NC Check-Ins
English II
Test Specifications

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina content standards in Reading for English II developed by the North Carolina Department of Public Instruction (NCDPI). There are two NC Check-Ins for English II. It is suggested to administer an English II Check-In about one third and two thirds of the way through the course.

The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins' strong relationship with the end-of-course (EOC) summative test. 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 English II summative test.

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 test. 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.

Reading NC Check-Ins English II

- The NC Check-Ins are aligned to the NC *Standard Course of Study* (NC*SCS*) for English Language Arts, adopted by the North Carolina State Board of Education in June 2017.

- NC Check-Ins 1 and 2 will assess the same reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through this course.

Reading NC Check-Ins	Standards Expected to be Assessed
ENGLISH II	o RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 o L.4, L.5.a o RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8

- Each Reading NC Check-In will contain 22–24 questions. Students will see four-response-option multiple-choice questions. Each question is worth 1 point.

- Each Reading NC Check-In will include three selections. The charts below provide the anticipated number of selections (i.e., poetry, informational, literature) for

each NC Check-In.

Reading NC Check-Ins English II	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
NC Check-In 1	0	2	1
NC Check-In 2	1	1	1

Administration

The NCDPI offers two NC Check-Ins for English II within a school year. Participation in any NC Check-In is entirely voluntary. Proctors are not recommended for the administration of an NC Check-In. NC Check-Ins are not timed assessments. However, the recommended time for most students to complete an NC Check-In is about ninety minutes. It is a local decision to allow students more than ninety minutes to work on the assessment.

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.