English II Specifications

NC Check-Ins

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 (NCSCS) 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.

<table>
<thead>
<tr>
<th>Reading NC Check-Ins</th>
<th>Standards Expected to be Assessed</th>
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</table>
| 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 Reading NC Check-In will include three selections. The chart (next page) provides the anticipated number of selections (i.e., poetry, informational, literature) for each NC Check-In.
<table>
<thead>
<tr>
<th>Reading NC Check-Ins</th>
<th>Number of Poetry Selections</th>
<th>Number of Informational Selections</th>
<th>Number of Literature Selections</th>
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</thead>
<tbody>
<tr>
<td>English II</td>
<td></td>
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<tr>
<td>NC Check-In 1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NC Check-In 2</td>
<td>1</td>
<td>1</td>
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**Administration and Review**

To accommodate local control of curriculum, the NCDPI will offer a flexible administration and review window for all interims that will open September 1 and close May 31. Public school units (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 an 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 September 1 to May 31. 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 course-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 course-level-specific content standards.

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 PSUs 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 before 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.