students at the school answered correctly.

Column (6) shows the average percentage of questions that all students at the school answered correctly.

Parent Survey The North Carolina Testing Program wants your feedback. Please visit http://tinyurl.com/p5n9dwu to complete a brief survey on this Individual Student Report.

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Figure 19. Individual student report

6.7.4 Class Item Report

The class item report presents information regarding how a student performed in each item by domain and how the other students in the class and the school did on the item. It provides a visual look of how a student performs in each item and compares the student in relation to the overall class and school rosters. The color-coded cell with missed responses can

indicate missing patterns and needs for instructional focus. An example of the report is presented in Figure 20.

Proof of Concept Study Interim Assessment 1 Teacher: ???? **Grade 6 ELA/Reading**
Class Item Report 2015–16 **999301 TEST MIDDLE**

Class Mean 11.9 | Class Percent Correct 59.5 | School Mean 12.9 | School Percent Correct 64.6

	Language				Reading Informational							Reading Literature								
Item Number	4	5	13	10	16	14	15	17	18	19	20	6	11	1	8	7	3	12	2	9
Content Standard	?????	?????	?????	?????	????	????	????	????	????	????	????	????	????	????	????	????	????	????	????	????
Depth of Knowledge [1]	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Class Percent Correct	54.5	81.8	72.7	45.5	45.5	54.5	72.7	63.6	45.5	45.5	27.3	54.5	72.7	90.9	45.5	63.6	72.7	45.5	72.7	63.6
School Percent Correct	61.5	84.6	76.9	53.8	46.2	61.5	76.9	61.5	53.8	53.8	38.5	61.5	76.9	92.3	53.8	61.5	76.9	53.8	76.9	69.2
Correct Answer	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
????????? ??????	Absent																			
????? ???????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
?????????? ?????????????																				
?????????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
?????????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
????????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
??????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
?????????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
??????? ??????????	Invalid accomodation, reading test read aloud																			
?????????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
?????? ??????????	Invalid accomodation, reading test signed/cued																			
???????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
???????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
??????? ?????????????	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?

This report is printed by: LeaSchCode, InstrName / LastName, FirstName.
This test has 20 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.
[1] Depth of Knowledge: 1=Recall, 2=Skill / Concept, 3=Strategic Thinking

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Figure 20. Class item report

6.7.5 Results: What It Is and Is Not

For mathematics, different standards are assessed in each interim assessment, therefore, results between the interims are not comparable. For ELA/reading, the same standards were assessed in each interim. However, the complexity of the tests increased, which restricts comparison of the results across the interims. The main benefit of the interims is to consider to what extent instruction for each assessed standard has taken place before the assessment, to

consider in what ways instruction has integrated the standards that are being assessed, and to use the results to inform planning and supports for students.

The main component of the interim assessments is to provide quarterly student-learning information to teachers in a timely manner so that the teachers can make appropriate interventions, if needed. Interim assessments provide one snapshot. In order to make decisions, one should use multiple pieces of data to plan interventions for students (e.g., classwork, student responses, other assessments, homework, and projects). Moreover, one year would not provide sufficient information to support any judgements or decisions regarding the impact of interim assessments on student growth. The results are confounded in the sense that some schools, even though they were not part of the Proof of Concept sample and did not administer interim assessments, have their own quarterly benchmark assessments. Therefore, comparisons of shortened and standard EOG assessment results should be cautiously interpreted.

Chapter 7: Summary and Next Steps

7.1 Stakeholder Perceptions

Overall, the stakeholder perception of the Proof of Concept Study (POC) was positive. As outlined in Chapter 4, the teachers who administered the interim assessments found it to be a useful tool in providing targeted feedback to their students and utilized the student reports to pinpoint instructional pitfalls and adjust classroom instruction to address possible problem areas. Teachers appreciated the ability to discover if the missed items were individual to a student or represented a classroom deficiency that needed to be addressed. Regardless of the information received on the reports, the teachers also enjoyed the freedom to strategize their instruction in an attempt to prevent curricular learning gaps. As one teacher stated in the survey, "Analyzing student performance on each standard, what each student needed to work on, and what I needed to review with the entire class for remediation, or enrichment, etc... helps me to improve my practices as a teacher." Basically, the teachers used the student report data as a process of instructional feedback to those who were in need, which has long been a goal of the North Carolina Department of Public Instruction (NCDPI).

The teachers also gave a positive review of the webinars used for training. The webinars followed a process that walked educators through a general explanation and overview of the assessment, the actual administration, how to utilize report data, and how to incorporate feedback. Below is a list of the webinars which illustrate how the process was implemented.

- General Overview of Proof of Concept Study
- Additional Information and Next Steps
- Administration and Testing Policies
- Teacher Webinar
- Contextualizing the Data
- Feedback on Webinars

The overwhelming majority of teachers who participated in the webinars strongly agreed that having interim or quarterly assessments better captures the students' understanding of the subject area being instructed. As one teacher commented, "Data was used to direct instruction and to show students their strengths and weaknesses."

7.2 Incorporating Feedback

Although most of the feedback was positive, there were still lessons to be learned from the first iteration of the POC. Some teachers complained about the bright colors used to differentiate between the POC assessment and other test materials. More mundane colors will be used in 2016–17. One of the most criticized aspects of the POC was the time allowed for administrations. Some teachers stated that 90 minutes was not sufficient time for the assessment, especially interims 2 and 3 of the grade 5 mathematics test. In the 2016–17 versions of the POC (renamed NC Check-Ins), time boxes will be utilized on the answer sheets to better gauge the amount of time students need to complete the assessments.

Since the POC is an ongoing process, test development and policy consultants are constantly receiving feedback from the field and looking for ways to incorporate it into the project to create a meaningful feedback tool for teachers and students alike.

7.3 State Board of Education Approval of the Next Steps

On July 7, 2016, Dr. Tammy Howard, the Director of the NCDPI's Division of Accountability Services, presented to the State Board of Education (SBE) some of the preliminary results of how students in the POC sample performed across interim assessments and how the students from the POC sample performed compared to the equivalent non-POC sample in the 2015–16 end-of-grade (EOG) tests. The results showed a slight increase in mean scale scores and percentage of students into the achievement level 3 and higher when comparing students in the POC group and an equivalent non-POC comparison group who were only administered the shortened version of the EOG test. It can be considered a step towards the right direction; however, it is too early to reliably state that the POC group did better than the comparison group given the fact that the results are based on one year of data and the comparison groups also received their local benchmark/interim assessments. Dr. Howard, therefore, proposed moving forward with the study in 2016–17 with the following enhancements:

- Continue with current purpose and grade level/content
    - Grade 5 Mathematics
    - Grade 6 ELA/Reading
- Increase the number of participating schools

  - From 5% of schools at each grade/content to approximately 15%
  - Consider including a subset of low-performing schools
  - Allow volunteers to participate: prefer at least one school per local education agency (LEA)
- Administer the summative assessment
  - Students take the entire end-of-grade assessment

The North Carolina SBE voted to approve continuing the POC for the 2016–17 school year with the recommended modifications.

Appendix A

North Carolina Testing Program
Required Testing 2015–16

The required operational tests administered statewide in the North Carolina Testing Program are located in the following chart. In addition, field tests/special studies may be administered annually in selected subjects and grades, and some North Carolina students participate in the National Assessment of Educational Progress (NAEP) at grades 4, 8, and 12, the Program for International Student Assessment (PISA) at age 15, and the Progress in International Reading Literacy Study (PIRLS) at grade 4. The North Carolina Final Exams (NCFE) are also administered as part of the North Carolina Teacher Evaluation Process and Standard Eight of the School Executive Evaluation Process.

Grade Level	English Language Arts/Reading	Mathematics	Science	Other	Limited English Proficient
3	Beginning-of-Grade 3 English Language Arts/Reading Test[1]				W-APT™[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
3	EOG[2] *NCEXTEND1*[4]	EOG[2] *NCEXTEND1*[4]			
4	EOG[2] *NCEXTEND1*[4] NAEP[5]	EOG[2] *NCEXTEND1*[4] NAEP[5]	NAEP[5]	PIRLS[6]	W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
5	EOG[2] *NCEXTEND1*[4]	EOG[2] *NCEXTEND1*[4]	EOG[2] *NCEXTEND1*[4]		W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
6	EOG[2] *NCEXTEND1*[4]	EOG[2] *NCEXTEND1*[4]			W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
7	EOG[2] *NCEXTEND1*[4]	EOG[2] *NCEXTEND1*[4]			W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
8	EOG[2] *NCEXTEND1*[4] NAEP[5]	EOG[2] *NCEXTEND1*[4] NAEP[5]	EOG[2] *NCEXTEND1*[4] NAEP[5]	ACT® Explore[7] NAEP[5] (writing)	W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
9		Math I[8]			W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
10	English II[8] *NCEXTEND1*[4]	*NCEXTEND1*[4]	Biology[8] *NCEXTEND1*[4]	ACT Plan[9] PISA[6] College and Career Readiness Alternate Assessment Grade 10[4]	W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
11				The ACT[10] College and Career Readiness Alternate Assessment Grade 11[4] *NCEXTENDI Grade 11*[4]	W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]
12	NAEP[5]	NAEP[5]	NAEP[5]	ACT WorkKeys[11] NAEP[5] (writing)	W-APT[3] ACCESS for ELLs® 2.0[3] Alternate ACCESS[3,4]

[1] The Beginning-of-Grade 3 (BOG3) English Language Arts Reading Test is linked to the Read to Achieve legislation (G.S. §115C-83.6). Additionally, the BOG3 serves as a teacher-growth tool used as part of the North Carolina Teacher Evaluation Process and Standard Eight of the School Executive Evaluation Process (GCS-A-016, TCP-C-004).

[2] The end-of-grade (EOG) tests are administered per state and federal requirements: No Child Left Behind (NCLB) Act of 2001; Elementary and Secondary Education Act (ESEA) waiver; GCS-A-016, TCP-C-004—Teacher Evaluation Process and Standard Eight of the School Executive Evaluation Process; GCS-C-020—Accountability Model including Annual Measurable Objectives (AMOs); GCS-C-021—Accountability Model Annual Performance Standards; GCS-C-020—Components of the Accountability Model; G.S. §115C-174.11; Read to Achieve legislation—G.S. § 115 C-83.6.

[3] Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs® 2.0) is North Carolina's required assessment that complies with Title III of the NCLB legislation. The state instrument for identification of Limited English Proficient (LEP) students is the WIDA ACCESS Placement Test (W-APT). The federal (Title III, of NCLB) and state (GCS-A-011) policies require all K–12 students identified as language minority students through the Home Language Survey process upon initial enrollment be assessed for limited English language proficiency.

[4] Policy in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and NCLB require all eligible students who do not participate in the standard administration with or without accommodations to be administered an appropriate alternate assessment with or without accommodations. Additionally, the College and Career Readiness Alternates (grades 10 and 11) are State Board of Education (SBE) requirements (G.S. §115C-174.11 (c)(4)).

[5] Federal law specifies that NAEP is voluntary for every student, school, school district, and state. However, federal law also requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at fourth and eighth grades. Similarly, school districts that receive Title I funds and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at fourth and eighth grades. All other NAEP assessments are voluntary.

[6] The Progress in International Reading Literacy Study (PIRLS) and the Program for International Student Assessment (PISA) are sponsored by the National Center for Education Statistics (NCES), part of the U.S. Department of Education.

[7] The ACT Explore (grade 8) is a State Board of Education (SBE) requirement (G.S. §115C-174.11(c)(4)).

[8] End-of-course (EOC) tests are administered per state and federal requirements: No Child Left Behind (NCLB) Act of 2001; Elementary and Secondary Education Act (ESEA) waiver; GCS-A-016, TCP-C-004—Teacher Evaluation Process and Standard Eight of the School Executive Evaluation Process; GCS-C-020—Accountability Model including Annual Measurable Objectives (AMOs); GCS-C-021—Accountability Model Annual Performance Standards; GCS-C-020—Components of the Accountability Model; G.S. §115C-174.11.

[9] The ACT Plan (grade 10) is an SBE requirement (G.S. §115C-174.11(c)(4)).

[10] The ACT (grade 11) is an SBE requirement (G.S. §115C-174.11). SBE policies include GCS-C-020, Components of the Accountability Model and GCS-C-021, Accountability Model Annual Performance Standards.

[11] ACT WorkKeys is an SBE requirement (G.S. §115C-174.25). SBE policies include GCS-C-020, Components of the Accountability Model and GCS-C-021, Accountability Model Annual Performance Standards.

Appendix B

Task Force on Summative Assessment

Report to the North Carolina State Board of Education

Assessment Recommendations

June 2015

Task Force Membership

- The goal for membership on the Task Force on Summative Assessment Committee was to include individuals with diverse perspectives, backgrounds, and experiences with public education and the community. Mr. A.L. "Buddy" Collins, Vice Chair of the State Board of Education and Dr. Olivia Holmes Oxendine, Board Member, State Board of Education were named Chair and Vice Chair, respectively, of the Task Force. State Superintendent Dr. June St. Clair Atkinson also served on the Task Force. Other Task Force members included local school district K–12 superintendents, principals, and teachers. Additionally, testing and accountability, higher education, local school board, parent, and business professional vantage points were represented on the Task Force: Ms. Erin Beale, Mathematics Teacher, Davis Drive Middle School, Wake County Schools
- Ms. Pam Biggs, Exceptional Children Consultant, Johnston County Schools
- Dr. Lisa Chapman, Senior Vice President/Chief Academic Officer, North Carolina Community College System
- Mr. Todd Davis, North Carolina Business Committee on Education Board Member/Century Link Incorporated
- Ms. Ilina Ewen, Marketing Consultant/Parent Representative
- Dr. Wayne Foster, Director, STAR 3 Project, Winston-Salem/Forsyth County Schools

- Ms. Krystal Harris, Third Grade Teacher, Fairview Heights Elementary School, Richmond County Schools
- Mr. Butch Hudson, Northeast Regional Accountability Coordinator
- Ms. Anna Jarrett, Middle and High School District Lead Mathematics Teacher, Duplin County Schools
- Mr. Michael Landers, English Teacher, Mount Pleasant High School, Cabarrus County Schools
- Mr. Joe Maimone, Headmaster, Thomas Jefferson Classical Academy
- Mr. Larry Obeda, Principal, Lumberton High School, Public Schools of Robeson County
- Ms. Jennifer Robinson, Principal, Westwood Elementary School, Ashe County Schools
- Ms. Roberta Scott, President-Elect, North Carolina School Boards Association/Warren County Schools
- Dr. Robert Taylor, Superintendent, Bladen County Schools
- Dr. Frank Till, Superintendent, Cumberland County Schools
- Dr. Miriam Wagner, Dean, School of Education, North Carolina Agricultural and Technical State University
- Ms. Hannah Youngblood, Testing/Accountability Director, Johnston County Schools

Mr. Martez Hill, Executive Director, Office of the State Board of Education, Dr. Audrey Martin-McCoy, Policy Analyst, Office of the State Board of Education, and Dr. Lou Fabrizio, Director, Data, Research, and Policy, North Carolina Department of Public Instruction (NCDPI), served as staff to the Task Force on Summative Assessment.

Table of Content

PART I: INTRODUCTION AND TASK FORCE RECOMMENDATIONS

Introduction

In January 2014, the North Carolina State Board of Education (SBE) authorized Chairman William Cobey to establish and appoint the Task Force on Summative Assessment for the purpose of examining the administration of state summative assessments for student accountability in school year 2016–17 and beyond. Representing several interested stakeholder groups, the Task Force began meeting in small and large groups in the fall of 2014. These meetings provided opportunities to exchange professional perspectives, to examine and discuss reports and presentations, and to formulate recommendations. Part I of this report presents the recommendations of the Task Force and the details of two assessment approaches: (1) a through-course assessment (periodic testing on the academic content standards in three or four intervals during the school year in grades 3–8) and (2) a nationally normed assessment suite for grades 9–11. The underpinning research of the recommendations and further details about the two assessment approaches (grades 3–8 and grades 9–11) comprise Part II of the report. The activities of the Task Force, including external presentations and concluding comments, appear in Part III of the report. The Appendices provides background information for the recommendations found in the report.

Task Force Recommendations

According to S.L. 2014-78§ 5 (SB 812), the SBE shall report to the Joint Legislative Education Oversight Committee by July 15, 2015, on the acquisition and implementation of a new assessment instrument or instruments to assess student achievement on the academic standards adopted pursuant to G.S. §115C-12(9c). The State Board shall not acquire or implement the assessment instrument or instruments without the enactment of legislation by the General Assembly authorizing the purchase. The assessment instrument(s) shall be nationally normed, field tested, and aligned with the North Carolina Standard Course of Study.

Grades 3–8 Recommendation

The Task Force recommends implementing a proof of concept study in 2015–16 in selected school districts to determine the feasibility of administering a through-course assessment model consisting of three or four tests that will occur over the school year. If approved by the SBE, these assessments would replace local interim or benchmarks assessments that districts currently administer as tools for monitoring student, grade, school, and district progress toward standards-driven goals. The timely data obtained from through-course assessments will inform instruction, improve the allocation of time and resources, and redirect professional development initiatives.

If the findings support the through-course model as a technically sound approach for measuring annual student proficiency and student growth while meeting state and federal accountability purposes, including accommodations for students with disabilities and students who are English language learners (ELLs), the SBE

may consider eliminating End-of-Grade assessments and adopting nationally normed tests in English Language Arts (ELA)/Reading and mathematics in grades 3- 8.

The Task Force recommends a three-year plan for studying student assessment in grades 3–8. In short, the study will examine the extent to which a series of segmented assessments capture a valid and reliable picture of student achievement throughout and at the end of the school year. Determining the operational and technical feasibility of this model will be a critical part of the study. The NCDPI will select a randomized sample for participation, solicit feedback on the design of the study from the North Carolina Technical Advisors, and present the findings to the SBE in summer 2016. In order to obtain valid and reliable information about the through course model, the Task Force recommends that schools participating in the study not administer local benchmark/interim assessments. The findings from the study will inform the decisions of the State Board of Education regarding future test development.

Also, in 2015–16, the NCDPI will examine commercial instruments and determine the extent to which these assessments satisfy North Carolina's content standards and specific psychometric requirements. With several school districts currently administering commercially developed assessments, it is possible to conduct a review of the assessment data from previous End-of-Grade (EOG) administrations. This will allow the NCDPI to determine whether commercial assessments align with state summative assessments in coverage of content standards, reliability, and validity. In order to accomplish this review, the NCDPI will request school systems to submit historical data from commercial assessments and determine the extent to which the technical integrity compares with state-developed EOG tests.

Grades 3–8 Implementation Plan

2015–16

(1) Implement a proof of concept (POC) study to determine whether the through-course assessment model is technically sound and operationally feasible. The data resulting from these assessments will inform teachers as they reflect critically on their instructional practices and adjust their strategies accordingly. In addition, the NCDPI will study these data giving special attention to reporting requirements set forth in state and federal laws. Participating school districts will administer both the through-course assessments and a modified (shorter) EOG test during 2015–16. The study will include fifth grade mathematics and sixth grade ELA/Reading.

(2) Examine commercial assessments systems and the extent to which these assessments satisfy North Carolina content standards and specific psychometric features. The NCDPI will collect historical assessment data from school districts that routinely administer commercially-developed assessments in prior years and analyze the results for standards alignment, validity, and reliability.

3) At the conclusion of 2015–16, the SBE will review findings from the study and the locally administered commercial products. Depending on the SBE's decision following their review, a field test may be administered in 2016-17 or a Request for Proposals may be released.

2016–17

Conduct a field test in grades 3–8 (ELA/Reading and mathematics) based on the results from the through-course study, or release a Request for Proposal (RFP) for a grades 3–8 national assessment suite that aligns with the rigorous college and career-ready standards adopted by the State Board of Education.

2017–18

Depending on State Board approval, administer a new student assessment program.

Grades 3–8 Implementation Overview

Year	Administration	Grade Levels	Purpose
2015–16	Implement Proof of Concept study	Grade 5: Math Grade 6: ELA/Reading	Determine feasibility of Proof of Concept
2015–16	Examine commercially-developed assessment instruments	Grades 3–8	Determine the extent to which these assessments satisfy North Carolina content standards and specific psychometric features
2016–17	Either proceed with a field test of the through-course model, or release a request for proposals for a national-normed assessment	Grades 3–8: Math Grades 3–8: ELA/Reading	Ensure national-normed assessments meet technical requirements and state and federal accountability standards
2017-18	Administer new assessment	Grades 3–8	Ensure assessments provide information on student performance in a manner that will impact instructional decisions

Grades 9-11 Recommendation

The Task Force recommends a national assessment suite for ELA/Reading, mathematics, and science. Administered as pre-tests in grades 9 and 10, these assessments will target content skills that students must master before post-testing occurs in grade 11. This approach will accommodate comparative analyses of student achievement data, provide indicators of college-and-career readiness, and satisfy state and federal accountability

requirements, including appropriate accommodations for students with disabilities and students who are ELLs. Given that the ACT assessment suite (ACT Explore and ACT Plan) will not be available after 2015-16, the State Board of Education may consider authorizing the NCDPI to explore the market for other nationally normed assessment tools. Additionally, the Task Force recommends administering a national career-readiness assessment to students who complete a concentration in the Career and Technical Education curriculum.

Grades 9-11 Implementation Plan

2015–16

Release an RFP for a grades 9–11 assessment suite that aligns with academic content standards and measures career-and-college readiness. The grades 9 and 10 assessment must provide diagnostic information for teachers to improve instruction. Determining career-and-college readiness will reflect performance on grade 11 assessments.

2016–17

Conduct a statewide pilot of the proposed assessments to ensure the capacity of the tools to satisfy all state and federal requirements. Concurrently, the NCDPI will conduct information meetings and provide training opportunities to help teachers, parents, and school administrators understand the possible transition from EOG tests to the new assessment protocol. During 2016-17, a method for determining a grade 11 proficiency score will be identified and presented to the State Board of Education for approval.

2017-18

Implement the new assessment suite in grades 9–11 and use the grade 11 assessment as the accountability measure.

Grades 9-11 Implementation Overview

Year	Administration	Purpose
2015-16	Release a request for proposals	Ensure national assessments meet technical requirements and state and federal accountability standards
2016-17	Conduct statewide pilot test and establish method to determine student proficiency using grade 11 test data	Ensure national assessments meet technical requirements and state and federal accountability standards
2017–18	Implement new assessments in grades 9–11	Full Implementation

PART II: REPORT FROM THE TASK FORCE ON SUMMATIVE ASSESSMENT

Background

In July 2014, the General Assembly adopted and the Governor signed Senate Bill 812 (S.L. 2014-78§ 5) directing the SBE to report to the Joint Legislative Education Oversight Committee by July 15, 2015, on the acquisition and implementation of a new assessment instrument(s) to assess student achievement on the academic standards adopted pursuant to G.S. §115C-12(9c). The SBE is granted the authority to review the standards of other states and national assessments aligned with those standards and shall implement the assessments it deems most aligned to assess state academic achievement content standards in accordance to the law. The State Board shall not acquire or implement the assessment instrument(s) without the enactment of legislation by the General Assembly authorizing the purchase. The assessment instrument or instruments shall be nationally normed, field tested, and aligned with the North Carolina Standard Course of Study.

Task Force Charge

In 2014, the State Board Education charged the Task Force to examine the purpose of federal, state, and local assessment requirements and offer recommendations on a best course of action for measuring student achievement while protecting teachers' instructional time, realizing that achieving the right balance is paramount. A balanced and coherent assessment system should align with content standards, instructional practices, and assessment activities and provide timely, reliable student achievement and growth information to classroom teachers and school leaders in their efforts to improve instructional programs for all students.

As the Task Force discussed recommendations, the following options emerged:

- Continue the current system of state-developed End-of-Grade (EOG) and End-of-Course (EOC) tests in ELA/Reading and mathematics;
- Utilize a consortium-developed summative assessment system such as Smarter Balanced Assessments or Partnership for Assessment of Readiness for College and Careers (PARCC); and
- Purchase a commercially designed assessment system such as ACT, SAT, or the Iowa Test of Basic Skills (ITBS).

Conceptual Framework

The Task Force on Summative Assessment recognizes that content standards form the basis of the instructional program, with student assessment comprising one important component of the teaching/learning process. The Task Force also acknowledges that an assessment protocol must achieve several goals with student performance serving as the unifying purpose. The strength of any assessment program depends on balance and interdependence, meaning that all steps must form a cohesive system from which teachers, school leaders, parents, students, and education policy makers receive systematic information about the performance of students. Three distinct levels comprise a balanced system: (1) formative, (2) interim, and (3) summative.

A formative assessment (the first level) provides actionable feedback regarding student, small group, and/or whole-class performance. These assessments occur in the natural context of teaching and have no bearing on school accountability (Perie, Marion, and Gong, 2009). Extensive research on assessment and learning shows that skilled use of formative assessment by teachers has a significant positive impact on student learning (Black & William, 1998; Heritage, 2007; Stiggins & DuFour, 2009). An interim assessment is designed to evaluate the progress of students with respect to a given set of content standards. Determined in advance, teachers know where in their curricula and for what length of time to focus their instruction. Since assessing common standards is the focus of the interim protocol, school districts often aggregate and report school-level results. Given a specific end point (e.g., grade-reporting cycle, semester, or year), a summative assessment captures the outcomes of continuous teaching and learning. When administered as standardized tests, summative tools inform educators, the public, and policy makers about the extent to which large numbers of students have reached proficiency on state-adopted content standards. Unlike formative and interim assessments, the summative protocol has state-level accountability implications, as well as large-scale comparative value.

<u>Guiding Beliefs and Principles</u>

During ongoing discussions about the purpose and desired attributes in a state-level assessment, the Task Force emphasized the following beliefs and principles:

- Academic standards drive instructional content and serve as the basis of assessment.

- The alignment of content standards, daily instruction, and all levels of assessment benefits teachers and students.
- An assessment system should provide feedback that improves instruction.
- Teachers and school leaders deserve timely student achievement information to make decisions about student learning.
- Interim assessments have the potential to influence instructional practices as compared to summative assessments, which are designed for accountability purposes.
- An assessment system must address the diversity of learners in classrooms. This range includes students with disabilities, English Language Learners (ELLs), and the academically gifted students.
- Student assessment systems must reflect well-established principles of child growth and development.
- Technology will enhance teachers' efforts to embed interim assessments as part of routine instructional delivery.

Additionally, the Task Force agrees that multiple measures should be used to determine a school's effectiveness. The members, however, debated strategies for using assessments to measure teacher effectiveness, with some members stressing the importance of empowering school leaders to use school-level growth data as a proven strategy to strengthen teams of teachers and professional learning communities, while some members emphasized the value of school leaders having individual teacher growth data to identify effective and ineffective teachers. The Task Force did not reach a consensus recommendation on using assessment data to measure teacher effectiveness.

Defining a Comprehensive Balanced Assessment System

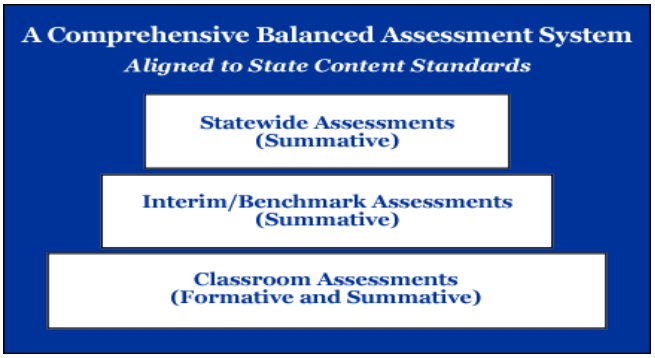
A comprehensive balanced assessment system is a multi-tiered approach for gathering proficiency data in areas of state and/or national standards. Heretofore, North Carolina has relied on summative (e.g., EOG/EOC) assessments to meet state and federal requirements. Coupled with summative tests developed by the NCDPI, school districts also examine formative and interim assessment data to determine student performance at the skill/competency level. In preparing students for these assessments, teachers generally follow a common pacing guide.

Based on the work of Gong (2010), an assessment system is considered balanced and coherent when content standards, instructional practices, and assessment activities result in reliable information about the academic achievement of students. Additionally, a balanced system appropriately weights the distribution of learning to support accountability needs. A comprehensive, balanced assessment system also provides customized information required by different levels of the educational system. For example, formative information is crucial for revising/modifying daily instruction, yet these data satisfy no state and national reporting requirements.

Formative, Interim, and Summative Assessments

Conceptually, a balanced assessment system resembles building blocks, with classroom/formative assessments forming the lowest level. Interim assessments, or the second level provide systematic information to educators regarding student performance at the school and district levels. The top level consists of statewide assessments, which offer a final opportunity for students to demonstrate academic proficiency across the content standards. Figure 1 depicts a comprehensive assessment system.

Figure 1. A Comprehensive Balanced Assessment System



One purpose of assessment is to capture student learning at the closest point of instruction and to utilize the results to guide instructional adjustments. This process is defined as formative assessment and is described "as encompassing all activities undertaken by teachers, and/or by their students, which serve as feedback to modify teaching and learning activities…" Black and Wiliam (1998, p.7). Formative assessment often occurs within and between lessons and can be considered a "pulse check," alerting teachers and students of learning gaps. Formative assessment and daily instruction must operate seamlessly, or the result of fragmented feedback will undermine strategies to assist students. Moreover, timely data empower students to evaluate their own learning. In short, formative assessment allows teachers and students to recognize, respond, and improve learning as it is occurring (Cowie & Bell, 1999; Looney, 2005).

An assessment also captures student learning at specific intervals or "along the way." This type of assessment is defined as a benchmark, or an interim assessment. Critical to progress monitoring, interim assessment tools may be developed by individual teachers, school and district teams, state-level committees, or private vendors. Multiple assessment administration occurs at strategic points during the school year (e.g., beginning, middle, and end). Oftentimes, interim assessments are used to predict "end-of-year" results (Gong, 2010). Darling-Hammond and Pecheone (2010) propose that interim assessments propel instruction and track student performance over time.

Depending on the test developer, assessments will vary with respect to targeting and evaluating content standards. This variability creates challenges for school districts when they unknowingly purchase poorly aligned vendor-developed assessments. While school districts may receive information on student growth for specific skills, school leaders may not see significant gains in year-end scores on state summative assessments. Like North Carolina, many states offer school systems item banks to customize standards-based assessments; however, the benefits of using these instruments independently are minimal. A possible solution would involve the NCDPI assuming the responsibility for sequencing standards-based interim assessment items. When test items are sequenced well, teachers gain a deep understanding of standards organization, which results in effective planning, pacing, and progress monitoring

The Through-Course Assessment Model

Under consideration by the Task Force, the through-course model is comprised of multiple standards-based tests (three or four) that schools administer over several months. The quick turnaround of results from each assessment is intended to help teachers identify degrees of student mastery given specific sets of content standards. Depending on carefully controlled psychometric standards, through-course data could satisfy state and federal reporting requirements. In the literature, the through-course design is promoted as the "next generation" trend in bridging interim assessment with summative assessment. Darling-Hammond and Pecheone (2010) offer the following perspective on "medium stakes" versus high stakes.

> We would argue, as economist Richard Murnane suggested in his study of Vermont's assessment system (Mumane & Levy, 1996), that medium stakes can be preferable to high stakes of the kind that often lead to unintended negative consequences for student participation in school and teachers' instructional practices. That is, the use of rich assessments to inform stakeholders about educational performance (both because what students know and can do is made visible and because it produces useful, interpretable scores) can produce significant attention to educational improvement and support, as well as needed information for teachers, parents, policymakers, colleges, and employers" (p. 27).

For several years, state-led assessment consortia (e.g., Partnership for Assessment Readiness for College and Careers/PARCC) have shown an interest in the through-course assessment design. At the same time, these consortia have acknowledged that students require maximum instructional time to study and apply rigorous standards before assessment occurs (Wise, 2011). In a through-course model, the continuous cycle of administering assessments is likely to interfere "time to task" learning opportunities for students. In a similar vein, consortia have expressed concerns that through-course assessment data could possibly underestimate the impact of a full year of standard-based instruction. Although these concerns are acknowledged in the literature, the Task Force believes that

through-course model will minimize pressure on students, teachers, schools, and districts, since multiple opportunities for students to demonstrate proficiency will occur throughout the year.

As the SBE has been tasked by the General Assembly to implement assessments that allow for national comparisons aligned to content standards, focus placed on redefining the testing program to include room for innovative interim through-course assessment design in easing pressures placed on summative assessments is a logical next step in moving toward a balanced assessment approach. It also serves in alleviating the need for school systems to incur the costs and time associated with administering multiple interim assessments in preparation for annual state summative assessments

A Close Look at Grades 3–8

In order to assist schools in responding to the instructional needs of all students, the Task Force proposes the administration of a through-course assessment model. Ideally, this approach could eliminate local assessments; however, the Task Force is not taking a definitive stand on local interim assessments, except to advise school leaders to give careful consideration to the technical integrity and alignment strength of assessment tools, both locally and commercially designed systems.

Data derived from through-course assessments will guide teachers' pedagogical practices, inform instructional adjustments, and improve the allocation of resources and time. If the through-course model proves to be technically sound, operationally feasible, and responsive to state and federal reporting requirements, the SBE may consider eliminating the North Carolina EOG tests. A decision of this importance could possibly require the General Assembly to enact new legislation on the means and purposes of measuring student achievement in the public schools. The following diagram summarizes the grades 3-8 proposal.

Assessment Recommendation for Grades 3–8	Rationale
❧ Three or four interim assessments are administered throughout the year for ELA/Reading, and Mathematics. ❧ Content standards are sequenced across three or four assessments. ❧ Grade-level proficiency is demonstrated by meeting standards across several assessments. ❧ A growth status is based on student data gathered across several assessments.	❧ Reduces local assessments required by school districts ❧ Provides immediate feedback to determine learning gaps ❧ Could eliminate the need for the current summative/EOG tests

Educators depend on immediate test results to adjust and improve instruction. With results provided throughout the school year, an assessment system with a through-course design can guide instructional practices and diagnose student learning along the way.

A Close Look at Grades 9-11

The Task Force recommends a national assessment suite for ELA/Reading, mathematics, and science. Administered as diagnostic pre-tests in grades 9 and 10, these assessments will target content skills and knowledge that students must master before post-testing occurs in grade 11. The goal is to implement an approach that will allow for comparative analyses of student achievement data; provide indicators of college-and career-readiness; and satisfy state and federal accountability requirements, including provisions for students with disabilities and students identified as English Language Learners (ELLs). Additionally, the Task Force recommends administering a national college-and-career readiness assessment to students completing coursework in the Career Technical Education curriculum. Currently, the state administers two diagnostic assessments: 1) the ACT Explore in grade 8 and 2) the ACT Plan in grade 10. School year 2015-16, however, is the last release of the ACT Explore and ACT Plan, thus requiring the State Board of Education to consider other high school assessment systems. The following diagram summarizes the high school proposal.

Assessment Recommendation at High School	Rationale
❧ National assessment suite aligned to academic content standards to determine college readiness. The pre-test results in grades 9 and 10 will determine student growth after completing the post test in grade 11.	❧ Provides diagnostic information to empower instructional and learning practices ❧ Gives comparisons of North Carolina students to students in other states ❧ Meets state law requirements for a national assessment ❧ Used as a factor to determine admission to colleges and universities
❧ National career-readiness assessment administered to CTE concentrators.	❧ Recognized in the business/industry as an indicator of being career ready

Components of the Three-year Study

The Task Force on Summative Assessment recommends a study of a through-grades assessment model for grades 3-8 (ELA/Reading and mathematics). The Task Force also recommends a trial period for new assessments at grades 9–11 and adequate time for determining a grade 11 proficiency score.

The assessment findings will help to answer questions regarding the through-course model as a way to improve student proficiency in the ELA/Reading and mathematics standards. For grades 3–8, the study will help to determine whether the data satisfy critical mandates required by the North Carolina General Assembly, as well as federal policies administered by the US Department of Education. In order to extrapolate broadly from the findings, the NCDPI will establish sampling parameters and gather feedback from the North Carolina Technical Advisors regarding the demographic features.

As part of the proof of concept, the NCDPI will determine whether the through-course model is technically sound, operationally feasible, cost effective, and responsive to state and federal reporting requirements. Schools participating in the study will also administer modified EOG assessments. During 2015-16, the NCDPI will conduct a comparability study to determine whether commercial assessments are technically designed with the alignment, reliability, and validity to prepare students for rigorous EOG tests. The study will require the North Carolina Department of Public Instruction to request school systems to submit historical interim assessment data generated from the commercially developed assessments to determine alignment integrity.

Based on the outcomes of the through-course study and the local assessment comparability review, the NCDPI will conduct a field test in grades 3-8 of state-developed ELA/Reading and mathematics items, or consider a commercially developed assessment system. In 2017-18, the NCDPI will administer a new assessment. This three-year plan (2015-2018) must have the approval of the State Board of Education.

Operating concurrently with the grades 3-8 plan, the high school proposal for grades 9-11 will build on a pre and post tests to determine the extent to which students are demonstrating proficiency and growth in rigorous state-adopted content standards. These assessments must satisfy a number of state and federal policies around accountability and student accommodations.

PART III. THE ORGANIZATION AND WORK OF THE TASK FORCE

Summary of Task Force Activities

Working in both large and small groups, the Task Force convened monthly from October 2014 through May 2015. General meetings were held in the Education Building; however, webinar sessions and telephone conferencing made it possible to collaborate and plan in small groups, or to participate remotely. The NCDPI Communications Division disseminated information to the public about the activities of the Task Force, and the Office of the State Board routinely posted meeting material on the eBoard website at http://stateboard.ncpublicschools.org under SBE meetings. Audio streaming made it possible for the public to listen to live proceedings of Task Force meetings.

To gain a better understanding of how assessment best enhances the process of teaching and learning, the Task Force members formed three groups representing elementary, middle, and high school grades. Chairman Collins directed the groups to study assessments currently administered in each grade and to identify ways to improve the feedback loop from which teachers determine the ways to modify their instructional practices. .Each group proposed a model that 1) complements the developmental needs of students, 2) provides timely feedback to teachers, and 3) yields a student growth measure.

In addition committee reports, NCDPI staff and several external stakeholders offered helpful guidance and perspectives. Below is a summary of presentations to the Task Force..

<u>The North Carolina Department of Public Instruction</u>

- provided a historical perspective on the Standards and Accountability Commission and the Blue Ribbon Commission on Testing and Accountability
- reviewed revisions to the Elementary and Secondary Education Act and the proposed Every Child Achieves Act of 2015
- explained the purpose of state assessments currently administered to meet state and federal mandates
- discussed local interim/benchmark assessments
- differentiated between various assessments and the information/data resulting from each one (e.g., formative, interim, and summative)

<u>Educational Associations</u>

The following associations presented perspectives on short-term and long-term changes in the state assessment system.

- North Carolina School Superintendents' Association
- North Carolina School Boards Association

- North Carolina Association for Supervision and Curriculum Development
- North Carolina Association of Educators
- North Carolina Parent Teacher Association
- BEST NC
- North Carolina Chamber Foundation

The associations expressed agreement on the following principles:

- Educators must ensure that assessments are developmentally appropriate.
- Assessments must reflect state-adopted content standards; improve student learning; and produce data consistent with state and federal reporting requirements.
- Assessments must provide timely, valid, and useful information.

Other Presentations

The Task Force received information from regional and school district-level testing coordinators who emphasized the importance of thoroughly covering the content standards before conducting interim assessments, accommodating students with special learning needs, and managing and coordinating the administration of interim/through-course assessments.

Dr. Paul Leather, Deputy Commissioner, New Hampshire Department of Education discussed the PACE, an innovative accountability strategy that offers a reduced level of standardized testing used together with locally-developed common performance assessments. These assessments are designed to support "deeper" learning through competency education and to be integrated into students' day-to-day learning activities. Meaningful assessment is an essential step in ensuring that all students are getting the most out of their education. New Hampshire implemented the PACE model in 2012.

Perspectives and Findings

Based on several written reports and expert presentations, the Task Force offers the following findings:

1. While North Carolina has customarily relied on summative assessments to meet state and federal requirements, the Task Force encourages the NCDPI to design and implement a balanced assessment system—one that builds on tiers of data generated by formative and interim assessments. A through-course design will serve the purpose of guiding teachers' instructional practice and diagnosing student learning needs "along the way." Summative (e.g., EOG/EOC) tests appropriately fulfill state and federal reporting mandates.
2. During the school year, classroom teachers are responsible for administering a variety of assessments that have different mandate provisions (e.g., state and/or federal). Below is a sample.

- Test results are used for school performance grades, which include proficiency and growth (state)
- Test results are used to report Annual Measurable Objectives (AMO). (federal)
- Tests must be aligned to state-adopted content standards. (federal and state).
- Content standards must satisfy college- and- career ready rigor. (federal and state)
- Students must be assessed on their grade levels. (federal and state)
- Tests must result in an end-of-year achievement level (1-5 in North Carolina). (federal and state)
- As required in policies governing Educator Effectiveness, tests must provide teacher-level growth information. (federal and state)
- Test data must result in national comparisons. (state)
- The North Carolina student assessment system adopted by the State Board of Education applies to all students. School systems are not permitted to administer other summative/end-of-year assessment programs. (federal and state)
- Students with the most significant disabilities must have appropriate assessments aligned to extended content standards. (federal)
- All students must be included in the annual testing program. The testing program must accommodate the needs of students with Individualized Education Plans (IEPs), 504 plans, and English as a Second Language (ESL) documentation.

3. Surveys administered and analyzed by the NCDPI (2014) reveal that school district (on average) dedicate about 2.3 percent of the school year assessing students, regardless of the grade level. The majority of locally mandated assessments are administered in grades 3-8, with at least three assessments given per year in grades 5 through 8. Fifty-five percent of the respondents stated that they use local assessments to inform instruction, while nearly forty percent stated that their school districts administer these tests to monitor student progress in standards-driven curricula and to prepare students for EOG/EOC testing

4. An assessment must fit its purpose. Since the 1990s, standardized assessments have been foundational to school, district, and state accountability policies. In the intervening years, state and federal laws have expanded the use of test data for a variety of reasons (e.g., school performance grades, educator effectiveness, and annual measurable objectives (AMO). It must be noted that summative tests are not intended to provide student-level, diagnostic data. Instead, they satisfy state and federal reporting requirements calling for cumulative "snapshots" of student achievement. Furthermore, the release time

of official results makes it impossible to provide feedback to teachers. For all intents and purposes, the year of instruction has ended before the Department of Public Instruction is authorized to release official outcomes to school districts.

During March 2015, the NCDPI staff assigned to the Task Force attended a meeting of the North Carolina Technical Advisors to discuss through-course assessments, the proposed high school assessment model, and the proof of concept framework. Although the advisors did not oppose the through-course concept, they raised concerns about its technical soundness and the importance of careful planning, communication, and implementation.

Given the body of information provided in written reports and by knowledgeable stakeholders, the Task Force continued . . .

- deliberating on ways to implement through-course assessment tools with the capacity to provide proficiency and growth data in grades 3-8 and using a high school pre/post-test model in grades 9 and 10 and a national assessment to measure college-and-career readiness in grades 11 and 12;
- collaborating in small groups on ways to enhance student achievement using assessment tools;
- gathering information from other states about interim assessment design;
- exploring a second phase of the study to include kindergarten through grade 3;
- briefing local school superintendents on the assessment proposal and the NCDPI's draft Request for Information (RFI) during the Superintendents' Quarterly Meeting on March 18, 2015. The purpose of a RFI is to determine the availability and costs of through-course assessments. The North Carolina School Superintendents' Association held a meeting on March 27, 2015, for local superintendents and staff to share information on the proposed pilot concept tentatively scheduled to begin during 2015–16.
- collecting information from school districts regarding pilot design preferences (see below).

  Option A: The school system will administer commercially developed assessments to generate three or four assessments during 2015–16, or the initial year of the pilot.

  Option B: The school system will administer up to four state-developed interim assessments during 2015-16.

  Option C: The school system will administer a single assessment suite identified by the state's RFI process that would be administered throughout the 2015–16 piloting school year.

In a review of LEA proposals submitted by 23 systems, 14 districts indicated a preference for state-developed assessments. In the other proposals, school systems mentioned various ways of utilizing state-developed assessments.

Conclusion

The Task Force believes that an interim assessment model designed as a through-course approach is worthy of further exploration and proposes a study of this concept in grades 5 and 6 during 2015-16. Regarding the high school proposal for grades 9-11, the Task Force supports adopting a nationally normed suite of pre-tests and post-tests for determining baseline performance during the freshman and sophomore years and evaluating proficiency and growth during students' junior year. Equally important, this assessment suite must assess the rigor expected in college-and- career ready standards. In summary, the Task Force encourages the SBE to consider the recommendations contained n this report.

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Appendix C1

Schools Sampled to Participate in the Proof of Concept Study

	LEA Name	School Code	School Name	RAC	Content
1	Henderson County Schools	450324	Etowah Elementary	1	Grade 5 Math
2	Henderson County Schools	450340	Mills River Elementary	1	Grade 5 Math
3	Yancey County Schools	995336	South Toe Elementary	1	Grade 5 Math
4	Catawba County Schools	180336	Clyde Campbell Elementary	2	Grade 5 Math
5	Winston-Salem/Forsyth County Schools	340462	North Hills Elementary	2	Grade 5 Math
6	Winston-Salem/Forsyth County Schools	340490	Petree Elementary	2	Grade 5 Math
7	Winston-Salem/Forsyth County Schools	340540	Walkertown Elementary	2	Grade 5 Math
8	Millennium Charter Academy	86T000	Millennium Charter Academy	2	Grade 5 Math
9	Mooresville City Schools	491306	Mooresville Intermediate	2	Grade 5 Math
10	Mount Airy City Schools	862310	Jones Elementary	2	Grade 5 Math
11	Yadkin County Schools	990316	Fall Creek Elementary	2	Grade 5 Math
12	Cabarrus Charter Academy	13B000	Cabarrus Charter Academy	3	Grade 5 Math
13	Charlotte-Mecklenburg Schools	600338	Clear Creek Elementary	3	Grade 5 Math
14	Charlotte-Mecklenburg Schools	600485	Oakdale Elementary	3	Grade 5 Math
15	Charlotte-Mecklenburg Schools	600522	Selwyn Elementary	3	Grade 5 Math
16	Community School of Davidson	60I000	Community School of Davidson	3	Grade 5 Math
17	Gaston County Schools	360348	Catawba Heights Elementary	3	Grade 5 Math
18	Gaston County Schools	360400	Gardner Park Elementary	3	Grade 5 Math
19	Hoke County Schools	470310	Don D Steed Elementary	3	Grade 5 Math
20	Kannapolis City Schools	132329	Kannapolis Intermediate	3	Grade 5 Math
21	Piedmont Community Charter School	36B000	Piedmont Community Charter School	3	Grade 5 Math
22	Edgecombe County Public School	330354	Stocks Elementary	4	Grade 5 Math
23	Martin County Schools	580324	Jamesville Elementary	4	Grade 5 Math
24	Northampton County Schools	660308	Conway Middle	4	Grade 5 Math
25	Brunswick County Schools	100302	Belville Elementary	5	Grade 5 Math
26	Cumberland County Schools	260403	New Century International Elementary	5	Grade 5 Math
27	Cumberland County Schools	260448	Vanstory Hills Elementary	5	Grade 5 Math
28	Duplin County Schools	310336	Warsaw Elementary	5	Grade 5 Math
29	New Hanover County Schools	650323	Edwin A Anderson Elementary	5	Grade 5 Math
30	New Hanover County Schools	650362	Pine Valley Elementary	5	Grade 5 Math
31	Onslow County Schools	670347	Stateside Elementary	5	Grade 5 Math
32	Robeson County Schools	780324	Fairgrove Middle	5	Grade 5 Math
33	Alamance-Burlington Schools	010346	B Everett Jordan Elem	6	Grade 5 Math
34	Chapel Hill-Carrboro Schools	681330	Scroggs Elementary	6	Grade 5 Math
35	Chatham County Schools	190332	J S Waters School	6	Grade 5 Math
36	Durham Public Schools	320374	C C Spaulding Elementary	6	Grade 5 Math
37	Durham Public Schools	320376	Spring Valley Elementary	6	Grade 5 Math

38	Guilford County Schools	410424	Jesse Wharton Elem	6	Grade 5 Math
39	Guilford County Schools	410461	McLeansville Elementary	6	Grade 5 Math
40	Harnett County Schools	430336	Erwin Elementary	6	Grade 5 Math
41	Johnston County Schools	510356	Glendale-Kenly Elementary	6	Grade 5 Math
42	Nash-Rocky Mount Schools	640324	Coopers Elementary	6	Grade 5 Math
43	Orange County Schools	680336	Pathways Elementary	6	Grade 5 Math
44	Randolph County Schools	760340	Ramseur Elementary	6	Grade 5 Math
45	Vance County Schools	910356	Pinkston Street Elementary	6	Grade 5 Math
46	Brevard Academy	88A000	Brevard Academy	1	ELA Grade 6
47	Madison County Schools	570319	Madison Middle	1	ELA Grade 6
48	Polk County Schools	750319	Polk County Middle School	1	ELA Grade 6
49	Caldwell County Schools	140308	Collettsville School	2	ELA Grade 6
50	Davidson County Schools	290334	Ledford Middle	2	ELA Grade 6
51	Davidson County Schools	290376	Tyro Middle	2	ELA Grade 6
52	Winston-Salem/Forsyth County Schools	340568	Winston-Salem Preparatory Academy	2	ELA Grade 6
53	Iredell-Statesville Schools	490338	Lakeshore Middle	2	ELA Grade 6
54	Yadkin County Schools	990320	Forbush Elementary	2	ELA Grade 6
55	Charlotte-Mecklenburg Schools	600333	Carmel Middle	3	ELA Grade 6
56	Charlotte-Mecklenburg Schools	600479	Northeast Middle	3	ELA Grade 6
57	Charlotte-Mecklenburg Schools	600488	Oaklawn Language Academy	3	ELA Grade 6
58	Charlotte-Mecklenburg Schools	600514	Ranson Middle	3	ELA Grade 6
59	Charlotte-Mecklenburg Schools	600577	Westerly Hills Academy	3	ELA Grade 6
60	Scotland County Schools	830304	Carver Middle	3	ELA Grade 6
61	Scotland County Schools	830349	Spring Hill Middle	3	ELA Grade 6
62	Beaufort County Schools	070329	Northeast Elementary	4	ELA Grade 6
63	Camden County Schools	150310	Camden Intermediate	4	ELA Grade 6
64	Pitt County Schools	740396	Stokes	4	ELA Grade 6
65	Brunswick County Schools	100309	Cedar Grove Middle	5	ELA Grade 6
66	Carteret County Public Schools	160332	Smyrna Elementary	5	ELA Grade 6
67	Duplin County Schools	310330	Chinquapin Elementary	5	ELA Grade 6
68	Paul R Brown Leadership Academy	09A000	Paul R Brown Leadership Academy	5	ELA Grade 6
69	Robeson County Schools	780360	Parkton Elementary	5	ELA Grade 6
70	Robeson County Schools	780384	Prospect Elementary	5	ELA Grade 6
71	Robeson County Schools	780403	Saint Pauls Middle	5	ELA Grade 6
72	Chatham County Schools	190308	Bonlee School	6	ELA Grade 6
73	Granville County Schools	390334	Northern Granville Middle	6	ELA Grade 6
74	Guilford County Schools	410397	Guilford Middle	6	ELA Grade 6
75	Harnett County Schools	430347	Harnett Central Middle	6	ELA Grade 6
76	Henderson Collegiate	91B000	Henderson Collegiate	6	ELA Grade 6
77	Johnston County Schools	510344	North Johnston Middle	6	ELA Grade 6
78	Southern Wake Academy	92P000	Southern Wake Academy	6	ELA Grade 6
79	Summerfield Charter Academy	41J000	Summerfield Charter Academy	6	ELA Grade 6
80	Wake County Schools	920492	Martin Middle	6	ELA Grade 6

Appendix C2

Comparison Group Sample			
LEA Name		School Code	School Name
1	Buncombe County Schools	110388	Pisgah Elementary
2	Rutherford County Schools	810350	Forrest W Hunt Elementary School
3	Rutherford County Schools	810370	Pinnacle Elementary School
4	Caldwell County Schools	140376	Oak Hill Elementary
5	Davidson County Schools	290302	Brier Creek Elementary
6	Davidson County Schools	290364	Silver Valley Elementary
7	Davie County Schools	300320	Mocksville Elementary
8	Forsyth County Schools	340512	Sherwood Forest Elementary
9	Forsyth County Schools	340548	Ward Elementary
10	Iredell-Statesville Schools	490345	N B Mills Elementary
11	Stokes County Schools	850336	Pine Hall Elementary
12	Cabarrus County Schools	130312	Harrisburg Elementary
13	Charlotte-Mecklenburg Schools	600311	Ashley Park Pre-K-8 School
14	Charlotte-Mecklenburg Schools	600447	Matthews Elementary
15	Charlotte-Mecklenburg Schools	600532	Waddell Language Academy
16	Montgomery County Schools	620334	Star Academy
17	Rowan-Salisbury Schools	800346	Koontz Elementary
18	STARS Charter	63B000	STARS Charter
19	Scotland County Schools	830336	North Laurinburg Elementary
20	Union County Public Schools	900376	Weddington Elementary
21	Union County Public Schools	900388	Wingate Elementary
22	Beaufort County Schools	70308	Bath Elementary
23	Hertford County Schools	460308	Ahoskie Elementary
24	Pitt County Schools	740358	G R Whitfield

Appendix C2

Comparison Group Sample			
School Name	School Code	School Code	LEA Name
25	Craven County Schools	250308	Bridgeton Elementary
26	Cumberland County Schools	260326	Elizabeth M Cashwell Elementary
27	New Hanover County Schools	650304	Bradley Creek Elementary
28	Onslow County Schools	670338	Parkwood Elementary
29	Onslow County Schools	670339	Richlands Elementary
30	Sampson County Schools	820346	Hobbton Elementary
31	Wayne County Public Schools	960454	Northwest Elementary
32	Z.E.C.A. School of Arts and Technology	67B000	Z.E.C.A. School of Arts and Technology
33	Alamance-Burlington Schools	10347	Garrett Elementary
34	Alamance-Burlington Schools	10354	Harvey R Newlin Elementary
35	Chatham County Schools	190350	Siler City Elementary
36	Durham Public Schools	320319	Creekside Elementary
37	Franklin County Schools	350331	Long Mill Elementary
38	Guilford County Schools	410331	Bluford Elementary
39	Guilford County Schools	410505	Oak View Elementary
40	Guilford County Schools	410538	Sedgefield Elementary
41	Johnston County Schools	510360	Meadow School
42	Johnston County Schools	510410	Polenta Elementary
43	Maureen Joy Charter School	32A000	Maureen Joy Charter School
44	Person County Schools	730332	Helena Elementary
45	Vance County Schools	910304	Aycock Elementary

Appendix C2

Comparison Group Sample			
LEA Name		School Code	School Name
1	Ashville City Schools	111356	Asheville Middle
2	Buncombe County Schools	110326	Cane Creek Middle
3	Jackson County Schools	500337	Smokey Mountain Elementary
4	Avery County Schools	60318	Avery Middle
5	Catawba County Schools	180360	Oxford Elementary
6	Catawba County Schools	180372	Saint Stephens Elementary
7	Davidson County Schools	290309	Central Davidson Middle
8	Stokes County Schools	850304	Chestnut Grove Middle
9	Watauga County Schools	950322	Hardin Park Elementary
10	Bradford Preparatory School	60S000	Bradford Preparatory School
11	Charlotte-Mecklenburg Schools	600399	Alexander Graham Middle
12	Charlotte-Mecklenburg Schools	600413	Highland Mill Montessori
13	Cleveland County Schools	230316	Burns Middle
14	Gaston County Schools	360426	Holbrook Middle
15	Gaston County Schools	360526	York Chester Middle
16	Rowan-Salisbury Schools	800363	Knox Middle
17	Hertford County Schools	460332	Riverview Elementary
18	Martin County Schools	580350	South Creek Middle
19	Pitt County Schools	740320	Bethel Elementary
20	Jones County Schools	520304	Pollocksville Elementary
21	Jones County Schools	520328	Maysville Elementary
22	Lenoir County Public Schools	540330	Rochelle Middle
23	New Hanover County Schools	650392	Williston Middle
24	Sampson County Schools	820347	Hobbton Middle

Appendix C2

Comparison Group Sample			
LEA Name		School Code	School Name
25	Wayne County Public Schools	960312	Brogden Middle
26	Z.E.C.A. School of Arts and Technology	67B000	Z.E.C.A. School of Arts and Technology
27	Chatham County Schools	190339	Margaret B. Pollard Middle
28	Envision Science Academy	92Y000	Envision Science Academy
29	Franklin County Schools	350310	Bunn Middle
30	Harnett County Schools	430351	Highland Middle
31	Orange Charter	68A000	Orange Charter
32	Triangle Math and Science Academy	92T000	Triangle Math and Science Academy
33	Vance Charter School	91A000	Vance Charter School
34	Vance County Schools	910320	Henderson Middle
35	Wake County Schools	920592	Wake Forest Middle

Appendix D

Research Questions for the Proof of Concept Study

Research Question	DPI Action	Short-Term Outcome	Long-Term Outcome
1. Do interim results provide teachers and students with useful information to inform and improve the delivery of instruction?	•DPI will conduct item analyses at the end of each interim assessment and provide immediate detailed feedback and item level reports by standards assessed to teachers and students. •A teacher/student survey will be conducted to identify the usefulness of the interim results.	• Reports from interim will provide teachers with quantitative evidence to identify and plan interventions to help at risk students. • Teachers will have supplemental evidence on students' understanding of standards assessed throughout the year. • Students and parents will receive continuous feedback throughout the year on how students are performing.	• Students' getting targeted feedback throughout the year from interims that are aligned to the state content standard and end-of-year assessment. Its long term impact could be: o Increase in teachers' growth index as measured by EVAAS. o Increased in percent of students' attaining proficiency on end-of-year state assessments.
2. Will interim assessment results provide early indicator of students' performance on the end-of-year test?	DPI Psychometric Staff will compute correlation coefficient between raw scores on interim and End-of-Year assessment.	Teachers review results of each student in each interim assessment in combination with class works. It will help the teachers identify each student's overall performance. This will allow them to adjust instruction and remediate those	Trend data will be used to establish a correlation between students' aggregate performance on interims with observed performance on end-of-year assessment.

Appendix D

Research Question	DPI Action	Short-Term Outcome	Long-Term Outcome
		who might need extra help.	
3. How best should the structure of the content standards for English Language Arts/reading and mathematics be adjusted to fit the design of the through-grade model? (August 6, 2015)	DPI test development team collected inputs from teachers and curriculum experts during test specification meetings for ELA and Math. After discussion, a consensus was reached on the structural adjustment of math standards. For ELA, teachers suggested to teach/assess the same standards on each interim with higher complexity.	Teachers reached consensus on the structure of the content standards to be taught in each interim. All sample schools will follow teaching/assessing the same content standard in the given interim period.	Feedbacks will be collected from teachers and focus groups surveys to ensure that the standards are appropriate developmentally and pedagogically for each interim. The results will provide guidance for further adjustment. The interim assessments' content structure and difficulty should be similar across years to assess reliability and validity of the through-grade model.
4. Is it feasible to incorporate constructed-response items or writing prompts on the English language arts/reading and gridded response items on the Math interim assessments?	NCDPI Test Development team convened ELA and Math test specifications meetings. The participants and curriculum experts suggested to include a constructed-response item in the second and third interims. Math participants recommended to have gridded items on all 3 interims.	Teachers will include constructed-response items and writing in ELA and gridded items in Math as a part of classroom activities. It will provide an additional piece of information about the student performance in addition to the interim test scores to identify students at risk.	Teachers and focus groups surveys will collect ongoing feedback to ensure the constructed-response items, writing prompts, and gridded items are timely and appropriate for the interims to identify students at risk.
5. Are there significant motivational effects in terms of performance between scores on	Correlation analysis between interim and end-of-year scores will be conducted. A smaller	Teachers will receive professional development to emphasize importance of interim results in	Teachers and students will take interims tests and feedbacks as a part of their

Appendix D

Research Question	DPI Action	Short-Term Outcome	Long-Term Outcome
the interim and scores on the end-of-year for comparable groups of students?	than expected correlation coefficient may suggest low motivation. Student performance in the interims and end-of-year tests will be compared. Also, a trend of missing item responses will be analyzed.	feedback system and encourage students to take the interim tests seriously in the low stake environment without high stake consequences. Removing the high stake pressure may lead to higher student performance.	classroom activities. The regular feedback may motivate students to perform higher.
6. What information will be available for student-level and teacher-level reports and how is such information best delivered and presented? (September 2, 2015)	A survey of teachers and parents will be conducted to identify student level information that will be useful for teachers and parents. Reporting will be improved based on the feedback from the survey to identify kids at risk.	Newly designed reports will include item level information suggested from the survey. For example, the report will include item level information by standard, item type, and selection type for the ELA assessment. Individual student reports and school-level reports will be provided.	Teacher, student, and parent surveys will determine the level of comprehension and usefulness of the school-level and individual student reports. Focus group surveys will be an ongoing effort to improve reporting.
Research Question		**Short-Term Outcome**	**Long-Term Outcome**
7. Does the professional development provided to teachers in the proof of concept study adequately prepare them to deliver instruction aligned to the interim assessments? (August 6 and September 2, 2015)	The professional development will be an ongoing effort of the DPI. Teachers and administrators will be surveyed at different points throughout the school year about the usefulness of the effort.	Professional development will expose teachers to different teaching methods to fully cover each content standard, and better prepare their students for different ways of measuring their knowledge of such standards. The results will allow teachers to adjust content instruction in each interim and include interim feedback data in their planning.	In the long run, interim assessments and instructions will be adjusted and aligned to content structures according to teachers' experience and feedback.
8. Is it feasible to deliver the	DPI will evaluate how the	First year assessments will be in	IT will be consulted about

Appendix D

Research Question	DPI Action	Short-Term Outcome	Long-Term Outcome
assessments both online and paper/pencil?	online administration of the current EOG will work in terms of student experience, connectivity, bandwidth, and availability of other resources.	paper/pencil mode.	the feasibility of testing the interims and end-of-year tests online. Subsequent evaluation of the other tests administered in the online mode will provide feasibility of administering interim assessments online.
9. Is it valid and reliable to combine results on the interim assessments for proficiency and growth reporting; thereby, eliminating an end-of-year summative assessment?	Various methods of combining scores from interims (simple sum, weighted sum, average, latent model etc.) are possible. Combining interim results required to fulfill certain assumptions about the interim assessments. For example, results should reflect the similar structure of the interims throughout the school year, common scale, weighting schemes, high stake test administration etc. Statistical analyses like correlation and linear regression between the scores in interims and end-of-year can provide relationship of the assessments and pretext of combining interim results.	DPI Psychometric Staff will come up with list of criteria for combining interim scores and maintaining reliability and validity of the assessments during the proof of concept year.	DPI will explore reliability and validity of combining interim scores and possibility of eliminating an end-of-year summative assessment. Such efforts from other states including SBAC and PARCC states can be helpful.

Appendix D

Research Question	DPI Action	Short-Term Outcome	Long-Term Outcome
10. In a through-grade model, are the interim assessments required of all students or can some of the interim assessments be optional?	How the interim scores will be used determines whether it is required or optional.	The interims will not be optional for the sampled schools during the proof of concept year. Students who did not take interim tests will be excluded from analyses.	A policy decision will need to be made. If the interim assessments do not factor in accountability, then they could be optional.
11. Does the through-grade model provide parents with useful information and do they view the model as an effective way to assess students?	A parent survey will be conducted.	A link to a parent survey will be included on the individual student reports. Parent feedback will be collected and reviewed throughout the year.	The feedbacks will be used to improve reporting and assessments.

Appendix E
Grade 5 Mathematics
Number of Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the content category weights in *Tables 1-3*. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item. The standards may be reviewed by visiting the North Carolina DPI K-12 Mathematics wiki site at http://maccss.ncdpi.wikispaces.net.

Grade 5 Math	Number of Items Per Standard*
Operations and Algebraic Thinking 5.OA.1	1
5.OA.2	1
5.OA.3	1
Number and Operations in Base Ten 5.NBT.1	–
5.NBT.2	1
5.NBT.3	1
5.NBT.4	1
5.NBT.5	1
5.NBT.6	3
5.NBT.7	4
Number and Operations-Fractions 5.NF.1	3
5.NF.2	4
5.NF.3	3
5.NF.4	5
5.NF.5	–
5.NF.6	3
5.NF.7	4
Measurement and Data 5.MD.1	2
5.MD.2	1
5.MD.3	–
5.MD.4	–
5.MD.5	3
Geometry 5.G.1	–
5.G.2	1
5.G.3	–
5.G.4	1

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix F
Grade 6 English Language Arts 2014–15
Number of Items by Standard

The following table shows the number of operational items for each standard. Note that future coverage of standards could vary within the constraints of the test specification weights. Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Grade 6 Standard	Number of Items by Standard*
RL.1 (Reading: Literature)	3
RL.2	2–3
RL.3	2–4
RL.4	4–5
RL.5	3–4
RL.6	–
RL.7	–
RL.9	–
RL.10	–
L.1 (Language)	–
L.2	–
L.3	–
L.4.a	6–7
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	4
L.5.b	–
L.6	–
RI.1 (Reading: Informational Text)	3–5
RI.2	3–4
RI.3	2–3
RI.4	3–4
RI.5	2–4
RI.6	1–4
RI.7	–
RI.8	1–3
RI.9	–
RI.10	–

* Some standards not designated with tested items (i.e., "–") may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item.

Appendix G

Proof of Concept Study
Frequently Asked Questions (FAQ)
September 2015

The following FAQ has been developed by the North Carolina Department of Public Instruction (NCDPI) to assist districts/schools in the implementation of the Proof of Concept Study. This information should be used in conjunction with any published supplements or updates. Additional information about the Proof of Concept Study may be found at https://center.ncsu.edu/ncaccount/.

Purpose, Participation, and Preparation

1. **The North Carolina Department of Public Instruction (NCDPI) is developing a through-grade assessment model. What is a through-grade assessment model, and what are its purposes?**
   North Carolina's through-grade assessment model includes testing in grades 3 through 8. The model consists of three interim assessments administered throughout the school year and a stand-alone summative assessment at the end of the year. Interim assessments administered throughout the year inform instruction and help predict performance on future assessments during the same year.

   A Proof of Concept Study of the through-grade model is being conducted during 2015–16 to provide the State Board of Education (SBE) with data and information to help them decide the best course of action for North Carolina assessments.

2. **How were schools selected for the Proof of Concept Study?**
   For the Proof of Concept Study, the NCDPI selected a representative sample of schools that reflects statewide student demographics related to ethnicity, gender, previous mean scale score on state tests, and geographic location. The NCDPI pulled the smallest sample possible to reduce the impact on schools.

3. **How many students were pulled for the sample?**
   The NCDPI testing staff identified a representative sample of schools with a target population of 3,500–4,500 students each for Mathematics (grade 5) and English Language Arts/Reading (grade 6).

4. **For selected LEAs, can all schools participate?**
   No, only the charter schools and public schools specifically selected within each local education agency (LEA) can participate in the Proof of Concept Study.

5. **Will sampled teachers receive professional development?**
   Yes, professional development is provided in preparation for the Proof of Concept Studies in English Language Arts/Reading and Mathematics.

6. **What is the modified end-of-grade assessment?**
   The modified end-of-grade (EOG) assessment is a version of the EOG test without embedded field test items. At the end of the school year, sampled students participating in the study will take this shortened EOG assessment for the content area in which they were selected.

7. **How were the test specifications determined?**
   Active classroom teachers, instructional coaches, and LEA curriculum and instruction leaders met in late June and early July. The first half of the meetings included training by the NCDPI/K–12 Curriculum and Instruction teams. The second half of the meetings were led by the NCDPI Test Development team, which collected and documented feedback and recommendations. Following the meetings, the test development team discussed the feedback with NCDPI Curriculum and Instruction to finalize the test specifications.

8. **Are parents able to request that their students not participate in the Proof of Concept Study?**
   Although the NCDPI recognizes parents' concerns about additional testing, the SBE does not allow students to opt out of required state testing, including field tests and special studies.

Test Administration and Format

1. **What are the assessment windows, and can districts or schools determine the local window?**
   LEAs/charter schools may determine the testing days for each interim assessment within the NCDPI-designated assessment windows. The assessment window for the modified end-of-grade assessment occurs during the final instructional days of the school year. The assessment windows for interims and the end-of-year modified EOG assessment are as follows:
   - Interim 1: October 1–30, 2015
   - Interim 2: December 8, 2015–January 22, 2016
   - Interim 3: March 3–31, 2016
   - Modified End-of-Grade: during the NCDPI-designated testing window for EOG assessments
2. **Why are there three interims instead of two?**
   A review of sampled district reports revealed that interim reporting to parents most often occurs every nine weeks for elementary and middle school students. Having three interims coincides with typical district reporting. Feedback regarding the number of interims and the testing windows will be collected during the proof of concept year.
3. **What is the format of the Proof of Concept assessments?**
   The interim and modified EOG assessments are paper-pencil format.
4. **What are the number of items and item types on the assessments?**
   The grade 5 mathematics assessments contain 21 multiple-choice items and 4 gridded response items. The grade 6 English language arts/reading assessment contains 20 items: Interim 1 contains all multiple-choice items; Interims 2 and 3 contain 19 multiple-choice items and 1 constructive response item.
5. **How much time will it take to complete the interim assessments?**
   Teachers will allow a maximum time of ninety (90) minutes for each interim assessment. If all students finish the interim and are ready to turn in their assessment before the scheduled 90 minutes is over, the teachers may end the testing session early. The NCDPI will conduct time studies for each interim assessment.
6. **Will students taking the modified EOG have one assessment book or two?**
   Students will have one assessment book that will contain the modified English Language Arts/Reading **or** Mathematics EOG assessment **and** the regular EOG assessment (i.e., the grade 5 assessment book will contain the regular English Language Arts/Reading EOG and the modified Mathematics EOG; the grade 6 assessment book will contain the regular Mathematics EOG and the modified English Language Arts/Reading EOG).
7. **Are proctors required?**
   Proctors are **not** required for the administration of the interim assessments. However, a trained proctor should be assigned and present for each modified EOG assessment.
8. **Must test administrators remove displays from their walls?**
   Teachers are **not** required to remove bulletin boards and instructional displays for the interim assessments; but for the modified EOG assessment, teachers **are** required to cover or remove bulletin boards, instructional displays, and reference materials (printed or attached) on student desks or workstations if they contain content being measured or test-taking strategies.

Accommodations and Alternate Assessments

1. **Are instructional accommodations allowed for the interim assessments?**
   Yes, students with disabilities may use instructional accommodations for the interims except for the *Read Aloud* and *Signing/Cueing* accommodations for the grade 6 ELA/reading. Reading aloud or signing/cueing the selections, questions, or answer choices on the ELA/reading assessment invalidates results because the interims measure reading skills.

2. **What accommodations will students use for the modified EOG assessment?**
   Students may use the same accommodations that are specified in their current Individualized Education Programs (IEPs), Section 504 Plans, or LEP documentation for the EOG assessment. The IEP, 504, and/or LEP teams do not have to reconvene and document the accommodations for the Proof of Concept Study.

3. **Will there be an alternate assessment for the Proof of Concept Study?**
   There is no alternate assessment available for the Proof of Concept Study. Students with disabilities, who according to their IEP documentation, participate in the ***NCEXTEND1*** alternate assessment do not participate in the Proof of Concept Study.

Scoring, Reporting, and Accountability

1. **What is the time schedule for scoring and returning interim assessment results?**
   The LEA test coordinator and the Regional Accountability Coordinator (RAC) for charter schools will scan all grade 5 Mathematics Interim Assessments and the grade 6 English Language Arts/Reading Interim 1 Assessment. The score reports for these interims will be available immediately. The Grade 6 English Language Arts/Reading Interim Assessments 2 and 3 will include a constructed response item that will require them to be shipped and scored centrally. LEAs/charter schools must return answer documents using overnight shipping to the North Carolina State University/Technical Outreach for Public Schools (NCSU/TOPS). Scoring will begin the morning following the receipt of the materials. LEAs/charter schools should allow 7 days from the date of shipment for the return of results for the grade 6 English Language Arts/Reading Interim Assessments 2 and 3.

2. **What type of information will be provided to teachers? To parents?**
   Each interim assessment 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.

3. **Will reporting occur online or via paper?**
   Paper reports are provided for the 2015–16 Proof of Concept year. Should the Proof of Concept studies yield positive results and the SBE decide to move forward with field testing, then an online reporting system will be developed to provide results to teachers.

4. **Will the interim items be available to teachers after the administration?**
   Yes, interim assessment booklets will remain available to teachers in the participating schools for four weeks following the interim assessment administrations. After that time, schools must follow local procedures in securely destroying the interim assessment books.

5. **Will district and state comparison data be reported for the interim assessments?**
   Data will be reported by student, teacher, and school. School and district comparisons will not be reported during the Proof of Concept year. The purpose of the interim assessments is to provide teachers with student-level data to guide instruction.

6. **Will the interim assessments "predict" performance on the modified EOG assessment?**
   The interim assessments administered during the 2015–16 Proof of Concept Study will not predict performance on the modified EOG test. To show prediction, there must first be a relationship. A relationship may be provided from year 1 to year 2 if the assessment model remains consistent across years. Year 1 may yield a prediction over time with enough evidence. The interim assessments administered during the 2015–16 school year will be built using items from the EOG item bank. Although a prediction cannot be reported, there is direct connection from the interim assessments to the modified EOG test.
7. **Will interim assessment scores be included in accountability or teacher-effectiveness calculations?**
   No, interim assessment scores are not included in accountability or teacher-effectiveness calculations.
8. **Will the modified EOG assessment be included in accountability or teacher effectiveness calculations?**
   Yes, the modified EOG assessment will be included in accountability and teacher-effectiveness calculations.
9. **Will students receive achievement levels on the interims and/or the modified EOG assessments?**
   Students will not receive achievement levels for the interim assessments; however, they will receive an achievement level for the modified EOG assessment.

Other

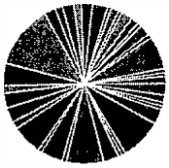
1. **Why can't the modified EOG assessment be administered to all students during the 2015–16 school year?**
   The modified EOG assessment is part of the concept study. Results of the modified EOG and the regular EOG will be analyzed. Also, to continue the EOG item-development process, items must be embedded within the EOG forms for the collection of item statistics.
2. **Will sample districts/charter schools continue to administer local benchmark assessments?**
   For best practices, the North Carolina Testing Program strongly recommends that sampled schools do not administer a local benchmark for the same subject in which they are participating in the Proof of Concept Study; however, sampled schools may take a local benchmark in another subject. For example, a grade 5 student participating in the mathematics Proof of Concept Study may take a local benchmark for English language arts/reading.
3. **Will feedback be collected from participants in the Proof of Concept Studies?**
   Throughout the Proof of Concept year, districts will provide input on the processes and procedures as the study is designed and implemented. The participating schools' teachers will be provided with student-level data to inform instruction, and these teachers will have the opportunity to give feedback to the NCDPI on the usefulness of the data and the reports.
4. **Can participating students participate in bona fide summer school testing opportunities?**
   Yes, students who participate in the Proof of Concept Study may participate in summer school testing.
5. **What is the plan for 2016–17 and 2017–18?**
   After 2015–16 and following the appropriate data analysis, the SBE will review the results and provide direction on whether to proceed with a field test in 2016–17 for a sample population. If field testing occurs in 2016–17, then 2017–18 will be a pilot/operational year statewide.

Grade 5 Math Interim Assessment 1 TEACHER Survey —Page 1 of 11

135 responses

Summary

What is your district or charter school name?

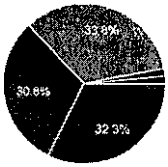


Alamance•Burlington	**3**	**2.3%**
Beaufort County	0	**0%**
Brevard Academy	0	**0%**
Brunswick County	2	**1.5%**
Cabarrus County	1	**0.8%**
Caldwell County	**0**	0%
Camden County	0	0%
Carteret County	**0**	0%
Catawba County	**1**	**0.8%**
Chapel Hill. Carrboro	**4**	**3%**
Charlotte-Mecklenburg	**11**	**8.3%**
Chatham County	**1**	**0.8%**
Columbus County	**1**	**0.8%**
Community School of Davidson	**4**	**3%**
Cumberland County	**10**	**7.5%**
Davidson County	**0**	**0%**
Duplin County	**1**	0.8°/t,
Durham County	**6**	**4.5%**
Edgecombe County	**1**	**0.8%**
Gaston County	8	**6%**
Granville County	**0**	**0%**
Guilford County	**2**	**1.5%**
Harnett County	**4**	3%
Henderson Collegiate	**0**	0%
Henderson County	**4**	**3%**
Hoke County	**2**	**1.5%**
Iredell-Statesville	**0**	**0%**
Johnston County	**6**	**4.5%**
Kannapolis City	**17**	**12.8%**
Madison County	**0**	**0%**
Martin County	**3**	**2.3%**
Millennium Charter	**2**	**1.5%**
Mooresville City	**3**	**2.3%**
Mount Airy City	**2**	**1.5%**
Nash-Rocky Mount	**3**	**2.3%**
New Hanover County	**4**	3%
Northampton County	**1**	08%
Onslow County	**2**	**1.5%**
Orange County	**1**	**0.8%**
Paul R Brown Leadership Academy	**0**	**0%**
Piedmont Community Charter	**0**	**0%**
Pitt County	**0**	**0%**
Polk County	**0**	0%
Randolph County	**3**	**2.3%**
Richmond County	**2**	**1.5%**
Robeson County	**1**	**0.8%**
Scotland County	**0**	0%
Southern Wake Academy	**0**	0%
Summerfield Charter Academy	**0**	0%
Surry County	**3**	**2.3%**
Vance County	**1**	**0.8%**
Wake County	0	0%
Winston-Salem/Forsyth County	9	**68%**
Yadkin County	**1**	**0.8%**
Yancey County	**1**	**0.8%**
Other (type in the name)	**2**	**1.5%**

Did you attend one of the face-to-face professional development meetings facilitated by the NCDPI/Curriculum and Instruction in August?

Yes	51	38.3%
No	82	61.7"/o

If yes, please select the response that represents how you feel about the following statement: The face-to-face professional development impacted my instruction prior to Interim Assessment 1?



Strongly Agree	21	32.3%
Agree	20	30.8%
Neither Agree nor Disagree	22	33.8%
Disagree		1.5%
Strongly Disagree		1.5%

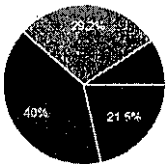
If you disagree or strongly disagree, please explain.

Because of the Professional Development, I was able to clear up misconceptions and was super prepared to administer the test without fear or concerns.

I have to teach according to my pacing guides

I don'tteach math.

If yes, please select the response that represents how you feel about the following statement: The face-to-face professional development offered In August was sufficient.



Strongly Agree	14	21.5%
Agree	26	40%
Neither Agree nor Disagree	19	29.2%
Disagree	I	92%
Strongly Disagree	0	0%

If you disagree or strongly disagree, please explain.

""

The professional Development was thorough and was very informative. It addressed some of the key points needed In order to administer the test with complete accuracy.

Do wish we had been guided thoroughly through the Wik! website, While many activities, tasks and curriculum items are embedded there, ii !shard to manage.

I still would like to have follow up to explain the next quarter objectives. ! do not feel as prepared.. I have the materials but would like a face to face.

I believe more information regarding the embedded standards could have been addressed.

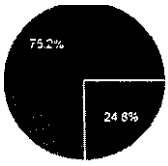
The only real difference for me in my Instruction was the standards that I taught. I usually teach volume tater in the year and teach the QA standards 1stQ. I had to alter the order that r teach lhese....not sure that I think this is effective, but I wanted to be sure to provide Instruction on the standards that would be assessed.

Only quality lessons for h1terim 1 were shared, and only for Powers of Ten. The tasks were sufficient, but teachers need more quality, consistent lessons to choose from for all objectives.

I think ii was very helpful. I would like at least one more face to face to explore lessons and tasks. This is very helpful for me.

I guessii would have been if I taught math. Honestly, there are a million things to do at the start of the school year so having the training later would have been good.

Are additional curriculum and instruction professional development workshops needed to support Interim Assessments 2 and 3?



Yes	31	24.8%
No	94	75.2%

If yes, please identify the topics that should be addressed in future professional development workshops.

Na

Stem questions, Students need to practice the correctb

In depth content on assessment

Quality lessons need to be shared

Training to differentiate between other assessments as well as the mission and how this proves to be more effective than the test measures that are already in place.

Fractions

Instructional Strategies

When the assessment strands don't align with the district pacing guide, which are we to follow?

Concerns of being absent from school.

More technology.

Fractions/Instructions

Use of manipulative in 3-5

Lessons and ideas for teaching concepts for2 and3 objectives

Any resources or sample lesson ideas for the standards taught in Interims 2 and 3, since the workshop only covered Interim 1.

Fractions adding and subtraction

·sreaking down goals covered, will past topics be covered on interims 2 & 3.

I would love to have a deeper understanding of the goals and objectives behind the Proof of Concept Assessment. When we received the training, it seemed as If none of the questions posed by teachers could be answered. This made it a little difficult to understand the purpose and direction of the assessment.

I would like to have a workshop that talks about the break down of the questions.

The depth of fraction computation standards.

I just think that any professional development that DPI can offer will help teachers across the state to better prepare our students for success.

The hands on activities and the instruction of the tasks.

A more detailed outline of what topics will be covered prior to interim assessments 2 and 3.

Embedded standards that *are* missing from the original standards that were given to us per Interim.

I'm not sure of specific topics, but in the August meeting, I really enjoyed talking about the Common Cora and how we go about scaffolding *our* students to success.

Digging deeper into the standards to understand what is to be taught and what the standard means students should be able to do. What are the prerequisites for \hat standard from the previous grades and 5th grade. Will they need to know other standards in order to answer questions on the standards being tasted. Are we using the unpacking document and standards to guide In the creation of the test questions.

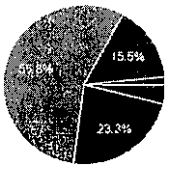
Pacing needs to be addressed, standards are very large and appropriate pacing for lessons and tasks needs to be addressed.

Silting through the explanation of standards for Interim 1 was amazing! It helped my teaching so much to see the thinking behind the standard directly from DPI. used SO much in my teaching! I would love to see and attend similar things for interim 2 and 3.

Sample questions More gridded response practice problems for students and the best strategies for helping them to be successful with these problems What will level 3 questions (strategic thinking) be like and when will they show up on the Interims?

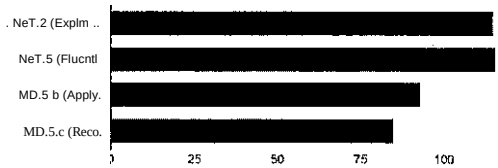
Preparation for assessment question types (wording of questions)

How many weeks of general core math instruction did your students receive before Interim Assessment 1 was administered?



Less than 5 weeks	6	3.9%
5-6 weeks	30	23.3%
7-8 weeks	72	558%
9-10 weeks	20	155%
11-12waaks	2	1.6%
Mora than 12 weeks	0	0%

For which assessed content standards did you provide instruction prior to the Interim Assessment 1 administration?



NBT.2 (Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns Jn the placement of the decimal point when a decimal it

MD.5.b (Apply the formulas V=lx wxhand V=bx hforrectangularprismsto find volumesofrightrectangular prisms wi

MD.5.c (Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding t

Are there content standards that should NOT have been assessed on Interim Assessment 1?

401ullip!yin9 a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal ii

MD.5.b (Apply the formulas V= Ix w ><hand V=b><h for rectangular prisms to find volumes of right rectangular prisms wi

MD.5.c (Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding 1

Are there additional content standards that should have been assessed on Interim Assessment 1?

Yes	27	22%
No	96	78%

If Yes, please list the standards.

I'mnot sure.

Place Value

nbt.1

MD.5.C - We only covered non-overlapping rectangular prisms as stated in the Grade 5 standards for Assessment by interim. However, overlapping rectangular prisms were tested. Clarification was needed as to how much of the standard to teach. So with that said, we only taught non-overlapping rectangular prisms and not overtapping as instructed.

I would have rather seen NBT.6 than MD.5 b & c

5.NBT.1, 3, 4- Understanding Place Value, Reading/Writing Decimals, Comparing and Rounding Decimals

NBT 1, 2, 3, 4wou!d have been fair since they are taught during this time

5.NBT.1, 3, 4 5.MD.3, 4

The Proof of Concept assessments do not align with Hamett County or Wake County pacing guides, and it does not cover all of the math CC standards for the year either. Furthermore, when you!ook al the EOGs, volume takes up only 5. 7% of the content, and with Proof of Concept, way too much time had to be spent on standards (i.e. volume) that are less important for the overall progress of students.

OA.1 OA.2 NBT.3

addition and subtraction of decimals.

5.NBT.6

5.NBT.5

NBT.7

NBT.3

division with whole whole numbers (NBT.6 and NBT.7)

Place value skills

Nbt.1

NBT.3 NBT.4

NBT.1 and 3 Place Value

Decimal place value 5.NBT.3 5.NBT.4

It would have been great if NBT1-6 was addressed in the first assessment and MD was assessed in the next assessment.

Wa didn't touch any place value.

NBT.1 and 3 should be assessed as they easily connect to NBT.2.

NBT.1 and NBT.3

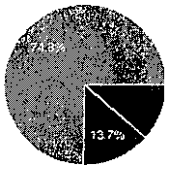
Place value to millions and thousandths, thought I would see more information

I believe NBT.3 should have been assessed during Interim Assessment 1. I had to teach this standard (place value, word form, etc.) anyway, [n order to teach NBT.2. ! had to spend a whole week teachii:ig this, before I could even move onto multiplying and dividing by powers of ten. (J had to teach how to even read the number before teaching them how to multiply or divide It by a power often.) So basically, it seems pretty backwards to me, to have NBT.1 and NBT.2 In the first quarter, but not NBT.3 also.

SNBT.1 5MD.5a

Nol additional, as in adding to what was there, but perhaps instead of. ! highly feel that place value concepts should have been assessed on the first interim.

Was a local grade 5 math district benchmark assessment administered this fall?



assessment before the Interim Assessment 1 administration.	15	11.5%
b. My school will administer a local grade 5 math benchmark assessment after the Interim Assessment 1 administraUon.	18	13.7%
c. My school will not administer a local grade 5 math benchmark assessment this fall.	98	74.8%

If a or b, please provide the name of the benchmark assessment.

NWEA

Benchmark 1-HCS

Math 5 Cycle 1 District Benchmark

Case 21

Case

we are going to do more later.

Beacon Benchmark Cycle Assessment

IReady

End of Quarter for MGSD

Fieldtest

Schoolnet Pre Test

MAPS

Unit 1 Assessment

MAPS testing and school net pretest to units

unsure

EOQ MGSD

Fall Benchmark.. however, we did not take it due to the proof of concept assessment.

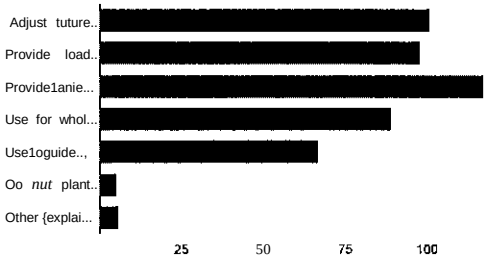
NWEA

End of Quarter Exam

I-Ready

NWEA Map Testing

How do you plan to use the results from Interim Assessment 1?



Adjust future instruction	101	76.5%
Provide feedback to parents *and* stakeholders	98	74.2%
Provide remediatlon or enrichment activities	118	89.4%
Use *for* whole-class discussion	89	67.4%
Use to guide·formative assessment	67	50.8%
Do not plan to use the results		3.8%
Other (explain in the Comment box)		4.5%

Comment

I teach ELAISS, but I administer the POC test.

Math investigations drives our instruction so fitting In the assessment results could be difficult because of time. Maybe this is something that can be *addressed* with our students.

We have a set program "Investigations" that doesn't leave room for rearranging the pacing to fit the dpi assessment. Our lessons are driven by the program. We will have to use the data from this interim assessment during remediation/enrichment time. We feel the *data* Is very Important and useful, but we will have to use it outside of our set program.

We are currently using Investigations for Math *and* have to follow this curriculum closely to ensure fidelity so we cannot alter plans. I do plan to use the results to help with small group remediatlon/acce!eralionlime

II showed me that the students that were transferred to my class in October do not have well developed higher order thinking skills, *and* do not understand the analysis *and* application of key mathematical concepts.

Use for small group Instruction

Due to the implementation of the Math InvesUgalions program, I find it difficult to try to fit in time to address the results of the Interim assessment. I plan on taking a moment to address the results as a whole dass, and use the data to guide differentiation during remediation/acceleration time.

V

Math Investigations drive the daily instruction and the Math Proof of Concept Study does not follow the order in which concepts are taught. Also fitting in the instructions based on results is difficult because of the outline of the program that Math Investigation requires.

AU in all I love the idea lo monitor students with benchmark assessments rather than one big state assessment at the end of the year. I just would like for the state to ensure that the questions align to our current pacing guide. Lastly, since we are moving towards this direction, maybe removing some of the other assessments that students are required to take (MAPs).

The information provided opportunities to address misconceptions.

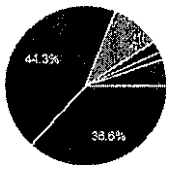
couldn't tell parents what the student did miss so therefore limited on what could be said

! can't use \he results since more than 50% of the test was information that I had not given direct instruction on this school year.

The math program we use here at the school limits me for planning and preparing for certain standards at a certain given time and does not al!ow me to fit In the math assessment results do to time. This may be addressed during remediation or enrichment activities.

II was very dear which questions we need to revisit. This made the planning for reteaching quick and easy.

Please select the response that represents how you feel about the following statement: The class item report provided useful Information?



Strongly Agree	**48**	36.6%
Agree	**58**	44.3%
Neither Agree nor Disagree	13	9.9%
Disagree	3	2.3%
Strongly Disagree	**2**	1.5%
Did not receive a class Item report.	7	5.3%

Comment

It was great! There was a lot of information that could be used within the classroom and that I could share with parents.

The results page was excellent and quite powerful. I really found it easy to understand and explain to parents.

I have not received these yet but am told I will.

My instruction and lesson planning are data-driven (I am used to the Blue Diamond assessments), and this was the first piece of real math data available to me In the newcounty.

GREAT information if I could use the data on taught material

The class item report saved me so much time and I was able to talk with students about their individual gridded responses because we knew what they had recorded.

I am still waiting for this information.

I am able to see what objects each student Is mastering or struggling. I can either remediate with students who are struggling or provide them with material that they are ready to work on.

Best reporting I have seen for a summative test. Instantaneous feedback. ACCtJrate results.

! love the teacher item response report. I was very helpful in planning instruction.

Its nice to see what students got each question correct and/or incorrect.

The report was very well detailed, and easy to read. I appreciated the classroom snap shot, because I was able to Identify trends among the class.

Many standards assessed on the interim assessment do not align with the Cumberland County Standard Course of Study and therefore were not yet taught.

The Class Item Report was very valuable

Excellent resource! This is a must in order to effectively comprehend the "inside thinking" of each student!

I appreciate how detailed and informative the report was. It provided all the data I needed for my analysis and providing feedback to my students and for collaboration with my peers.

It was very useful lo see where my students answered correctly and incorrectly. It will be easier to remediate.

I added up the number of students who got each question correct and added that to the bottom. A number is more useful to me than a percentage. Also, having the questions separated by strand was helpful!, However I would have liked to see the calculator active/inactive questions grouped together even within the subheadings of MD and NBT.

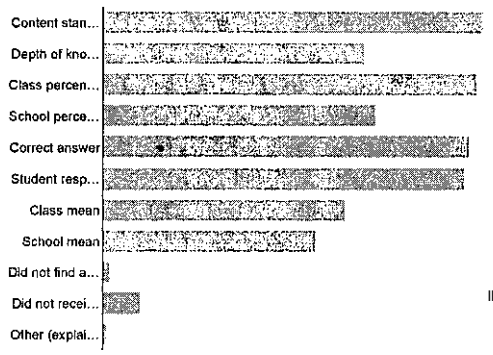
This is the most precise and comprehensive report I have ever received from a standardized test. I wish these were available after al! our assessments, especially the EOG.

I *do* hope that the creators of this test are using valid test questions for my students as we progress in this study for the year. Having me teach for the Proof of Concept Study and not have valid and effective questions like my students will have on their NCEOG Grade 5 test would be misleading and offensive to me personally as well as professionally.

Mark the items on the class item report that were useful.

Content standard assessed by each item	103	81.7%
Depth of knowledge for each item	70	55.6%
Class percent correct by item	100	79.4%
School percent correct by item	73	57.9%
Correct answer	98	77.8%
Student responses	97	77%
Class mean	65	51.6%
School mean	57	45.2%

Did not find any information useful.	2	16%
Did not receive a class item report.	10	79%
Other {explain in the Comment box)	1	0.8%



ll gridded response questions.

hers' scores.

I loved this report! It was extremely useful!

It was very beneficial to see what the students put for the gridded response questions.

Ifs great to see at a glance which questions were answered correctly by most students.

NIA

I don't think I have all the information yet
The reports were excellent!

How can the reports be modified to be more useful for math teachers?

Include score per student.

none

I thought the results were very easy to read and made it more beneficial for teachers to use.

The reports were very useful and informative

Comparison across study State averages would be helpful

in color

They were fine

There is too much information on one report. It makes it hard to read for me personally

Having the items organized in a variety of ways. (Most missed question to least missed question, etc.) I didn't understand the random placements of the question numbers.

I have not yet seen the reports.

If it were possible to have an individual student report that showed each answer choice students chose, !t would be helpful In parent conferences.

Test items were not in numerical order. I did like how the two strands were separated from each other.

have not seen

I cannot think of any needed Changes at this time.

The reports were very helpful.

NIA

The reports seem very useful at this time. Not sure how to improve them. Maybe break students down into target groups?

I would like to have EACH student's percent correct Included on MY class report.

The report texts were to small. If they were larger, it might make it easier to read.

The information needs to be more clear on the individual student reports. It was difficult for parents read. More clarification is needed and less "teacher speak".

I mentioned this above, but r will add ii again here. I added up the number of students who got each question correct and wrote that number in at the bottom. A number is more useful to me than a percentage. Also, having the questions separated by strand was helpful, however I would have liked to see the calculator active/inactive questions grouped together even within the subheadings of MD and NBT.

Grouping the students by their instructional block, or by levels.

Il would be more beneficial if the test items were in numerical order on the report. The 2 common core strands separated between MD and NBT. I would have liked to have the report in the order that the items were given.

Please select the response that represents how you feel about the following statement: Was it beneficial to have access to the test books after the Interim Assessment 1 administration?

Strongly Agree	77	59.7",(,
Agree	32	24.8%
Neither Agree nor Disagree	13	10.1%
Disagree		0.8%
Strongly Disagree	0	0%
Did not receive the test books.	▮	4.7%

If you used the assessment books after the interim administration, how were they used?

I reviewed the test Items by content standards with my students and modeled how I would solve the problems. We discussed common error traps, gaps In analysls and thinking strategies.

For remediation and clarifying the content.

Books were used to guide students understanding of test taking strategies and how to solve problems that were missed. Student work was visible to monitor student understanding.

J used these to review all the questions with the students. we discussed strategies to solve each problem, key words, and how to eliminate answers. I also used them to review how to answer the gridded response questions- the Instructions In the actual test booklet confused quite a few students, and It Js *my* opinion that this *may* want to be re-evaluated.

They will be used for remediation and review.

Remediation, vocabulary

For students who did not complete the assessment in the 90 minute lime frame, J allowed them to go back and complete the assessment so that I was able to gather accurate data on their mastery. I was also able to review with students' questions that were missed and reteach misconceptions.

The assessment books were used in whole group, as well as small group Instruction in order tor- teach certain skills and close learning gaps.

Remediation and review

To review problem solving skills. To have class discussion about the answer and strategies to solve correctly.

To match the test item with the students' responses.

Review questions after the test

Allowed students to go back and finish questions that they did not finish in the lime allotted to see how well they really did know the concepts·taught. Used to discuss gridded response format in further detail • such as what the info about filling out the gridded response (0,1,2,3,4,5,6,7,8,9) means. Used for looking at the questions In detail and discovering what made them confusing, etc.

To review and address any misconceptions.

Small group remediation

Remediation.

I went over all questions that less than 70% of my students got wrong.

During intervention time, review concepts

Students were given opportunities to rework the problems they missed and were able to use additional materials and manipulatives to help solve the problems they answered incorrectly. Whole Class- going over questions that the majority of the class missed. Small groups: groups based on questions missed. Individually: Independently

To go over mistakes and success with students individually.

to guide small group remediation/acceleration

I am using them to remediate my students to see how they came up with the answer to those questions and to figure out why they missed it and how they can get it correct in the future.

wlll share info/results with students and parents

I created similar problems for items that most of *my* students did not appear to master.

I have been going over the questions most missed by students In *my* Intervention lime. To be are able to look at their answers, see their mistakes, and correct them in the test booklet. I take up and lock *away* these test booklets after using them each lime and redistribute them again next time they need to be used. I will also be showing these booklets to parents at conferences so they can see how they show their work on their test and where the common mistake are.

I used them for instruction and review

To analyze the questions given for each standard-

for review.

So students could see how they did. To help struggling students. Students could see the questions when they were less stressed.

Class discussion and Individual remediation conferencing

The books were used to review the test items & standards where we scored the lowest. We were able to talk about the formal of the text questions and the vocabulary. It was very helpful having the assessment books after the administration.

We looked at the items missed by the most children to evaluate if that was skill not taught yet, the question was bad or if we needed to reteach ii.

To review problems that a majority of the class missed.

VV/hole and small group instruction for remediation purposes

Assessment booklets were used to examine each students work, strategies, and mistakes they made in order to correct appltcation of content knowledge.

I went over every question with my classes. I also was able to share the books with parents in a parent night.

I will use them during Flex groups and math centers to remediate.

Reviewing with as a whole class. We discussed the correct answers and the strategies to answer the questions. We also discussed why some of the Incorrect choices were given and why they were included. Small group instruction and Intervention groups. Shared information in parent conferences and allowed parents to see the type of questions that their children would be assessed with.

To go over material with whole class. Also, to remediate in small groups and one-on-one support.

Students went over the test questions with a partner first, before knowing how many they got wrong and -.which ones were wrong. They compared each choice that they chose, and discussed the questions in depth. Then, we went over the test as a group. It beneficial for students to see what they did wrong (for the ones that wrote IN the book, and not Just on the scratch paper.)

For remedial instruction

They were used to reteach standards and dear up misconceptions In order to move toward mastery of concepts. They were also used to determine how to group students accordingly in order to assist them and remediate them.

To review the questions that were the weakest across our class report and for individual meetings to discuss weaknesses and set goals.

We reviewed the test as a whole class. This *way* we could go over how to solve individual problems and discuss general test taking skills.

Our grade level analyzed frequently incorrect test questions for wording and vocabulary. It's nice to see the different ways students can be assessed on the content we have taught.

Small group instruction and remediation

To review and use as a teaching tool.

One on one or in small groups with students to review concepts.

to address concepts which were not mastered

I used them both as whole class and individual review.

We used the test books to review the questions and standards assessed so students could fix mistakes and ask questions about how to answer questions.

To remediate and reteach.

We are using them to remediate students and to work on problem solving skills.

They were used for Instructional purposes.

Absolutely. Since this test is cumulative, it Is highly beneficial to be able to use the test booklet as an additional formative assessment as well as having the children reflect on their own thinking.

Review thinking and test taking strategies.

I used them to guide *my* instruction in remediation and enrichment lessons of the NBT skills covered.

This was especially helpful since the test Is not available electronically. It allows for further formative assessment after reteaching and group discussions.

To discuss missed items.

Books where used to identify struggling areas for students and then we provided them with meaningful intervention.

They were used for remediation intervention and conversations in the class. It was very helpful to celebrate accomplishments and have conversations with students to understand their thinking as they approached each question.

For me to see which types of questions students most missed based on the content we had taught.

small group instruction, parent conferences, It was a G_REAT benefit!

NIA

The test books were used for remediation and review.

We went over the ones missed most as whole class instruction. We worked in groups for those who needed the most help.

Students were able to rework problems they missed. Students were pulled in small groups to reteach skills. Students were guided in how to solve multistep. problems.

Whole Group and small group instruction

I looked at standards and went over the questions/standards that were most alarming/troublesome. We talked about misconceptions. I used standards that we had not yet gotten to as post assessment items for formative assessment.

I used the books to look at the types of questions missed and to determine why they were missed. This knowledge wlll guide *my* remediation and review.

I plan to use them to help students in small groups or even one on one correct and therefore understand what was missed.

We used the test books for students to thoroughly examine their work, strategies, and what the questions were actually asking. Students were able to see what mistakes they made and what steps and strategies they should have used. Having access to the actual books allowed me to assess student thinking, weaknesses, and strengths.

Do you have any additional comments or feedback?

The explanation/wording/sample box for the gridded response in the actual booklet was EXTREMELY confusing. Many of my students said they knew the answer & were going to bubble it on the answer sheet as I had shown them, but the wording in the book stopped them. They were led to believe they had to use eaeh digit & could only use a digit one time (So an answer of 722 they would need to change because ii has 2 twos). Many of *my* low students filled in the sample boxes with "O 1 2 3 4 5 6" because they thought they needed to. I thought the one question about the chocolate chips could have been asked In a much better way. I understood what they were trying to do with the example, & how they were trying to make it multiple steps & include unnecessary information, but *my* students were very confused about if they were actually asking about chocolate chips. They've been asked about cookies & boxes & shipping, but he relationship between the chocolate chips, cookies, boxes, & shipments was not written as well as it could have been.

I felt that some of the questions did not address the standards that should have been taught or did not align to the standards and information provided in the NCDPI unpacking document. -According to the unpacking document for standard 5.NBT.5 "The size of the numbers should NOT exceed a three-digit factor by a two-digit factor." The very first question on the interim asked students to multiply a four-digit factor by a two-digit factor. -According to the Grade 5 Math Standards for Assessment by Interim that teachers received, only small, simple volume arrangements are used for first interim. What Is considered to be small, simple volume arrangements? Some of the volume problems also required students to divided when the volume was given and the length, width, or height was missing. I also feel as though there should not be a time limit on the test, or Jess questions for a lime limit. Since the calculator inactive and gridded response is first, many of my students did not make it to the calculator active part or were not able to answer all of the questions.

I look forward to Interim 2.

I love this format and hope that we are able to adopt it state wide in the future!

I liked the format of the Proof of Concept assessment. The 90 minute maximum time allotted for the test was a much needed change.

I was concerned about the time given for the children to test. Some of the children needed more time. I am excited about th!s assessment andreally hope our chool is able to continua with it next school year!

I feel that some questions used more than one skill. Possible skills that were not even taught.

There are more standards in the fifth grade curriculum that are not on the Assessment by interim. I would like Information regarding where those concepts should be grouped.

I think it would be helpful to have access to questions to make a activity out of versus just on paper. Example: Math Station/Center

We did not get the results back in a timely manner In order to have time to use the test booklets and compare

I hope that we continue to do this because ii will be very beneficial to our students, teachers, and parents.

None

The parent reports were very confusing for parents. A sheet to go with it that explains each section wlll be very helpful for our parents.

Great Idea, just a little more professional development on the goals and objectives behind the assessment.

I'm not sure how much stock I put into this assessment considering how heavily volume was assessed when it Is such a SMALL part of what we teach and is assessed minimally on the EOG. Il seemed like a waste of time to concentrate that heavily on it.

About 8 of *my* students did not finish the test.

This test is not ground breaking as the state superintendent stated. We used to get data on county tests that was Just as detailed.

The test seemed very fair and manageable. 25 questions was a appropriate. The gridded response was tricky for *many* children, even those who understood the question being asked.

The gridded response pages have too much information on them. The students, especially the ones who do not read well, get over whelmed when they tum to a page that is covered from top to bottom in writing. The wording of the problems also make the assessment more of a reading test than a mat test. !f the test is meant to assess math skills, then let's keep the wording straight-forward and focus on math. Students should not be "tricked" with fancy or ambiguous wording of word problems.

I did not like that the calculator active part of the answer sheet the numbers went across horizontally, while the calculator active responses went vertical and horizontal.

I think that the gridded response items skew the data for fifth grade, especially at this point. Even though we practiced this in class more than once, *my* students did not do well on this part. I think they would have performed much better had the gridded response not been there. Personally, I think it should not be part of the 5th grade math test. We are not assessing students on test-taking skills. If it has to be there, I think it should not Include answers that are mixed numbers because we teach students to simplify improper fractions into mixed numbers.

I think the test is a great idea, but I felt like *my* students could have done better if the test was geared toward a first 9 weeks 5th grader. This test was geared to the student as if it was the end of the year. It was almost impossible to cover all of the concepts in depth AND teach them how to grid responses correctly.

NO

NIA

Question #5 on the Calculator Inactive was poorly written. The students became confused because the problem went back and forth from cookies to chocolate chips. It seemed unnecessary in the problem. The gridded response questions continue to be difficult for our students. Practice problems along with the gridded practice would be helpful. They don't seem to transfer the knowledge from the gridded practice to the actual assessment. We need to practice it in a mock assessment. Teachers don't have Ume to create these materials on their own. Personally I wish the gridded response questions would be eliminated from all state testing.

It was great having the actual tests to review with the students. Students got to see the actual question and their computation as they answered, if they had written it in the test booklet. I believe that more students will write their work in the booklet the next lime. Even though we instruct the students about the gridded response questions and practice on the sample pages, ii looked different In the test booklet. The gray and while box strip looks different and frequently confuses students. By having the tests to review, I was able show the students how those strips were used. This will eliminate confusion In the future. While reviewing the test, a student asked about the directions printed right above the strip box. Toe directions read "only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., / are allowed in your answer." He Interpreted that to mean his answer could only have a single digit Therefore, he didn't know what to do with the answer 2800 when he figured that problem out. Interesting feedback.

I think the tests need to stop!

No

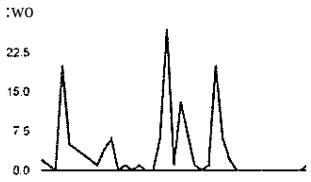
90 minutes was not long enough to answer 25 questions

1. Toe gridded response page is too convoluted. There is far too much information beyond the actual questions. This is information overload for *many* students (especially those who struggle in reading). 2. The focus of volume was far greater than what is assessed at the end of the year exam. Therefore, the benchmark may not be the best indicator for success on the end of year exam. 3. Division should have been included in the first assessment. This offers a better flow for classroom instruction.

! would strongly suggest that the lime limit moved up to at least two hours. {120 minutes). I had about five students who had lo rush through the test to finish, and if they had been given at least thirty more minutes to take their lime, they would have done a lot better. *(They* had been doing well on the test prior to having to rush to get done.)

Overall, I fell the test was too long. Also, students were used to having much more time on the EOG and many of *my* students were not great et pacing themselves, several did not finish. I wonder if the same snapshot couldn't be gotten with fewer problems. One problem in particular, I believe it was #8 (?), was very wordy. Il was about the total number of chocolate chips in a shipment. Several of the volume problems were harder than I expected for the 1st interim. Overall, I am grateful to get to bea part of this pilot study. Thank you.

Number of daily responses



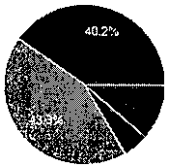
98 responses

Summary

What is your district or charter school name?

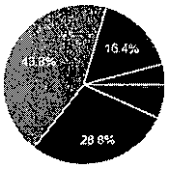
Alamance•Burlington	0	0%.
Beaufort County	1	1%
Brevard Academy	1	1%
Brunswick County	10	104%
Cabarrus County	0	0%
Caldwell County	3	3.1%
Camden County	3	3.1%
Carteret County	1	1%
Catawba County	0	0%
Chapel Hill-Carrboro	0	0%
Charlotte•Meck!enburg	15	15.6%
Chatham County	1	1%
Columbus County	1	1%
Community School of Davidson	0	0%
_Cumberland County	0	0%
Davidson County	5	5.2°A,
Duplin County	2	2.1°.t,
Ourtiam County	0	0%
Edgecombe County	0	0%
Gaston County	0	0%
Granville County	3	3.1%
Guilford County	2	2.1%
Hamett County	13	13.5%
Henderson Collegiate	1	1%
Henderson County	0	0%
Hoke County	0	0%
Iredell-Statesville	1	1%
Johnston County	1	1%
Kannapolis City	0	0%
Madison County	5	5.2%
Martin County	0	0%
Millennium Charter	0	0%
Mooresville City	0	0%
Mount Airy City	0	0%
Nash-Rocky Mount	0	0%
New Hanover County	0	0%
Northampton County	0	0%
Onslow County	0	0%
orange County	0	0%
Paul R Brown Leadership Academy	1	1%
Piedmont Community Charter	0	0%
Pitt County	1	1%
Polk County	5	52%
Randolph County	0	0%
Richmond County	2	2.1%
Robeson County	3	3.1%
ScoUand County	5	5.2%
Southern Wake Academy	1	1%
Summerfield Charter Academy	1	1%
Surry County	4	4.2%
Vance County	0	0%
Wake County	2	21%
W'inston-Salem/Forsyth County	1	1%
Yadkin County	1	1%
Yancey County	0	0%
Other (type in the name)	0	0%

Did you attend the ELA two-part webinar series professional development meetings facilitated by the NCDPI/Curriculum and Instruction in August?



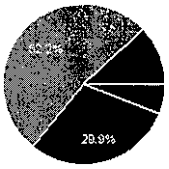
Attended or listened to a recording of day 1	11	11_30,t,
Attended or listened to a recording of day 2	▮	5.2%
Attended or listened to both days	42	43.3%
Did not attend or listen to either day	39	40.2%

If yes, please select the response that represents how you feel about the following statement: The professional development Impacted my Instruction prior to Interim Assessment 1?



Strongly Agree	5	6.6%
Agree	21	28.8%
Neither Agree nor Disagree	32	43.8%
Disagree	12	16.4%
Strongly Disagree	3	4.1%

If yes, please select the response that represents how you feel about the following statement: The professional development offered in August was sufficient.



Strongly Agree	4	6%
Agree	20	29.9%
Neither Agree nor Disagree	35	52.2%
Disagree	●	11.9%
Strongly Disagree	0	0%

If you disagree or strongly disagree, please explain.

The parts about text complexity were helpful to review. However the standards addressed needed more explanation rather than a referral to Edmodo.

I was not aware of a training In August.

I need extra training to meet the needs of *my* students goals and objectives.

I needed more specific strategies like we got during the October webinar. I also needed the report information given in October.

Although we were able to ask questions during the webinar, it was not until we actually approached the test window that we were aware of additional questions we should have asked.

I feel like we could have had earlier notice on the change of testing for ELA. This would have given teachers a chance to plan and be prepared for the POC and the fact that our pacing guide was removed along with having to teach all standards In a few month's Ume.

I taught the skills in the same order that they have been taught In the past. I chose not to skew scores by trying to teach to the test.

I was not really clear as to what the whole training was trying to accomplish

I was on maternity leave

I did not know about the first webinar and didn't know where to find the recording of it. It might have given more helpful Information about the Interim, but the one I watched just talked about how to use the data. This was somewhat helpful, but I don't think it was a topic that requires much explanation. We, as teachers, have to analyze data from assessments all the lime. The reports are pretty easy to use.

I think more information should have been shared in August regarding the upcoming assessment and pacing. Our district has a pacing guide, and that's how my instruction is planned for the year. Knowing in advance - before school began - would have helped me plan more efficiently.

The audios were not clear. One person you could hardly hear.

I had a skeleton Idea of what to teach, but there were so many standards to touch on. My students are Ells; complex texts appeared easier, but were difficult for them comprehend on a deeper level. They thought they had scored better, but they apparently did not understand what the questions were asking.

I was not aware of the August training.

Are additional curriculum and instruction professional development workshops needed to support Interim Assessments 2 and 3?

Yes	21	22.6%
No	72	774%

If yes, please identify the topics that should be addressed in future professional development workshops.

A pacing guide or some type of guiding plan to follow would be very helpful to me.

standards that will be addressed on interim 2 and 3 writing skills

! appreciate the resources developed on the Edmodo group and the webinars, but I feel like a face to face training with peer support would be helpful.

constructed response examples and rubrics

How to incorporate lessons to meet EtA common core standards in other subject areas {e.g. Social Studies, Science, and Math)

I don't necessarily need additional workshops, but more regarding the objectives to be assessed.

Constructed Response training

Literacy, Integration of Technology for Instructional Purposes

Constructed response format and rubric need to be discussed.

More information about the constructed response questions would be helpful.

How to prepare students for extended response questions. *Can* we have a rubric?

How to help students analyze quotes in the passages. My students often chose statements that were true rather than specifically what the question was asking.

How to prepare students for these tests and what to do with the Data.

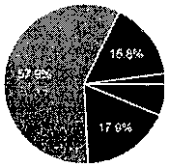
We need more information about what are results are saying, not so much how to teach vocabulary, etc. to do well *on* the test

There should be a more specific pacing guide. All information contained within the POC videos should be made available In paper form or sent through an email. Q & A workshop would help.

I would like more information on the writing component of the second and third assessments especially on what is expected anyhow they will be assessed.

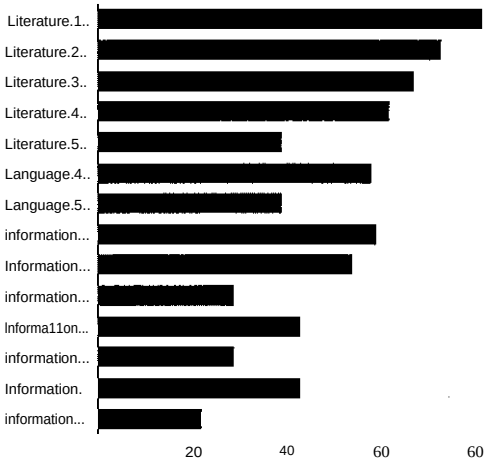
1. How to use the data from these Interim assessments to guide instruction. 2. How to prepare *my* students for these tests.

How many weeks of general core English Language Arts/Reading instruction did your students receive before Interim Assessment 1 was administered?



Less than 5 weeks	17	63%
5-6weeks	55	57.9%
7-8weeks	15	15.8%
9-10weeks	2	21%
11-12 weeks	0	0%
More than 12 weeks		

For which assessed content standards did you provide instruction prior to the Interim Assessment 1 administration?



Literature.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences drama literature.2 (Determine a Theme or central idea of a text and how ii Is conveyed through particular details; provide a summary of the text distinct from personal opinion literature.3 (Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves tov.

Lilerature.4 (Determine the meaning of words and phrases as they are used In a text, including figurative and connotative meanings: analyze the impact of a specific word choice on m•

Literature.5 (Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme;

Language.4.a (Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function In a sentence) as a clue to the meaning of a

Language.5.a (Interpret figures of speech (e.g.,

personification Informational.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences drama

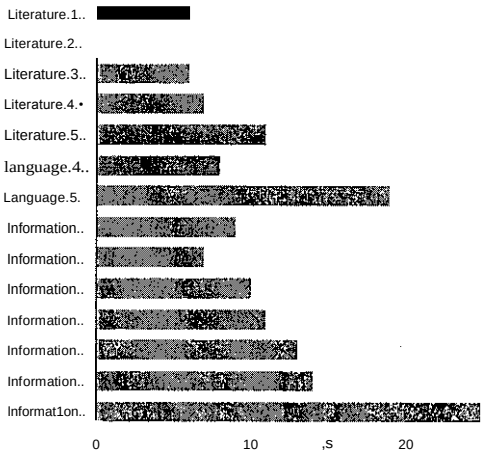
Informational.2 (Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion Informational.3 (Analyze in detail how a key individual, event, or idea Is introduced, illustrated, and elaborated in a text (e.g., through example Informational.4 (Determine the meaning of words and phrases as *they* are used in a text, including figurative, connotative, and tad

Informational.5 (Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the develop

tnformalional.6 (Determine en author's point of view or purpose in a text and explain how lt is coni

Informational.8 (Trace and evaluate the argument and specific claims In a text, distinguishing claims that are supported by reasons and evidence from clc

Are there content standards that should NOT have been assessed on Interim Assessment 1?



Literature.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences dra
Literature.2 (Determine a theme or central idea of a text and how JIis conveyed through particular details; provide a summary of the text distinct from personal oplnlo
Literatura.3 {Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves tov.
Literature.4 (Determine the meaning of words and phrases as they are used In a text, Including figurative and connotative meanings; analyze the impact of a specific word choice on m,
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Language.4.e (Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function In a sentence) as a clue to the meaning of a
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lnformationa!.5 (Analyze how a particular sentence, paragraph, chapter, or section fits Into the overall structure of a text *and* contributes to the developrr
Informational.6 (Determine an author's point of view or purpose In a text and explain how ii is con•
lnformational.8 (Trace *and* evaluate the argument *and* specific claims in a text, distinguishing claims that are supported by reasons and evidence from cl

Interim Assessment 1 Included one literature selection, one informational selection, and one poetry selection. Does this reflect your classroom instruction?

Yes **70** 75.3%
No 23 24.7%,

If no, please explain.

I had not covered poetry yet.

We had not really done poetry before the 1st interim as that is not in my curriculum framework given to me by my district.

We only covered literature *and* information text. We had not yet begun to analyze poetry.

Poetry has not been discussed. It will be introduced briefly during my Mythology unit this week but will not be discussed fully until January.

t teach science

Poetry was not covered because of time frame for student to grasp concepts.

I am a Science Teacher.

There was not enough time to cover poetry in detail for students to grasp poetic devices *and* concepts.

My classroom Is a special education classroom, so these assessments are a little high for my students.

I am required to teach a Research Based Intervention Program at a high enough level that It coincides with *many* common core elements during the time students receive English Language Arts Instruction. Also, during the time 1 teach *my* other subject to multi-grades, I incorporate many literature elements through Iha reading of non-fiction text related to the Social Studies topic areas of the grade level(s) I am teaching at the time which has been mixed with 8th grade during 1st quarter, *and* Is mixed with 7th grade during *2nd* quarter so 6th graders are often grouped in with what is being studied in Social Studies for the other grades, particularly when there is no substitute provided for the vacant Teacher's Assistant position for *my* classroom.

The first nine weeks our focus was on literature.

Have not had lime to get into informational text & poetry the first 5 weeks of school. Only had time to look at literature.

Jn our pacing guide, we study short stories during the 1st 9 weeks. We have not covered poetry or informational texts *yet*. We will in the 2nd and 3rd 9 weeks.

I have covered figurative language but have not yet introduced poetry.

We focus mostly on Literature the first nine weeks.

We have not done a lot of poetry yet.

In my class, we are implementing the Core Ready Lesson Sets (6-8) from Pam Allyn this year as an intervention. We are Just now completing a novel study and discussing through it theme, vocabulary in context, summarizing, citing textual evidence and characterization.

There was not enough time to cover poetry in detail.

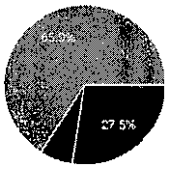
\NE had not yet covered poetry. It is not generally covered until second quarter

I did not answer the above questions because I do not teach ELA.

We had six weeks to prepare. There is not enough lime in the day to cover all of the topics thoroughly.

I teach math. I gave the test to my homeroom. Not sure exactly what standards were assessed.

Was a local grade 6 ELA district benchmark assessment administered this fall?



a. My school administered a local grade 6 ELA benchmark assessment before the Interim Assessment 1 administration.	**25**	27.5%
b. My school will administer a local grade 6 ELA benchmark assessment after the Interim Assessment 1 administration.	**6**	6.6%
c. My school will not administer a local grade 6 ELA benchmark assessment this fall.	**60**	65.9%

If a orb, please provide the name of the benchmark assessment.

MAPS ELA

CASE

Cycle 1

MAP

Cycle 1 Assessment

Released EOG

STAR Reading

6th Grade Common Core Assessment

Cycle 1 Benchmark Assessment

BOY Benchmark ELA Grade 6

Class Works Benchmark

Cycle 1 Benchmark

Discovery Education Benchmark

schoolnet assessment

Not Sure

Unit 1 DCFA

One taken from Springboard and MAP

Classworks

How do you plan to use the results from Interim Assessment 1?

Adjust future instruction	81	88%
Provide feedback lo parents and stakeholders	55	59.8%
Provide remediation or enrichment activities	74	80.4%
Use for whole-class discussion	68	73.9%
Use to guide formative assessment	53	57.6%
Do not plan to use the results	4	4.3%
Other (explain In the Comment box)		1.H{,

Comment

Students did not take ii as serious as an EOG, they considered It to be another BenchMark test The passages were too long and boring. I am a Science Teacher.

This type of report would be extremely beneficial lo ALL teachers during the year, and also at the end of the year to self reflect on teaching and what needs to be adjusted.

Also my school will offer after school classes lo help meet the low benchmarks assessments.

NIA

After reviewing test questions with colleagues, it has become apparent that "theme" is being used interchangeably with "main Idea" or "central idea"; yet those of us who have been teaching for many years are aware that theme and main idea are different and are taught differently. Therefore, two questions on this first assessment were found to be poorly written as they addressed (indirectly) themes that did not exist according to what theme actually means.

I teach science and poetry has very little to do with my curriculum.

Please select the response that represents how you feel about the following statement: The class item report provided useful information?

Strongly Agree	**30**	31.9%
Agree	**44**	46.8%
Neither Agree nor Disagree		6.4%
Dlsagree		3.2%
Strongly Disagree		0%
Did not receive a class itemreport.	**11**	11.7%

Comments

Helps me with where to focus

This report made data analysis much simpler, as It was already compiled with an item analysis. Il is helpful to actually show the cadets what their mistakes were.

I like the 4 part testing, however the test needs *to* cover only the material that has been covered In the time period allotted.

I am able to use the information to guide future instruction and for individual students' goal settings. Also to share this information with parents and other support staff (ESL, EC, A!G) to help guide their instruction.

A class item report would be VERY beneficial. A teacher's answer key would be beneficial for reviewing with the students. The answer key could be held at central office and given to teachers with their tests results.

Did not take test yet.

Have not yet received this report. I did receive my students scores and number attempted/number correct

The item report was extremely helpful in determining where the students are struggling the most.

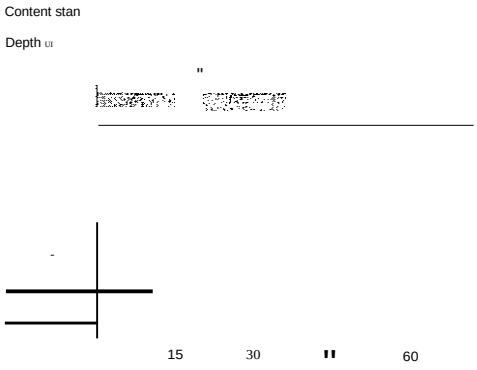
I like the 4 part testing the Test need to cover what the teacher has lime to cover in class. Also need a pacing guide to help prepare students.

With the useful information we can make plans to correct the low scores made by our students.

I like the 4 part testing but it needs to cover what Is covered in class and what time allows the teacher to cover. We need a pacing guide to help prepare students for each assessment.

It would be very useful if you had an estimated EOG scores established by number correct. I know this may be difficult but ii would be the most helpful In providing feedback to parents.

Mark all of the items on the class item report that were useful.



Content standard assessed by each item	71	76.9%
Depth of knowledge for each item	◖◖	64.4%
Class percent correct by item	◖◖	75.6%
School percent correct by item	48	53.3%
Correct answer	72	80%
Student responses	74	82.2%
Class mean	**49**	54.4%
School mean	33	36.7%
Did not find any information useful.	0	0%
Did not receive a ciass item report.	11	12.2%
Other (explain in the Comment box)	0	0%

Comment

Have not received It yet, but plan to use ii!

Is the depth of knowledge based on 4 levels? Will the written component employ a greater depth of knowledge?

NIA

I did not receive a class item report, however, I marked all the items that would be useful if I had received one.

How can the reports be modified to be more useful for English Language Arts teachers?

I thought the reports were good.

see above. EOG score equivalent.

No modification needed at this lime for me.

Not enough lime to finish analyzing reports yet to know. Ask again after next interim assessment.

have a detailed pacing guide to guide their instruction

I think it covered everything that was vital to analyzing the knowledge of the students.

Toe reports were easy to understand and helpful for driving future instruction.

o\a

Put the questions numbers in order.

Toe organization of the data.

Explanation of answer in a Teacher's Guide

Toe reports don't need to be modified; they give us all the information needed to help our students.

Toe results need to be reviewed in a meeting with Instructional coaches and other staff for further clarification of data.

Use color (instead of gray), add a column next to each student for their overall percentage (so it's all on one paper), provide lexile 1eve!s.

Everything was fine.

We should receive the reports sooner. I would like the% correct in each section (language, literature, informational) added to the class roster sheet by category (similar to the individual's student report).

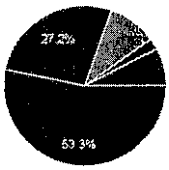
NIA

Individual student answer reports

noway

Keep them coming

Please select the response that represents how you feel about the following statement: Was It beneficial to have access to the test books after the Interim Assessment 1 administration?



Strongly Agree	49	53.3%
Agree	25	27.2%
Neither Agree nor Disagree	9	98%
Disagree	2	2.2%
Strongly Disagree	0	0%
Did not receive the test books.	7	7.6%

Do you have any additional comments or feedback?

none

The testing administrators should have had a test booklet prior to student testing to familiarize ourselves with test structure and etc.

We should have a POC for all subject areas instead of the blg EOG or EOG at the end of the year! This is more manageable for students and students do not get burned out. They can work harder on 20 questions rather than 70 plus questions. No adult sits and reads for 2 hours and answers questions, why do we expect children to do the same?????

We noticed the length of the lest was less intimidating for the students. All students worked on the test up lo the first break and most took 75 minutes which was as long as many take on the end of grade test. Perhaps 4 shorter tests administered during the school year would be a better gage of competency because of the effort given. This current procedure is a growth mindset plan.

I don't think this survey was meant for me to complete. but administration has told us all to complete it. I assume this survey was meant for ELA teachers and not the other subject teachers.

We use books for guided instruction

The informational piece used a form of the word "synchronize" 16 times. If a student did not understand the definition given In the beginning about rhythmic timing, he/she was lost for the entire passage! Very difficult for ESL students.

None at this time

Testing administrators should have had access lo a test booklet prior to student testing to familiarize ourselves with test structure, etc. It would ha\le been nice to see the test booklet prior to the morning of testing. Even after testing I haven't seen a test booklet except for those staff members that are working with mark !n book students.

Just administered the test. while I believe ii will be beneficial to have them, I have yet to use them in remedial instruction.

I can see how giving interim assessments at the end of each 9 weeks will be more beneficial for students than an EOG at the end of the year. The students responded better and were not as stressed during the administration of the interim benchmark. Three passages were not as tiring as 6 or 7 as it Is on the EOG.

1. Please add "you may write in the test booklet" to the directions. Also, "please record your answers on the answer sheet provided" need to be added to the Instructions. Questions were asked concerning both.

None at this time.

We have to be able lo go back over the test books - if not, we don't learn from our mistakes and can't adjust our instruction accordingly.

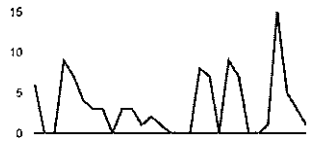
Having to check them in and out daily was a problem. I could not get them before my first class begun. 1t would have been better if I could have checked them out in the afternoon and used them the next day, and then returned them.

My students are missing so many skills needed prior to coming lo sixth grade, I am having to front load a LOT of information before I can begin teaching them the standards expected on the pacing guide at this point. The first few weeks of school need to be about building relationships and trust with our students. II is VERY difficult to begin teaching off the pacing guide from the get go. I did not start teaching from the pacing guide until the third week of school in order to build my own background knowledge of my students learning styles, establishing my expectations In the classroom, demonstrating how our school works, etc. Unfortunately, when the testing week arrived, we lost a lot of valuable teaching lime to Implement testing as well. !n fact my inclusion co-teacher was pulled for two weeks to finish testing students who had been absent or needing testing modification and I needed her in the classroom during this time. We are spending more time teaching to tests than we should be. The pacing guide should be a realistic "plan that we can use to guide our instruction, not make sure we are teaching to a test.

NIA

I teach math and only administered the test

Number of daily responses

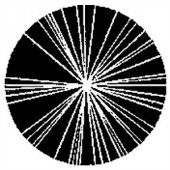


137 responses

View all responses Publish analytics

Summary

Select your school's name.

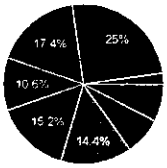


B Everett Jordan Elem-Alamance-Burlington Schools	3	2.2%
Belville Elementary-Brunswick County	2	1.5%
C C Spaulding Elementary-Durham County	2	1.5%
Cabarrus Charter Academy	5	3.7%
Catawba Heights Elementary-Gaston County	2	1.5%
Clear Creek Elementary-Charlotte-Mecklenburg Schools	3	2.2%
Clyde Campbell Elementary-Catawba County	1	0.7%
Community School of Davidson	4	3%
Conway Middle-Northampton County		0.7%
Coopers Elementary-Nash-Rocky Mount		0.7%
Dobson Elementary-Surry County	3	2.2%
Don D Steed Elementary-Hoke County	2	1.5%
Edwin A AndersonElementary-New Hanover County	2	1.5%
Erwin Elementary-Harnett County	4	3%
Etowah Elementary-Henderson County		0.7%
Fairgrove Middle-Robeson County		0.7%
Fall Creek Elementary-Yadkin County	1	0.7%
Gardner Park Elementary-Gaston County	4	3%
Glendale-Kenly Elementary-Johnston County	6	4.5%
J S Waters School-Chatham County		0.7%
Jamesville Elementary-Martin County	2	1.5%
Jesse Wharton Elem-Guilford County	0	0%
Jones Elementary-Mount Airy City	2	1.5%
Kannapolis Intermediate-Kannapolis City	9	6.7%
LJ Bell Elementary-Richmond County	2	1.5%
McLeansville Elementary-Guilford County	2	1.5%
Millennium Charter Academy		0.7%
Mills River Elementary-Henderson County	2	1.5%
Mooresville Intermediate-Mooresville City	13	9.7%
New Century International Elementary-Cumberland County	5	3.7%
North Hills Elementary-Winston-Salem/Forsyth County	2	1.5%
Oakdale Elementary-Charlotte-Mecklenburg Schools	0	0%
Old Dock Elementary-Columbus County		0.7%
Pathways Elementary-Orange County		0.7%
Petree Elementary-Winston-Salem/Forsyth County	3	2.2%
Piedmont Community Charter School	4	3%
Pine Valley Elementary-New Hanover County	0	0%
Pinkston Street Elementary-Vance County	2	1.5%
Ramseur Elementary-Randolph County	3	2.2%
Scroggs Elementary-Chapel Hill-Carrboro Schools	6	4.5%
Selwyn Elementary-Charlotte-Mecklenburg Schools	4	3%
South Toe Elementary-Yancey County	2	1.5%
Spring Valley Elementary-Durham County	3	2.2%
Stateside Elementary-Onslow County	3	2.2%
Stocks Elementary-Edgecombe County	1	0.7%
Vanstory Hills Elementary-Cumberland County	4	3%
Walkertown Elementary-Winston-Salem/Forsyth County	5	3.7%
Warsaw Elementary-Duplin County		0.7%
Other (type in the name) Comment box	2	1.5%

Do you teach grade 5 mathematics this school year?

Yes	108	82.4%
No	23	17.6%

How many years you have been teaching in an elementary or middle school?



Less than 1 year	10	7.6%
1-2 years	10	7.6%
3-5 years	19	14.4%
6-8 years	20	15.2%
9-10 years	14	10.6%
11-15 years	23	17.4%
16 or more years	33	25%
Other (explain in the Comment box)	3	2.3%

Comment

testing10

30+ years

35 years!

admin for 4 years / taught middle for 11

10 years taught in Pennsylvania schools

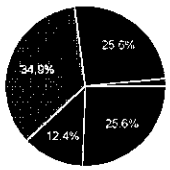
I came in half a year and by the end will be my full 2 years plus half.

35

First year teaching math in over 15 years.

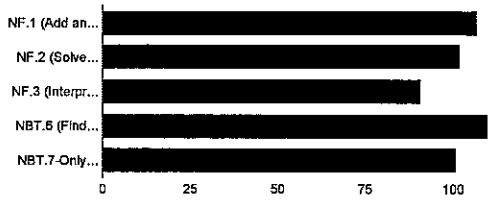
I recently transitioned to elementary school

How many weeks of general core mathematics instruction did your students receive before Interim Assessment 2 was administered?



Less than 14 weeks	33	25.6%
14-15 weeks	16	12.4%
16-17 weeks	45	34.9%
18-19 weeks	33	25.6%
More than 20 weeks	2	1.6%

For which assessed content standards did you provide instruction prior to the Interim Assessment 2 administration? Mark all that apply.



NF.1 (Add and subtract fractions with unlike denominators (including mixed nu

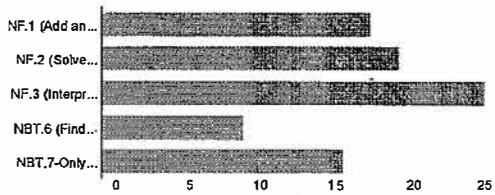
NF.2 (Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or e

NF.3 (Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving divisio

NBT.6 (Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations

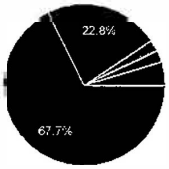
NBT.7-Only add/subtract for Interim Assessment 2. (Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place val

Are there content standards that should NOT have been assessed on Interim Assessment 2?



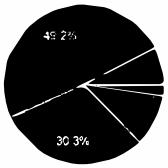
NF.1 (Add and subtract fractions with unlike denominators (including mixed n
ions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or e
ret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division
up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations
NBT.7-Only add/subtract for Interim Assessment 2. (Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place val

How useful was the opportunity to review the students' responses to the gridded response items?



Very useful	86	67.7%
Somewhat useful	29	22.8%
Not very useful	3	2.4%
Not at all useful	3	2.4%
The student answer sheets with the responses were not returned to me.	6	4.7%

Students were allowed up to 90 minutes to complete the assessment. How long did it take for the majority (approximately 95%) of your students to complete the entire assessment?



Less than 30 minutes	0	0%
31-44 minutes	3	2.3%
45-59 minutes	14	10.6%
60-75 minutes	40	30.3%
More than 75 minutes	65	49.2%
Other (explain in the Comment box)	10	7.6%

Comment

testing

testing 11

90% or more of my students did not finish the assessment or when I gave the 5 minute warning they rushed and bubbled in to complete.

More than 90% of my class did not finish during the allotted time. 1 student did not make it to the calculator active portion.

I had a lot not complete the test. They were very close. I think 100 minutes would help!

About five mid to high level students had to rush to get finished before the 90 minute mark.

The time given to complete the test was not long enough. Several of our students did not finish. Several were rushed.

3 students didn't even finish the assessment for this test. I feel the students in this school have been use to having a much larger amount of time for testing therefore, the mentality is "I can take my time." I feel if those three students had finished their score would have been much higher.

3 of my students finished exactly at 90 minutes.

There was too much content covered in the 2nd quarter. I didn't get to fully complete the instruction prior to giving the assessment. Many of my best math students were in tears after the test and several didn't even finish. The standards were too full. Some of this needs to be added to first quarter (Division). In 7 years of teaching 5th grade math I have never not finished my quarterly curriculum!

Several of my students, not the majority, were unable to finish the test.

I only had 75% of students finish.

Many students did not complete the assessment.

I still had 4 students who did not finish the assessment after 90 min.

I testing the EC population. Most of the students took the allotted time to test.

Several of my students who excel in math did not have an opportunity to complete the test. This makes me furious.

A large portion of my class was rushed to finish at the end.

As always, students get stuck on the gridded response. It does not matter how many times we practice or go over how to grid correctly. It is also unnatural for them to leave fractions improper. It goes against what they feel they should do. In addition, the wording of some of the questions throws them. If the purpose of gridded response is to see if students can perform computation, the wording should be straightforward. For example: adding the phrase "to two decimals places" really threw many students. The answer was money. Two decimal places were the only option. Adding the phrase made them question their answer.

I had 5 students not complete the test at all. Of those five students, I consider four of them to be my best math students. They were doing this test thoroughly, showing their work, and working the problems correctly. One of the four ended up with a score of 64%. I looked at her test and of the questions she answered she got 100% of those correct. Her score would look very different if she had been able to finish the test. Fraction problems take more time and more thought than some of the other math standards. To only limit students to using 90 minutes, it did them a disservice. I know those 5 could have scored much better had they been given time to finish this test to completion. Of the rest of my students, there was a range of 45-90 minutes of how long it took them to complete the test.

The majority of my class finished in 60-75 minutes; however, I did have several students who used every minute available. I would NOT recommend decreasing the time.

Still seems like a short amount of time.

I administered the test to students with IEPs having an accommodation of extended time.

Several students ran out of time.

Some of my students needed longer then 90 minutes.

Out of 21 students, 9 of mine did not have ample time to complete the test. These multi-step equations take time to work through using the strategies taught and it just is not enough time.

.Most took the full 90 minutes.

Some students had difficulty working out the problems

There were quite a few students that were unable to finish within the 90 minutes. I also tested students with accommodations and it was difficult for them to complete within that time frame.

Almost all of my students worked up until the last minute. They had to rush at the end because they were running out of time. We teach students to read questions carefully, work the problems out, and make sure they understand what they are being asked to do for each problem...but they did not have enough time to do this on this test.

Some of my students were not able to finish the assessment during the allotted time.

Several students did not complete the test in the allotted time.

They need more than 90 minutes to complete the entire assessment.

They really need more than 90 minutes.

Had several students who were rushing at the end of the assessment to complete it.

A group of students did not finish in the allotted time.

MY students were unable to finish this in the 90 minute session. I do not think it is ethical to test students without giving them adequate time to complete the test.

Most of the students used the full 90 minutes, when they remembered to go over their work.

I only tested one student. I am an EC teacher, so my other 5th grade students were either in the general education class or in another small group.

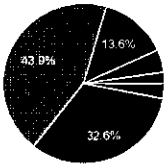
I Interim Assessment(s) needs to be longer than 90 minutes, or NOT Timed at all!!!

Many students began the calculator active portion of the assessment with less than 5 minutes of the 90 minutes allowed. Even though they turned in a completed answer sheet, I can infer that those students most likely guessed and marked random answers on the calculator active section.

90 minutes is not enough time for students to complete this assessment.

They used the entire time.

How long did it take for the majority (approximately 95%) of your students to complete the calculator inactive section (the first section) of the assessment?



Less than 30 minutes	4	3%
31-44 minutes	43	32.6%
45-59 minutes	58	43.9%
60-75 minutes	18	13.6%
More than 75 minutes	6	4.5%
Other (explain in the Comment box)	3	2.3%

Comment

testing 2

testing 12

See above comment

Most of my students needed every minute of the allotted time.

Several of my students who excel in math did not finish the test. They were not able to complete the test due to the testing guidelines.

Many students seemed stressed during the calculator inactive portion. The processes it takes to solve the problems and then "checking them out" consumes a lot of time. The gridded response also adds another level of stress.

I did not keep track of this data

Almost all of my students worked up until the last minute. They had to rush at the end because they were running out of time. We teach students to read questions carefully, work the problems out, and make sure they understand what they are being asked to do for each problem...but they did not have enough time to do this on this test.

One of the improper fractions was outrageous! Many of the students felt that it was wrong because it was so large. Procedures were great, but thinking of reasonableness made many students miss gridded response.

About 3 out of 16 students were unable to complete the assessment in the allotted time.

90 minutes for the entire assessment is not enough time for students to complete successfully.

Unsure as we were not asked to track student completion by section.

Are there additional content standards that should have been assessed on Interim Assessment 2?

Yes	11	9.1%
No	110	90.9%

Interim II had a perfect amount of standards. I would not add any more.

long division

5.OA1 5.OA2 NBT5 NBT6 NBT1 5.MD3 5.MD4 5.MD5

5.0a1 5.0a2 NBT5 NBT6 NBT1 5.MD3 5.MD4 5. MD5

5.OA.1, 5.OA.2,5.NBT.5, 5.NBT.6, 5.NBT.1, 5.MD.3, 5.MD.4-5

Standards: 5OA1, 5OA2, NBT1, NBT5, NBT6,5MD3, 5MD4,5MD5,

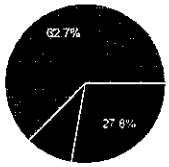
5.OA.1; 5.OA.2; 5.NBT.5; 5.NBT.6; 5.NBT.1; 5.MD.3; 5.MD.4; 5.MD.5

5.OA 1, 2 5.NBT 1, 5, 6 5.MD 3, 4, 5

5.oa.1 5.oa.2

all fraction standards

Was a local math district benchmark assessment administered this fall?



a. My school administered a local grade 5 math benchmark assessment before the Interim Assessment 2 administration.	35	27.8%
b. My school will administer a local grade 5 math benchmark assessment after the Interim Assessment 2 administration.	12	9.5%
c. My school will not administer a local grade 5 math benchmark assessment in this fall.	79	62.7%

If a or b, please provide the name of the benchmark assessment.

iReady

EOQ

testing 3

testing 15

NWEA MAP TESTING

NW map testing

Case Assessments: 2015-2016 5th Grade Math 2nd Benchmark

Quarterly assessment

End of Quarter Test

EOQ, quarter 1 and 2

End of Quarter Assessment

5th grade math 2ndbenchmark

SMI

Cycle 2 Math Benchmark

Case

Discovery Education Math benchmark was given as an optional assessment.

USA Test Prep

county provided

2nd Quarter End of Quarter Assessment

2nd Qtr End of Quarter Assessment

Discover Education Benchmark - this was optional and I chose to give it to my students before we took the Interim Assessment 2

IReady and an EOQ developed by TE21 Case Assessments

Interim Assessment 1

CMS benchmark

i-Ready

Case 21

The district (my school is exempt because of the Proof of Concept) was administering a benchmark from USA test prep.

Schoolnet, but we were exempt due to Proof of Concept testing

DE Benchmark

NWEA

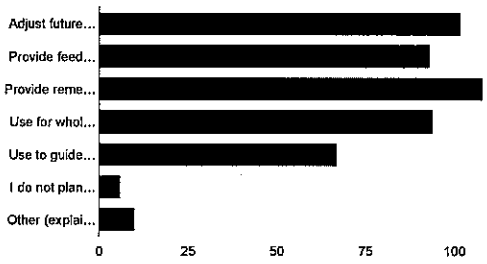
Mid Year Math Benchmark

Benchmark 2

NWEA, CMA

Common Monthly Assessment

How do you plan to use the results from Interim Assessment 2 (mark all that apply)?



Adjust future instruction	102	79.1%
Provide feedback to parents and stakeholders	93	72.1%
Provide remediation or enrichment activities	108	83.7%
Use for whole-class discussion	94	72.9%
Use to guide formative assessment	67	51.9%
I do not plan to use the results	6	4.7%
Other (explain in the Comment box)	10	7.8%

Comment

I went through the most missed questions with my students to let them find their mistakes.

Use for small group/individual tutoring.

small group instruction

I'm a science teacher

I don't teach math.

continue to teach how to properly respond in the gridded response

Help students reflect on their responses

I am an Instructional Technology Facilitator and I plan on helping teachers analyze the data and use it for remediation and reteaching.

Help students find and correct their own mistakes.

The data provided is very useful in helping to determine which students need remediation and the areas of need. The opportunity to review data with students is a powerful self-assessment and goal-setting tool. It is also very helpful in providing parents with areas of need, to work on at home.

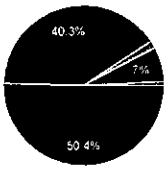
I have reviewed the test with all the students. We have talked about strategies to solve the problems. We have made questions similar to those tested ones. Small group instruction has been held by the student's questions about the Proof of Concept questions.

I was not able to teach the content in the time frame due to my students needs. Also, I cannot use this because you did not allow my students the appropriate time to finish it. Also, I cannot place value in the gridded response because all you are assessing on this is my students' ability to bubble and fill in the boxes.

I was going to review but test was due back to central office before I had the chance.

I answered the above as if I had been the students' teacher from the beginning. This data and test results are of little use to me presently as I inherited a group of students who are far behind the expected pacing for NC students. This data and feedback will indicate a minimal amount of the effectiveness and support I have provided at this point. I will use it to identify strengths and weaknesses of the students and groups I instruct.

Please select the response that represents your opinion about the following statement: The class item report provided useful information.



Strongly Agree	65	50.4%
Agree	52	40.3%
Disagree	2	1.6%
Strongly Disagree	0	0%
Did not receive a class item report.	9	7%
Have not administered Interim Assessment 2 yet.	1	0.8%

Please explain

testing 16

We were able to look back at the questions most frequently missed and analyze what caused the students to miss them.

I am able to see the common mistake and adjust teaching and remediation based on the misconseptions

I love having it to see what the majority of the kids got wrong. It is also helpful for remediation time and whole class. The kids loved going over the test and asking if they got it right or wrong.

It allows me to more easily plan for small group instruction. It also lets me know which areas I need to look at changing the way I teach - if for example, most children marked one answer incorrect that tells me that I need to change the way I teach that skill.

Again, the report provides a quick look as well as a deeper analysis of trends in answer choices which reflect student mastery and misconceptions. This feedback allows me to adjust my instruction.

Helps me see where my class is on each item.

It was helpful for the students to practice in testing mode and pacing themselves.

I do not receive the report. I just administer the test for half of the 5th grade students.

Allowed me as a teacher to see where weaknesses were and to provide additional instruction in that area

Even more details would be great.

I am not convinced that the format of the Proof of Concept test is the format of the NCEOG test in the spring. Therefore, I do not know if the Proof of Concept test is legitimate in providing me useful information. I will decide later.

I not only like seeing the gridded response answers, but I also like how I see which questions my students as a whole did not do well on as well. The reports are great!

I do not have a classroom of students. I administered the test to a small group of students with accommodations.

The reports have not been returned yet. They will be.

I feel the same way I did about the class item report as I did during Interim 1. I like the report, I only wish it included the number correct as well as the percentage correct. I went in and added that number manually because it is more meaningful to me than a percentage.

I like being able to see how the entire class did on each question. It lets me know what I taught well and what I might need to revisit. Many times, it lets me know when I need to present them with a problem worded or designed differently.

I do not teach Math.

Receiving the data feedback on the same day as testing was beneficial to ensure that our response to the data was rapid and on target to assessed standards. Many thanks to our testing coordinator for the quick turnaround.

Receiving the data feedback on the same day as testing was beneficial and much appreciated!!! Many thanks to our Testing Coordinator!

The Class Item Report is invaluable to teachers. I need to know what answers they are choosing so I can plan my review to include how to avoid choosing those incorrect answers. If our students are ever going to be successful at the gridded response questions, teachers need to be able to see how they grid their responses and the Class Item Report provides us with that information.

Great resource to see what students answer/missed the most of.

Its very helpful to see which standards my students were weak. This helps me able to provide future remediation and instruction to grow my student.s

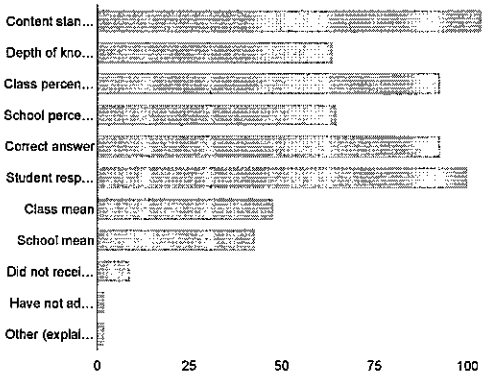
I can use this to see how my students did on each standard, and I like that it is grouped by standard. It also helps me plan for intervention groups or enrichment groups. I also like it because it shows me how my students gridded their answers for the gridded response section in order to determine if they did arrive at the correct answer but gridded incorrectly.

You didn't allow my students to finish. The data just showed me that they didn't complete it.

The report provided useful data to hel[p us drive instruction for small groups.

Any data and feedback that provides points of reference for improving instruction is vital for assessing successes and failures. I have just recently come on board with Conway Middle School and have a steep learning curve as it pertains to the needs of these students and how I may best serve them in the future I will have the students moving along in greater alignment with the expectations of DPI and have a set of test data that will be more beneficial.

Which items on the class item report were useful for you? Mark all that apply.



Content standard assessed by each item	**104**	83.2%
Depth of knowledge for each item	**64**	51.2%
Class percent correct by item	**93**	74.4%
School percent correct by item	**65**	52%
Correct answer	**93**	74.4%
Student responses	**100**	80%
Class mean	**48**	38.4%
School mean	**43**	34.4%
Did not receive a class item report.	**9**	7.2%
Have not administered the Interim 2 Assessment	**2**	1.6%
Other (explain in the Comment box)	**2**	1.6%

Comment

testing 17

Many of the problems on the test can actually assess more than one standard because of the multi-step problems. Therefore, it is somewhat difficult to pinpoint exactly where the student is deficient and needs remediation.

This document was a very useful data tool. It assisted in planning and differentiating my instruction.

Have not received it yet.

I have added an additional item to my instruction by having the students to look at what they are missing the most and using the information to study. They also use this information in my intense targeted intervention.

I do not have a classroom of students. I administered the test to a small group of students with accommodations.

I will be interested to see how closely the information on the report aligns with our EOQ assessment.

This is the most comprehensive and best data feedback I have ever received from a standardized test.

Best data feedback I have ever received- thank you!!!!

I have not received one for the 2nd assessment. I am answering from the first interim.

All parts of the report are valuable!

I just saw the report a few minutes ago and due to time constraints have not had the opportunity to fully investigate the data.

How can the reports be modified to be more useful for math teachers?

na

testing 4

testing 18

If each strand was separated by the children who were not proficient it would be helpful.

Most missed question to least missed question, in order.

Please put the test item numbers in order on the report. Also, please make it easier to read. It was hard to tell which students got which numbers wrong.

Does not need to be modified.

Honestly, I think the reports are very good and I cannot think what might be more useful.

They are useful for me as is.

Comparisons to other schools

I like how the questions are split up by standards such as NBT or NF. However, I would like for there to be one that is in number order from 1-25.

My only suggestions is also including an answer key that lists the questions in order along with the correct answers.

See above

The complete class analysis was helpful. Including the item/objective students missed is helpful when creating small group instruction lessons. It lets us know specifically where students need remediation.

The data breakdown by class/blocks would be beneficial to help plan future instruction.

I thought they had the information needed to drive instruction

I do not have any suggestions

Have the data presented in a simple spreadsheet, some data points were not useful, for example, frequency distribution table had some data that was confusing.

None

I would like for it to be a bigger font, so I could see it better.

Perhaps order the students results from highest/lowest or vice versa

I would just like to receive the report ASAP after the test is administered!

Please continue reports.

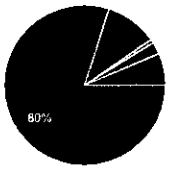
Explanation as to why the wrong answers were offered. This gives insight into why the students chose them.

The teachers need to be able to access the reports online.

perhaps listing the data for each question in the order that the question was presented in the assessment.

I believe that it could have been separated by calculator active and inactive rather than mixed together.

How useful was it to have access to the test books after the Interim Assessment 2 administration?



Very useful	100	80%
Somewhat useful	13	10.4%
Not very useful	1	0.8%
Not at all useful	3	2.4%
Did not receive the test books for my students.	8	6.4%

If you used the assessment books after the Interim administrations, how were they used?

testing 5

testing 19

We looked back at the most frequently missed questions and analyzed what may have caused the students trouble. The students reworked the problems and often found their mistakes.

Class discussion and review one on one conferencing

Class discussion One-on-one conferencing Review

whole and small group

To pull small groups and review each test question. It was also helpful to show students that they might have marked the correct answer in the test book, but on the answer sheet, they marked something else or left it blank.

I will use these to have students correct their mistakes. We will work in large groups, small groups and with individuals as needed.

We used them to review questions, question types, errors, student work

Use one book to review the problem areas.

I went over some problems as a class, but most problems were analyzed in groups with students who showed weaknesses in particular areas.

plan to use this coming week therefore haven't used them yet.

As a reference to create practice questions for my students

I pulled students individually to review missed items.

Students made corrections to the problems that they got incorrect on the test.

Whole group, small group instruction

I used them to provide remediation as whole class warm ups. We looked at the answer choices, discussed why wrong answers were chosen, and what made the correct answer "correct".

I had each student go back and work or corrections. For each missed problem, I had them put in writing what they did incorrectly to begin with so that they might understand themselves better as learners.

We used them so students could look back over their misunderstandings and decide where they went wrong.

Very helpful

Whole class instruction and discussion

Will review with students and share info with parents.

To discuss mistakes, how to attack different varieties of word problems, and discuss how to interprate the way questions are answered and relate it back to instruction in class

each student went back to correct their mistakes and I asked them to explain why they missed it.

We were able to look at questions that students frequently missed to better find a pattern or reason for why they may have missed it if it was a topic we had already taught.

We reviewed over the information and went over the problems individually.

To examine the questions that many students answered incorrectly and correctly.

I use the assessment books to go over the answers and strategies used to solve the problems.

I use the assessment to go back over all of the questions. I also re-make some of the questions by adding different numbers and names so I can reassess my students. I love having the ability to show parents the types of questions their student has to take on the EOG.

We used the books in targeted intervention.

to go over each question with the student and rework the missed problems.

Review

Small group remediation, analyzing test questions, whole group

You use it for remediation

As self evaluation for students, reteaching, understanding multistep questions

I use them to go over work with students. I also take the test myself to see where I need to refine instruction.

I used them for the following activities: 1) whole group instruction to go over the questions the majority of the class missed 2) small group instruction to go over those questions only some of the class missed 3) to show test-taking strategies

We used the assessment books to review the questions and really break them down. Once we talked through the problem, many students saw where they when wrong when solving. This is very helpful.

They were used in whole group and small groups to have the students review their work and go over the questions. We also talked about test taking strategies.

To review with students in whole group and small group. Students corrected work/answers and also set goals for areas/skills of need.

I will use them to discuss Math vocabulary and question stems. I will use them to form small groups for remediation and acceleration. I will use them to show students and parents areas of improvement and areas of strength.

I will use them to review problems that were difficult to understand-wording- or had multi-steps in order to solve. Small groups will also be formed for remediation or for acceleration purposes. Question stem analysis for vocabulary purposes will also be analyzed.

To discuss the standards that were weakest

To look at the problems that the majority of the class may have struggled with. We reworked the problems to complete an error analysis.

to understand the types of questions students had difficulty responding to correctly

To reference the actual problem and figure out student thinking with mistakes.

I used them to review missed questions in small groups.

It gave specific examples for students to use to correct/re work problems they missed. It gave me examples to use to create new questions in that format.

Reviewed all items with all students Hosted a parent night to share with parents

Smal groups with students and class discussions.

I actually went through each question, discussed key words to interpret strategies to solve and had the students solve each problem on loose leaf paper (which I then collected to turn back in with the books) I also addressed any questions to clarify the questions for the students as we move forward in math.

I went over the questions and answers and showed how to solve.

For review and critical reflection on skills.

To go over problems that students missed and have them think through the problems as a group

Handed back to students to go over missed questions for remediation.

To guide class discussion and reflect on each of the questions.

Handed back to students to analyze content.

I will hand back the booklets to the students so they can analyze the content. We can discuss how they solved their answers.

Guided discussion/review by students as whole-group - Students will be able to look at their own specific answers and work.

to review questions that were missed

Remediation, key words, look closely at student mistakes

Review

I used them during math centers and flex groups to remediate.

Discussing with students vocabulary and instructions that they understood and also the ones that needed clarification. It also enables students to access what they need to continue to work on.

I went over all problems that less than 70% of my students got correct.

I havn't been notified by anyone that is is "ok" to use the test booklets....it has been several weeks since my classes have taken the interim.

I made groups based on the questions missed and use this for small group instruction based on questions and standards. Some groups were asked to rework the problem and find the mistake they made, while other groups were provided with more teacher support to solve the problem.

The whole class reviewed the questions, discussed a variety of ways to solve a problem, rejoiced when they were correct or looked at a problem in more than one way. Small group instruction was directed by the students and their POC questions and answers.

IME small group intervention. Small group tutoring session.

I don't actually receive the books or student responses; all test information goes to the 5th grade Math teacher(s). I have to ask for the information.

Reviewed the responses with the students.

I help me to review the problems the majority of my students missed. It also helped me with student one-on-one instructions and students conferences.

I would have liked a little more time, as I could only fit in around regular instruction

Used for 1:1 instruction. Students self corrected and identified the types of errors made.

I was not aware that I could use them. I turned those in immediately following the conclusion of the test and handled them as if they were secured test materials while in my possession. I did take the time to read over the entire test and educate myself on the structure and rigor of the questions. From this, I derived a sense of alignment that exists between the classroom instructional materials and the expectations of the state.

We were able to review content that students lacked depth of knowledge.

The test books can be used to pull information to share with students who need additional practice on certain concepts.

Do you have any additional comments or feedback?

no

testing 6

testing 20

Being unable to write a mixed number in the gridded response causes my students a great deal of trouble. Since they can write any equivalent answer, I believe they should be able to record a mixed number instead of having to convert it to an improper fraction.

I feel that this way of testing has been very beneficial for the children. They were able to see there mistakes and successes in ways that the EOG didn't allow. I hope our school is able to continue with POC testing next school year!!

N/A

I think students should have time proportional to what they get on the EOG. This would have allowed all of my students to complete the assessment.

It is just difficult having another test to give students. We gave our our district benchmark and then a couple days later had to give this one as well. It is difficult spending 3-4 days testing students on reading, math and science and then turn around and give them another test. I don't know how accurate the results are going to be. By the time we gave this test yesterday, they were exhausted from testing.

I feel like quarter 2 was too content heavy. Also, with gridded response, I am spending too much time teaching the kids to just take the test. 50% of my students still can't remember the correct way to code the answers on the test. Even if they know how to solve the problem, they code it incorrectly on the test. How is this accurately assessing their knowledge? Also, the stress level of taking multiple state standardized tests for my students is ridiculous. Despite constantly reassuring them that these benchmarks "are no big deal", I have very nervous, stressed children when it comes time for these tests that are almost identical to the EOG. Furthermore, children sobbing after a test is uncalled for, especially when they are exceptional math students.

Again, one quarter of my students were unable to finish the test. For some, this was reading issues and for others it was an inability to work quickly.

Some students did not use the calculators.

Great data tool for me!

I continue to be frustrated with the improper fraction requirement for the gridded response items. Several of my students had correct answers in their books and messed up on converting the mixed number to an improper fraction. Where I understand the necessity for this skill, it does seem unfortunate that a student cannot get credit for the correct answer.

The time limit of 90 minutes was not enough for all students to complete the assessment.

I think that the POC was a valuable learning and teaching tool for my students and I, but with having a strict pacing guide I had to decided which was more important, having students master concepts for the end of the year or only have a basic knowledge of all of the tested standards for the POC test. It was extremely stressful to know that my students would have done better had the pacing been different. I know that by the end of the year students will have mastery of all standards but the forced pacing is stressful, especially a new teacher.

The wording of the gridded response problems directions is confusing to the children. Some still think they can only use the numbers once. Also, the shaded boxes are confusing to some. In life, you never write in shaded boxes so the students are skipping the shaded boxes. We have talked to our kids but I worry about other sites.

I really think each student should be given an opportunity to complete this test.

This interim is AMAZING. It provides me with really good feedback to assist with instruction. Also, giving students practice with gridded response and also taking the test shows the students how important it is to maintain and refine their mathematical thinking skills.

I still have concerns about the gridded response. I understand the purpose. I just wish it was more natural for students. The want to put a dollar sign. Why can't that be an option? The want an improper fraction to be entered as a mixed number because that's what every teacher and program tell them to do. The boxes also confuse them. They would like to know to start from the left or the right. Too many choices are difficult for 10 and 11 year olds. There has to be a better process.

The Interim test has greatly impacted my instruction. The standards being assessed have decided how our math pacing as a district has gone. Some of the standards have been rushed through because I felt the need to cover everything the test would be on before the students took it. I feel like it locks us into a certain pacing and takes away autonomy from schools to make their own pacing decisions. It seems like this could end up heading us towards a state-mandated pacing

and curriculum which would not be advantageous. It takes away decision-making power from individual districts and makes us keep similar pacing state-wide. As a young teacher who has been a part of UbD writing, I appreciate the ability to be a direct part of the decision-making process when it comes to pacing, curriculum, and instruction. I would be saddened to have this taken away from individual districts. Even if the pacing were nevermandated by the state, pacing decisions even at the district level would have to match what the state tested at each Interim assessment if they expect their students to do well. I like the idea of having four smaller assessments throughout the year rather than one culminating test at the end, however, I do not like how it gridlocks me into teaching particular standards at a particular time.

The calculator inactive and the calculator active questions are not aligned in the same way. In one, the questions numbers go left to right, and in the other, the question numbers go top to bottom. This can be very confusing for students. We caught several who were bubbling incorrectly because of this difference.

We had not yet covered some of the standards that were on Interim 2.

I like the shortened test, but it still is not enough time. We do not teach students to complete "timed" math and it is unfair to them to not be given appropriate time.

I love this assessment.

I believe it would be helpful to create the answer documents for this assessment based from the EOG answer documents. I got several questions related to the boxes being dark on gridded response when they are normally not. Students were not sure if they were allowed to use those particular shaded boxes or not.

I still believe that the gridded response questions need to be removed from the assessments including the EOG tests. Many students can do the math, but at the 5th grade level they make too many mistakes gridding their responses. We spend all year teaching them the simplest form of a fraction is a mixed number simplified but then they have to change mixed numbers back to improper fractions to grid their answer. It is too complex at the 5th grade level. Item # 11-the answer was 123/20. Students would not typically encounter an answer with a 3 digit numerator even if it is an improper fraction. This item was the one my students scored the lowest percentage correct and I believe it was due to how they had to grid the response.

I was under the impression that mixed numbers would not be assessed on this assessment-so I was surprised by that. 14% of the questions were mixed numbers. I could not get that far in my instruction before the assessment-the students were just not ready yet as there are many foundational concepts to provide instruction on before getting to mixed numbers.

I really like the idea of the Proof of Concept test, but it doesn't seem as if students are quite ready for this level of problems at this point in the year. We just taught these standards, along with word problems, but we continue to spiral back to this until the test in May.

-I do not feel as though mixed number addition/subtraction should have been assessed. I had only gotten through adding/subtracting unlike denominators not with mixed numbers & would have preferred to see word problems with these fractions instead of mixed numbers. -Question 12 (jog/run/walk a mile) had terrible wording. I feel the wording made it confusing for many of the students. The repetition of the 1 mile fact threw many of my students off. -Question 18 had poor wording as well. I feel it should have read "What IS the fewest NUMBER of trips the farmer can make."

Overall I felt that the questions asked matched the standards that were being assessed.

The content area of Fractions and all the steps necessary to teach fractions so that students have a strong foundation is immense. Therefore this amount of instruction has very difficult to complete successfully before the testing window closed. Additional time or less objectives would have been advantageous.

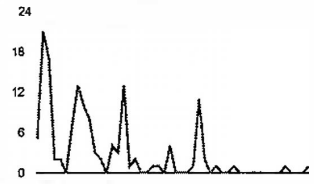
I feel that this test adds more test anxiety for my students. I think it frustrated them. It assumes that they are able to do all previous learned skills. It also adds more failure to kids that already feel defeated.

I ass$_e$ssments does not need to be timed, because the E.O.G" s are not timed. Neither is our school district local benchmark assessments.

Gridded responses are a challenge for students. On regular classroom exams students do not have to complete gridded responses. I worry that some students may have made bubbling errors which may have lead to an incorrect response.

Students have mentioned the benefit of being able to see their responses and self correct when possible.

Number of daily responses

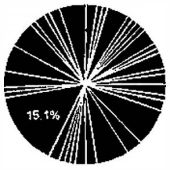


98 responses

View all responses Publish analytics

Summary

Select your school's name.



Bonlee School-Chatham County	2	2.2%
Brevard Academy	1	1.1%
Camden Intermediate-Camden County	2	2.2%
Carmel Middle-Charlotte-Mecklenburg Schools	7	7.5%
Carver Middle-Scotland County	3	3.2%
Cedar Grove Middle-Brunswick County	6	6.5%
Central Middle-Surry County	2	2.2%
Chinquapin Elementary-Duplin County	2	2.2%
Collettsville School-Caldwell County	1	1.1%
Forbush Elementary-Yadkin County	1	1.1%
Guilford Middle-Guilford County	1	1.1%
Hamlet Middle-Richmond County	2	2.2%
Harnett Central Middle-Harnett County	14	15.1%
Henderson Collegiate	1	1.1%
Lakeshore Middle-Iredell-Statesville Schools	1	1.1%
Ledford Middle-Davidson County	3	3.2%
Madison Middle-Madison County	5	5.4%
Martin Middle-Wake County	5	5.4%
Nakina Middle-Columbus County	1	1.1%
North Johnston Middle-Johnston County	2	2.2%
Northeast Elementary-Beaufort County	1	1.1%
Northeast Middle- Charlotte-Mecklenburg Schools	2	2.2%
Northern Granville Middle-Granville County	5	5.4%
Oaklawn Language Academy Charlotte-Mecklenburg Schools	2	2.2%
Parkton Elementary-Robeson County	1	1.1%
Paul R Brown Leadership Academy	1	1.1%
Polk County Middle School-Polk County	4	4.3%
Prospect Elementary-Robeson County	1	1.1%
Saint Pauls Middle-Robeson County	1	1.1%
Smyrna Elementary-Carteret County	1	1.1%
Southern Wake Academy	1	1.1%
Spring Hill Middle-Scotland County	3	3.2%
Stokes-Pitt County	1	1.1%
Summerfield Charter Academy	1	1.1%
Tyro Middle-Davidson County	3	3.2%
Winston-Salem Preparatory Academy-Winston-Salem/Forsyth County	1	1.1%
Other (type in the name)	2	2.2%

Comment Box

hlung

I am a Science teacher that administered the ELA POC

I am a special education teacher

Lit Conn- Modified

The POC is a reasonable test.

Central Middle School

Do you teach Grade 6 English Language Arts during the 2015–16 school year?

Yes	80	85.1%
No	14	14.9%

How many years you have been teaching in an elementary or middle school?

Less than 1 year	4	4.2%
1-2 years	7	7.4%
3-5 years	18	18.9%
6-8 years	9	9.5%
9-10 years	6	6.3%
11-15 years	19	20%
16 or more years	31	32.6%
Other (explain in the Comment box)	1	1.1%

Comment Box

testing 27

7 years in elementary, and currently in my 4th year in middle school.

The students I teach receive separate, special education, instruction in language arts. I follow overall skills and major vocabulary concepts from the 6th grade ELA curriculum but the content is adapted to meat the students level/IEP needs

I have only been with my students for 2 days at the time of testing because I started mid year. So I am basing what they were taught on notes from the previous teacher.

31 plus years.

High school for 15 years

I do not like this testing process. We are taking entirely too much class time with testing. Students are burnt out. One time a year was bad enough. I hope this does not become an annual thing.

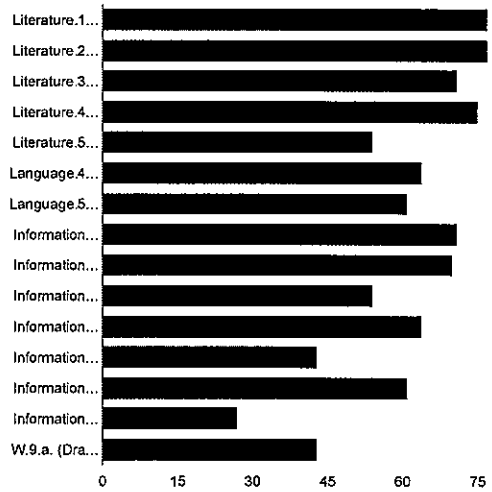
The test is a fair assessment of comprehension skills for the average 6th grade student. The results took too long to process.

I started teaching at NGMS on January 21, 2016. I am not sure what they learned in ELA.

How many weeks of general core English Language Arts/Reading instruction did your students receive before Interim Assessment 2 was administered?

Less than 14 weeks	10	10.8%
14-15 weeks	14	15.1%
16-17 weeks	38	40.9%
18-19 weeks	25	26.9%
More than 20 weeks	6	6.5%

For which assessed content standards did you provide instruction prior to the Interim Assessment 2 administration? Mark all that apply.



Literature.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences dra

Literature.2 (Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinio

Literature.3 (Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves tow

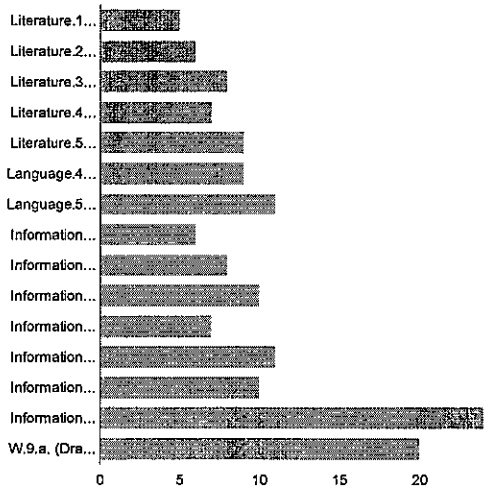
Literature.4 (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on m

Literature.5 (Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme

Language.4.a (Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a

Language.5.a (Interpret figures of speech (e.g., personifi
Informational.1 (Cite textual evidence to support analysis of what the text says explicitly as well as inferences dra
Informational.2 (Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinio
Informational.3 (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through exampl
Informational.4 (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and tecl
Informational.5 (Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the developm
Informational.6 (Determine an author's point of view or purpose in a text and explain how it is com
Informational.8 (Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from cla
W.9.a. (Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 6 Reading standa

Are there content standards that should NOT have been assessed on Interim Assessment 2? Mark all that apply.



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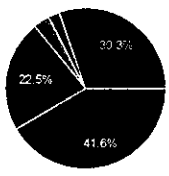
W.9.a. (Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 6 Reading standa

How useful was the opportunity to review the students' responses to the short-answer constructed response item?



Very useful	37	41.6%
Somewhat useful	20	22.5%
Not very useful	3	3.4%
Not at all useful	2	2.2%
The student answer sheets with the responses were not returned to me.	27	30.3%

Students were allowed up to 90 minutes to complete the assessment. How long did it take for the majority (approximately 95%) of your students to complete the assessment?

Less than 30 minutes	2	2.2%
31-44 minutes	6	6.5%
45-59 minutes	12	13%
60-75 minutes	32	34.8%

More than 75 minutes	38	41.3%
Other (explain in the Comment box)	2	2.2%

margins. This has increased the time necessary to complete any assignment. Additionally, the short essay question took added time. Since we allow extra time on the EOG we should also offer the same during these proof of concept tests.

testing 27

Our school was not informed that the teachers could have reviewed the students' responses to the constructed response question. If I had known I was allowed to read them I would have certainly taken the time to do so.

The passages were very long, so they should have been allowed 2 hours.

Almost all of my students needed at least 85 minutes to complete the assessment. Some could have used extra time.

Some students still needed the additional time, but the majority were able to complete it within 75 minutes.

Students rushed through to complete the assessment.

We have not yet received our scores so we have not yet reviewed them.

A few of my students took the entire ninety minutes, but the majority completed the assessment within the time frame indicated.

Several of my students did not have time to finish the constructed response.

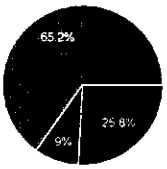
I teach LEP students. Some needed more response time than others.

Time constraints were an area of concern

Not at this time.

I was not present at this school during the interim testing.

Was a local ELA district benchmark assessment administered this fall?



A. My school administered a local grade 6 ELA benchmark assessment before the Interim Assessment 2 administration.	23	25.8%
B. My school will administer a local grade 6 ELA benchmark assessment after the Interim Assessment 2 administration.	8	9%
C. My school will not administer a local grade 6 ELA benchmark assessment in this fall.	58	65.2%

If A or B, please provide the name of the benchmark assessment.

The district offered a benchmark assessment but my class was exempt because of the proof of concept test.

Cycle 2 Benchmark Assessment

testing 26

Discovery Education Benchmark was completed.

I'm not sure what the name of the benchmark assessment was. It is currently on School Net.

Classworks

Unknown

I don't know the name.

We were not to take the benchmark assessment because of the POC. This was to be used in place of our benchmark.

Classworks Benchmark tests are given periodically throughout the year. STAR reading assessment is also given each six weeks.

Discovery Education 6 grade ELA Benchmark

According to the administrator's manual, no assessment was allowed at the district level.

POC #1 STAR Classworks benchmark

Grade 6 ELA Winter Benchmark

MAP Testing

Our district had us administer the Baseline assessment during the first week in September. They did not have us administer any additional District Benchmark assessments during the school year.

CMS 6th Grade ELA Interim Assessment Cycle

ELA 6 Benchmark

My students took the POC Interim Assessment instead of the 6th grade ELA local benchmark.

Cycle 3

MAP testing, Mock EOG

We did not take the assessment because we had the proof of concept assessment

School Net assessment created by the county was used.

We administer our own summative assessments for each unit, but as a school we only administered this Interim assessment.

Discovery Education Benchmark

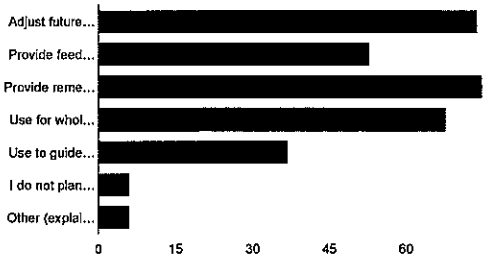
Cycle 3 Benchmark

Discovery Education

MAPS

Discovery Education benchmark

How do you plan to use the results from Interim Assessment 2 (mark all that apply)?



Adjust future instruction	74	79.6%
Provide feedback to parents and stakeholders	53	57%
Provide remediation or enrichment activities	75	80.6%
Use for whole class discussion	68	73.1%
Use to guide formative assessment	37	39.8%
I do not plan to use the results	6	6.5%
Other (explain in the Comment box)	6	6.5%

Comment

testing 25

After an in depth item analysis, I will integrate our weaknesses into station work in the classroom.

I am a Science teacher, I will not use it at all.

As stated before, my students receive a highly adapted curriculum and move at a much slower pace than the mainstream 6th grade ELA. I will use the results to see how they have done but will not focus too much on the results since my students function below a 6th grade level.

I will continue to teach the Research-Based Intervention Reading Program that I am required to teach.

To foster a discussion of questioning techniques used in formal testing - allowing students to clarify misunderstandings for improvement of testing in future.

We will analyze our data together as a class and record our information in our Individual Student Data Folders. We will look at areas of strength and check off "I Can" statements for those skills. We will also look at the "most missed questions" and record them as "opportunities to improve" and discuss what we can do to improve in those areas. Our district is a 1:1 educational environment and we facilitate personalized learning opportunities using our access to technology. I will incorporate multiple one on one and small group reciprocal learning activities that include skills and objectives covered on Interim Assessment 2.

I am a math teacher. I will not use the results in my class.

I plan to use the question types as a guide for analyzing text as we read in class.

Please select the response that represents your opinion about the following statement: The class item report provided useful information.

Strongly agree	32	36.4%
Agree	32	36.4%
Disagree	2	2.3%
Strongly disagree	1	1.1%
Did not receive a class item report.	20	22.7%
Have not administered Interim Assessment 2 yet.	1	1.1%

Please explain.

I use the data to drive instruction and personalize learning.

testing 24

It will although we have not received it yet.

The class report revealed the area where my students struggled most.

The class item report was useful. I passed out each student's report and we went over all the categories together. The students had set learning targets; based on the scores of their first benchmark test, and we went over the targets. The students were able to individually determine whether or not they showed growth from the first benchmark assessment.

I

We got a class item report after the first assessment so I imagine we will get one eventually for this one too.

Students required to take a test above their functioning level tend to rush through and not put forth their best effort on these benchmarks. If written at their functioning level, we could better measure the progress of the students I teach.

This allows me to see where gaps are in student understanding. I am able to go back over material where students demonstrate weaknesses and improve student understanding of concepts.

I have not received results yet. I know the directions said to wait until then to complete the survey, however my administrator instructed me to take it today.

At this point we have not received our scores. Once our scores are in, we will use the data to help drive instruction.

It allowed me to assess what items the students performed well on and also what items I needed to reteach.

It helps me to figure out if there is a particular objective that I need to reteach, or what group of students may need remediation with an objective.

I have not received my reports yet. Due to snow, our make up testing was delayed.

Assessment 2 results are not back yet.

I received several reports in different formats, but I did not receive a report with each student's overall score. I only received the reports that broke down which questions were missed by each student. It is very hard to evaluate how the students did on the CR when I did not receive their writing back.

We need a larger review window; two weeks is insufficient.

I think the immediate feedback for teachers is extremely useful.

Shows overall weaknesses as a whole

It was very helpful in determining which students needed extra instruction in a certain area. It also helped us compare data by classes.

I need item analysis based on specific objective.

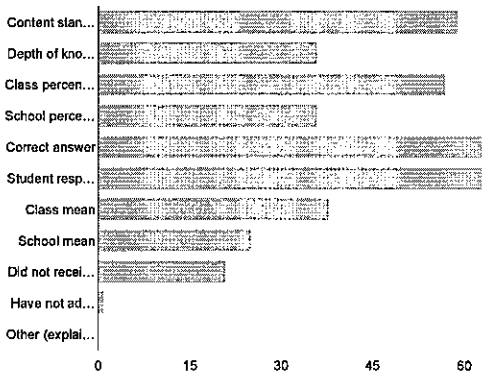
This was very helpful the first time, but I did not receive one this time and wish I did.

It show where weak areas were with my students.

I was not present at this school during the Interim Assessment.

I liked the way it was broken down into standards. It made it easy to assess the areas that majority of the students had most issues with. The color-coding simplified the process of identifying which questions were more difficult to students. This layout helped me to better review the content.

Which items on the class item report were useful for you? Mark all that apply.



Content standard assessed by each item	59	67%
Depth of knowledge for each item	36	40.9%
Class percent correct by item	57	64.8%
School percent correct by item	36	40.9%
Correct answer	63	71.6%
Student responses	63	71.6%
Class mean	38	43.2%
School mean	25	28.4%
Did not receive a class item report.	21	23.9%
Have not administered the Interim 2 Assessment.	1	1.1%
Other (explain in the Comment box)	0	0%

Comment

testing 23

I received feedback on the first benchmark, but not on the second one yet.

Again, waiting for scores to return so that we may use the information.

I try not to compare my ESL students with the general population, but I strive for growth with each individual.

Honestly, We still have difficulty using the program to pull up the information we need. More help with getting this information streamlined will help. Is there anyway to keep us from being bogged down wth trying to hunt down the data we need? Can thereports be easily printed and sent to us? With time constraints we need all the help we can get accessing information. I use the paper our curriculum facilitator provides us. How do I access the Depth of Knowledge piece? I wasn't aware that was an option.

How can the reports be modified to be more useful for English Language Arts teachers?

I think they are useful as they are. I appreciate all of the information and access to the actual test.

Separate them by class--not alphabetically

testing 22

I would like to have a class by class report instead of one big report showing how all of my students did. I like to compare each class I teach, and I was unable to this time because all of my students were lumped into one big report.

I thought they were quiet useful for me.

A graph or other visual that shows the overall strengths of specific standards

Use a pie chart to represent each question's answer choice total.

Do not know.

No comments at this time

The more information you provide, the more useful the tool.

A sample of the constructed response for each score would be useful.

I have not seen results from the 2nd one yet, but from the first test, I liked how the questions/answers were categorized by category (theme, etc...) HOWEVER, it would also be useful to have the child's name and their answers in numerical order. It was VERY time consuming and difficult to translate this for each student. (It took me approx 2 hours at home one night. I would like to get the information displayed BOTH ways. :)

Add comments for the constructed response.

na

none

Need a report showing each child's overall score.

They are find just the way they are.

They provided adequate feedback.

Not sure.

I thought the reports were great - I would only suggest providing a percentage correct without including the writing portion - just MC.

Include item analysis

Easier access to the website where this information is stored.

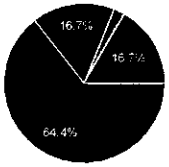
not apply

Have class percentages by domain (language, fiction, informational) so we can also evaluate growth on these levels, not just class percentage.

Would like to know criteria for written response answers

There should be one where the items are presented in chronological order.

How useful was it to have access to the test books after the Interim Assessment 2 administration?



Very useful	58	64.4%
Somewhat useful	15	16.7%
Not very useful	2	2.2%
Not at all useful	0	0%
Did not receive the test books for my students.	15	16.7%

If you used the assessment books after the Interim administrations, how were they used?

In small groups it was used as remediation. In pairs it was used as a peer teaching tool.

To identify areas of strength and improvement opportunities

testing 21

We went over all the answers as a class and discussed them thoroughly.

We went through and talked about each literary element as it was used and how to find them.

Analysis of "why" students chose certain answers Remediation

Class discussions and review

Test booklets will be used in repair and extend stations, according to which skills we performed poorly on.

To review assessment questions, and choices.

to reflect on questions that students did well on and those they did not - to inform reteach

The books were helpful in regards to going over the multiple choice.

Plan to review them with students

Students were able to clarify the meaning of questions and vocabulary they encountered. This was useful because many errors were where students didn't understand the way a question was asked.

We used them to aid in the understanding of questions and how to get to correct answers.

When I get results, we will go over the most frequently missed questions. I will also reteach the standards most commonly missed.

Whole class instruction, review

I read the passages with the students and we discussed each question and answer.

We reviewed structure and organization of the text, we reviewed question types, author's purpose

I have not yet, but I look at reports and see what types of questions were frequently missed and spend time in class remediating.

We reviewed each selection and discussed all the answers in class. The students used their books to see which ones they got right or wrong.

Whole group reading and discussing what the correct answer should be and how we arrived at that answer

They are essential in reviewing our data with fidelity. Looking at specific passages/questions that we performed well on and ones we need to review as opportunities for improvement is crucial. This type of feedback has a huge impact on learning.

We need a larger review window; two weeks is insufficient. Additionally, being at the mercy of an administrator to distribute them makes review difficult.

Student and parent feedback

Students revisited the texts. Then, with a lot of teacher guidance and modeling, as a whole class, teacher and students revisited questions that the majority of students in that class missed. Together we worked to understand what the correct answer is.

I used the assessment books to review with my students and address areas of difficulty. Thank you for allowing us to use this as a teaching tool.

Review of standard

To review commonly missed questions and for students to complete test corrections.

We looked at every question to see if there were any problems or misunderstandings

We used the informational text to read back over and discuss misconceptions because it was the lowest overall percentage.

We analyzed test questions and discussed appropriate answer choices.

To go over the questions we had difficulty with as a whole and pull instruction for tutoring groups based on the standards they missed as individuals.

I used the test books in small group instruction to go over passages and questions for those that needed it as well as the constructed response question with those students who did not score well on that question.

Review, class discussion, close read opportunity

To review correct answers and reference text.

used to review the standards

We used them whole class to review correct answers.

Used test booklet as a teaching tool to go over the passages and correct responses.

Used them as a teaching tool to go over the passages and explained to students why correct answers were the best answers.

We used them to review the concepts taught prior to the assessments. We also used them to use them to testing strategies.

I used the books as a reteaching tool to help students find the textual support for the answers.

It is impossible to thoroughly review the interims within the two-week time frame our District has imposed. The original plan of allowing teachers to securely warehouse them allows flexibility.

We played a game with each selection and students worked in teams to answer questions and then we went over each question in the game. We also discussed question stems. Teams were able to receive class dojo points for correct responses They didn't know the correct answer until we went over as a class.

Review, reteach

to review the items

Do you have any additional comments or feedback?

This format of testing is less stressful for the students than 1 EOG. The shorter in length tests make it easier for students with limited attention to complete. This makes a more realistic evaluation of their abilities.

Thank you for allowing us to be part of the pilot program. It has been very beneficial.

testing 20

The constructed response directions were confusing. In the teacher directions, it said students were not to "copy word for word from the passage." However, in the actual question the student directions said to "cite evidence from the selection," which required students to write exactly what was in the passage in order to give the example. This was contradictory and many students did not know how to handle this question. Scores for this question were probably lower because their examples may not have been cited due to being afraid to copy word for word. The teacher read directions need to be changed or the student directions in the test need to be changed before test 3 to eliminate this problem.

I like that the students are being held accountable to be able to write a response. That question was a perfect, on grade-level question.

I plan to use the results and test books when I get them.

While the multiple choice was helpful and an accurate portrayal of past EOG's, the essay portion was a joke. If you are going to test students on what they know about a story, you need to specify which story. All of the test scores were inaccurate this go around because the scorers counted essays wrong if they did not write about the last story; however, it was NOT specified in the test booklet which story to use. Therefore, I couldn't base student success on the scores they received. Also, it is nearly impossible to have a middle school take a 90-minute test when their classes are only 66 minutes. We had to change our whole schedule around, for the entire school, and this was a struggle. Please think about these things before making the next test. If we are doing this for the kids sake, then we need to make sure the test and its scoring actually reflects that, or we are wasting everyone's time. Thank you.

This survey does not take into account that teachers other then ELA give the assessment.

If this test is adopted by the state to replace end of grade testing I think it will be more stressful, complicated, and disruptive than the current EOG tests are. Having to disrupt the school year for 4 secure tests in multiple subjects will take away instructional time and will not be any more helpful to students than the current testing system is. Also, the color of the answer sheets (neon green) was a very poor choice especially considering the amount of students with special needs (including visual and sensory impairments) who are expected to take this test. Even a "regular" student would find it difficult to look at such a garishly bright answer sheet for any significant length of time

None at this time

This is a more manageable means of testing students. Many students feel they do much better on the shorter test because they are not overwhelmed by a 4 hour testing session.

Schoolnet and this test should match. Schoolnet calls it open response while the proof of concept calls it constructed response. The terminology should match.

I feel that being able to access the student's scores and being able to go over the test with them will greatly improve future test scores. As we have not gotten test scores back yet, we are unable to take advantage of this at this time. I will definitely use this opportunity, provided we get the scores back before the 4 weeks deadline is up. I would like to have had an ELA pacing guide to use this year. While I have tried to teach everything, it would still be helpful to have the guide we have grown so accustom to using.

For the constructed response,the directions that we read to the students in the teacher manual and the directions in the student assessment book seemed to contradict each other. That was very confusing for the students.

na

none

We asked for information about the the constructed response would be graded before we administered the test so we could inform students. We were told that the info was not yet available. After the test, we received the scoring info along with examples. This info is great, but would have been more beneficial to have it before so that we could help or students better understand the scoring.

It would have been very helpful to see the constructive response rubric prior to testing.

I could not evaluate how my students did on the CR because I did not have a copy of what they wrote. Several of my AIG students received scores of 0 and I have no idea what they did wrong. I even shared the sample rubrics with my students, but they couldn't remember exactly what they had written. In order for the CR to be helpful, I desperately need to see what each student actually wrote.

no

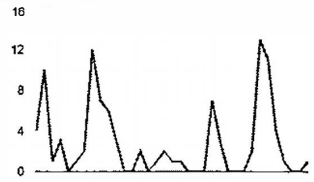
If Constructed Responses are to be used as part of the assessment process, the question should be more specific. Students should have been directed in the information as to which passage theyshould use to answer the constructed response question.

I really hope to have access to the class item report after Interim 3.

I think we should keep the same format from benchmark to benchmark. For example, the first benchmark had a fiction, nonfiction, and poem. The second benchmark had 2 fiction and a nonfiction, giving us no data on poetry this time. Also, I never saw the rubric for the constructed response until after giving the second benchmark. I had taught mine to use one piece of text evidence. I would have spent more time on quoting two pieces of evidence.

It would have been nice to have the same format on assessment 1 and 2. On the first one we had a nonfiction, fiction, and poetry text but on the second one we had 2 nonfiction and 1 fiction text. It is hard to see the change over time if they are not in the same format. It would have also been nice to receive the booklet on the constructed responses before taking the assessment so we could have seen how they would be scored.

Number of daily responses



Interim Assessment 3
Grade 6
English Language Arts/Reading
Proof of Concept Study

Constructed Response Item Scoring Rubric

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314

Students read a selection and then respond to the test question. The selection cannot be released due to copyright permissions.

20 Identify a central idea from the text. Include two quotes from the text to support your answer.

20. _____

General Scoring Rubric for Interim Assessment 3

Grade 6 English Language Arts/Reading

Proof of Concept Study

This scoring rubric applies to the writing task (i.e., item number 20) provided in Interim Assessment 3 of the Grade 6 English Language Arts/Reading Proof of Concept Study.

Assessed Standard

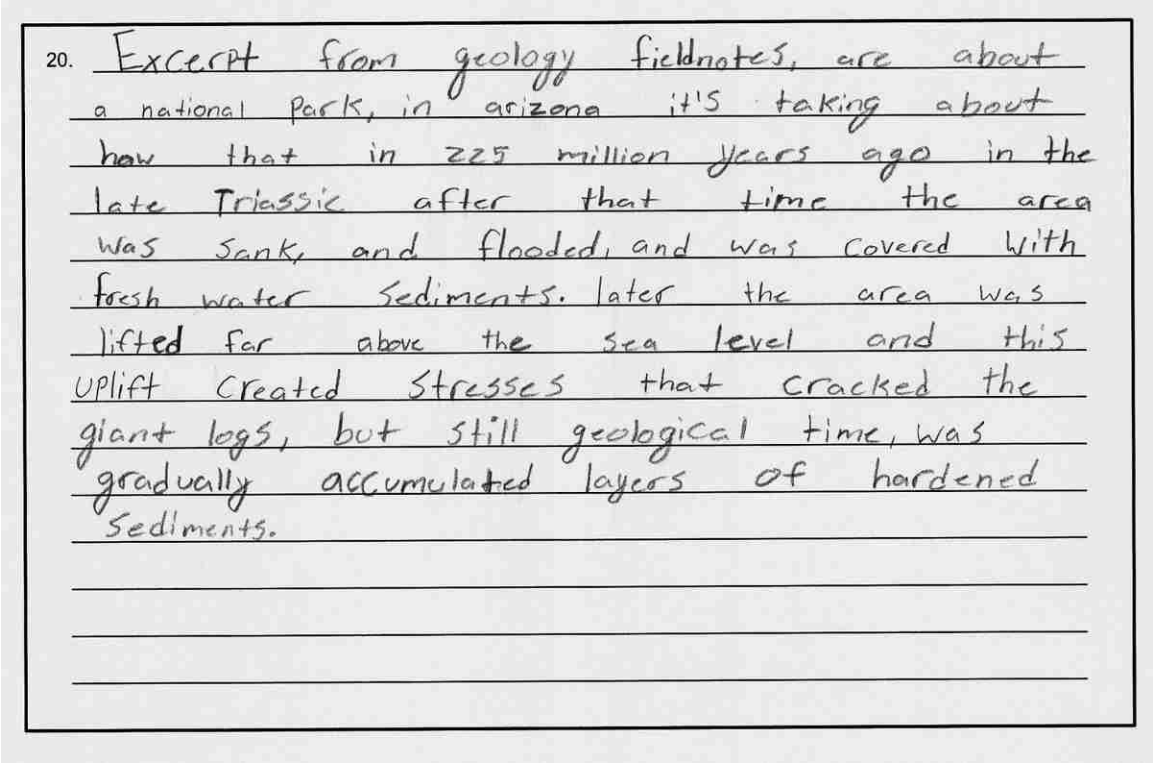
The short-answer constructed response item will assess RL.2. *Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*

Guidance to support the student response can be found in W.9.a. *Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").*

Scoring Rubric

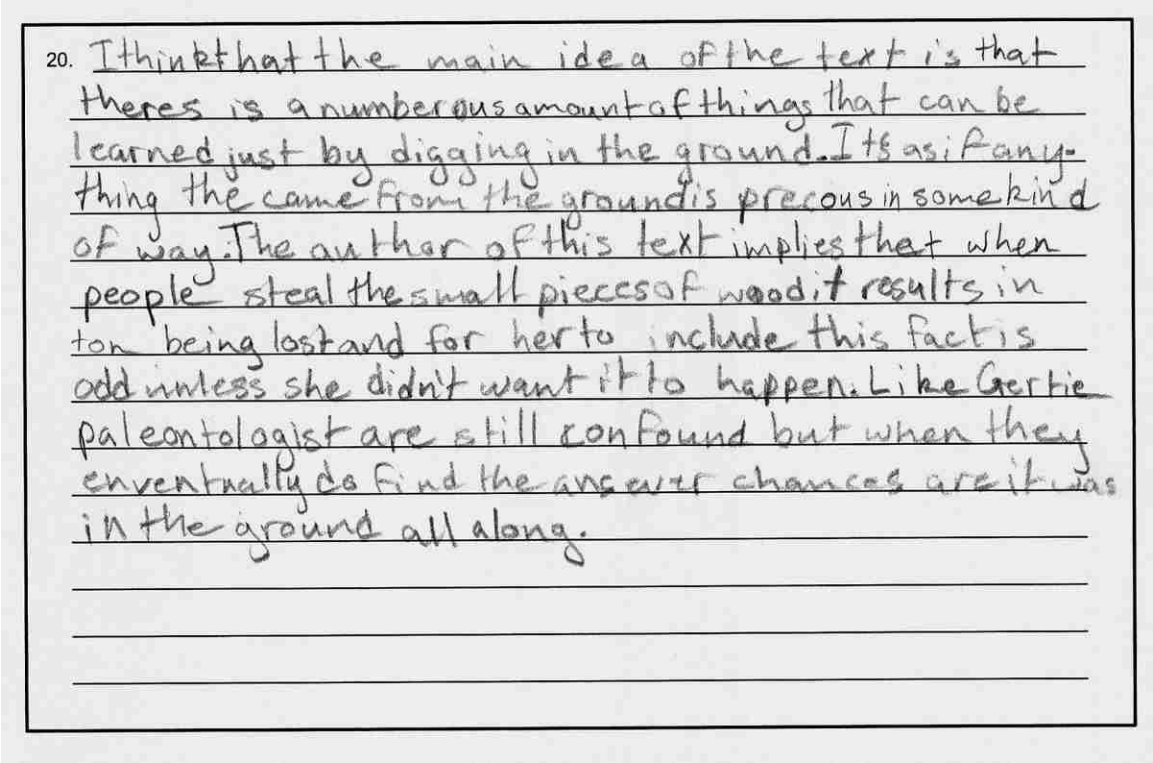
Score Points	Descriptions
3	Response includes an acceptable central idea and two supporting quotes.
2	Response includes an acceptable central idea and a supporting quote.
1	Response includes an acceptable central idea but no supporting quote.
0	No answer, incorrect answer, or answer does not respond to the prompt.

Score Point 0


20. Excerpt from geology fieldnotes, are about a national park, in arizona it's taking about how that in 225 million years ago in the late Triassic after that time the area was sank, and flooded, and was covered with fresh water sediments. later the area was lifted far above the sea level and this uplift created stresses that cracked the giant logs, but still geological time, was gradually accumulated layers of hardened sediments.

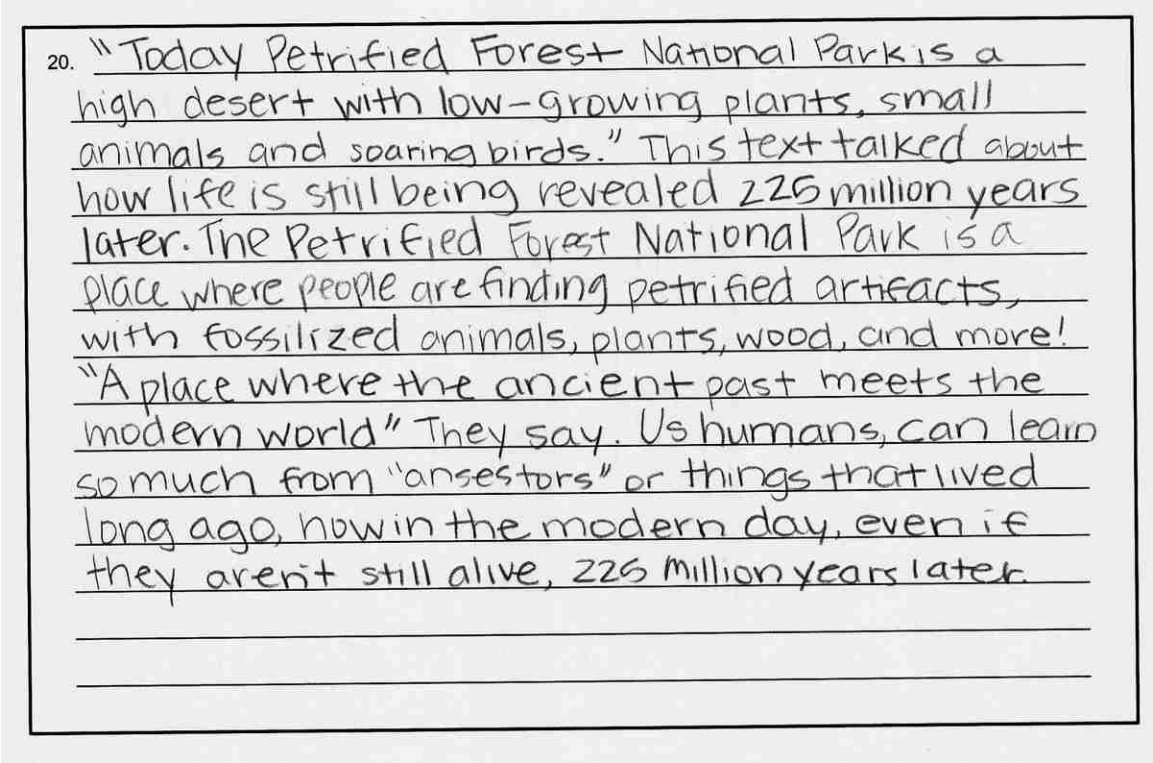
This response attempts to provide a summary, but does not identify a central idea.

Score Point 1


20. I think that the main idea of the text is that theres is a numberous amount of things that can be learned just by digging in the ground. Its as if anything the came from the ground is precous in some kind of way. The author of this text implies that when people steal the small pieces of wood it results in ton being lost and for her to include this fact is odd unless she didn't want it to happen. Like Gertie paleontologist are still confound but when they enventually do find the answer chances are it was in the ground all along.

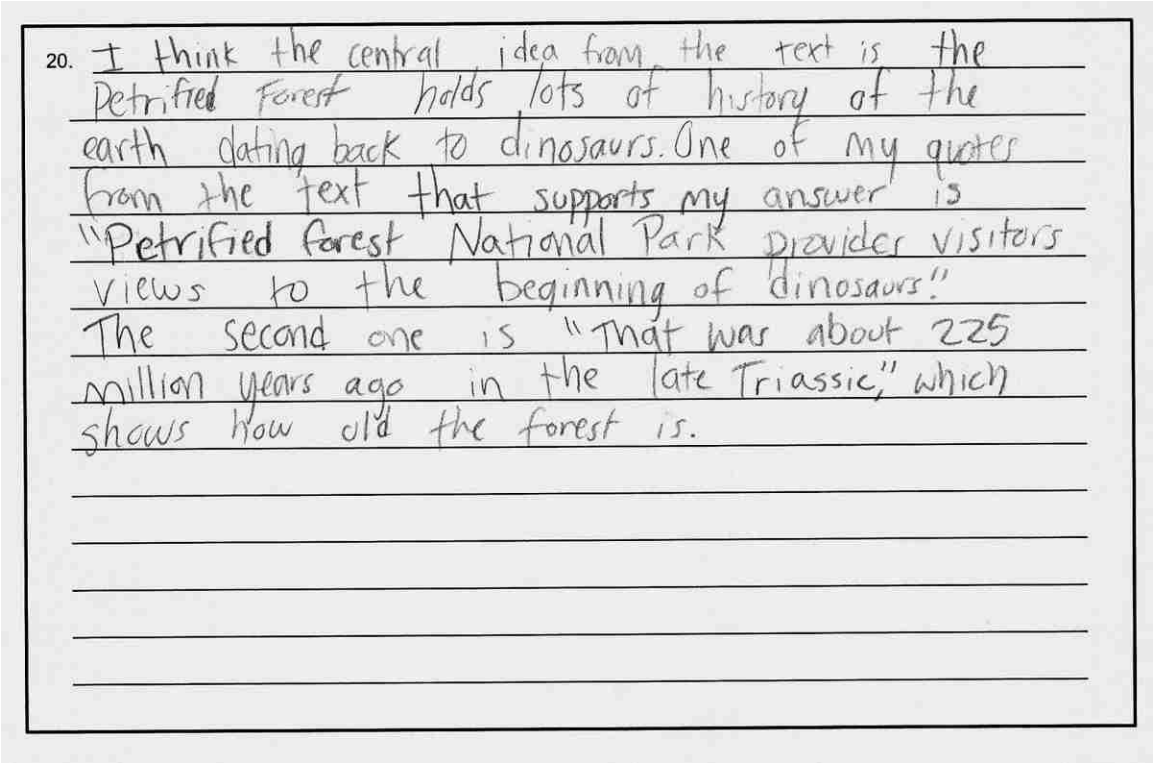
This response identifies a central idea (discovering history through the forest/earth), but because of the lack of direct quotes, no further points can be given.

Score Point 2


20. "Today Petrified Forest National Park is a high desert with low-growing plants, small animals and soaring birds." This text talked about how life is still being revealed 225 million years later. The Petrified Forest National Park is a place where people are finding petrified artifacts, with fossilized animals, plants, wood, and more! "A place where the ancient past meets the modern world" They say. Us humans, can learn so much from "ansestors" or things that lived long ago, now in the modern day, even if they aren't still alive, 225 million years later.

This response identifies a central idea (history can be found in the earth), albeit at the end of the answer. However, it only provides one direct quote; the other textual reference is paraphrased.

Score Point 3


20. I think the central idea from the text is the Petrified Forest holds lots of history of the earth dating back to dinosaurs. One of my quotes from the text that supports my answer is "Petrified forest National Park provides visitors views to the beginning of dinosaurs!" The second one is "That was about 225 million years ago in the late Triassic," which shows how old the forest is.

This response clearly identifies a central idea (history can be found in fossils), and provides 2 direct quotes from the text as support.