

Innovative Assessment Demonstration Authority (IADA) Grades 4 and 7 Reading Interim Assessment Test Specifications North Carolina Personalized Assessment Tool

Purpose and Overview

The North Carolina Personalized Assessment Tool is a system of through-course assessment opportunities aimed towards 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 under the U.S. Department of Education's Innovative Assessment Demonstration Authority (IADA) and includes both interim and summative assessments.

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

- provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading 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 multistage adaptive summative assessment that will be used to determine an academic achievement level and for state and federal accountability.

Content Specification

Grade 4: As a result of restrictions associated with COVID-19, the North Carolina Department of Public Instruction (NCDPI) Accountability Services/Test Development Section was unable to facilitate an in-person test specification workshop to gather input for fourth-grade interims. Using feedback from the North Carolina Check-Ins and the seventh-grade test specification meetings, the NCDPI determined that all fourth-grade standards assessed on the End-of-Grade assessment be included on each interim.

Grade 7: The NCDPI Accountability Services/Test Development Section facilitated a test specification workshop in January 2020 as part of the process to gather input from relevant stakeholders. The goal of the test 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 all seventh-grade 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 test 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 seventh-grade standards assessed on the End-of-Grade assessment be included on each interim.

Table 1. North Carolina Personalized Assessment Tool Interim Assessed Reading Content Standards by Grade

Domain	Grade 4	Grade 7
<i>Reading for Literature</i>		
RL.1	✓•	✓•
RL.2	✓•	✓•
RL.3	✓•	✓•
RL.4	✓•	✓•
RL.5		✓•
RL.6		✓•
RL.7		
RL.8		
RL.9		
RL.10		
<i>Reading for Information</i>		
RI.1	✓•	✓•
RI.2	✓•	✓•
RI.3	✓•	✓•
RI.4	✓•	✓•
RI.5	✓•	✓•
RI.6		✓•
RI.7		
RI.8		✓•
RI.9		
RI.10		
<i>Language</i>		
L.4	✓•	✓•
L.5 a	✓•	✓•

Interim Format

The North Carolina Personalized Assessment Tool Reading interims are currently being developed as online, fixed-form assessments 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). Each reading selection will have six to nine multiple-choice or technology enhanced items.

Administration and Review

The NCDPI will offer a flexible test administration and review window for all reading interims to accommodate local control of the curriculum. The window for all reading interims will open October 1 and close at the end of May. Public School Units may choose to administer interims in the order that best aligns with their curriculum. The NCDPI recommends one administration per quarter. Proctors are not recommended for the administration of interims. The interims are not timed assessments; 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 minisessions.

The interim item review window for teachers will also be available from October 1 to the end of May. Like NC Check-Ins, teachers may access interim forms after they have been administered to conduct formative reviews with their students. The main purpose of these interims is to provide reliable formative data on grade-level reading 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 reading standards.

IADA Pilot 2021–22

During the 2021–22 school year, the IADA will consist of only three interims that will be used to provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading standards so classroom instruction may be tailored to an individual student’s needs.

The multistaged adaptive summative assessment for IADA will be administered in the 2022–23 school year. Students will need to complete at least two interims by April 15, 2023, otherwise data from their interims will not be used to inform the multistage adaptive summative.