Innovative Assessment Demonstration Authority (IADA)
North Carolina Personalized Assessment Tool (NCPAT) Pilot
Grades 3–8 Reading Specifications
NC Check-Ins 2.0

Purpose and Overview

The North Carolina Personalized Assessment Tool is a system of through-course assessment opportunities aimed toward a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year. The system is currently being developed as a pilot study under the U.S. Department of Education's Innovative Assessment Demonstration Authority (IADA) and includes three interim resources (NC Check-Ins 2.0) and a flexible summative assessment. At the conclusion of the pilot phase in 2024, adjustments based on feedback may be made before statewide implementation.

The current design purposes of the North Carolina Personalized Assessment Tool are to

- provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to an individual student's needs;

- provide a progress indicator for each interim on individual student performance in relation to overall grade-level performance expectation; and

- provide a reliable estimate to inform a student's starting point on the flexible summative assessment that will be used to determine an academic achievement level and to provide data for state and federal accountability.

Content Specification Development

The NCDPI Accountability Services/Test Development Section facilitated a specification workshop in January 2020 as part of the process to gather input from relevant stakeholders. The goal of the specification workshop was to gain input from teachers and curriculum specialists from across the state on assessment design features for the North Carolina Personalized Assessment Tool interims. Participants at the workshop reviewed reading content standards to recommend whether there were any currently assessed reading standards that would not be suitable to for the North Carolina Personalized Assessment Tool interims and to guide future development by identifying other standards that could be assessed through other item types. At the conclusion of the review process, the workshop participants endorsed the NCDPI proposed design that all grade standards assessed on the End-of-Grade assessment be included on NC Check-Ins 2.0.

Table 1. Content Specifications NC Check-Ins 2.0 Reading Grades 3 –8

Domain	Grade 3*	Grade 4	Grade 5	Grade 6*	Grade 7	Grade 8
Reading for Literature						
RL.1	✓	✓	✓	✓	✓	✓
RL.2	✓	✓	✓	✓	✓	✓
RL.3	✓	✓	✓	✓	✓	✓
RL.4	✓	✓	✓	✓	✓	✓
RL.5				✓	✓	
RL.6			✓	✓	✓	✓
RL.7						
RL.8						
RL.9						
RL.10						
Reading for Information						
RI.1	✓	✓	✓	✓	✓	✓
RI.2	✓	✓	✓	✓	✓	✓
RI.3	✓	✓	✓	✓	✓	✓
RI.4	✓	✓	✓	✓	✓	✓
RI.5		✓		✓	✓	✓
RI.6				✓	✓	✓
RI.7						
RI.8	✓	✓	✓	✓	✓	✓
RI.9						
RI.10						
Language						
L.4	✓	✓	✓	✓	✓	✓
L.5.a	✓	✓	✓	✓	✓	✓

*Available beginning with the 2023-24 school year

NC Check-Ins 2.0 Format

The NC Check-Ins 2.0 interims for reading are currently being developed as online, fixed-form resources with twenty-four total items divided across three reading selections. The distribution of reading selection type will vary across interims, but all interims will have at least two distinct selection types (Informational, Literature, or Poetry (grades 6-8 only)). Each reading selection will have six to nine multiple-choice or technology enhanced items.

Administration and Review

To accommodate local control of curriculum, the NCDPI will offer a flexible administration and review window for all interim resources that will open October 1 and close May 31. PSUs may choose to administer interims in the order that best aligns with their curriculum. The NCDPI recommends one interim administration per quarter.

Proctors are not recommended for the administration of interims. The interims are not timed; however, the estimated time for most students to complete a twenty-four-item interim is about ninety minutes. Schools have the option to administer the interims in one school day or over multiple school days. For multiple school days, the total administration time can be divided into mini-sessions.

The interim item-review window for teachers will also be available from October 1 to May 31. Like NC Check-Ins, teachers may access interim forms after administration so they can conduct formative reviews with their students. The main purpose of these interims is to provide reliable formative data on grade-level-specific content standards so teachers may adjust instruction. Previewing or disclosing interim content to students before an administration may result in an invalid interpretation about student performance on grade-level-specific content standards.

IADA Pilot Timeline

- During the 2022–23 school year, IADA pilot schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment. Students must complete at least two NC Check-Ins 2.0 interims by April 15, 2023, for their data to be used to determine an informative start point on the flexible summative. During the 2022–23 school year, all NC schools may choose to participate in the reading and mathematics NC Check-Ins 2.0 at grades 4, 5, 7, and 8. Only pilot schools will participate in the flexible summative assessment for grades 4 and 7.

- NC Check-Ins will be available only for grades 3 and 6 reading and mathematics, and grades 5 and 8 science.

- Beginning with the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8. NC Check-Ins will no longer be available for grades 3–8 in reading and mathematics. The plan for 2024 is to administer the flexible summative statewide following review of the IADA pilot.