NC Check-Ins
NC Math 1
Test Specifications

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina content standards in mathematics for NC Math 1 and are developed by The North Carolina Department of Public Instruction (NCDPI). There are two NC Check-Ins that can be administered in both the year-long and semester format. For NC Math 1, each NC Check-In focuses on a selected sub-set of course-level content standards.

The main purpose of NC Check-Ins is to provide students, teachers, and parents, with immediate in-depth action-data and a reliable estimate of students' current performance on the selected subset of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with course level end-of-course (EOC) summative assessments. Both EOCs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student's level of preparedness for the EOC summative assessment.

The NCDPI does not have validity evidence to support using results from NC Check-Ins as a predictor of student performance on the EOC summative assessment. Even though there is evidence of a significant correlation between scores from NC Check-Ins and EOCs, this correlation evidence by itself does not signify prediction. The overall value of NC Check-Ins is the use of in-depth action-data for formative purposes throughout the year to help students and teachers adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Prioritization of Standards

- The NC Check-Ins are aligned to the NC Standard Course of Study (NCSCS) for Mathematics, adopted by the North Carolina State Board of Education in June 2017.
- The NCSCS may be reviewed by visiting the NCDPI/K—12 Standards, Curriculum, and Instruction for Mathematics webpage.
- Assessment specifications meetings were held in June 2019. The NCDPI/Test Development Section collaborated with a panel of North Carolina teachers and educators to develop recommendations for the content standards to be assessed. For each recommended content standard, panelists provided input on the relative importance of the standard, the anticipated instructional time for the standard, and the appropriateness of the standard for different question types.
- The following content specifications are for test development purposes only and are not presented as a mandated pacing guide. The delivery of curriculum and instruction is a local decision; therefore, it is the expectation that some schools will not have covered all areas in all standards assessed

in any one NC Check-In by the time the administration window closes.
- Data from content standards that have not been taught should be used as pre-test data.

Check-In 1 Assessed Standards	Check-In 2 Assessed Standards
A-REI.3	A-CED.1
F-IF.2	A-REI.6
F-IF.4	F-BF.1
F-IF.6	F-IF.5
G-GPE.5	F-IF.8
S-ID.7	F-IF.9

All of the standards have connections to other NC Math 1 standards and may incorporate those skills as well. For more details, see the Math Resource for Instruction/Unpacking Document.

Administration
Participation in any NC Check-In is entirely voluntary. Schools are given the flexibility to schedule the administration of NC Check-In at any time during the designated window. Proctors are not recommended for the administration of an NC Check-Ins. NC Check-Ins are not timed assessments. However, the recommended time for most students to complete a NC Check-In is about 90 minutes. It is a local decision to allow students more time to work on the assessment.

Testing Windows

NC Math 1	
Check-In 1	September – May
Check-In 2	September – May

Student Reviews, Scores, and Reports
Teachers have access to students' test books (for paper administrations) or an electronic copy of the NC Check-In (for online administrations) to use for review sessions with students. Within five days of administering an NC Check-In and submitting student responses, school administrators and teachers have access to student, class, and school-level custom reports generated by NCDPI scoring and reporting software. These reports provide a summary of standard level performance expressed as number and percent of items answered correctly by student, classroom, and school. These reports are intended to support formative uses at the classroom and school level.

Comparing performance of schools across public school units is highly discouraged because schools are not assumed to be following the same pacing or curriculum. Schools are not expected to have completed the entire scope for all standards assessed in a NC Check-In prior to the administration because curriculum pacing is a local decision.

The NCDPI produces a state aggregate report with the summary of percent correct by item grouped by standard. The purpose of this report is to provide a reference on the empirical difficulty of items administered in the NC Check-In.