# EVALUATION OF NORTH CAROLINA'S INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA): THE NORTH CAROLINA PERSONALIZED ASSESSMENT TOOL (NCPAT)

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# EXECUTIVE SUMMARY

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), had a five-year research and development period with full statewide implementation in the 2024-25 school year.[1] NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to (1) document and determine compliance and (2) inform improvement.

This annual report addresses NCDPI's compliance toward meeting federal and state expectations during the 2023-24 school year.[2] Additionally, the report synthesizes interviews with six principals. Interviews were designed to:

- gauge educators' existing familiarity with the NCPAT,
- understand how the NC Check-Ins 2.0 are administered and used in schools, and
- elicit suggestions about how NCDPI can effectively communicate about the NCPAT to local Public School Units (PSU).

This report concludes by offering recommendations to address how NCDPI can continue building local agencies' capacity to implement NCPAT statewide.

## Evaluation Questions and Methodology

The evaluation addresses the following questions:

1. What updates to the NCPAT system occurred in the 2023-24 school year?
2. Is NCDPI on track to implementing the NCPAT system statewide across grades 3-8 in the 2024-25 school year?
3. How are school leaders administering and using the NC Check-Ins 2.0 in their schools?
4. How is NCDPI communicating about the state's full transition to the NCPAT across grades 3-8 in 2024-25?
5. How can NCDPI communicate effectively about the NCPAT to PSUs?
6. What, if any, implementation challenges emerged during the 2023-24 school year?
7. Is the NCPAT likely to achieve its ultimate purposes?

To address these questions, an external evaluator reviewed documents and data files (e.g., school enrollment and test files), facilitated weekly meetings with NCDPI leaders, and completed interviews with North Carolina school principals and selected staff in NCDPI's Office of Accountability and Testing. NCDPI leaders reviewed this report to confirm the accuracy of the information and clarify information in the findings.

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[1] In this report "statewide implementation" is defined as implementation of all three components of NCPAT across the 3-8 grade span (i.e., the NC Check-Ins 2.0, multi-staged adaptive summative test, and teacher professional development).
[2] This report represents the third of three annual reports. The prior two annual evaluations are included in North Carolina's fall 2022 and fall 2023 IADA annual performance reports.

**Summary of the North Carolina Personalized Assessment Tool**

The North Carolina Personalized Assessment Tool (NCPAT) includes three components:

- *Multiple assessments,* including three interim assessment resources (NC Check-Ins 2.0[3]) and an end-of-year (EOY) multistage fixed adaptive summative test,[4]
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

The NC Check-Ins 2.0 are designed to (1) support classroom instruction, (2) monitor student progress toward end-of-year grade-level targets, and (3) assign students to one of three adaptive summative test forms to support a more personalized test experience and a more precise estimate of student performance. Because the NC Check-Ins 2.0 are primarily intended to inform instruction and learning, they are *not* used for high-stakes accountability determinations.

**Findings**

Below is a summary of key findings for each of the evaluation questions and recommendations for NCDPI as they continue piloting and scaling the NCPAT statewide.

    *1. What Updates to the NCPAT System Occurred in the 2023-24 School Year?*

In 2023-24, NCDPI released the NC Check-Ins 2.0 for statewide use across grades 3-8 in mathematics and reading. Additionally, they used information from the NC Check-Ins 2.0 to assign eligible students in grades 4, 5, 7, and 8 to one of three end-of-year (EOY) multistage adaptive forms. Initial results suggest that the new EOY multistage adaptive tests functioned as designed.

NCDPI also released a series of videos on YouTube to help parents and students understand the NCPAT assessments and reports. They updated resources, including manuals and professional development materials, which are designed to support NCPAT administration and use in schools.

    *2. Is NCDPI on Track to Implementing the NCPAT System Statewide Across Grades 3-8 in the 2024-25 School Year?*

NCDPI is on track to fully rollout the NCPAT statewide in 2024-25; the EOY multistage adaptive test will be fully implemented across grades 3-8. As planned, NCDPI concluded the NCPAT pilot and released the full suite of NC Check-Ins 2.0 across grades 3-8 in Fall 2023. Additionally, in Spring 2024, NC Check-Ins 2.0 results were used to assign students to one of three EOY multistage adaptive forms in grades 4, 5, 7, and 8. Initial results suggest that the adaptive EOY assessments were successfully administered in these grades in Spring 2024.

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[3] The NC Check-Ins 2.0 were called the NC Interims during the 2021-22 school year.
[4] NCDPI also refers to the multi-staged adaptive summative test as the "flexible summative."

### 3. *How are school leaders administering and using the NC Check-Ins 2.0 in their schools?*

Six principals were interviewed about their familiarity with the NCPAT System and how the NC Check-Ins 2.0 are administered and used to support instruction and learning. Interviews were conducted in late fall of 2023. Key findings corroborated results from interview and focus group results conducted in previous years and are summarized below.

Principals reported that they and their teachers were highly familiar with the NC Check-Ins 2.0 assessments. However, they reported being much less familiar with the new EOY multistage adaptive tests, primarily because these new EOY tests (1) had only been implemented at one grade level in Spring 2023 and (2) their administration procedures are identical to the previous EOG tests.[5] Despite their concerns, most principals remained optimistic that the NCPAT would provide a better assessment experience for students. Additionally, all principals indicated that the NC Check-Ins had become a useful instructional tool for teachers. Notably, principals who reported higher levels of familiarity with the NCPAT also reported attending NCDPI-sponsored workshops and webinars. Additionally, they indicated high levels of support from their district leaders (e.g., Directors of Assessment) who kept them updated and informed.

All six principals reported that teachers administer the three NC Check-Ins 2.0 assessments throughout the school year, following a set schedule within established test windows. The assessments were generally treated as formal practice exams for the end-of-grade tests, with high importance placed on the results. Data from the assessments were reviewed by teachers, instructional coaches, and principals to identify mastered concepts and areas needing additional instruction.

### 4. *How is NCDPI Communicating About the State's Full Transition to the NCPAT Across Grades 3-8 in 2024-25?*

In Fall 2022, the Office of Accountability and Testing established a communication plan to inform PSUs, schools, and families about the NCPAT system transition for grades 3-8. The plan aimed to spread awareness and gather feedback to improve NCPAT assessments and resources. Key strategies included updates through advisories and councils, web-based communication, professional development modules, social media, and in-person or virtual meetings. These efforts ensured broad dissemination of information and engagement with stakeholders to support the implementation and enhancement of the NCPAT system throughout the 2023-24 school year.

### 5. *How Can NCDPI Effectively Communicate Information About the NCPAT System to PSUs and Schools?*

Interviews with six principals also focused on effective state-district-school communication practices for ensuring implementation fidelity of the NCPAT. Most principals reported learning about NCPAT through district channels. More specifically, they underscored the value of ongoing updates from their district assessment leaders. Interviews suggested that district leaders who filtered and distilled relevant

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[5] Under the new NCPAT program, the end-of-grade tests will be replaced by the EOY multistage adaptive tests across grades 3-8 in Spring 2025.

information from NCDPI to schools made it easier for principals to support teachers' implementation of the new NCPAT system. Notably, principals who participated in the pilot reported being much more familiar with the NCPAT system and less concerned about transitioning to a new assessment system.

Principals offered recommendations for NCDPI to continue ongoing strong communication with schools about the NCPAT transition. Key recommendations included (1) establishing a centralized communication hub; (2) continuing to disseminate information using multiple modalities such as the website, webinars, office hours, and conference presentations; and (3) providing explicit instruction and nudges to district leaders when essential information from the state needs to be shared with school-based personnel in a timely manner.

### 6. *What, If Any, Challenges Emerged During the 2023-24 School Year?*

No substantial challenges emerged in 2023-24 to delay or obstruct NCDPI's statewide release of the NC Check-Ins 2.0. According to leaders in the NCDPI Office of Accountability and Testing, NCDPI will continue to collect and use feedback from multiple engaged parties to improve NCPAT resources and assessments even after the system is fully implemented in 2024-25.

### 7. *Is the NCPAT Likely to Achieve its Ultimate Purposes?*

According to NCDPI, the three main purposes of the NCPAT are to:

1. provide immediate and detailed feedback for teachers to support instruction;
2. provide a progress indicator that reports student progress on the NC Check-Ins 2.0 in relation to their overall grade-level performance expectation; and
3. serve as a reliable indicator for assigning students to an appropriate EOY multistage adaptive summative assessment form.

Evidence suggests that the NC Check-Ins 2.0 fully addresses the first purpose above. Moreover, surveys, interviews, and focus groups with NCPAT users (i.e., principals and teachers) conducted between Spring 2022 and Spring 2024 consistently showed that a high proportion of NCPAT users (1) had positive perceptions of the NCPAT system, (2) found the NC Check-Ins 2.0 to be useful instructional tools, and (3) reported having structures and processes in place for using NC Check-Ins 2.0 results to improve instruction.

Regarding the second purpose, in Fall 2023 NCDPI delayed development of the progress indicator. NCDPI leaders cited concerns that a progress indicator may corrupt the primary purpose of the NC Check-Ins 2.0 to inform instruction. To protect the integrity of the NC Check-Ins 2.0 and guard against potential misuses, NCDPI determined that it would be best to exclude the progress indicator from these assessments for the foreseeable future.

Regarding the third purpose, summative results from the new EOY multistage adaptive tests were analyzed during the 2023-24 school year. NCDPI was able to generate reliable scale scores that demonstrated score comparability to North Carolina's original end-of-grade tests. Scores from the new EOY multistage adaptive tests were used to report individual student level proficiency in Spring 2024 at grade 4, 5, 7, and 8. These scores will also contribute to federal and state accountability designations

in Fall 2024.  NCDPI will submit an updated NCPAT technical report using these Spring 2024 EOY results for federal peer review in the coming months.

**Summary and Recommendations**

NCDPI is on track to successfully implement the NCPAT assessment system statewide in 2024-25. From 2019 through 2024, NCDPI successfully piloted and rolled out the NCPAT system. Additionally, they effectively communicated information to districts and schools about the new NCPAT system. Schools that are using the system generally report very positive feedback about the NC Check-Ins 2.0, and NCDPI has implemented a robust continuous improvement process to address ongoing feedback and iteratively improve the NCPAT system. In summary, NCDPI accomplished what they set out to do; that is, to develop, pilot, and scale a more personalized assessment system that supports instructional decision-making and provides a better testing experience for students. Specific recommendations for ensuring ongoing success of the NCPAT system are summarized below.

- **Consider strategies to increase NC Check-Ins 2.0 completion rates.** NCDPI should consider monitoring NC Check-Ins 2.0 usage rates and developing strategies for increasing these rates over time. Although NC Check-In 2.0 implementation is not required for schools, monitoring usage statistics over time is an important proxy for determining the extent to which they remain useful instructional tools. Usage rates also provide an important measure for monitoring the efficacy of new resources and strategies designed to improve NC Check-Ins 2.0 and associated resources over time.

- **Maintain a strong focus on NCPAT promotion and communication.** Specific communication strategies suggested by school-level personnel include: (1) promoting and using the NCPAT website as a centralized communication hub; (2) disseminating information using multiple modalities, and (3) prioritizing communication that promotes the NC Check-Ins 2.0 as an instructional tool and not a high-stakes assessment.

- **Create banks and other sources for sharing retired NC Check-Ins 2.0 items.** School-based leaders and teachers suggested that NCDPI can improve students testing experiences by (1) creating item banks in which retired test items can be publicly reviewed and used for instructional purposes, (2) providing practice items for students to become familiar with new item types and technology-enhanced features, and (3) reviewing and vetting curriculum that closely aligns with the standards assessed on NC Check-Ins 2.0 and EOY multistage adaptive assessments. Notably, NCDPI has released practice items and developed tutorials for engaging with new technology enhanced items, suggesting that some schools may not be aware of these resources. Therefore, as suggested above, communication strategies to improve dissemination of resources available to support NCPAT implementation should remain a top priority.

- **Sustain continuous improvement practices.** NCDPI has established numerous channels for gathering feedback on NCPAT resources and tools. Additionally, procedures are embedded within NCDPI's Office of Accountability and Testing to review feedback and make improvements. NCDPI should prioritize efforts to sustain these procedures, as such procedures have proven successful in improving the technical quality and usefulness of NCPAT system components over time.

# INTRODUCTION

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2024-25 school year.[6] In November 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. This evaluation is designed to address two purposes:

1. ***Document and determine compliance.*** The evaluation describes how North Carolina's (NC) innovative assessment program has unfolded since NC Senate Bill 621 was enacted into law. Additionally, the evaluation reports on NCDPI's adherence to requirements associated with the federal IADA waiver and Senate Bill 621, Part II, sections 2(a), 2(b), and 2(c).[7]

2. ***Inform Improvement.*** Each year, the evaluation includes questions designed to gather educator feedback to inform improvements to the NCPAT system. NCDPI uses feedback reported via numerous methods to improve the NCPAT assessment tools, resources, professional development and communication with local district and school educators.

# EVALUATION QUESTIONS

This report builds upon two prior annual evaluation reports by addressing the following questions:

1. What updates to the NCPAT system occurred in the 2023-24 school year?
2. Is NCDPI on track to implementing the NCPAT system statewide in the 2024-25 school year?
3. How are educators administering and using the NC Check-Ins 2.0 in schools?
4. How is NCDPI communicating about the state's full transition to the NCPAT across grades 3-8 in 2024-25?
5. How can NCDPI communicate effectively about the NCPAT to Public School Units (PSU) and Schools?
6. What, if any, challenges emerged during the 2023-24 school year?
7. Is the NCPAT likely to achieve its ultimate purposes?

# METHODOLOGY

To address the evaluation questions, an external evaluator reviewed documents listed in Figure 1. The evaluator also met weekly with NCDPI stakeholders to review NCPAT progress and clarify questions that emerged from the document review. Additionally, the evaluator conducted interviews with staff in

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[6] In their original plan, NCDPI planned to implement the NCPAT statewide in 2023-24. The federal testing waiver was issued in Spring 2020 due to complications from COVID. This delayed NCDPI's implementation timeline by one year.

[7] Senate Bill 621: https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2019-212.html

NCDPI's Office of Accountability and Testing.[8] These interviews focused on clarifying test development procedures, updates to reporting tools, and new professional development offerings. Notes from the document review, weekly meetings, and interviews were synthesized and used to address the evaluation questions. Staff from NCDPI's Office of Accountability and Testing reviewed this report to affirm the accuracy of the information included.

**Figure 1: Documents Reviewed in the 2023 NCPAT Evaluation Report**

- North Carolina IADA Application, submitted December 14, 2018
- North Carolina IADA Application Addendum, submitted April 2, 2019
- IADA annual performance reports and appendices, 2020 through 2023
- NCDPI presentations on the NCPAT (e.g., Conference presentations, webinar recordings)
- NCPAT design documents (e.g., test specifications, technical documentation)
- NCPAT administration resources and materials (e.g., teacher handbook, proctor guide)
- NCPAT online professional development materials and surveys
- North Carolina testing system documents (e.g., test development reports)
- NCDPI memos and meeting summaries regarding NCPAT.
- NC General Assembly Statute, Ch. 115C – Elementary and Secondary Education[9]
- Correspondences between NCDPI and the U.S. Department of Education during 2021-24.

To address questions 3-5 regarding how school administrators administer and use the NC Check-Ins 2.0 in schools, and how NCDPI is communicating about the state's transition to the NCPAT, interviews were conducted with six school principals across North Carolina. In winter 2023-24, an external evaluator sent an email to principals in select elementary and middle schools. The email indicated that NCDPI was interested in learning more about how principals were using the NC Check-Ins 2.0 and how communication between NCDPI and schools can be improved. The email asked for volunteers to participate in a 60-minute open-ended interview. A total of six principals representing six different counties and four regional areas participated in the interviews. The table below provides information about the schools in which participating principals served.

**Table 1: Schools Represented in the Principal Interviews**

| School ID | Region | Grades Served | Grades Using NC Check-Ins 2.0 | Subjects Administered |
|-----------|--------|---------------|-------------------------------|-----------------------|
| School 1 | Northwest | 6-8 | 6-8 | Reading, Math |
| School 2 | Northwest | 6-8 | 7-8 | Reading, Math |
| School 3 | Southwest | K-5 | 3-5 | Reading, Math |
| School 4 | Piedmont-Triad | K-8 | 3-8 | Reading, Math |
| School 5 | North Central | K-8 | 3-8 | Reading, Math |
| School 6 | Southeast | K-8 | 3-8 | Reading, Math |

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[8] The Office of Accountability and Testing and "the Office" are used interchangeably throughout this report.
[9] For more information: https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C; and https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S621v7.pdf

An open-ended interview guide was used to explore how principals support teachers' administration, interpretation, and use of the NC Check-Ins 2.0 to improve student learning. Additionally, principals were asked to share their perceptions of strategies used to communicate about the new NCPAT system. The external evaluator recorded interviews, took detailed notes, and conducted an inductive, line-by-line analysis of notes to identify and describe emergent themes.

In the section below, findings are presented to address each of the evaluation questions.

## FINDINGS

### Overview of the North Carolina Personalized Assessment Tool

The NCPAT System is composed of three key components[10]:

- *Multiple assessments,* including three interim assessment resources (NC Check-Ins 2.0) and an end-of-year (EOY) multistage fixed adaptive summative test,
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* to improve educators' assessment literacy and use of reports.

Figure 2 presents an overview of the NCPAT system. The system includes three interim assessments, called the NC Check-Ins 2.0, which are used by teachers to support instruction. Student results on the NC Check-Ins 2.0 are then used to assign students to one of three end-of-year multistage adaptive (MSA) test forms. MSA test results provide an overall end-of-year summative score that determines a student's subject area proficiency and contributes to a school's accountability rating. Although results from the NC Check-Ins 2.0 do not contribute to accountability decisions, they are used to route each student to take one of three end-of-grade MSA test forms. This, in turn, is expected to result in a more precise estimate of a student's end-of-grade performance. Appendix A includes a more detailed theory of action for the NCPAT and its key components.

**Figure 2: North Carolina Performance Assessment Tool (NCPAT) Overview[11]**



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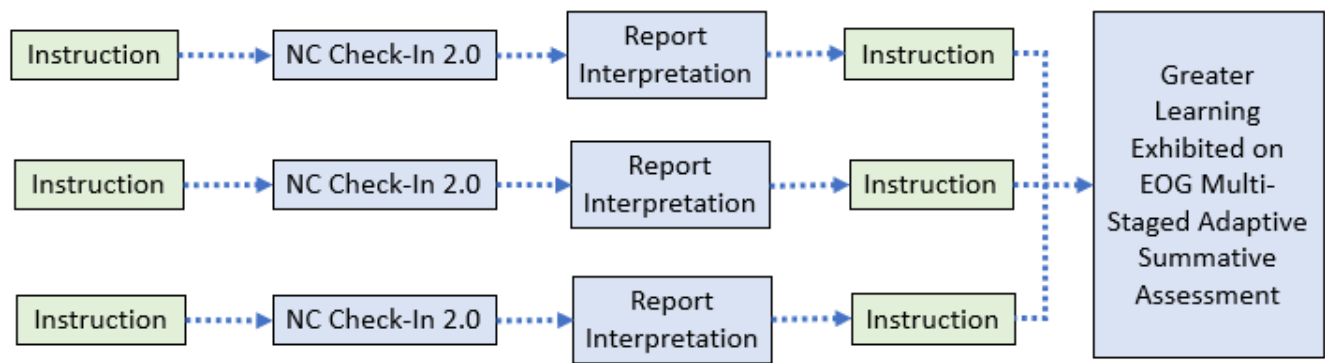
[10] A more comprehensive description of the NCPAT can be found in the Year 1 Evaluation Report.
[11] Source: North Carolina Annual Performance Report 2020-21 Appendix, Part IV, Exhibit IV-01, p. 41.

## 1. What Updates to the NCPAT System Occurred in the 2023-24 School Year?

NCDPI implemented and oversaw the following updates to the NCPAT system in 2023-24.

### *Statewide Rollout of NCPAT at Grades 4, 5, 7, and 8*

The NCPAT pilot program officially ended after the 2022-23 school year. Beginning in Fall 2023, NCDPI made the NC Check-Ins 2.0 available to all public schools statewide. MSA tests were also administered to pilot schools and field tested in Spring 2023 at grades 4 and 7. Following a technical review of the pilot data and feedback from NCDPI's technical advisory committee (TAC), NCDPI developed MSA tests for grades 5 and 8. The MSA tests were administered statewide in grades 4, 5, 7, and 8 in Spring 2024. Pending a technical review of Spring 2024 assessment results, NCDPI will roll out the comprehensive NCPAT System statewide – including the remaining MSA tests at grade 3 and 6 – in the 2024-25 school year.

Individual student reports (ISR) for the MSA will be identical to prior reports. NCDPI decided to maintain the same look and feel in the new MSA reports for two reasons. First, according to surveys and targeted focus groups, school and community stakeholders generally liked the look and feel of existing ISR reports. Second, NCDPI determined that keeping the same reports would mitigate confusion and reinforce the inherent comparability of the previous end-of-grade (EOG) test results to the new MSA test results.

### *NCPAT Videos for Parents and Students*

NCDPI developed and disseminated three videos for parents and students. The first video is titled *Family Guide To Assessments* and provides information on the intended purposes and uses of NC Check-Ins 2.0 and multi-staged adaptive (MSA) tests. The second video, *What You Need to Know About the North Carolina Personalized Assessment Tool (NCPAT)* is three minutes in length and includes similar content and messaging. A third two-and-a-half minute video, *Understanding the Individual Student Report (NCPAT)*, walks parents through the NC Check-Ins 2.0 individual student report (ISR) and provides guidance for understanding and interpreting the various scores provided in the report.

### *Updated Manuals and Supplemental Videos to Support NCPAT Use*

During Fall of 2023, NCDPI posted several updated resources to the NCPAT website including an updated NC Check-Ins 2.0 teacher handbook, FAQs on the NCPAT and NC Check-Ins 2.0, and an administration brief to support the adoption and use of the NC Check-Ins 2.0 assessments.[12] The updated NC Check-Ins 2.0 teacher's handbook includes detailed directions and screenshots that describe test administration procedures and how to use the new online scoring and reporting platform.

### *NC Check-Ins 2.0 Online Professional Development*

NCDPI partnered with the Friday Institute to update the 30-minute NCPAT online training module called *Understanding Reports*. An updated version of the training module was officially launched in May 2024 and includes four new components:

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[12] Materials are updated annually during the summer months.

- Video illustrations for each of the content sections (math, reading).
- Interactive segments on which teachers may click for additional information and/or examples.
- A landing page with interactive buttons that, when clicked, direct a teacher to one of five sections of the training.
- A supplemental facilitators guide that includes instructions and questions to support educators' use of NC Check-Ins 2.0 results.

*Federal Peer Review*

According to USDE, parts of the through-course assessment that are used to make the annual summative determination are subject to federal peer review (USDE email correspondence, April 1, 2024). Since North Carolina only uses the MSA test for making annual summative determinations, NCDPI's federal peer review submission will incorporate information from the MSA test only (not the Check-Ins 2.0). According to NCDPI, analysis of MSA test results will commence after Spring 2024 statewide MSA test administration concludes. MSA test results from grade 4, 5, 7, 8 will be used to address the federal peer review critical elements. Statewide administration of the MSA tests across grades 3-8 will commence in Spring 2025.

2. **Is NCDPI on Track to Implementing the NCPAT System Statewide in the 2024-25 School Year?**

Due to COVID-19, North Carolina waived student testing requirements in March 2020 (APR, p. 3) and delayed the NCPAT development process by one year. Figure 3 shows the updated timeline as of the 2021-22 school year. No changes were made to this timeline in the 2023-24 school year. The administration schedule below pertains to reading and mathematics assessments.[13]
- 2021–22 school year: Release NC Check-Ins 2.0 for statewide use in grades 4 and 7.
- 2022–23 school year: Release NC Check-Ins 2.0 in grades 4, 5, 7, and 8 statewide. Administer the MSA field test to pilot schools in grades 4 and 7.
- 2023–24 school year: Release NC Check-Ins 2.0 for statewide use in grades 3–8. Administer the MSA tests statewide in grades 4, 5, 7, and 8.
- 2024-2025 school year: Administer the NCPAT statewide in grades 3-8.

NCDPI remains on track to roll out the NCPAT statewide in 2024-25. As planned, NCDPI concluded the NCPAT pilot and released the full suite of NC Check-Ins 2.0 across grades 3-8 in Fall 2023. Additionally, in Spring 2024, NC Check-Ins 2.0 results were used to assign students to one of three MSA forms in grades 4, 5, 7, and 8. The MSA was successfully administered in these grades in Spring 2024.

NCDPI plans to submit evidence to address the federal peer review requirements and is also on track to having final MSA test forms in grades 3 and 6 ready for administration in Spring 2025. The comprehensive NCPAT system is on track for statewide implementation across grades 3-8 in 2024-25.

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[13] NC Check-Ins 2.0 are being developed for science as well. Although the purpose, design, and intended uses are identical across subject areas, only the reading and mathematics assessments fall under the IADA.

**Figure 3: NCPAT Implementation Timeline[14]**

**NC Check-Ins 2.0**

| Gr. 4, 7 Operational | Gr. 4, 5, 7, & 8 Operational | Gr. 3-8 Operational | Gr.3-8 Operational |
|---|---|---|---|
| **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** |
| | Grade 4, 7 Piloted | Gr. 4, 5, 7, & 8 Operational | Grades 3-8 Statewide Rollout |

**Multi-Staged Adaptive**
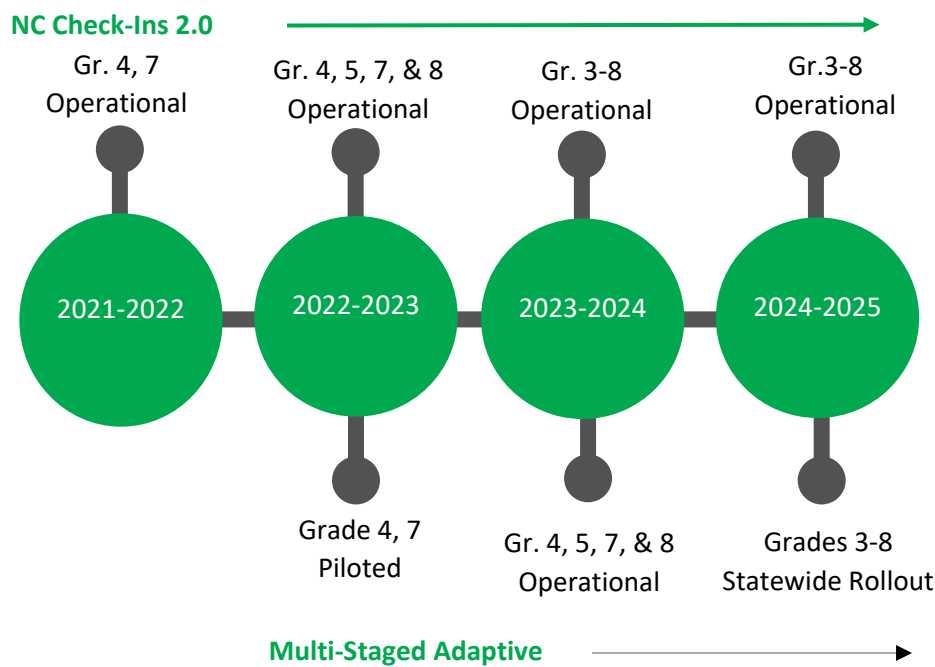
### 3. How are Educators Administering and Using the NC Check-Ins 2.0 in Schools?

To address this question, six principals were interviewed during the 2023-24 school year about their perceptions of the NCPAT.[15] Questions focused on principals' familiarity with the NCPAT system and how the NC Check-Ins 2.0 are administered and used to support instruction and learning. Findings related to principals' familiarity with the NCPAT system and schoolwide use of the NC Check-Ins 2.0 results are summarized below.

*Principals' Familiarity with the NCPAT*

Principals were asked to rate their familiarity with the NCPAT on a scale from 0 (not familiar at all) to 4 (extremely familiar). Additionally, principals were asked to rate their familiarity with NCPAT's two main components: (1) the NC Check-Ins 2.0 and (2) the end-of-grade (EOG) multistaged adaptive (MSA) test, which replaced the traditional EOG's in grades 4, 5, 7, and 8 in spring 2024. As shown in Table 2 below, principals reported being somewhat *unfamiliar* with both the NCPAT as a "system of assessments" and the MSA tests. Principals' ratings of *teachers'* familiarity with the NC Check-Ins 2.0 were much higher.

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[14] The timeline assumes that MSA test results collected in the pilot schools in spring 2023 meet validity criteria.

[15] Six principals were interviewed in spring 2023 and six additional principals were interviewed in 2024. Principal interview transcripts and notes from the Spring 2024 interviews were analyzed separately and later compared to findings from the Spring 2023 interviews. Principal interviews in both years revealed similar themes and descriptions about how NC Check-Ins 2.0 are being administered and used. Notably, the Spring 2024 interviews were conducted before the end-of-grade multi-staged adaptive tests were administered.

Collectively, the six principals provided ratings indicating varying degrees of familiarity with the NCPAT system *as a whole.*

- Three principals rated their familiarity with the NCPAT as very low (1.0 out of 4.0), citing limited exposure and information, particularly related to the MSA test. Notably, two of these three principals indicated this was their first year implementing the NC Check-Ins 2.0 in their schools.
- Two principals rated their familiarity slightly higher (2.0 and 2.5 out of 4.0), mentioning some exposure through workshops, conferences, and district-level information, but they still harbored some questions and skepticism about the NCPAT's ability to provide reliable and valid end-of-year scores.
- One principal rated familiarity at 2.6 out of 4.0, indicating a moderate level of awareness regarding changes to the EOG assessment (i.e., the new MSA tests), but expressed uncertainty about communicating these changes to parents.

Responses suggest a general trend of low to moderate familiarity with the NCPAT among the surveyed principals, with some exposure to information sessions, workshops, and district communications, but lingering questions and uncertainties about implementation and communication with parents.

**Table 2: Principals' Reported Familiarity With the NCPAT Program**

| School ID | Familiarity With NCPAT | Familiarity With Multi-Stage Adaptive (MSA) | Perceptions of Teachers' Familiarity With NC Check-Ins 2.0 |
|---|---|---|---|
| School 1 (K-5) | 1.0 | 0.5 | 2.5 |
| School 2 (K-8) | 1.0 | 1.0 | 3.0 |
| School 3 (K-8) | 2.6 | 3.0 | 3.0 |
| School 4 (K-8) | 2.0 | 2.0 | 2.0 |
| School 5 (6-8) | 2.5 | 2.5 | 4.0 |
| School 6 (6-8) | 1.0 | 1.0 | 4.0 |
| Average | 1.7 | 1.7 | 3.1 |

Regarding the MSA tests, the average familiarity rating across the six principals was 1.7 out of 4.0. Notably, 4 of 6 principals provided the exact same familiarity rating for both the NCPAT and the MSA tests, suggesting that their lack of overall familiarity with NCPAT was driven by a lack of familiarity with the MSA test component. Notably, although the summative MSA tests were administered in grades 4 and 7 in Spring 2023, these tests had not yet been administered in Spring 2024. Many principals, therefore, indicated that they wanted to reserve judgment about the MSA until after the Spring 2024 MSA administration occurred.

Principals cited concerns about the MSA tests' adaptive nature and their impact on student performance. For example, three of the principals indicated that they understood that the NC Check-Ins 2.0 would be used to assign a specific MSA test form; however, they questioned whether assignment to a specific form might impact a student's final score. Would students assigned to the "easy" form have an advantage over students assigned to the "hard" form? Would a student assigned to the "easy" form

perform better than s/he would have performed had s/he been assigned to the "hard" form? How comparable are the results across the three forms? Although none of the principals indicated major concerns, they noted that these were questions they were hearing from their staff. And although several principals shared these concerns, they all reported being cautiously optimistic that the MSA test results would produce valid results.

Principals' ratings of their teachers' familiarity with the NC Check-Ins 2.0 were relatively high, with an average rating of 3.1 out of 4.0. Ratings varied based on whether the school participated in the pilot program in previous years. For example, two principals rated teachers' familiarity at 4.0 out of 4.0, indicating a high level of familiarity and experience with the NC Check-Ins 2.0 due to their participation in the pilot program. The principals who rated their teachers' familiarity lower (2.0 and 2.5 out of 4.0) were in schools that were not part of the pilot program, and their teachers were still getting familiar with the NC Check-Ins 2.0 tools and reports.

### *Intended Purposes and Uses of the NC Check-Ins 2.0*

All six principals indicated that teachers administer all three NC Check-Ins 2.0 assessments during the school year. Typically, the school administers the first assessment within the first 6-8 weeks after the school year begins. They administer a second form in winter (e.g., December-January), and a third form in spring, before the end-of-grade (EOG) test. Additionally, all six principals reported that their district establishes a test window, and all teachers in the school administer the NC Check-Ins 2.0 at the same time and within a small window of time.

Five of the six principals indicated that their school administers the NC Check-Ins 2.0 formally and in a standardized way. In these schools, each NC Check-In 2.0 experience is treated as a practice exam for the EOG test. One principal indicated that the final NC Check-Ins 2.0 administration was treated as formal EOG practice test, but the first two test administrations (fall and winter) were treated less formally. All six principals also reported that they place a high level of importance on students' NC Check-Ins 2.0 results. In all schools, data and reports from the NC Check-Ins 2.0 are reviewed by the teachers, instructional coaches, and principals. The results are used to identify concepts that students have mastered and concepts for which students may need additional instruction. All six principals described a structured process for reviewing and acting on NC Check-Ins 2.0 assessment results at the school, classroom, and individual student level.

The process that principals described for reviewing and acting on NC Check-Ins results closely resembled the process described in a formative report submitted to NCDPI in August, 2023.[16] The process that schools engage in after administering the NC Check-Ins 2.0 is summarized below.

- **Reviewing Reports.** Principals and teachers study various reports generated by the NC Check-Ins 2.0, including class summaries, class rosters, and class item reports. Elementary principals were more likely to review these reports comprehensively, comparing teacher scores and

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[16] See Brandt, W.C. (2023, August). *NC Check-Ins 2.0 Formative Evaluation Report.* National Center for the Improvement of Educational Assessment. This report offers a more detailed description of the processes in which school staff engaged, and the actions they took, based on review and analysis of NC Check-Ins 2.0 results.

school results to state averages, while middle school principals tended to delegate more to instructional coaches and teachers.

- **Action Planning.** Principals and teachers share test results and collaboratively use them to develop plans to support classes, small groups of students, and individuals needing substantial support. This includes allocating resources for teachers to execute plans, offering advice and professional development opportunities, and working with teachers and instructional coaches to monitor instructional plans and support individual student progress.

- **Resource Allocation.** Principals allocate resources to support teachers in executing plans, such as assigning math interventionists to co-plan and co-teach lessons with teachers whose students are falling behind.

- **Professional Development.** Principals offer targeted professional development opportunities for teachers based on assessment results, such as instructional rounds or observations of mentor teachers. They also share ideas learned from book studies, academic conferences, and conversations with other principals.

- **Progress Monitoring.** Principals monitor progress by participating in weekly PLCs and data meetings with teachers and instructional facilitators, allocating additional resources or supports as needed. They may also use assessment results as early warning flags to identify and monitor individual students who are falling behind.

- **Teacher Evaluation.** Principals generally do not use NC Check-Ins 2.0 results to evaluate teachers. Instead, they focus on using the data to inform instructional decisions and support teachers in improving student outcomes. However, consistently low classroom performance may lead to discussions about teacher roles and potential reassignments based on individual strengths and needs.

4. **How is NCDPI Communicating About the State's Full Transition to the NCPAT Across Grades 3-8 in 2024-25?**

In Fall 2022, the Office of Accountability and Testing leadership established a communication plan to inform PSUs, schools, and families about the state's transition to the NCPAT Program in grades 3-8. NCDPI developed the plan with two primary goals: (1) spreading awareness about the NCPAT to achieve implementation fidelity at scale, and (2) gathering feedback from end users (e.g., school leaders, teachers, and students) to improve the quality and intended uses of NCPAT assessments and resources. Table 3 summarizes the communication strategies implemented during the 2022-23 and 2023-24 school years. The following is a brief description of each strategy.

*Advisories and Councils*

NCDPI regularly disseminated updates and gathered feedback on NCPAT assessments and resources via statewide advisories and councils. The primary stakeholders represented in these councils include state, district, and school-level educators and policymakers. The information shared through these

councils was documented, summarized, and made available to the public via state board meetings and other councils/panels. The six primary advisory councils through which NCDPI communicated NCPAT updates are described below and include (1) the State Board of Education, (2) the NC Accountability Control Configuration Board, (3) the NC Testing and Growth Advisory Panel, (4) Superintendent Truitt's Parent Advisory Committee, (5) the Council on Educational Services for Exceptional Children, and (6) the State Advisory Council on American Indian Education.

**The State Board of Education** holds monthly meetings in North Carolina. Annually, state board members invited NCDPI to update board members and the public on the NCPAT. NCDPI presented the NCPAT program and the state's transition plan to the state board of education in October 2022 and again in October 2023. The recorded presentation is available to schools and the public and can be accessed on the NCDPI website under "State Board of Education" – "Meeting Information."[17]

**The Accountability Control Configuration Board** (CCB) is an advisory group that meets monthly to advise on the state's assessment and accountability system. The CCB is comprised of accountability and testing leaders in PSUs and schools. Each educational region in North Carolina has two designated representatives for the CCB. In 2022-23 and 2023-24 NCDPI staff facilitated the monthly advisory meetings. NCDPI leaders provided updates and gathered feedback from CCB advisory members on the NCPAT as updates occurred or upon request by CCB advisory members.

**The Testing and Growth Advisory Panel** serves as a steering committee for the NCPAT. The advisory panel includes district superintendents, test coordinators, district chief academic officers, and a teacher. The NCDPI's Office of Accountability and Testing convenes the advisory biannually to review relevant developments and solicit feedback and planning advice. The panel met most recently in October 2023. At this meeting, NCDPI leaders presented updates on the NCPAT, addressed questions about implementation plans and available resources, and documented suggestions for improving NCPAT resources and communication processes.

**Superintendent Truitt's Parent Advisory Commission** includes 48 parents or guardians (six from each of the state's eight regions) who share their aspirations for public education in North Carolina, provide feedback on policy and pertinent matters affecting K-12 education, and share recommendations and insights with North Carolina's state Superintendent and her designees. The eight regional subgroups hold monthly virtual meetings, and the full committee convenes both in-person and virtually each quarter. The Office of Accountability and Testing's Senior Director presented an overview of the state's assessment and accountability plans to the Parent Advisory Group in September 2022. This group did not convene in 2023-24.

**The Council on Educational Services for Exceptional Children** is a 25-member group appointed by the Governor, President Pro Tem of the Senate, Speaker of the House and the State Board of Education. The Council advises the State Board of Education with respect to the unmet needs of children with special needs and in the development and implementation of policies related to the

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[17] October 2023 state board meeting materials on the NCPAT are available here: View Monthly Meeting of the North Carolina State Board of Education : eBoardsolutions. State board meeting recordings are available on the NCDPI website: https://www.dpi.nc.gov/about-dpi/state-board-education/meeting-information.

coordination of services for students with disabilities. The Council also advises the State Board of Education with respect to developing evaluations, reporting on data, and developing corrective action plans to address findings in federal monitoring reports. The Office of Accountability and Testing's Senior Director last presented NCPAT to the Council in Fall 2022.

**The State Advisory Council on American Indian Education** is a 15-member advisory group that includes American Indian parents and educators. The council meets quarterly, and their mission is to "create a system that engages state policy leaders, public school personnel, parents, tribal leaders, and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students for success in a globally competitive environment."[18]The Section Chief for Analysis and Reporting and Test Measurement Specialists from the Office of Accountability and Testing presented on the NCPAT and addressed questions from council member during a quarterly meeting in September, 2023.

*Web-Based Communication*

NCDPI uses web-based communication methods primarily for the purpose of disseminating information about the NCPAT with PSUs, schools, and parents. Communication delivered through NCDPI's website and the Testing News Network (TNN) for district stakeholders are updated regularly or as pertinent information becomes available. Professional development modules on the NCPAT are updated annually. As described above (see Question 1), NCDPI developed and posted three web-based videos about the NCPAT for North Carolina parents and students in Fall 2023.

**An NCPAT Webpage**[19] includes an overview of the NCPAT and a timeline for rolling out the NCPAT program statewide. Additionally, educators can access NCPAT learning resources on the website such as:
- NC Check-Ins 2.0 test specification documents;
- NCPAT development timeline;
- samples of NC Check-Ins 2.0 student reports;
- samples and resources to access the NC Check-Ins and Check-Ins 2.0 school and teacher reports; and
- additional resources to support NCPAT adoption such as FAQs, school talking points, and public announcements.

**The Testing News Network** (TNN) is a secure site managed by NCDPI for district and charter school test coordinators. The TNN provides access to testing news, updates, bulletins, memos, administrative guides, test materials ordering, shipping calendars, and test materials handling information. Updates on NCPAT are sent through the TNN as they become available.

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[18] Mission accessed from the State Advisory Council's September 22, 2023 meeting agenda, available at Approved Final - STATE ADVISORY COUNCIL ON INDIAN EDUCATION AGENDA 9_22_2023.docx.pdf - Google Drive
[19] The NCPAT webpage can be accessed at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

**NCPAT Online Professional Development Modules.** NCDPI partnered with the Friday Institute to develop online training for the NCPAT. NCDPI released a short online program and a longer online training program. Both programs are designed to support teachers' interpretation and use of the NC Check-Ins 2.0 results. In April 2024, updated versions of these two online programs were released. The updated modules include video illustrations for each of the content sections, interactive program segments, and a supplemental facilitator guide to facilitate teacher conversation and interactive learning.

**Social Media.** YouTube is the primary *public* social media application that NCDPI uses for NCPAT updates. Most notably, NCDPI posted the three parent/student videos (e.g., Family Guide to Assessment) described above on YouTube.

*In-Person or Virtual Communication*

NCDPI primarily relied on in-person and virtual meetings and conferences to expand outreach to public school units (PSU) in 2022-23 and 2023-24. The Office of Accountability and Testing held NCPAT webinars and made themselves available during pre-scheduled "office hours" events. Additionally, the Senior Director of Accountability and Testing reserved time to present on the NCPAT at state conferences and local PSU-sponsored events during both years.

**Statewide Webinars** were held quarterly in 2022-23. The most recent NCPAT webinar was held in Fall 2023. All public schools across North Carolina were invited. NCDPI sent webinar invitations to PSU leaders who, in turn, shared the invitation with relevant staff. Generally, between 200-300 local agency staff joined these webinars to hear about the latest updates on NCPAT. During these webinars, NCDPI provided important updates, addressed questions, and solicited feedback on the NCPAT. After the webinars, staff in the Office of Accountability and Testing provided "office hour" sessions where staff could attend to ask follow-up questions.

**NCDPI Academic Hours Office Hours** are also led by content-based staff. Staff from the Office of Accountability and Testing were often invited to content-specific office hours meetings as recurring guests/panelists. At these meetings, Accountability and Testing leads shared information and addressed questions from district-level staff (mostly) and some instructional coaches and school level leads. These meetings occurred monthly in 2023-24.

**Regional Training.** Regional Educational Service Agencies (RESA) in North Carolina operate as independent organizations. The RESA's structure supports communication between districts and state agencies, professional organizations, elected officials, and education leaders. RESAs also provide direct staff development and technical assistance to PSUs and schools in one of eight designated regions across North Carolina. During 2022-23, at least two RESAs (Northeast and Sandhills) asked NCDPI to present on the NCPAT and NCPAT pilot at a regional training event. NCDPI also communicated their willingness and enthusiasm to support NCPAT dissemination and feedback during RESA events. In 2023–24, NCDPI Test Development staff presented an annual update to NCDPI Regional Support Team staff at a face-to-face meeting. Regional Accountability Coordinators presented the NCPAT model to two RESAs (Western and Central Carolina RESAs) and at Digital Leaders Exchange regional meetings statewide.

**State and Regional Conferences.** NCDPI presented on the NCPAT at five state conferences in Fall 2022 and four state and regional conferences in 2023. Conferences in which NCDPI presented in 2023-24 included (1) the Accelerate-Invigorate-Motivate (AIM) Conference, (2) The State's Annual Test Coordinator's Conference, and (3) the North Carolina Council for the Teachers of Mathematics (NCCTM) Conference, and (4) The Triangle Math Alliance at North Carolina State University's main campus.

**Local District Presentation.** The Office of Accountability and Testing regularly offers to present at local PSU meetings during other scheduled events such as those described above. For example, in Fall 2022, the Senior Director in NCDPI's Office of Accountability and Testing shared information and addressed questions about the NCPAT pilot and NCPAT program at a meeting with school leaders in Lee County. In 2023-24, NCDPI staff participated in a local district-led podcast in Wake County and met personally with staff in three additional PSUs.

**Table 3: Dissemination and Feedback Methods for Key Stakeholder Groups, 2022-2024**

| Method | Frequency | State Board Members | Regional Area Service Agencies | PSU Leaders | All Schools | Pilot Schools | Parents & Community Groups |
|---|---|---|---|---|---|---|---|
| **Advisories and Councils** | | | | | | | |
| State Board Meetings | Annually | X | | | X | | |
| Control Configuration Board | Monthly | | X | X | | | |
| Testing and Growth Advisory Panel | Biannually | | | X | X | X | |
| Superintendent Catherine Truitt's Parent Advisory Commission | Once, Fall 2022 | | | | | | X |
| Council on Educational Services for Exceptional Children | Once, Fall 2022 | | | | | | X |
| **Web-Based Communication** | | | | | | | |
| Website (e.g., FAQs, Handbooks) | Updated as needed | | | X | X | X | X |
| Testing News Network (TNN) | Updates sent as needed | | | X | | | |
| NCPAT Online PD Modules | Updates posted annually | | | X | X | X | |
| YouTube Parent Videos | Posted Fall 2023 | | | | X | X | X |
| **In-Person or Virtual Communication** | | | | | | | |
| Statewide Webinars | Quarterly in 2022-23 | | | X | X | X | |
| NCDPI Office Hours | 2-3 times/year | | | X | X | X | |
| Regional Training Seminars (RESA) | On request | | X | X | | | |
| State Conferences (e.g., IMPACT, AIM, NCCTM) | Fall 2022 | | | X | X | X | |
| Local District Presentations | On request | | | X | X | | |

**5. How Can NCDPI Communicate Effectively About the NCPAT to PSUs and Schools?**

As described above, six principals were interviewed to understand their perceived familiarity with the NCPAT and teachers' administration and use of the NC Check-Ins 2.0. Additionally, the interviews focused on how NCDPI can effectively communicate information and updates about the NCPAT Program to PSUs and schools. To address communication, principals were asked:

1. Generally, what strategies do you rely on when you want to learn something new?
2. How did you initially learn about the NCPAT Program?
3. What sources or modalities do you rely on for information about the NCPAT Program? How helpful are these sources and modalities for supporting your ability to implement the program?
4. How do you communicate with teachers about the purposes and uses of the NCPAT Program?
5. Are teachers aware of the resources and online training available to them on the NCPAT Program? If so, what feedback have you gathered from teachers about their perceptions of these resources and online training modules?
6. What lingering questions do you have about the NCPAT Program?
7. What suggestions do you have for NCDPI to improve how they share information and updates about the NCPAT Program with schools?

A summary of findings and suggestions to inform NCDPI communication process is provided below.

***General Learning Strategies Principals Rely On.*** Principals relied on a range of resources when learning about new district- or school-based programs. Resources included the internet, printed materials such as handbooks and manuals, interpersonal interactions with colleagues and experts, and online platforms like YouTube and webinars. Principals noted different learning styles. Three principals preferred receiving information through email, webinars, videos, or news briefs. This gave them time to digest the information and follow up with district leadership if necessary. The other three principals preferred direct communication with their district leaders. For example, principals relied on a district test coordinator when they had questions about the NCPAT system. Overall, principals relied on numerous communication methods to learn about NCPAT. Examples cited included paper materials, technology (e.g., phones, computers), and personal connections with district assessment leaders. Not surprisingly, principals also prioritized efficiency and relevance in their learning methods. They preferred resources and interactions that were specific, focused, and directly applicable to their roles and responsibilities as school leaders.

***How Principals Learned About the NCPAT Program.*** Five out of the six principals reported learning about the NCPAT through communication channels facilitated by their district or charter school association, such as interactions with the district test coordinator, professional development sessions, or email updates from district or school personnel. For instance, one principal mentioned receiving information from the district test coordinator over a period of two years, highlighting ongoing

communication efforts to keep principals informed about NCPAT resources and system updates. Another principal indicated hearing about the NCPAT virtually, through information disseminated by NCDPI. This principal noted learning about the full NCPAT system for the first time in Fall 2023.

The interviews suggested that principals were much more confident in the NCPAT when their district's assessment leader kept them abreast of regular updates from NCDPI. Moreover, principals who were involved in the pilot reported being much more comfortable with using NCPAT resources and tools than principals who were new to NCPAT in 2023-24.

***Information Sources and Modalities Principals Rely On.*** For information specific to the NCPAT, principals relied on district administrators, test coordinators, email communications, websites, webinars, and interactions with a regional accountability coordinator (RAC). For example, four principals relied on their district test coordinator and three principals attended webinars from NCDPI. Communication with colleagues, such as other principals and school test coordinators, also proved valuable. Personalized support, such as workshops and conversations with district and regional test coordinators, was highly beneficial for principals in terms of understanding the relationship between the NC Check-Ins 2.0 and the MSA test.

Two principals experienced challenges interpreting materials. For example, one principal found it difficult to navigate the NCPAT webpage. A second principal struggled to find time to sift through the available information about the NCPAT and make sense of it all. Notably, the former principal led a school that had been implementing the NC Check-Ins for several years. The latter principal was a first-year principal whose school had begun implementing the NC Check-Ins 2.0 for the first time in 2023-24.

***How Principals Communicate NCPAT Program Information to Teachers.*** Communication with teachers about the purposes and uses of the NCPAT Program varied among the six principals. Four principals engaged in collaborative efforts with their test coordinators or instructional coaches to ensure teachers were informed about the program, discussing changes, addressing concerns, and emphasizing its importance. For example, principals reported conducting staff meetings to share updates and discuss the NCPAT and address concerns. Additionally, one principal explained how instructional coaches filtered information about the NCPAT for teachers during planning and professional learning community meetings. Principals emphasized the importance of discussing changes introduced via the NCPAT system with teachers; especially changes to the EOG test. As one principal put it, "Teachers are interested [in the MSA test] because their EVAAS scores will come from that."

***Teacher Feedback on NCPAT Resources and Training.*** Five principals reported that teachers were not aware of the online professional development opportunities available on the NCPAT. One principal knew about the online training modules but had forgotten to notify teachers about them. Another principal indicated that the district and school test coordinator implement their own training with teachers. It is possible that the online training programs were used during school-based trainings at these schools; however, if they were, these principals were unfamiliar with them.

*Lingering Questions About the New End-of-Year Multistage Adaptive Tests.* Principals' questions focused on the new MSA test forms, performance on technology-enhanced items, and how results would be used to support instruction. Principals were most curious about the new MSA test forms. For example, two principals wondered how closely the MSA test forms, and student results, would resemble the traditional EOG tests. Principals also expressed concerns about technology-enhanced items. Specifically, two principals noted that students often understood a concept but would miss the item because they didn't understand the item format. Principals also had questions about how summative test results would be reported and whether domain-level results would be provided. Two principals wondered how useful summative results from the MSA test would be in terms of monitoring school performance and supporting instructional decisions.

*Suggestions for Improving State-to-School Communication About the NCPAT Program.* Principals provided several suggestions for sharing information with PSUs and schools, which are described below.

**Reporting high-stakes information sooner.** One principal suggested sharing report card and EVAAS information with teachers sooner, noting the high-stakes nature of the information for informing school improvement and teacher salaries.

**Providing more practice materials.** Another principal suggested that NCDPI provide more practice materials, specifically for tech-enhanced items, to support students' understanding and familiarity with assessment formats.

**Filtering and distilling communication to address school priorities.** Three principals emphasized the importance of clear guidance from district administrators. These principals' responses suggested that NCDPI was effectively providing information about the NCPAT system. They were more concerned about whether district leaders were appropriately filtering this information and sending relevant information to principals and teachers. For example, one principal said:

> *I don't pay attention to information from [NCDPI]. I wait and get it from the district after they filter it out. That's when I really focus on the information. A lot of information from [NCDPI] is not relevant for me. Our district accountability director will send me what I need to know.*

Another principal had difficulty accessing webinar recordings about the NCPAT. This principal perceived that it was the district test coordinator's responsibility to provide these recordings promptly and ensure that they were accessible to school staff. Principals also stressed the importance of waiting for concrete information rather than preemptive announcements.

**Centralizing communication.** One principal suggested having onboarding resources and a centralized hub for accessing information and resources related to the NCPAT such as FAQ responses and webinar recordings. This principal seemed to be unaware of the resources available on the NCPAT webpage; a notable oversight that may be shared by other principals given that most principals were not aware of the NCPAT online training modules.

**Disseminating information via multiple modalities.** In terms of communication modes currently used, email and direct communication with a district test coordinator was mentioned as the most

effective mode by most principals. Webinars and office hours were also valued; however, two principals noted that scheduling conflicts often prohibited them from attending. Notably, NCDPI records and posts all webinars to the Testing News Network (TNN) website for principals and school personnel access.

In summary, principals generally supported NCDPI communicating information directly with PSU leaders who, in turn, were responsible for distilling and sharing relevant information with principals and schools. Additionally, principals reported an appreciation for the resources and support that NCDPI provided to PSUs and schools. To improve communication processes with PSUs and schools, principals suggested creating a centralized communication hub for NCPAT. They encouraged NCDPI to continue sharing information about the NCPAT Program via multiple channels and modalities.

## 6. What, If Any, Challenges Emerged in the 2023-24 School Year?

No substantial challenges emerged in 2023-24 to delay or obstruct NCDPI's statewide release of the NC Check-Ins 2.0. Challenges related to the implementation and use of specific NCPAT resources *did* emerge through the communication channels described above such as statewide webinars and office hours. Additionally, NCDPI has contracted annually with the Friday Institute to gather information and feedback on NCPAT tools and resources. NCDPI uses feedback from these sources to annually prioritize, plan, and address tangible improvements to NCPAT tools and score reports, online training modules, and communication and dissemination processes. For example, specific updates to NCPAT resources in 2023-24 are described above in question 1 (updates to NCPAT).

According to leaders in the NCDPI Office of Accountability and Testing, NCDPI staff plans to continue collecting and using feedback from multiple engaged parties to improve NCPAT resources and assessments even after the program is fully implemented in 2024-25.

## 7. Is the NCPAT Likely to Achieve its Ultimate Purposes?

According to NCDPI, the three main purposes of NCPAT are as follows:[20]

1. Provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics standards so classroom instruction may be tailored to an individual student's needs;
2. Provide a progress indicator for each interim on individual student performance in relation to overall grade-level performance expectation; and
3. Serve as a reliable indicator to determine the appropriate staged adaptive summative assessment that will provide an academic achievement level for students and for the statewide accountability model.

The NC Check-Ins 2.0 fully addresses the first purpose described above. After students take the NC Check-In 2.0, results are processed overnight and made available the following day. Assessment items are designed to assess grade-level performance against grade-level standards, which are organized according to broad concepts and presented on the class-item report (see Appendix B for score report samples). Classroom reports provide information about students' individual and collective

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[20] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

performance, which teachers can use to examine students' performance across standards/concepts and flexibly group students for instruction. Individual student reports provide an overall determination of students' performance for each concept and may now be accessed by parents and students within 24 hours after the assessment is completed.

Surveys, interviews, and focus groups with NCPAT users (i.e., principals and teachers) were conducted from Spring 2022 through Spring 2024. Results consistently showed that a high proportion of NCPAT users (1) had positive perceptions of the NCPAT Program, (2) found the NC Check-Ins 2.0 to be useful instructional tools, and (3) reported having structures and processes in place for using NC Check-Ins 2.0 results to improve instruction.[21]

Another way to determine whether the NCPAT is achieving its first and third purposes is to examine the percentage of students who completed the NC Check-Ins 2.0 assessments. Schools voluntarily elect to administer and use the NC Check-Ins 2.0. Additionally, when a student completes at least two NC Check-Ins during the year, those scores are then used to assign the student to the most appropriate end-of-year MSA test form. Therefore, when percentages of eligible students who take the NC Check-Ins 2.0 are high, it is an indication that (1) these assessments are working as intended to support classroom instruction and (2) results are available to inform students' end-of-year summative test form assignments.

Table 4 and 5 show the total number of students, by grade and subject area, who completed at least two NC Check-Ins 2.0 during 2023-24. The row titled "Percent of Total Eligible" (row 2) provides the percentage of eligible students statewide, by grade level, who completed at least two NC Check-Ins 2.0 assessments. Results in Table 2 show that over 60% of students statewide completed at least two NC Check-Ins 2.0 assessments in both reading and mathematics.

IADA states must ensure that the percentages of students participating in the innovative assessment program reflect the state's population demographics. To examine whether North Carolina is meeting this requirement, tables 2 and 3 also present the percentages of students from relevant subgroups who took at least two NC Check-Ins 2.0 assessments. Results show that across virtually all grade-levels and subject areas, the percentage of students from each relevant subgroup who took at least two NC Check-Ins assessments reflect overall statewide subgroup percentages within one percentage point. For example, in grade 3 reading, 53.0% of economically disadvantaged students took at least two NC Check-Ins 2.0 assessments. This compares to 52.9% of economically disadvantaged students statewide (see cells in gray bold). The one exception is in grade 8 mathematics, where many students take the end of course exam for Algebra I and are therefore exempt from taking the grade 8 EOY test. In grade 8 mathematics, the percentages of students who took at least 2 NC Check-Ins 2.0 represent the population of students who took the EOY test within +/- 5.3 percentage points or less across all subgroups.

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[21] To review the evidence, readers may access multiple studies and reports led by the Center for Assessment and the Friday Institute at North Carolina State University. Reports are publicly available and were included in North Carolina's Innovative Assessment Demonstration Authority (IADA) annual performance reports (APR) for the Department of Education. North Carolina's APRs are accessible on the Office of Elementary and Secondary Education website: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/iada/

Regarding Purpose #2, in Fall 2023 NCDPI delayed development of the progress indicator. NCDPI leaders cited concerns that a progress indicator may corrupt the primary purpose of the NC Check-Ins 2.0, which is to inform instruction.

Notably, developing a progress indicator for the NC Check-Ins 2.0 was not part of the original design plans for these assessments. The plan to add a progress indicator was added later, based on feedback from local PSU and school leaders on the original NCPAT design. Local leaders indicated that they relied on progress indicators from off-the-shelf interim assessments – products such as i-Ready and NWEA Measures of Academic Progress (MAP) – to predict which students were/were not on track to scoring at a proficient level on the EOG test. Including a progress indicator in the NC Check-Ins 2.0 assessments would make it easier for PSUs to stop using these other off-the-shelf interims, reduce the number of tests administered to students throughout the year, and eliminate testing redundancies.

Notably, findings from annual IADA evaluations and other feedback collected between 2022-2024 suggested that some schools treat the NC Check-Ins as "practice tests" for the EOG tests.[22] Moreover, interview and focus groups suggested that some teachers and school leaders treat the NC Check-Ins 2.0 as formal assessments as opposed to instructional tools. The nature and scale of NC Check-Ins 2.0 misuses are beyond the scope of this evaluation. However, findings from this and prior evaluations prompted NCDPI to rethink whether the progress indicator would be productive, or whether adding the indicator might exacerbate such misuses. To protect the integrity of the NC Check-Ins 2.0 and guard against potential misuses, NCDPI determined that it would be best to exclude the progress indicator from these assessments for the foreseeable future.

Regarding purpose #3, state assessment programs for making annual summative proficiency determinations require federal evaluation. Approval is granted based on a federal peer review process. NCDPI plans to submit evidence required for federal peer review.

NCDPI's timeline for statewide rollout in 2024-25 will remain intact. Given positive results based on the Spring 2024 MSA test administration pilot in grades 4 and 7,[23] NCDPI believes that federal peer reviewers will determine that the NCPAT (and more specifically, the MSA tests) will meet federal requirements described in the Elementary and Secondary Education Act (ESEA). Additionally, analysis of MSA results will reveal the extent to which the use of the NC Check-Ins 2.0 for assigning the MSA forms results in a more precise score on the MSA test.

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[22] For example, see Friday Institute. (2024). Summary of Professional Learning Community Observations and Teacher Interviews in Schools Using the NC Check-Ins 2.0. Raleigh, NC: The Friday Institute. See also Brandt, W.C. (2023). Evaluation of North Carolina's Innovative Assessment Demonstration Authority (IADA): The North Carolina Personalized Assessment Tool. Dover, NH: National Center for the Improvement of Educational Assessment.

[23] Information verifying the technical quality of the grade 4 and 7 NC Check-Ins 2.0 and MSA assessments can be found in the NCPAT technical report, located in Section V Appendices of the 2023 Annual Performance Report (p. 1080-1165).

**Table 4: Totals and Subgroup Percentages with Two or More Valid NC Check-In Scores, 2023-24 Grades 3-8 Reading**

| Groups | Students with 2 or More Valid NC Check-In Scores | | | | | | North Carlina Public School Student Enrollment (Eligible) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Student Number | 71,688 | 76,546 | 76,629 | 76,163 | 76,270 | 77,265 | 112,774 | 115,415 | 115,990 | 116,250 | 116,963 | 119,276 |
| Percent of Total Eligible | 63.6% | 66.3% | 66.1% | 65.5% | 65.2% | 64.8% | | | | | | |
| Female | 49.1% | 48.7% | 48.7% | 48.5% | 48.7% | 48.3% | 49.2% | 48.7% | 48.8% | 48.7% | 48.8% | 48.7% |
| Male | 50.9% | 51.3% | 51.3% | 51.5% | 51.3% | 51.7% | 50.8% | 51.3% | 51.2% | 51.3% | 51.2% | 51.3% |
| Black | 24.3% | 24.2% | 24.4% | 24.5% | 24.5% | 24.8% | 24.2% | 24.3% | 24.4% | 24.4% | 24.5% | 24.8% |
| Hispanic | 21.2% | 21.4% | 21.6% | 21.9% | 21.9% | 22.2% | 21.4% | 21.3% | 21.6% | 21.9% | 21.9% | 22.1% |
| White | 42.5% | 42.6% | 42.2% | 42.0% | 42.0% | 42.3% | 42.6% | 42.4% | 42.1% | 42.2% | 42.2% | 42.3% |
| Other | 11.9% | 11.9% | 11.8% | 11.6% | 11.5% | 10.7% | 11.8% | 12.0% | 11.9% | 11.6% | 11.4% | 10.8% |
| Students with Disabilities | 15.0% | 15.1% | 14.7% | 13.7% | 13.2% | 13.4% | 15.0% | 15.2% | 14.7% | 13.6% | 13.0% | 12.6% |
| Economically Disadvantaged | 53.0% | 51.8% | 51.5% | 51.6% | 50.8% | 50.6% | 52.9% | 51.9% | 51.4% | 51.6% | 50.7% | 50.2% |
| English Learners | 10.3% | 10.1% | 9.1% | 8.1% | 8.5% | 8.5% | 10.4% | 10.1% | 9.1% | 8.1% | 8.4% | 8.5% |

**Table 5: Totals and Subgroup Percentages with Two or More Valid NC Check-In Scores, 2023-24 Grades 3-8 Mathematics**

| Groups | Students with 2 or More Valid NC Check-In Scores | | | | | | North Carlina Public School Student Enrollment (Eligible) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8[24] |
| Student Number | 72,336 | 75,135 | 75,272 | 76,137 | 75,758 | 53,628 | 112,774 | 115,415 | 115,990 | 116,250 | 116,963 | 87,958 |
| Percent of Total Eligible | 64.1% | 65.1% | 64.9% | 65.5% | 64.8% | 61.0% | | | | | | |
| Female | 49.1% | 48.7% | 48.8% | 48.5% | 48.6% | 49.3% | 49.2% | 48.7% | 48.8% | 48.7% | 48.8% | 48.6% |
| Male | 50.9% | 51.3% | 51.2% | 51.5% | 51.4% | 50.7% | 50.8% | 51.3% | 51.2% | 51.3% | 51.2% | 51.5% |
| Black | 24.4% | 24.2% | 24.3% | 24.6% | 24.6% | 24.9% | 24.2% | 24.3% | 24.4% | 24.4% | 24.5% | 28.6% |
| Hispanic | 21.3% | 21.4% | 21.7% | 21.9% | 21.9% | 24.1% | 21.4% | 21.3% | 21.6% | 21.9% | 21.9% | 24.8% |
| White | 42.4% | 42.6% | 42.1% | 41.9% | 41.9% | 42.6% | 42.6% | 42.4% | 42.1% | 42.2% | 42.2% | 37.3% |
| Other | 11.9% | 11.9% | 11.9% | 11.7% | 11.6% | 8.4% | 11.8% | 12.0% | 11.9% | 11.6% | 11.4% | 9.4% |
| Students with Disabilities | 15.0% | 15.1% | 14.7% | 13.8% | 13.2% | 15.2% | 15.0% | 15.2% | 14.7% | 13.6% | 13.0% | 16.4% |
| Economically Disadvantaged | 53.0% | 51.8% | 51.5% | 51.7% | 50.8% | 59.9% | 52.9% | 51.9% | 51.4% | 51.6% | 50.7% | 57.8% |
| English Learners | 10.3% | 10.1% | 9.1% | 8.1% | 8.4% | 10.5% | 10.4% | 10.1% | 9.1% | 8.1% | 8.4% | 10.7% |

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[24] Grade 8 students enrolled in Algebra I are exempt from taking the grade 8 EOY. These students take the Algebra I assessment instead. Therefore, percentages of students with 2 or more valid NC Check-In scores at grade 8 are calculated by dividing by the total number of students who took the grade 8 EOY assessment (excluding students enrolled in Algebra I).

**SUMMARY AND RECOMMENDATIONS**

NCDPI is on track to successfully implement the NCPAT assessment program statewide in 2024-25. From 2019 through 2024, NCDPI successfully piloted and rolled out the NCPAT system. Additionally, they effectively communicated information to districts and schools about the new NCPAT system. Schools that are using the system generally report very positive feedback about the NC Check-Ins 2.0, and NCDPI has implemented a robust continuous improvement process to address ongoing feedback and iteratively improve the NCPAT program. In summary, NCDPI accomplished what they set out to do: they developed, piloted, and scaled a more personalized assessment program that supports instructional decision-making and provides a better testing experience for students. Specific recommendations for ensuring ongoing success of the NCPAT program are summarized below.

- **Consider strategies to increase NC Check-Ins 2.0 completion rates.** The percentages of students who took NC Check-Ins 2.0 was well over 60% across all grade levels and subjects. Given the intended purposes of the NC Check-Ins 2.0 to improve instruction, NCDPI presumably would like to achieve student completion rates that approach 100. Moving forward, NCDPI should continue monitoring usage rates and consider strategies for increasing these rates over time. Strategies selected can be embedded in NCDPI's existing communication plan and continuous improvement process.

- **Maintain a strong focus on NCPAT promotion and communication.** As described in this report, NCDPI implemented several strategies to communicate about the NCPAT system to a diverse group of interested parties (e.g., PSU leaders, teachers, parents). Feedback from principals and teachers suggest that these strategies have paid off, particularly for communities in which schools participated in the NCPAT pilot program. Moving forward, NCDPI must now ensure that all schools receive and pass along critical information to their schools. Examples of strategies that appear to be effective thus far include:
  - *Promoting and using the NCPAT website as a centralized communication hub.* Continue to ensure that the NCPAT website is frequently updated with new information and resources. The website appears to be a readily available and cost-effective centralized hub to provide information, resources (e.g., FAQs, sample items, training modules), and real-time updates about the NCPAT Program. Although the NCPAT webpage could be used for this purpose, the webpage currently does not provide real-time updates. Moreover, evidence suggests that principals and teachers may not always be aware of this site. According to interviews, principals who visited the website indicated that the site was confusing to navigate and that resources were not always available. For example, flyers promoting the NC Check-Ins 2.0 online training are included on the website, but direct links to access training modules are not available. Also, the webpages for the NC Check-Ins 2.0 and NCPAT are distinct sites, leading educators to occasionally misinterpret the NCPAT as something separate and distinct

from the NC Check-Ins 2.0. Website updates are necessary to streamline information about NCPAT and ensure easy access to all resources. Additionally, regularly monitoring and updating the webpage would likely be necessary to make it a viable centralized hub.

- o *Disseminating information using multiple modalities.* Principals acknowledged and appreciated that NCDPI provides multiple options for accessing information about the NCPAT Program. School leaders noted that they rely on PSU and school test coordinators to keep them updated on new and relevant updates. Thus, leveraging PSU leaders and district assessment coordinators as a conduit and key information source for school leaders and teachers is essential. Additionally, NCDPI should continue to communicate via their key advisory groups, committees, and web-based communication channels (e.g., ongoing webinars, office hours, YouTube).
- o *Prioritizing communication that promotes the NC Check-Ins 2.0 primary use as an instructional tool, not an assessment.* NCDPI has FAQs, teacher assessment guides, and other resources that clarify the primary purpose and use of the NC Check-Ins 2.0 is for instructional purposes. Evidence from this report suggests that some schools may administer the NC Check-Ins 2.0 with other purposes in mind (e.g., using them primarily as a rehearsal for the EOG assessment). Resources and training to clarify that NC Check-Ins 2.0 are designed as instructional tools is important for ensuring efficacy in use over time. NCDPI has a plethora of these types of resources. Over-communicating this message by disseminating these resources and messages via multiple channels will ensure efficacy in use and prevent the misuse and corruption of the NC Check-Ins 2.0 instructional tools.

- **Create banks and other sources for sharing retired NC Check-Ins 2.0 items.** Principals and teachers repeatedly indicated that access to high-quality assessment items was important for guiding teachers' instruction and for preparing students for high-stakes tests. School-based leaders and teachers suggested that NCDPI can improve students testing experiences by (1) creating item banks in which retired test items can be publicly reviewed and used for instructional purposes, (2) providing practice items for students to become familiar with new item types and technology-enhanced features, and (3) reviewing and vetting curriculum that closely aligns with the standards assessed on NC Check-Ins 2.0 and EOG assessments (i.e., the new MSA assessments). These ideas were suggested by school personnel during focus groups and interviews conducted in 2023-24.

  Notably, regarding the second issue (providing practice items), NCDPI has provided practice items for schools to use at their own discretion to support learning. The Office of Accountability and Testing is working on ways to better communicate the availability of these practice items – which include technology enhanced items (TEI) - and how schools can access them. NCDPI has also developed tutorials that show students how to answer TEIs, in order to mitigate potential construct irrelevant variance associated with these items.

- **Sustain continuous improvement practices.** NCDPI has established numerous channels for gathering feedback on NCPAT resources and tools. Additionally, procedures are embedded within NCDPI's Office of Accountability and Testing to review feedback and make

improvements. This report described several examples of feedback channels (e.g., advisory committees, evaluations) and specific NCPAT updates based on feedback received (e.g., improvements to online PD and teacher guides). NCDPI's improvement process is a key reason why North Carolina has been able to sustain ongoing strong support for the NCPAT, particularly during a time in which perceptions of testing and assessment overall are less than favorable in schools. NCDPI's Office of Accountability and Testing has worked hard to create clear communication and feedback processes. Sustaining these processes is essential for increasing the technical quality, uptake, and utility of the NCPAT system over time.

# APPENDIX A: NC PERSONALIZED ASSESSMENT TOOL THEORY OF ACTION

| Goal<br>*What is the overarching **goal**(s) of the system?* | Outcomes<br>*What specific **outcomes** represent goal attainment?* | Elements/<br>Components<br>*What **approaches**, **initiatives** and **components** need to be in place to support the attainment of outcomes?* | Mechanisms<br>*What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?* | Assumptions<br>*What **assumptions** underlie the system working as intended?* | Evidence<br>*What **evidence** will demonstrate that the system is working as intended?* | Consequences<br>*What are the potential intended/unintended **consequences**?* |
|---|---|---|---|---|---|---|
| Intentional through-grade use of assessment data to support teaching and increase student achievement | A balanced assessment system consisting of formative, interim, and summative measures<br><br>Increased achievement (short term/long term)<br><br>Reduced achievement gaps<br><br>Increased assessment and data literacy | Through-grade assessments (interims)<br><br>Staged-adaptive summative<br><br>Assessment of higher order thinking skills<br><br>Professional development in assessment literacy with a common language of formative assessment<br><br>Immediate teacher feedback<br><br>Student reports | Variety of item types (e.g., TEI, performance tasks)<br><br>Online reporting<br><br>Professional development via training modules that can be accessed at any time:<br>o Regional coaching<br>o Online PD modules on assessment and data literacy<br>o Online PD modules on the assessment system<br>o Training on misconceptions | Data will be reviewed and used by educators.<br><br>The system will provide valid and reliable data.<br><br>The test is aligned to content standards.<br><br>Teachers will integrate their increased understanding of assessment and data into their day-to-day practices. | Increased student achievement and growth<br>o Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE)<br>o Reduction of low-performing schools, districts, and charter schools (link to SBOE) | Intended:<br>Students have more timely feedback on their performance so that they can improve.<br><br>Teachers have actionable information so that they can use it to change instruction for students.<br><br>Unintended:<br>Interims become high stakes.<br><br>Increased stress around testing<br><br>Testing perceived as increased testing (interims)<br><br>Impact on local pacing guides |

# APPENDIX B: NC CHECK-IN 2.0 CLASS ITEM REPORTS

## Grade 4 Mathematics

| NC Interim 1 - 2021-22 - Math Grade 4 Class Item Report | Teacher: Sample Teacher Test Administrator: Teacher, Test | Sample Elementary (012345) |
|---|---|---|
| Class Mean: 17.2/25 | Class Percent Correct: 68.8% | School Mean: 17.2/25 | School Percent Correct: 68.6% |

| | Geometry | | Measurement and Data | | | Number and Operations in Base 10 | | | | | | | | | | | | | | | Operations & Algebraic Thinking | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEM NUMBER | 13 | 25 | 4 | 14 | 16 | 5 | 8 | 15 | 18 | 20 | 2 | 6 | 9 | 10 | 11 | 12 | 19 | 21 | 23 | 24 | 1 | 3 | 7 | 17 | 22 |
| CONTENT STANDARD | 4.G.1 | 4.G.1 | 4.MD.3 | 4.MD.3 | 4.MD.3 | 4.NBT.2 | 4.NBT.2 | 4.NBT.2 | 4.NBT.2 | 4.NBT.2 | 4.NBT.4 | 4.NBT.4 | 4.NBT.4 | 4.NBT.4 | 4.NBT.4 | 4.NBT.7 | 4.NBT.7 | 4.NBT.7 | 4.NBT.7 | 4.NBT.7 | 4.OA.1 | 4.OA.1 | 4.OA.1 | 4.OA.1 | 4.OA.1 |
| CONTENT STANDARD PERCENT CORRECT | 4.G.1 : 50.0 | | 4.MD.3 : 73.3 | | | 4.NBT.2 : 72.0 | | | | | 4.NBT.4 : 72.0 | | | | | 4.NBT.7 : 80.0 | | | | | 4.OA.1 : 72.0 | | | | |
| DEPTH OF KNOWLEDGE | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| CLASS PERCENT CORRECT | 40.0 | 60.0 | 100.0 | 100.0 | 20.0 | 100.0 | 80.0 | 40.0 | 60.0 | 80.0 | 60.0 | 80.0 | 100.0 | 60.0 | 60.0 | 80.0 | 100.0 | 100.0 | 20.0 | 100.0 | 80.0 | 100.0 | 60.0 | 100.0 | 20.0 |
| SCHOOL PERCENT CORRECT | 40.0 | 60.0 | 100.0 | 100.0 | 20.0 | 100.0 | 80.0 | 40.0 | 60.0 | 80.0 | 60.0 | 80.0 | 100.0 | 60.0 | 60.0 | 80.0 | 100.0 | 100.0 | 20.0 | 100.0 | 80.0 | 100.0 | 60.0 | 100.0 | 20.0 |
| CALCULATOR ACTIVE | No | Yes | No | Yes | Yes | No | No | Yes | Yes | Yes | No | No | No | No | No | No | Yes | Yes | Yes | Yes | No | No | No | Yes | Yes |
| CORRECT ANSWER | A | B | C | D | 7 | 215 | TE² | A | B | C | D | A | B | 34589 | 97541 | C | D | A | B | C | D | A | B | 25 | TE² |

| STUDENT NAME | 13 | 25 | 4 | 14 | 16 | 5 | 8 | 15 | 18 | 20 | 2 | 6 | 9 | 10 | 11 | 12 | 19 | 21 | 23 | 24 | 1 | 3 | 7 | 17 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STUDENT A 100000000042 | B | B | C | D | 3 | 215 | Yes | A | B | C | C | B | B | 21 | 5555 | C | D | A | B | C | C | A | A | 25 | No |
| STUDENT B 100000000055 | A | C | C | D | 55 | 215 | No | C | A | C | D | A | B | 1175 | 99999 | C | D | A | A | C | D | A | B | 25 | No |
| STUDENT C 100000000072 | A | C | C | D | 7 | 215 | Yes | A | B | C | C | A | B | 34589 | 97541 | C | D | A | C | C | D | A | C | 25 | Yes |
| STUDENT D 100000000081 | A | B | C | D | 3 | 215 | Yes | C | C | D | D | A | B | 34589 | 97541 | D | D | A | D | C | D | A | B | 25 | No |
| STUDENT E 100000000098 | D | A | C | D | 984 | 215 | Yes | C | A | C | D | A | B | 34589 | 97541 | C | D | A | A | C | D | A | B | 25 | No |

This report has 25 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

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

# Grade 4 Reading

|  | Language | | | | Reading for Information | | | | | | | | | | | | | Reading for Literature | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEM NUMBER | 3 | 19 | 22 | 11 | 2 | 18 | 1 | 17 | 21 | 4 | 20 | 5 | 24 | 8 | 6 | 7 | 23 | 9 | 13 | 15 | 14 | 16 | 10 | 12 |
| CONTENT STANDARD | 4.L.4 | 4.L.4 | 4.L.4 | 4.L.5.a | 4.RI.1 | 4.RI.1 | 4.RI.2 | 4.RI.2 | 4.RI.2 | 4.RI.3 | 4.RI.3 | 4.RI.4 | 4.RI.4 | 4.RI.5 | 4.RI.8 | 4.RI.8 | 4.RI.8 | 4.RL.1 | 4.RL.1 | 4.RL.1 | 4.RL.2 | 4.RL.3 | 4.RL.4 | 4.RL.4 |
| CONTENT STANDARD PERCENT CORRECT | 4.L.4: 40.0 | | | 4.L.5.1: 100.0 | 4.RI.1: 70.0 | | 4.RI.2: 60.0 | | | 4.RI.3: 90.0 | | 4.RI.4: 60.0 | | 4.RI.5: 80.0 | 4.RI.8: 66.7 | | | 4.RL.1: 80.0 | | | 4.RL.2: 80.0 | 4.RL.3: 80.0 | 4.RL.4: 90.0 | |
| DEPTH OF KNOWLEDGE | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CLASS PERCENT CORRECT | 0.0 | 20.0 | 100.0 | 100.0 | 80.0 | 60.0 | 60.0 | 80.0 | 40 | 80 | 100 | 20 | 100.0 | 80.0 | 60.0 | 60.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 100.0 |
| SCHOOL PERCENT CORRECT | 0.0 | 20.0 | 100.0 | 100.0 | 80.0 | 60.0 | 60.0 | 80.0 | 40 | 80 | 100 | 20 | 100.0 | 80.0 | 60.0 | 60.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 100.0 |
| CORRECT ANSWER | TE² | TE² | TE² | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | TE² |

| STUDENT NAME | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 STUDENT A 100000000042 | No | No | Yes | D | A | C | C | D | A | C | C | B | A | B | C | D | A | B | C | D | B | C | C | Yes |
| 2 STUDENT B 100000000055 | No | Yes | Yes | D | A | B | C | D | B | B | C | B | A | C | A | B | A | B | C | D | A | B | C | Yes |
| 3 STUDENT C 100000000072 | No | No | Yes | D | B | A | D | D | C | B | C | B | A | B | C | D | A | B | C | D | A | B | C | Yes |
| 4 STUDENT D 100000000081 | No | No | Yes | D | A | B | C | D | D | B | C | B | A | B | C | D | A | B | C | B | A | B | D | Yes |
| 5 STUDENT E 100000000098 | No | No | Yes | D | A | B | B | A | A | B | C | D | A | B | D | A | B | C | D | D | A | B | C | Yes |

This report has 24 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

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

# Grade 7 Mathematics

| NC Interim 1 - 2021-22 - Math Grade 7<br>Class Item Report | Teacher: Sample Teacher<br>Test Administrator: Teacher, Test | Sample Middle (678910) |
|---|---|---|

| Class Mean: 19.4/25 | Class Percent Correct: 77.6% | School Mean: 19.4/25 | School Percent Correct: 77.6% |
|---|---|---|---|

| | Geometry | | | | | The Number System | | | | | Ratio & Proportional Relationships | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEM NUMBER | 3 | 13 | 15 | 18 | 24 | 5 | 8 | 9 | 11 | 21 | 1 | 4 | 6 | 17 | 20 | 2 | 14 | 19 | 22 | 23 | 7 | 10 | 12 | 16 | 25 |
| CONTENT STANDARD | 7.G.1 | 7.G.1 | 7.G.1 | 7.G.1 | 7.G.1 | 7.NS.3 | 7.NS.3 | 7.NS.3 | 7.NS.3 | 7.NS.3 | 7.RP.1 | 7.RP.1 | 7.RP.1 | 7.RP.1 | 7.RP.1 | 7.RP.2 | 7.RP.2 | 7.RP.2 | 7.RP.2 | 7.RP.2 | 7.RP.3 | 7.RP.3 | 7.RP.3 | 7.RP.3 | 7.RP.3 |
| CONTENT STANDARD PERCENT CORRECT | 7.G.1: | | | | | 7.NS.3: | | | | | 7.RP.1: | | | | | 7.RP.2: | | | | | 7.RP.3: | | | | |
| DEPTH OF KNOWLEDGE | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| CLASS PERCENT CORRECT | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL PERCENT CORRECT | | | | | | | | | | | | | | | | | | | | | | | | | |
| CALCULATOR ACTIVE | No | Yes | Yes | Yes | Yes | No | No | No | Yes | Yes | No | No | No | Yes | Yes | No | Yes | Yes | Yes | Yes | No | No | Yes | Yes | Yes |
| CORRECT ANSWER | A | B | C | D | A | -2.345 | TE² | B | C | 20 | D | 36 | A | B | 60 | C | D | A | B | TE² | C | D | TE² | 156 | A |

| STUDENT NAME | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STUDENT A<br>100000000042 | C | B | C | D | A | -1.5 | Yes | B | C | 20 | C | 36 | A | B | 60 | C | D | A | B | Yes | C | D | Yes | 165 | A |
| STUDENT B<br>100000000055 | A | C | D | D | A | -2.345 | Yes | B | C | 20 | C | 36 | A | C | 60 | D | D | A | B | No | D | C | Yes | 156 | A |
| STUDENT C<br>100000000072 | A | A | A | D | B | -1.5 | No | B | C | 20 | B | 36 | A | B | 60 | C | D | A | B | Yes | C | D | Yes | 156 | A |
| STUDENT D<br>100000000081 | A | B | C | D | A | -2.345 | Yes | B | C | 20 | B | 36 | A | C | 60 | C | D | A | B | Yes | C | D | Yes | 156 | B |
| STUDENT E<br>100000000098 | A | B | C | B | A | -2.345 | Yes | B | D | 20 | A | 36 | A | C | 60 | C | D | B | C | No | C | D | Yes | 156 | A |

This report has 25 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

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

# Grade 7 Reading

| NC Interim 1 - 2021-22 - Reading Grade 7<br>Class Item Report | Teacher: Sample Teacher<br>Test Administrator: Teacher, Test | Sample Middle (678901) |
|---|---|---|

| Class Mean: 17.2/24 | Class Percent Correct: 71.7% | School Mean: 17.2/24 | School Percent Correct: 71.7% |
|---|---|---|---|

| | Language | | | | Reading for Information | | | | | | | | | | | | | | Reading for Literature | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ITEM NUMBER** | 2 | 22 | 13 | 24 | 7 | 21 | 1 | 18 | 3 | 20 | 5 | 8 | 6 | 19 | 4 | 23 | 10 | 16 | 9 | 14 | 15 | 11 | 12 | 17 |
| **CONTENT STANDARD** | 7.L.4 | 7.L.4 | 7.L.5.a | 7.L.5.a | 7.RI.1 | 7.RI.1 | 7.RI.2 | 7.RI.2 | 7.RI.3 | 7.RI.3 | 7.RI.4 | 7.RI.5 | 7.RI.6 | 7.RI.6 | 7.RI.8 | 7.RI.8 | 7.RI.1 | 7.RI.1 | 7.RL.2 | 7.RL.3 | 7.RL.3 | 7.RL.4 | 7.RL.5 | 7.RL.6 |
| **CONTENT STANDARD PERCENT CORRECT** | 7.L.4: 50.0 | | 7.L.5.a: 80.0 | | 7.RI.1: 50.0 | | 7.RI.2: 90.0 | | 7.RI.3: 90.0 | | 7.RI.4: 40.0 | 7.RI.5: 80.0 | 7.RI.6: 60.0 | | 7.RI.8: 90.0 | | 7.RI.1: 60.0 | | 7.RL.2: 80.0 | 7.RL.3: 100.0 | | 7.RL.4: 80.0 | 7.RL.5: 40.0 | 7.RL.6: 40.0 |
| **DEPTH OF KNOWLEDGE** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| **CLASS PERCENT CORRECT** | 80.0 | 40.0 | 80.0 | 80.0 | 80.0 | 40.0 | 100.0 | 80.0 | 100.0 | 80.0 | 40.0 | 80.0 | 60.0 | 60.0 | 100.0 | 80.0 | 80.0 | 40.0 | 80.0 | 100.0 | 100.0 | 80.0 | 40.0 | 40.0 |
| **SCHOOL PERCENT CORRECT** | 80.0 | 40.0 | 80.0 | 80.0 | 80.0 | 40.0 | 100.0 | 80.0 | 100.0 | 80.0 | 40.0 | 80.0 | 60.0 | 60.0 | 100.0 | 80.0 | 80.0 | 40.0 | 80.0 | 100.0 | 100.0 | 80.0 | 40.0 | 40.0 |
| **CORRECT ANSWER** | C | D | A | B | C | D | A | B | C | D | A | B | C | D | A | TE² | B | TE² | C | D | A | TE² | B | C |

| **STUDENT NAME** | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 STUDENT A<br>100000000042 | B | D | A | B | C | C | A | B | C | D | B | B | C | D | A | Yes | B | No | C | D | A | Yes | C | D |
| 2 STUDENT B<br>100000000055 | C | C | C | C | C | D | A | C | C | D | C | B | C | D | A | No | C | No | B | D | A | Yes | B | B |
| 3 STUDENT C<br>100000000072 | C | D | A | B | C | C | A | B | C | D | A | B | B | D | A | Yes | B | Yes | C | D | A | Yes | C | C |
| 4 STUDENT D<br>100000000081 | D | D | A | B | C | B | A | B | C | A | B | A | B | C | A | Yes | B | No | C | D | A | Yes | B | C |
| 5 STUDENT E<br>100000000098 | C | D | A | B | B | D | A | B | C | D | A | B | C | B | A | Yes | B | Yes | C | D | A | No | C | B |

This report has 24 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

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided.
Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.