NC Check-Ins
School Talking Points

The following *School Talking Points* has been developed by the North Carolina Department of Public Instruction (NCDPI) to assist districts/schools in the implementation of the NC Check-Ins. This information should be used in conjunction with any published supplements or updates. Additional information about NC Check-Ins may be found at http://www.dpi.state.nc.us/accountability/nccheckins.

1. The NC Check-Ins for English Language Arts (ELA)/Reading and Mathematics are formative benchmark assessments administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. To design the NC Check-Ins, the NCDPI/Test Development Section invited teachers to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for different question types. The NC Check-Ins are aligned to the NC *Standard Course of Study* (NC*SCS*).

2. School participation in the NC Check-Ins is voluntary and open to all local education agencies (LEAs) and charter schools. For the 2017-18 school year, the following NC Check-Ins are available
    - Grades 4–6 Mathematics
    - Grades 5–7 ELA/Reading

3. The NC Check-Ins consist of three interim assessments. LEAs/charter schools may determine the testing days for each NC Check-In within the NCDPI-designated assessment windows. The assessment windows for NC Check-Ins are as follows:
    - NC Check-In 1: October 16–November 20, 2017
    - NC Check-In 2: January 2–February 14, 2018
    - NC Check-In 3: March 1–April 13, 2018

4. The NC Check-Ins format is as follows:
    - The NC Check-Ins are provided in paper-and-pencil and online formats.
    - The NC Check-Ins are built using items from the EOG item bank.
    - The administration time for the NC Check-Ins is 90 minutes.
    - The Grade 4 Mathematics NC Check-Ins contain all multiple-choice items.
    - The Grades 5 and 6 Mathematics NC Check-Ins contain multiple-choice and gridded response items. Gridded response items require students to write and fill in numerical answers on their answer sheets rather than to select answers from several choices. For online testing, students type a numerical answer into a text box. All gridded response questions appear in the calculator inactive portion.
    - The Mathematics NC Check-Ins are in two parts: The first part is calculator inactive; the second is calculator active. Note: The Grade 4 Mathematics NC Check-In 1 contains calculator inactive questions only.
        o For the calculator inactive part, students are **not** allowed to use a calculator.
        o For the calculator active part, students can use a calculator.
    - The ELA/Reading NC Check-Ins contain all multiple-choice items.

5. Students with current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner (EL) documentation may use instructional accommodations for the NC Check-Ins except for the *Test Read Aloud* and *Signing/Cueing* accommodations for the grades 5–7 ELA/Reading. Reading aloud or signing/cueing the selections, questions, or answer choices on the ELA/Reading Check-In invalidates results because the Check-In measures reading skills.

6. Each NC Check-In will generate student-level reports indicating the number of items correct by content standard, item type, and selection type, and will report an overall score. Teacher-level reports will provide a summary with similar information. Parents will receive student reports with an overall score by standard and item number.

   - Students will not receive achievement levels for the NC Check-Ins.

7. Following the administration of an NC Check-In, teachers have access to the materials for up to five weeks. Teachers may use the materials for reviews with students, and parents may view the materials, but only within the school setting. The teacher may share with parents their student's scores on the items through customary communication (i.e., individual parent/teacher conferences at the school). Parents may not have copies of the NC Check-In items or materials, nor take pictures of any part of the materials.

8. At the end of the school year, students participating in the NC Check-Ins will take the NC ELA/Reading and Mathematics End-of-Grade (EOG) assessments.

9. The NC Check-Ins administered during 2017–18 will not predict performance on the EOG assessment; however, there is direct connection from the NC Check-Ins to the EOG assessment.

10. District and state comparison data will be reported by student, teacher, and school. Comparing district-level results to state-level results is not particularly meaningful. Different schools and classes may be at different places in covering the content based on their testing windows and school calendars. The purpose of the NC Check-In is to provide individual and classroom-level *formative* feedback. Comparisons to other classrooms, schools, or LEAs are neither encouraged, nor advised. It would be a misinterpretation for an LEA/charter school to conclude that their students performed better or worse than another LEA/charter school or the state. The value in the NC Check-In results is for teachers to determine if their students have learned the content standards that were covered in their classroom prior to the assessments.

11. NC Check-In scores are not included in accountability.