North Carolina Annual Performance Report 2021–22 Appendix

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Part I Appendices

Exhibit I-01: 2021–22 NC Interims Participation List

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northwest	140	Caldwell County Schools	140304	Baton Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140308	Collettsville School	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140312	Davenport A+ School	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140316	Dudley Shoals Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140324	Gamewell Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140332	Gamewell Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140306	Gateway School	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140324	Granite Falls Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140336	Granite Falls Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140344	Happy Valley Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140307	Horizons Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140352	Hudson Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140356	Hudson Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140360	Kings Creek Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140372	Lower Creek Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140376	Oak Hill Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140384	Sawmills Elementary	Yes	No	Yes	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northwest	140	Caldwell County Schools	140392	West Lenoir Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140396	Whitnel Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140368	William Lenoir Middle	No	Yes	No	Yes
Northwest	181	Hickory City Schools	181344	Viewmont Elementary	Yes	No	Yes	No
Western	209	Cherokee Central Schools (Federal)	209208	Cherokee Elementary	Yes	No	Yes	No
Western	209	Cherokee Central Schools (Federal)	209206	Cherokee Middle	No	Yes	No	Yes
Southeast	400	Greene County Schools	400318	Greene County Intermediate	Yes	No	Yes	No
Southeast	400	Greene County Schools	400312	Greene County Middle	No	Yes	No	Yes
Western	440	Haywood County	440314	Bethel Elementary	Yes	No	Yes	No
Western	440	Haywood County	440318	Bethel Middle School	No	Yes	No	Yes
Western	440	Haywood County	440320	Canton Middle School	No	Yes	No	Yes
Western	440	Haywood County	440328	Clyde Elementary	Yes	No	Yes	No
Western	440	Haywood County	440348	Hazelwood Elementary	Yes	No	Yes	No
Western	440	Haywood County	440349	Jonathan Valley Elementary	Yes	No	Yes	No
Western	440	Haywood County	440350	Junaluska Elementary	Yes	No	Yes	No
Western	440	Haywood County	440364	Meadowbrook Elementary	Yes	No	Yes	No
Western	440	Haywood County	440368	North Canton Elementary	Yes	No	Yes	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Western	440	Haywood County	440396	Waynesville Middle School	No	Yes	No	Yes
North Central	510	Johnston County Schools	510328	Cleveland Elementary	Yes	No	Yes	No
North Central	510	Johnston County Schools	510329	Cleveland Middle	No	Yes	No	Yes
North Central	510	Johnston County Schools	510396	West Smithfield Elementary	Yes	No	Yes	No
North Central	510	Johnston County Schools	510414	West View Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620312	Candor Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620314	East Middle	No	Yes	No	Yes
Sandhills	620	Montgomery County Schools	620318	Green Ridge Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620310	Montgomery Learning Academy	No	Yes	No	Yes
Sandhills	620	Montgomery County Schools	620324	Mount Gilead Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620330	Page Street Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620334	Star Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620339	West Middle	No	Yes	No	Yes
Southeast	650	New Hanover Schools	650308	Carolina Beach Elementary School	Yes	No	Yes	No
Southeast	650	New Hanover Schools	650356	Ogden Elementary School	Yes	No	Yes	No
Southeast	650	New Hanover Schools	650380	Masonboro Elementary School	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770364	Cordova Middle	No	Yes	No	Yes

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Sandhills	770	Richmond County Schools	770310	East Rockingham Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770316	Ellerbe Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770318	Fairview Heights Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770328	Hamlet Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770340	L J Bell Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770344	Mineral Springs Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770346	Monroe Avenue Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770360	Rockingham Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770370	Washington Street Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770368	West Rockingham Elementary	Yes	No	Yes	No
Sandhills	830	Scotland County Schools	830304	Carver Middle School	No	No	No	Yes
Sandhills	830	Scotland County Schools	830328	Laurel Hill Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830316	Shaw Academy	No	No	No	Yes
Sandhills	830	Scotland County Schools	830352	South Johnson Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830349	Spring Hill Middle	No	No	No	Yes
Sandhills	830	Scotland County Schools	830364	Sycamore Lane Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830360	Wagram Elementary	Yes	No	No	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northeast	940	Washington County Schools	940306	Creswell Elementary	Yes	No	Yes	No
Northeast	940	Washington County Schools	940314	Pines Elementary	Yes	No	Yes	No
Northeast	940	Washington County Schools	940328	Washington County Middle	No	Yes	No	Yes
Sandhills	26B	Alpha Academy Charter	26B	Alpha Academy Charter	Yes	Yes	Yes	Yes
North Central	39A	Falls Lake Academy	39A	Falls Lake Academy	Yes	No	No	Yes
Sandhills	60B	Sugar Creek Charter School	60B	Sugar Creek Charter School	Yes	Yes	Yes	Yes
Southwest	60Q	Invest Collegiate	60Q	Invest Collegiate Transform	Yes	Yes	Yes	Yes
Sandhills	63A	The Academy of Moore County	63A	The Academy of Moore County	Yes	Yes	Yes	Yes
Southeast	65Z	D.C. Virgo Preparatory School	65Z	D.C. Virgo Preparatory School	Yes	Yes	Yes	Yes

Exhibit I-02: 2022–23 NCPAT Participation List

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northeast	80	Bertie County Schools	80314	Bertie Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	80	Bertie County Schools	80348	Aulander Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80356	West Bertie Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80360	Colerain Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80362	Windsor Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140304	Baton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140308	Collettsville School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140312	Davenport A+ School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140316	Dudley Shoals Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140324	Gamewell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140332	Gamewell Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140306	Gateway School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140324	Granite Falls Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140336	Granite Falls Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140344	Happy Valley Elementary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140307	Horizons Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140352	Hudson Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140356	Hudson Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140360	Kings Creek Elementary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140372	Lower Creek Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140384	Sawmills Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140388	Valmead Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140396	Whitnel Elementary	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northwest	140	Caldwell County Schools	140368	William Lenoir Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	181	Hickory City Schools	181316	Grandview Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	181	Hickory City Schools	181344	Viewmont Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182321	Newton-Conover Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	182	Newton-Conover City Schools	182328	North Newton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182355	Shuford Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182324	South Newton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	209	Cherokee Central Schools (Federal)	209208	Cherokee Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	209	Cherokee Central Schools (Federal)	209206	Cherokee Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	210	Edenton-Chowan Schools	210304	Chowan Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	210	Edenton-Chowan Schools	210306	D F Walker Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370304	Buckland	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370308	Central Middle School	No	Yes	Yes	Yes	No	No	Yes	Yes
Northeast	370	Gates County Schools	370316	Gatesville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370324	T S Cooper Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	380	Graham County Schools	380306	Robbinsville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	380	Graham County Schools	380310	Robbinsville Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	390	Granville County Schools	390362	Tar River Elementary	Yes	No	No	No	Yes	No	No	No
Southeast	400	Greene County Schools	400318	Greene County Intermediate	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	400	Greene County Schools	400312	Greene County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Western	440	Haywood County Schools	440314	Bethel Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440318	Bethel Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Western	440	Haywood County Schools	440320	Canton Middle School	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Western	440	Haywood County Schools	440328	Clyde Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440348	Hazelwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440349	Jonathan Valley Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440364	Meadowbrook Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440368	North Canton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440396	Waynesville Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	480	Hyde County Schools	306	Mattamuskeet School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northeast	480	Hyde County Schools	316	Ocracoke School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	510	Johnston County Schools	510328	Cleveland Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	510	Johnston County Schools	510329	Cleveland Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	510	Johnston County Schools	510414	West View Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530302	BT Bullock Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530306	Bragg Street Elementary (6-12)	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	530308	Broadway Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530312	Deep River Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530314	East Lee Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	540316	Floyd L Knight Children Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	530	Lee County Schools	530320	Greenwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530340	J Glenn Edwards Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530354	J R Ingram Jr Elementary	Yes	Yes	Yes	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530341	SanLee Middle School	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	530346	Tramway Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530360	WB Wicker Elementary	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
North Central	530	Lee County Schools	530356	West Lee Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540304	Banks Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540308	Contentnea-Savannah School	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540312	E B Frink Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540316	La Grange Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540318	Lenoir County Learning Academy	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540320	Moss Hill Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540325	Northeast Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540326	Northwest Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540328	Pink Hill Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540330	Rochelle Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540338	Southeast Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540340	Southwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540344	Woodington Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southwest	550	Lincoln County Schools	550349	Pumpkin Center Intermediate	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620312	Candor Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620314	East Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	620	Montgomery County Schools	620318	Green Ridge Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620310	Montgomery Learning Academy	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	620	Montgomery County Schools	620324	Mount Gilead Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620330	Page Street Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620334	Star Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620339	West Middle	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
North Central	680	Orange County Schools	680304	A L Stanback Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680308	River Park Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680312	Central Elememtary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680316	Orange Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680324	Efland Cheeks Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680327	Gravelly Hill Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680328	Grady Brown Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680329	Hillsborough Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680300	Orange County Schools Online Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	680	Orange County Schools	680330	New Hope Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680336	Pathways Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	750	Polk County Schools	750314	Polk Central Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	750	Polk County Schools	750328	Sunny View Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770364	Cordova Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770310	East Rockingham Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770316	Ellerbe Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770318	Fairview Heights Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770328	Hamlet Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770340	L J Bell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770342	Ashley Chapel	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770344	Mineral Springs Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770346	Monroe Avenue Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770360	Rockingham Middle	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Sandhills	770	Richmond County Schools	770370	Washington Street Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770368	West Rockingham Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790302	Bethany Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790310	Central Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790318	Douglass Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790327	Huntsville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790330	J E Holmes Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790362	John W Dillard Academy	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790344	Leaksville-Spray Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790347	Lincoln Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790350	Monroeton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790374	Reidsville Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790380	Rockingham County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790386	South End Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790390	Stoneville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790382	The SCORE Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790394	Western Rockingham Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790398	Wentworth Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790402	Williamsburg Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	821	Clinton City Schools	821320	Sampson Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	821	Clinton City Schools	821330	Sunset Avenue Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	830	Scotland County Schools	830304	Carver Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830328	Laurel Hill Elementary	Yes	No	No	No	No	No	No	No

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NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Sandhills	830	Scotland County Schools	830316	Shaw Academy	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830352	South Johnson Elementary	Yes	No	No	No	No	No	No	No
Sandhills	830	Scotland County Schools	830349	Spring Hill Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830364	Sycamore Lane Elementary	Yes	No	No	No	No	No	No	No
Sandhills	830	Scotland County Schools	830360	Wagram Elementary	Yes	No	No	No	No	No	No	No
Piedmont Triad	861	Elkin City Schools	861304	Elkin Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	861	Elkin City Schools	861312	Elkin Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	861	Elkin City Schools	861316	Global E-Learning Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northeast	940	Washington County Schools	940306	Creswell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	940	Washington County Schools	940314	Pines Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	940	Washington County Schools	940328	Washington County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970308	Boomer-Ferguson Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970310	C B Eller Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970312	C C Wright Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970315	Central Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970322	East Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970337	Millers Creek Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970340	Moravian Falls Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970344	Mount Pleasant Elementary Schol	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970348	Mountain View Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970352	Mulberry Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970358	North Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970360	North Wilkesboro Elementary School	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northwest	970	Wilkes County Schools	970368	Roaring River Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970370	Ronda-Clingman Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970376	Traphill Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970389	West Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970392	Wilkesboro Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	990	Yadkin County Schools	990312	East Bend Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	00A	North Carolina Cyber Academy	00A000	North Carolina Cyber Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	01C	Clover Garden School	01C	Clover Garden School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Western	12A	The New Dimensions School	12A	New Dimensions: A Public Charter School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sandhills	26B	Alpha Academy Charter	26B	Alpha Academy Charter	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	32L	Voyager Academy	32L	Voyager Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	34D	Carter G Woodson School	34D	Carter G. Woodson School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	39A	Falls Lake Academy	39A	Falls Lake Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	55A	Lincoln Charter School	55A	Lincoln Charter School	No	No	No	Yes	No	No	Yes	No
Sandhills	60B	Sugar Creek Charter School	60B	Sugar Creek Charter School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Southwest	60D	Lake Norman Charter	60D	Lake Norman Charter	No	No	Yes	Yes	No	No	No	No
Southwest	60Q	Invest Collegiate	60Q	Invest Collegiate Transform	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sandhills	63A	The Academy of Moore County	63A	The Academy of Moore County	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	65Z	D.C. Virgo Preparatory School	65Z	D.C. Virgo Preparatory School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	73A	Bethel Hill Charter	73A	Bethel Hill Charter	Yes	Yes	No	No	Yes	Yes	No	No
Western	81B	Lake Lure Classical Academy	81B	Lake Lure Classical Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Exhibit I-03: Center for Improvement in Educational Assessment External Evaluation of North Carolina's IADA Pilot Program: The North Carolina Personalized Assessment Tool (July 2022)

EXTERNAL EVALUATION OF NORTH CAROLINA'S INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA) PILOT PROGRAM: THE NORTH CAROLINA PERSONALIZED ASSESSMENT TOOL (NCPAT)

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National Center for the Improvement of Educational Assessment

July 2022

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EXECUTIVE SUMMARY

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2023-24 school year. In late 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to address two purposes: (1) document and determine compliance and (2) inform improvement. This Year 1 report addresses the first purpose of evaluating compliance.

Evaluation Questions and Methodology

The evaluation addresses the following questions:

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence the NCPAT program's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its current IADA plan and why?
4. Does the current IADA plan adhere to federal and state legislative requirements?
5. Is NCDPI on track to implementing the plan in this current fiscal year?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

To address the questions, an external evaluator conducted an extensive document review, facilitated weekly meetings with NCPDI leaders who oversee the NCPAT pilot, and completed in-depth interviews with staff in NCDPI's Office of Accountability and Testing. Interviews focused on NCDPI staff perceptions of the NCPAT planning and implementation process from 2019 to the present. NCDPI leaders reviewed this report multiple times to confirm the accuracy of the information and clarify information in the findings.

Summary of the North Carolina Personalized Assessment Tool

The North Carolina Personalized Assessment Tool (NCPAT) includes three components:

- *Multiple assessments,* including three interim assessment resources (NC Interims) and a flexible multistage adaptive summative assessment (also called the flexible summative),
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

The NC Interims are designed to (1) support classroom instruction, (2) monitor student progress toward end-of-year grade-level targets, and (3) route students to one of three multi-staged adaptive

summative assessment forms to support a more personalized test experience and a more precise estimate of student performance. Because the NC Interims are primarily intended to inform instruction and learning, they are *not* used for high-stakes accountability determinations.

Findings

Below we summarize the key findings for each of the six evaluation questions and provide recommendations for NCDPI as they continue piloting and scaling the NCPAT statewide.

1. ***What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?***

COVD-19 resulted in North Carolina waiving all requirements for student testing in March 2020. As a result, NCDPI delayed field testing and pushed back their development by at least one year. In 2021-2022, NCDPI successfully piloted the NC Interims in mathematics and reading in grades 4 and 7. In 2022-2023, NCDPI plans to roll out the NC Interims in grades 5 and 8 and will conduct the first pilot of the flexible summative assessment in mathematics and reading in grades 4 and 7.
A full statewide rollout of NCPAT is now expected in Fall 2024 or 2025. A final statewide rollout date will depend on the extent of revisions necessary to the NC Interims and flexible summative assessments after pilots are completed across the 3-8 grade span.

2. ***How did circumstances influence the NCPAT's evolution since IADA approval?***

North Carolina NCDPI leaders, in collaboration with technical advisors and multiple stakeholder groups, identified several design challenges in their original through-grade design. Those challenges influenced revisions to the original through-grade design. NCDPI worked collaboratively with educators, policymakers, and community members immediately after receiving federal IADA to address these challenges through an updated design. The updated design prioritized the use of three interim assessments for *instructional purposes* and added a final multi-staged adaptive assessment (also called the "flexible summative") to be used for making accountability decisions. While results from the interims do not contribute to accountability decisions, they are used to inform a student's placement on the flexible summative and are expected to contribute to a more precise estimate of a student's performance.

3. ***What future adjustments does NCDPI anticipate to its current IADA plan and why?***

NCDPI anticipates making two future adjustments for 2022-2023. First, stakeholders' overwhelmingly positive feedback related to the original NC Check-Ins, combined with their widespread adoption across North Carolina public school units, prompted NCDPI to consider a new naming convention. Beginning in Fall 2022, the NC Interims will be referred to as the NC Check-Ins 2.0. Second, in August 2022, NCDPI will release a new and more comprehensive set of online professional development modules to support schoolwide implementation of the NC Interims/Check-Ins 2.0. The Office of Accountability and Testing is partnering with the Friday Institute to pilot these modules and will collect stakeholder feedback during the 2022-2023 school year to inform iterative improvements.

4. Does the current IADA plan adhere to federal and state legislative requirements?

To date, NCDPI has met federal IADA requirements. NCDPI submitted annual performance reports to the U.S. Department of Education in September 2020 and August 2021 and participated in annual update calls with the USDE program officer. North Carolina's IADA remains in good standing. According to North Carolina Senate Bill 621, the original intended purpose of a new innovative assessment was to administer state-mandated assessments *"in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year."* The new NCPAT design offers three interims that provide immediate feedback to inform instruction throughout the year and a flexible summative for accountability at the end of the year. The operationalized definition of North Carolina's through-grade model adopted was primarily due to technical and practical challenges described above. The NCPAT did not combine the interims into a summative score primarily because:

- Assessing standards-based proficiency via multiple short testing events contradicts the North Carolina Standard Course of Study, which defines what students are expected to know and be able to do *by the end of each school year or course;*
- Using the NC Interims for high-stakes accountability would threaten their usefulness to address their primary purpose of informing instruction; and
- Although multiple test opportunities enable students to demonstrate standards-based proficiency *throughout the year,* doing so introduces test inefficiencies for lower-performing students (i.e., students who must take a test over and over before moving on) and could potentially influence more in-school testing.

Additionally, the end-of-year flexible summative tests do not reduce overall testing time for students. However, the flexible summative test is expected to produce more precise results and a more tailored test experience. Results from the NC Interims also provide better instructional information.

In January 2022, NCDPI leadership launched several work groups to explore what it would take for North Carolina to transition to a competency-based education system. The Office of Accountability and Testing is leading two work groups focused on assessment and accountability. Grade-level competencies do not currently exist in North Carolina's existing model of learning. Moreover, the NCPAT program was designed to support and assess students' proficiency across a full range of content standards; it was not designed to assess grade-level competencies. Therefore, revisions to the NCPAT will be needed if North Carolina plans to use the NCPAT to assess students under a competency-based education system.

5. Is NCDPI on track to implementing the plan in this current fiscal year?

After revising the timeline due to COVID-related delays, NCDPI remains on track to implementing the NCPAT when measured against this revised timeline. NCDPI also achieved several key milestones in 2021-22 listed below:

- Administered NC Interims in grades 4 and 7 mathematics and reading.

- Piloted adaptations for technology-enhanced items in grades 4 and 7 for students who cannot directly access them online.
- Introduced a new online individual student report, which districts can provide to parents and students immediately after administration (within 24 hours) via a secure web portal.
- Released test specifications for the interims in grades 3-8 reading and mathematics.
- Expanded communication practices to inform public school units about the pilot and statewide rollout of the NCPAT (e.g., webinars, website updates, presentations).
- Posted an updated NCPAT implementation timeline on the NCDPI website.
- Released new reporting functions to improve teachers' use of the NC Interims.
- Released online training on the NCPAT program in spring 2022.

Leadership in the Office of Accountability and Testing acknowledges that many schools remain unaware that the NCPAT will soon replace the state's existing assessment system. The Office is currently developing a long-term communication plan to address the challenge and cultivate buy-in. To augment this plan, they are also planning new strategies for cross-division coordination, collaboration with local districts, and partnership with education organizations.

6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

The NC Interims are designed for three purposes, which include: [1]

- Providing educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics standards so classroom instruction may be tailored to an individual student's needs;
- Providing a progress indicator for each interim on individual student performance about overall grade-level performance expectation; and
- Providing a reliable estimate to inform a student's starting point on the multistage adaptive summative assessment (the "flexible summative") that will be used to determine an academic achievement level and for state and federal accountability.

NCDPI is on track to meet the first purpose in grades 3-8. As evidence, NC Interim results, piloted in grades 4 and 7 in 2021-2022, are available within 24 hours after a student completes an assessment. Assessment items assess grade-level performance against grade-level standards. Classroom reports provide information about students' individual and collective performance, which teachers use to examine students' performance across standards/concepts and flexibly group students for instruction. The second and third purposes of NCPAT cannot be determined until after the flexible summative assessments are piloted in spring 2023.

[1] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

Summary and Recommendations

NCDPI made tremendous progress in developing an innovative assessment system that addresses federal requirements and state priorities. Since the IADA award, NCDPI has engaged multiple stakeholder groups in the design and development of the NCPAT program. NCDPI regularly updates stakeholders on the development and pilot process through multiple channels, including Regional Accountability Coordinators, the Testing News Network (TNN), quarterly stakeholder webinars; presentations at education council meetings, statewide events; and the NCDPI website among others. They have incorporated feedback from policymakers, educators, and community members in their design and revision process. Despite technical and practical challenges, NCDPI succeeded in retaining school volunteers, adjusting timelines, and communicating updates via their website and other venues. Updates to the original innovative assessment design enabled NCDPI to comply with federal requirements while addressing major assessment priorities voiced by North Carolina educators. And despite a small staff and limited capacity, the Office of Accountability and Testing successfully implemented and expanded NCPAT while maintaining the state's existing assessment program.

We offer several considerations for NCDPI as they continue scaling the NCPAT, which are organized to address four general categories: (1) coordination and collaboration, (2) professional development, (3) communication, and (4) continuous improvement.

Coordination and Collaboration

1. Facilitate stronger coordination across the Office of Accountability and Testing and other NCDPI offices that support standards, curriculum, instruction, and professional learning.
2. Continue nurturing and leveraging key partnerships within and outside North Carolina.

Professional Development

3. Consider developing a clear and viable long-term professional development strategy.
4. Use online survey data to monitor and improve school-level awareness of the NC Interims and educators' engagement in online professional development.

Communication

5. Develop and deploy a communication plan to support the statewide transition to the NCPAT.
6. Leverage social media to build awareness and buy-in of the NCPAT.
7. Improve the communication pipeline from NCDPI to classroom teachers.
8. Continue recruiting pilot schools with sample characteristics in mind.
9. Update the NC Interims Teacher Handbook and supporting documents to clarify the intended purposes, uses, and administration procedures for the NC Interims.

Continuous Improvement

10. Systematically examine the impact of NCPAT on instruction and students' test anxiety.
11. Consider updating the NCPAT theory of action.

INTRODUCTION

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2023-24 school year. In late 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to address two purposes:

1. ***Document and determine compliance.*** The evaluation will describe how North Carolina's (NC) innovative assessment design, development, and implementation process has unfolded since NC Senate Bill 621 was enacted into law. Second, the evaluation will report on NCDPI's adherence to requirements associated with the federal IADA waiver and Senate Bill 621, Part II, sections 2(a), 2(b), and 2(c).[2]
2. ***Inform Improvement.*** A formative evaluation will analyze and report feedback from NCPAT pilot stakeholders to examine their perspectives of the NCPAT assessments and reporting tools. Stakeholder feedback will be used to inform recommendations for NCDPI to improve NCPAT as it expands statewide.

This initial report focuses on purpose #1: documenting NCDPI's development process and determining compliance. To accomplish this, we describe NCDPI's plans for implementing NCPAT. We then examine the extent to which NCDPI accomplished its proposed plans within the proposed timeframe and following federal and state law. In fall 2022, we will append this report with information to address the second main purpose of this report: informing improvement.

EVALUATION QUESTIONS

The compliance evaluation addresses the following questions:

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence the NCPAT program's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its current IADA plan and why?
4. Does the current IADA plan adhere to federal and state legislative requirements?
    a. To what extent do pilot schools represent the population of students statewide?
    b. Will it meet federal IADA requirements associated with the comparability of annual summative determinations?

[2] Senate Bill 621: https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2019-212.html

c. What evidence does NCDPI have to support the peer review application for NCPAT?
d. Does NCPAT adhere to state legislative requirements and NCDPI's strategic vision?
    i. Senate Bill 621 Testing Reduction Act of 2019
    ii. Operation Polaris (competency-based education)

5. Is NCDPI on track to implementing the plan in this current fiscal year?
    a. What aspects of the plan did NCDPI successfully achieve?
    b. What, if any, challenges emerged, and how did NCDPI address them?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

METHODOLOGY

To address the evaluation questions, an external evaluator reviewed the documents listed in Figure 1. The evaluator also met weekly with key NCDPI stakeholders to review NCPAT progress and clarify questions that emerged from the document review. Additionally, the evaluator conducted phone interviews with members of NCDPI's Office of Accountability and Testing. Interviews focused on NCDPI staff perceptions of the NCPAT planning and implementation process from 2019 to the present. The evaluator took detailed notes during interviews and conducted an inductive analysis of notes to identify themes and triangulate findings from the document review. NCDPI staff reviewed this report multiple times to vet the accuracy of the information and clarify information in the findings.

Figure 1: Documents Reviewed in the 2022 NCPAT Evaluation Report

- North Carolina Application for New Authorities under the Innovative Assessment Demonstration Authority (IADA), submitted December 14, 2018
- North Carolina IADA Application Addendum, submitted April 2, 2019
- IADA annual performance reports and appendices, 2020 and 2021
- NCPAT stakeholder presentation materials (e.g., AIM Conference, NCPAT webinars)
- NCPAT design documents (e.g., test specifications)
- NCPAT administration resources and materials (e.g., teacher handbook, proctor guide)
- NCPAT online training materials and surveys
- North Carolina Testing Program documents (e.g., test development reports)
- NCDPI memos and meeting summaries regarding NCPAT.
- WestEd, Learning Policy Institute, & Friday Institute (2019). *Sound Basic Education for All: An Action Plan for North Carolina.* San Francisco, CA: WestEd.
- NC General Assembly Statute, Ch. 115C - Elementary and Secondary Education[3]

[3] For more information: https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C; and https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S621v7.pdf

FINDINGS

What is North Carolina's Current Plan for Designing, Developing, Piloting, and Scaling a New Innovative Assessment Program Under IADA?

In this section, we describe the NCPAT's updated design and give specific attention to the program's key components, purposes, and uses. We then describe NCDPI's updated implementation timeline for piloting and scaling the system statewide.

Design and Development

NCPAT includes three components[4]:

- *Multiple assessments,* including three interim assessment resources (NC Interims) and a flexible multistage adaptive summative assessment (also called the flexible summative),
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

Multiple assessments. The NCPAT system includes three interim assessment resources and a flexible summative assessment for reading and mathematics. As shown in Figure 2 below, the interim resources, currently called the "NC Interims,[5]" are designed to accomplish three purposes:

1. *Support classroom instruction.* The interims provide immediate and detailed feedback on students' current performance on grade-level-specific content standards.
2. *Monitor progress to ensure students are on target to meet grade-level achievement expectations by the end of the academic year.* NCDPI plans to explore the feasibility of using performance data from interims to provide a progress indicator on an individual student's performance about overall grade-level performance expectations[6]. The progress indicator will provide teachers, parents, and students with information about students' progress toward meeting content standards by the end of the school year.
3. *Use information from students' performance on NC Interims to improve an end-of-grade summative test experience.* Students' results on the interims will be used to route students to one of three multistage fixed test forms, also known as the end-of-year flexible summative test. NCDPI is currently developing the flexible summative in grades 4 and 7 and plans to pilot these forms in spring 2023. The design plan for the flexible summative test is to ensure all students can perform on the full grade-level performance scale (Not-

[4] NCPAT Annual Performance Report, 2022.
[5] Beginning in Fall 2022, DPI will refer to the NC Interims as the "NC Check-Ins 2.0."
[6] NCDPI plans to explore the feasibility of providing a progress indicator; however, this cannot be tested until after the flexible summative tests are piloted in spring 2023.

proficient through Level 5).[7] Data from the NC Interims will be used to route each student to one of three flexible forms. By leveraging prior student data in this way, a student's test results can be estimated with greater precision than a traditional form. Greater test precision is important because it reduces the error associated with a student's test score; a student can thereby be more confident that an observed score reflects the student's true score. Additionally, all three forms will still allow a student to demonstrate performance across the full achievement continuum

The NC Interims are designed to meet high standards of technical quality. Each interim is administered online and includes a range of multiple choice, technology-enhanced, and numeric entry items.[8] They include accessibility and accommodation features to support Universal Design for Learning principles. The NC Interims and associated items are considered semi-secure, meaning that test items are available to district staff and classroom teachers for planning and instructional use *after* the test is administered. It is strongly recommended that teachers refrain from previewing the interims before administration or sharing test information with individuals who do not have a legitimate right to use them for instructional purposes. Items are not publicly released or made available to teachers and students other than for review purposes.

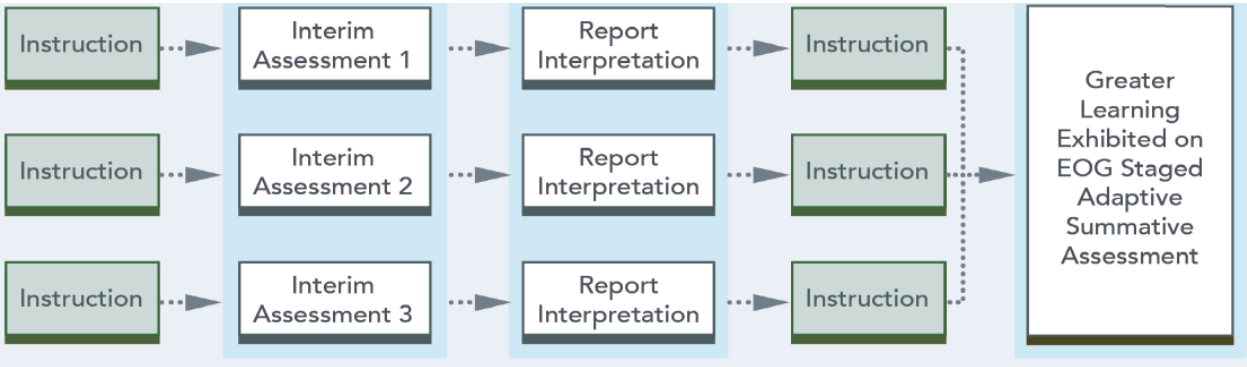
Because the NC Interims are primarily designed to inform instruction and learning, they are *not* used by the state to make high-stakes accountability determinations.[9] Interims can be administered in any order and at any time based on local district scope and sequencing. Moreover, although each test is designed to take about ninety minutes to complete, they are not timed and may be administered over multiple sessions or school days. Teachers are encouraged to *not* alter the regular classroom setting when administering the NC Interims. After students complete the test, teachers receive score reports that provide an overall indication of progress, along with detailed information to specify standards-based content for which students may need additional instruction or enrichment. Since 2021-22, feedback has been collected on score reports via cognitive interviews and focus groups to inform improvements in the utility of these reports.

[7] Source: North Carolina Personalized Assessment Tool Test Specifications (January, 2021), accessed at https://www.dpi.nc.gov/media/9884/open

[8] Numeric Entry items are included in mathematics interims only.

[9] Results from the interims will be used to route students to one of three multi-staged summative forms on the flexible summative; however, they will not be used by the state to differentiate schools or identify schools for comprehensive, targeted, or additional targeted support and improvement. Additionally, the interims do not limit or constrain a student's performance on the flexible summative. As noted above, a student can demonstrate performance across the full spectrum of proficiency categories regardless of their initial assignment on the flexible summative.

Figure 2: NCPAT Assessment Program Overview[10]



Assessment administration and reporting resources. NCDPI developed and/or repurposed several resources to support test administration and reporting for the NCPAT, including:

- *NC Interims Teacher Handbook.* The handbook provides an overview of the NCPAT system and detailed instructions on test preparation, administration (both in-school and remote), and accessing student reports for parent/student review sessions. The handbook also includes sample parent communication letters (in English and Spanish). Because the NC Interims are designed to guide classroom instruction, NCDPI expects that test administration procedures will be more relaxed than the flexible summative tests.
- *Testing Code of Ethics.* The code of ethics supports the integrity of test administration and security procedures and the use of test materials among school and district staff. It does this by clarifying administration procedures and general intended uses (and misuses) of test items and reports.
- *Testing Security Protocol and Procedures for School Personnel publication.* This publication serves as a reference guide to ensure that school personnel follows administration and security procedures for the end-of-year assessments.
- *Proctor's Guide and Proctor Guide Online Training Video*. The guide and video provide detailed instructions for test proctors (e.g., classroom teachers) to implement the end-of-year assessments securely and uniformly.
- *School, Classroom, and Individual Student Reports.* Six reports are currently available to support the interpretation and use of NC Interim test results: the class item report, class roster report, subscore class roster report, subscore class summary report, frequency summary report, and the individual student report. The class item report is the most common NC Interim report used by classroom teachers. The class item report provides item-level results for each student, organized by sub-domain (e.g., language, reading for information) and content standard. The report uses shading to highlight frequently missed items and commonly selected distractors. Other school and teacher reports (i.e., the class roster, subscore class roster, subscore class summary, and frequency summary reports)

[10] Source: North Carolina Annual Performance Report 2020-21 Appendix, Part IV, Exhibit IV-01, p. 41.

provide supporting information to augment the class item report and further support evaluation and instruction. The individual student report is designed for parents and students; it summarizes a student's performance on each NC Interim using a scale from "approaching" to "satisfactory." In 2021-22, an updated version of the individual student report was released. The updated individual student report uses graphics and simplified language to aid in communicating results.[11] A sample class item report is included in Appendix B. Individual student reports are available on the NCDPI website.[12]

Professional development on the NC Interims. Professional development includes three components: (1) regional training for district and school test coordinators, (2) regional support, and (3) online training for teachers. administrators, and instructional coaches. Each component is described in more detail below.

Regional training is designed to communicate information about the NCPAT program in pilot schools. NCDPIs Regional Accountability Coordinators (RAC) provide training to pilot schools in each of six accountability and testing regions. The primary purpose of each RAC is to ensure federal and state assessment and accountability policies are implemented with high fidelity across public school units (PSUs). To support NCPAT implementation, RACs provide training and ongoing support on the NCPAT to PSU test coordinators in IADA pilot schools. PSU test coordinators, in turn, deliver this training to school test coordinators who deliver the training to teachers.

Regional support. RACs are also available for additional regional support, which is designed to regularly communicate and gather feedback about the NCPAT program. To achieve this purpose, the RACs have shared information with the NCDPI's regional support teams across each of the eight State Board of Education regions. *Regional support teams* include other regional staff from career technical education, exceptional children, early childhood, digital teaching and learning, and federal programs. RACs communicate NCPAT plans and updates to regional support teams who, in turn, communicate these plans/updates to district contacts. Additionally, regional support teams have regular opportunities to provide feedback and suggest improvements through the RACs to NCDPI about the NCPAT program.

Online training modules. The Friday Institute developed a series of online professional development (PD) modules, which are designed to support educators' understanding, interpretation, and use of data from NC Interims to inform instruction. The PD program includes 10 hours of professional development broken into discrete modules for teachers, instructional coaches, and school leaders and is available through Canvas. Modules are expected to be

[11] Sample ISR's for the NC Interims can be found on NCDPI's website, at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/individual-student-reports-isr#nc-interims-reading

[12] Student reports for the new flexible summative will be the same as the current end-of-grade tests. These reports provide an overall scale score and achievement level, lexile/quantile score, and a percentile score.

released in August 2022 and will be optional for schools and teachers.[13] Upon NCDPI's request, the Friday Institute also developed a shorter version to address concerns about overloading teachers with too much PD. In response, the Friday Institute released a 30-minute online video training resource in spring 2022. The 30-minute online resource is primarily designed for teachers and focuses on using results from the NC Interims to inform classroom instruction.

Implementation Timeline

Assessments. The emergence of COVD-19 resulted in North Carolina waiving all requirements for student testing in March 2020 (APR, p. 3). As a result, NCDPI delayed its item field testing that was planned for spring 2020 in grade 4 mathematics and grade 7 reading to spring 2021. This pushed back overall development and proposed scale-up of the NCPAT by one year. The updated grade-level pilot implementation timeline was modified as follows:

- 2021–22 school year: Administer NC Interims in grades 4 and 7 in Reading and Mathematics;
- 2022–23 school year: Administer NC Interims in grades 4, 5, 7, and 8 in Reading and Mathematics, and administer the flexible summative assessment in grades 4 and 7 only (in both subjects); and
- 2023–24 school year: Administer NC Interims in grades 3–8 in Reading and Mathematics. Administration of the flexible summative statewide in 2023-24 will depend on the successful administration and technical quality of previously administered flexible summative in the pilot schools.

Resources. NCDPI developed assessment administration materials (bullets 1-4 above) in the summer of 2021 and used them to support training in the pilot schools in 2021-22.

Professional development. NCDPI rolled out the 30-minute online video "resource" in early spring 2022 to a small group of pilot schools. NCDPI now refers to the 30-minute version as a "resource" as opposed to "professional development" given the significant reduction in the program's scope and objectives. As indicated above, a more comprehensive online resource will be available in August 2022.

How Did Circumstances Influence the NCPAT Program's Evolution Since IADA Approval?

Since 2019, events and circumstances led to changes in NCPAT's original design proposed under IADA. Broadly speaking, these circumstances included (1) technical and practical challenges associated with implementing a through-grade design and (2) COVID-19 disruptions. Below we provide background on testing in North Carolina and the introduction of Senate Bill 621. We then describe each circumstance and explain how they influenced changes in NCPAT

[13] See the 2021 NC Annual Performance Report, p. 39 for more information.

assessment design, professional development planning, statewide participation in IADA, and the State's implementation timeline for scaling NCPAT statewide.

Background on Testing and Senate Bill 621

North Carolina passed Senate Bill 621 in 2019. The Bill was created to address over-testing concerns and to provide support for a more innovative approach to assessing students. First, the Bill eliminated the NC Final Exams as part of the statewide testing program. Second, the law directed local school districts to reduce and/or eliminate local standardized testing, and it specifically targets districts that exceed the state average in terms of either (1) the number of tests administered or (2) the number of hours required for students to complete the tests. Third, the Bill calls for the State to:

> *move toward a through-grade assessment model, in which all state-mandated assessments are administered in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year.*

North Carolina's *original* theory of action proposed a through-grade assessment that would be implemented three times each year (fall, winter, and spring). An individual student's scores from these tests would then be combined to produce an overall summative score. By breaking apart the summative test into three shorter tests and administering them online throughout the year, the test would: (1) provide immediate feedback at regular intervals to inform classroom instruction and (2) produce an overall performance rating for state and federal accountability.

Before Senate Bill 621 was passed, many local districts reported positive experiences using the state's new "NC Check-Ins" interim assessment program. The NC Check-Ins were primarily designed to address instructional purposes (e.g., universal screening, benchmarking, differentiating instruction) and became useful instructional resources for schools and teachers. The Check-Ins also became a foundational set of resources on which to develop the NCPAT under IADA.

Challenges of a Through-Grade Design

Despite early optimism, a deeper examination of the through-grade model revealed significant practical challenges, which ultimately influenced the state's decision to revise the original design into the current NCPAT through-grade design. Below we describe these challenges and how each was addressed in the updated NCPAT design.

End-of-year/course assessment of annual performance. North Carolina's Elementary and Secondary Education Statute directs the state board to set *"annual performance standards"* to

measure school and student-level growth and performance *(115C-105.35. Annual Performance Goals).”* North Carolina Senate Bill 387[14] defines Reading proficiency as:

> *reading at or above the third-grade level **by the end of a student’s third-grade year**, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third-grade students.*

Moreover, the North Carolina Standard Course of Study defines what students are expected to know and be able to do by the end of each school year or course. [15] Determining school and student-level proficiency and growth in grades 3-8, therefore, rests on the assumption that students must be able to demonstrate grade-level or subject area proficiency *by the end of a school year*. A through-grade design assesses concepts throughout the year and, depending on the design, may not offer students the opportunity to demonstrate proficiency on the full set of grade-level standards at the end of the year.

Modular vs. comprehensive through-grade designs. North Carolina initially considered two alternative through-grade design options. The first option included a modular (or block) design. In a modular design, students are assessed on small bundles of standards-based concepts, and the assessment is ideally administered after a teacher introduces these concepts to students. Thus, administering a modular design measures student proficiency on *distinct standards throughout the year.* Since some concepts are tested in the fall but not in the winter or spring, introducing this design would prohibit some students from demonstrating proficiency on a comprehensive set of grade-level standards *by the end of the year.* Consider a student who scores below proficient on standards-based content tested in the fall but masters that same content before the end of the school year. Using a modular interim design – a design that maximizes teachers’ ability to use results for instructional purposes *after instruction occurs* - this student would not have the opportunity to demonstrate what s/he knows in the spring since these standards would have been tested in fall. Additionally, although additional testing opportunities (i.e., retesting) could be provided to students later in the year, it could influence over-testing among lower-performing students or students who struggle to demonstrate specific content standards.

The second option North Carolina considered was a comprehensive, or “mini-summative,” through-grade design. In a mini-summative design, each interim blueprint mimics the end-of-year summative test, by assessing the depth and breadth of standards across the full year. While this design can be used to monitor students’ progress on standards-based content, the instruction

[14] Definition retrieved from General Assembly of North Carolina, Session 2021: Session Law 2021-8, Senate Bill 387 (p.5). https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2021-2022/SL2021-8.pdf

[15] The North Carolina Standards Course of Study (NCSCOS) is the legal document that defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. The standards are reviewed on a perpetual basis of five-to-seven years and approved by the State Board of Education. More information can be found in the NCSCOS manual: https://www.dpi.nc.gov/media/13948/open

would likely *not* have occurred for much of the tested content in the fall and winter administration windows. Although this design option would eliminate the need for an end-of-year summative test, it limits the usefulness of results for instructional purposes during the year, which is a key priority for NCPAT. Moreover, a student who scores proficient on the fall test would theoretically not have to test in winter or spring. However, this model creates potential inefficiencies by testing students on content to which they have not been introduced through formal instruction (especially on assessments administered earlier in the year).[16] Moreover, test results to calculate spring-to-spring learning growth would not be available for students who score proficient in the fall or winter, unless they were required to test again in the spring.

Local control over curriculum decisions. In North Carolina, the State Board of Education controls grade-level content and performance standards. Local school districts control the curriculum and curricular scope and sequence (i.e., decisions about what, how, for whom, and when the curriculum is taught). Because the locus of control for curriculum and pacing decisions is at the district level, the timeline of students' exposure to the breadth and depth of standards-based knowledge and skills varies substantially from district to district across a school year. For example, one district may teach fractions in the fall of grade 4, while other districts may wait until spring. Since the expectation is that all students are proficient in grade-level content standards *by the end of the year,* curriculum and pacing have limited bearing on an end-of-year summative test design. In other words, it doesn't necessarily matter when, or in what order, a curriculum addresses standards-based content, provided that students are exposed to the content before the end of the year when the summative test is administered. However, in a through-year scenario, students may be tested early in the year on grade-level content to which they have not yet been exposed. This challenge is especially relevant in mathematics, where some districts may address certain standards (e.g., understanding fractions) in the fall while others wait until later in the year.

Assessment for instruction vs. accountability. Designing tests to serve a dual purpose of accountability and instructional use are at odds for two reasons. First, tests designed for instructional purposes require fine-grained information that is closely connected to the enacted curriculum. Contrarily, accountability tests can estimate a student's proficiency using items that sample from a full range of content standards. Thus, interim assessments designed to measure general content proficiency can be shorter and provide more coarse-grained information than tests designed to support instructional decisions. Consider two reading tests, for example. A reading test designed to measure a student's general reading proficiency requires far fewer items and far less time than estimating the subskills underlying grade-level reading performance; subskills for which teachers need assessment feedback to support instruction (e.g., decoding, phonemic awareness, fluency, vocabulary, and comprehension). Thus, creating interims that

[16] For more information, see Gong, B. (2021). Why Has it Been So Difficult to Develop a Viable Through Year Assessment? Dover, NH: National Center for the Improvement of Education Assessment. https://www.nciea.org/blog/state-testing/why-has-it-been-so-difficult-develop-viable-through-year-assessment

serve the dual purpose of providing in-depth diagnostic information for instructional utility while minimizing test time for accountability requires difficult tradeoffs. The National Research Council's *Knowing what students know* research report (2001) succinctly articulated the implications of these tradeoffs: "Ironically, the questions that are of most use to the state officer are of the least use to the teacher." Assessment timing, information grain size, and connection to the enacted curriculum are factors requiring different design parameters for making accountability vs. instructional decisions.

Second, a through-year assessment must address the potential unintended negative consequences associated with mining instructional information from accountability tests. More specifically, there is the risk that using such tests for accountability purposes corrupts their potential for instructional benefit (e.g., Campbell, 1979; Marion, forthcoming).

Dealing with missing data. Missing data emerges as a difficult issue when designing a through-grade assessment; particularly when results from multiple tests must be rolled up into a final summative score and used for accountability. For example, what happens when a student is present for only one or two of the three testing occasions? Does this student still receive a final score and, if so, what would that score mean in terms of a student's proficiency across the full set of standards-based content?

Addressing Design Challenges in NCPAT

Ultimately, North Carolina stakeholders decided that a new through-grade design should prioritize the use of assessment information for instructional purposes. Maximizing the usefulness of a through-grade assessment for instructional purposes had at least two major design implications: (1) to the extent possible, the interim assessment a student takes should reflect the majority of content previously taught by a teacher, and (2) interim results should not be used to inform accountability decisions. Below, we describe how these design implications influenced were ultimately represented in the final design of NCPAT.

Reflecting content previously taught. The NCPAT design implemented in mathematics is modular; each interim assessment – currently labeled the NC Interims - is developed with consideration of all the different local district curricula and pacing guides. To maximize alignment, NCDPI conducted test content specification workshops and administered district surveys between 2019 and 2021 to determine local curriculum and pacing decisions statewide.[17] Then, they developed each interim assessment so it would align with the sequencing of most districts' local curricula. NCDPI plans to continue monitoring and adjusting the NC Interims' content specifications to reflect most districts' pacing guides.

The design implemented in reading is comprehensive. A comprehensive design was possible in reading because reading standards spiral; that is, the same standards are taught and assessed

[17] According to NCDPI, the test specifications surveys and webinars conducted in the fall of 2021 were administered statewide.

throughout the year. In both mathematics and reading, the design team also improved the alignment of tested content to the taught curriculum. They did this by expanding the NC Interims' test administration window to occur anytime between September and May, and by allowing schools to administer the interims in any order.

Firewalling instructional assessments from accountability decisions. To prevent the NC Interims from being used for accountability, the design team introduced a multi-staged summative adaptive test, also called the "flexible summative." Introducing the flexible summative assessment in the NCPAT program addressed several challenges. First, students would have an opportunity to demonstrate proficiency and growth "at the end of the year." Second, the interims would no longer be needed by NCDPI to inform annual high-stakes accountability decisions, thus maintaining the integrity of the interims for instructional use. Third, data from the interims will be used to inform optimal flexible summative options. By doing so, NCDPI expects the flexible summative to produce more precise individual achievement estimates for students.

In summary, North Carolina NCDPI leaders, in collaboration with technical advisors and multiple stakeholder groups, identified several design challenges in their original through-grade design. Those challenges influenced revisions to the original through-grade design. NCDPI worked collaboratively with educators, policymakers, and community members immediately after receiving federal IADA to address these challenges through an updated design. The updated design prioritized the use of three interim assessments for *instructional purposes* and added a final summative test to be used for making accountability decisions. While results from the interims do not contribute to accountability decisions, they are used to inform a student's placement on the flexible summative test and are expected to contribute to a more precise estimate of a student's performance.

Other Non-Technical Challenges Influencing NCPAT's Evolution

In addition to the technical challenges of a through-grade assessment design, COVID disruptions also influenced changes in the NCPAT program, which we summarize below.

COVID disruptions on pilot school participation. Participation in the NCPAT pilot is voluntary. In Year 1 (2019-2020), NCDPI started with 2 districts and one charter school. In Year 2 (2020-21), NCDPI successfully expanded participation to include 180 schools across 14 districts as well as 8 charter schools; however, participation declined significantly in Year 3 (2021-22); the pilot now includes 58 schools across 10 districts, 6 charters, and 1 tribally operated school funded by the Bureau of Indian Education.[18] According to NCDPI, districts that dropped out most often cited local staffing and instructional development challenges in response

[18] Source: DPI IADA Update Webinar, January 18, 2022.

to COVID-19. NCDPI still has sufficient school numbers and demographic representation to continue the pilot, and they are actively recruiting and accepting pilot volunteers.

COVID-19 disruptions on the NCPAT implementation timeline. In March 2020, Governor Roy Cooper issued an executive order to close all K-12 public schools in North Carolina. Schools did not reopen for in-person instruction for the remainder of the 2019-2020 school year. In 2020-2021, most schools began the school year using virtual or hybrid learning models, but most provided in-person instruction in some form (e.g., 3 days/week for all students or specific subgroups) by October 2020. By the end of spring 2021, most schools were providing in-person instruction.[19]

NCDPI originally planned to roll out the NCPAT statewide in the 2023-24 school year.[20] However, spring 2020 school closures, followed by a federal testing waiver, prevented NCDPI from being able to pilot the NCPAT system in select grades and subject areas. NCDPI published a revised implementation timeline on its website.[21] According to the revised timeline, the NCPAT tool - including the final interims and flexible summative tests - will be available for both reading and mathematics in grades 4, 5, 7, and 8 starting in the 2023-24 school year. The NCPAT tool's release for grades 3 and 6 is still not defined and will depend on results from the 2022-23 pilot.

What Future Adjustments Does NCDPI Anticipate to its Current IADA Plan and Why?

Though not directly influencing the NCPAT, other circumstances since 2019 could have future implications for the NCPAT program and statewide testing more generally. We summarize the most salient circumstances below, progressing from those with least to most serious implications for future changes to the NCPAT program and/or standardized testing.

Renaming the NC Interims to "Check-Ins 2.0"

In spring 2022, NCDPI decided to change the name "NC Interims" to "NC Check-Ins 2.0." Below is a brief history that describes how the original label, "NC Check-Ins," evolved to later become "NC Interims" and now, "NC Check-Ins 2.0."[22]

In 2015, NCDPI began developing the NC Check-Ins as a through-grade assessment proof of concept in grades 3-8.[23] The NC Check-Ins were well received in North Carolina schools; by

[19] School responses in North Carolina to COVID-19 available at https://ballotpedia.org/School_responses_in_North_Carolina_to_the_coronavirus_(COVID-19)_pandemic#Timeline_by_school_year

[20] For more information, see the North Carolina IADA Approved Application Addendum, 2019.

[21] NCDPI's updated timeline is available here: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool#development-timeline

[22] This report refers to the Check-Ins 2.0 as the "NC Interims" because this was the term used for the assessment in 2021-22. Future reports will use the new Check-Ins 2.0 label.

[23] DPI's development of NC Check-Ins originated from the state board's Task Force on Summative Assessment. The Task Force was convened to review the state's current summative assessments and recommend an assessment

2018, schools serving over 50% of North Carolina's public-school students were voluntarily using the NC Check-Ins. The NC Interims are essentially the 2.0 version of the Check-Ins in the new "North Carolina Personalized Assessment Tool (NCPAT)." In their IADA application, NCDPI replaced the original name "Check-Ins" with "NC Interim Resources" to distinguish their purpose from the multi-staged fixed summative test forms in the NCPAT. Specifically, the NC Interims would become an instructional resource for teachers, and the multi-stage summative would be used for federal accountability and "annual meaningful differentiation" under ESSA (2015). Given the challenges documented above, the original idea of replacing the Check-Ins with the end-of-grade summative tests and using them for two competing purposes (instruction and accountability) was no longer perceived as a viable solution among stakeholders.

During the 2021-2022 school year, NCDPI gathered stakeholders' feedback on the naming conventions used for the interim assessment resources. In early February 2022, NCDPI decided to name the interim resources "NC Check-Ins 2.0" (from NC Interims) beginning in Fall 2022.[24] The state's decision rested on feedback collected through pilot school surveys, statewide IADA webinars, and calls with pilot participants, which suggested that the original name, "NC Check-Ins," had strong brand recognition and remained popular among schools. To distinguish the original NC Check-Ins from the new NC Check-Ins 2.0, NCDPI decided to add "2.0" to the name and relabel forms to "A, B, and C" (original Check-Ins were labeled 1, 2, and 3). The NC Check-Ins 2.0 will continue to emphasize the primary use as an instructional resource rather than a test or an assessment.

Professional Development Changes

As indicated above, NCDPI is considering how to expand its professional development (PD) offerings. Considerations include how to balance the depth and breadth of knowledge and skills to be covered (e.g., interpretation and use of assessment reports), whether and how much to extend the time required for PD, offering different training formats (e.g., in-person vs. online), and integrating general assessment literacy concepts into PD modules. NCDPI is partnering with the Friday Institute on PD development. Additionally, the Friday Institute plans to continue collecting feedback from participants via surveys, interviews, and other sources to inform PD improvements.

that embedded feedback to instruction and shorter summative tests that could be used for federal accountability and growth requirements. The Task Force consisted of stakeholders representing the state board, DPI, district and school leaders, and parents across the state.

[24] In this report, we use the name "NC Interims" because this was the official name used for the interims in 2021-22. In future reports we will refer to the Interims as the NC Check-Ins 2.0, or simply as the "NC Check-Ins."

Does the Current IADA Plan Adhere to Federal and State Legislative Requirements?

a. To What Extent Do Pilot Schools Represent the Population of Students Statewide?

Table 1 compares school demographic characteristics in the sample of 2021-22 school participants to K-12 public schools in North Carolina. Sample characteristics of grade 4 and 7 sample schools are within 5 percentage points of the population characteristics across most ESSA categories and subgroups. Exceptions, which are highlighted in the requisite Table 1 cells, include (1) economically disadvantaged students in grade 4 and 7 sample schools, which are over-represented by 10.9 and 11.7 percent respectively; (2) Hispanic students in the grade 7 sample schools, which are under-represented by 5.1 percent; and (3) White students in the grade 4 sample schools, which are over-represented by 8.1 percent.[25] Overall, the sample characteristics of sample schools largely address the U.S. Department of Education's mandate to ensure that the IADA pilot schools represent state population characteristics, as all ESSA subgroups are represented in the sample schools. Looking ahead, it will be critically important for the pilot sample to represent population characteristics as closely as possible. This is because results from the pilot sample will be used to develop and validate the flexible summative tests and establish comparability with the prior end-of-grade (EOG) tests.

Table 1: Statewide vs. IADA School Demographics, 2021-22

Category	IADA Grade 4 Sample (46 schools)	NC Grade 4 Public Schools	Grade 4 Dif.	IADA Grade 7 Sample (32 schools)	NC Grade 7 Public Schools	Grade 7 Dif.
Total Students (N)	3,471	121,812		3,838	130,709	
Male	51.5%	51.2%	.3%	50.3%	51.5%	-1.2%
Economically Disadvantaged Students	52.5%	41.6%	10.9%	52.0%	40.3%	11.7%
Students With Disabilities	15.5%	13.5%	2.0%	14.4%	13.0%	1.4%
English Learners	6.9%	10.9%	-4.0%	4.6%	7.7%	-3.1%
American Indian	2.7%	1.1%	1.6%	2.3%	1.1%	1.2%
Asian/Pacific Islander	1.1%	4.2%	-3.1%	1.2%	3.7%	-2.5%
Black or African American	23.3%	25.5%	-2.2%	27.9%	26.6%	1.3%
Hispanic	15.6	20.2%	-4.6%	15.5%	20.6%	-5.1%
Multiracial	6.1%	5.8%	.3%	5.7%	5.2%	.5%
White	51.2%	43.1%	8.1%	47.4%	42.7%	4.7%

[25] Data was provided by NCDPI.

b. Will NCPAT Meet Federal IADA Requirements Associated with the IADA Award and, Achieve Comparability of Annual Summative Determinations?

To date, NCDPI has met federal IADA requirements. NCDPI submitted annual performance reports to the U.S. Department of Education in September 2020 and August 2021 and participated in annual update calls with the USDE program officer. North Carolina's IADA remains in good standing.

In addition to other regulatory requirements, the U.S. Department of Education requires all IADA states to demonstrate that the new innovative assessment produces results that are valid, reliable, and *comparable* for all students and students in ESSA subgroups. The comparability requirement means that the state must administer the assessment to a "demographically representative sample of all students and subgroups of students[26]" (APR, p. 32) and show that test results from the new test are comparable to the old test. That is, scores among students and subgroups in the IADA sample, on average, must resemble the scores that these same students would have received had they taken the traditional EOG test.

As noted above, the NC Interims will not contribute to annual meaningful differentiation of schools or summative determinations under ESSA; only the flexible summative test will be used to meet federal accountability requirements. Thus, federal comparability requirements under IADA only apply to the flexible summative tests. Since results from the flexible summative tests have not yet been collected in North Carolina at any grade level, comparability determinations are not yet available. According to the updated IADA timeline, comparability determinations will be available for grades 4 and 7 in summer 2023 once the spring 2023 test results from pilot schools have been analyzed. Results in grades 5 and 8 will be available after spring 2024, and results in grades 3 and 6 are to be determined.

c. What Evidence Does NCDPI Have to Support the Peer Review Application for NCPAT (i.e., sufficient evidence across critical elements 2-6, including assessment quality operations, technical quality, inclusion, and achievement standards and reporting)?

Once the new flexible summative assessments are fully operational in grades 3-8 reading and mathematics (after the 2023-24 school year), NCDPI will be required to submit test validity and reliability evidence for federal assessment peer review. Assessment peer review is the process through which a state demonstrates the technical soundness of assessments used for federal accountability purposes. All states must address seven criteria, or elements, in the peer review process:

1. Statewide system of standards and assessments (e.g., adoption of content standards, challenging academic content, policies for including all students in assessments, meaningful consultation)

[26] Required subgroups for IADA include economically disadvantaged, ESSA race/ethnic groups, students with disabilities, and English Learners.

2. Assessment system operations (e.g., test design and development, administration, security, monitoring, and privacy)
3. Technical quality – validity
4. Technical quality – other (e.g., reliability, fairness, accessibility, scoring, multiple forms)
5. Inclusion of all students (e.g., accommodations, procedures for including English Learners)
6. Achievement standards and reporting (e.g., standards setting, challenging, and aligned achievement standards)
7. Locally selected nationally recognized high school assessments (not applicable to North Carolina's IADA).

NCDPI expects that only the flexible summative assessments will be required for peer review, not the NC Interims. This is because the flexible summative tests are used to generate summative scores to meet federal school accountability requirements, while the NC Interims are not. NCDPI is in the initial stages of collecting evidence for peer review. Initial data used in the peer review process will be collected in spring 2023 with the pilot of the flexible summative tests in grades 4 and 7. Peer review evidence in grades 3, 5, 6, and 8 will be collected over the next two or three years, at which time NCDPI will submit a peer review report for federal review. Evaluators will monitor data collection and progress toward peer review beginning after the 2022-23 school year when initial evidence is available.

d. Does NCPAT Adhere to State Legislative Requirements and NCDPI's Strategic Vision?

Adherence to State Legislation. According to North Carolina Senate Bill 621, the original intended purpose of a new innovative assessment was to administer state-mandated assessments *"in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year."* The new NCPAT *design offers three interims primarily used to provide immediate feedback to inform instruction throughout the year and a flexible summative for accountability at the end of the year.* The operationalized definition of North Carolina's through-grade model adopted was primarily due to technical and practical challenges described above. The NCPAT did not combine the interims into a summative score primarily because:

1. Assessing standards-based proficiency via multiple short testing events contradicts the North Carolina Standard Course of Study, which defines what students are expected to know and be able to do *by the end of each school year or course;*
2. Using the NC Interims for high-stakes accountability would threaten their usefulness to address their primary purpose of informing instruction; and
3. Although multiple test opportunities could be provided for students to demonstrate proficiency on one or more standards throughout the year, doing so could introduce test inefficiencies for lower-performing students (i.e., students taking similar tests over and over) and could potentially influence more in-school testing.

Additionally, the end-of-year flexible summative tests are not expected to reduce overall testing time for students as compared to the previous end-of-grade tests. Moreover, assuming schools replace their off-the-shelf interim assessment with the NC Interims, the overall testing time associated with interim and summative testing will remain consistent.[27] However, the flexible summative test will produce more precise results and a more tailored test experience. Results from the NC Interims should also provide better instructional information because they were designed to align with districts' local curriculum and curriculum pacing plans.

The NCPAT *does* include at least three features considered essential to educators. Specifically, the NCPAT:

1. Includes high-quality interim resources to inform instruction and monitor students' progress toward end-of-grade proficiency;
2. Contributes information toward a student's end-of-grade summative test experience; and
3. Produces an overall performance rating that meets federal accountability requirements.

An additional stakeholder objective is reducing test anxiety through a shorter and more familiar test experience. The degree to which this objective is being achieved can be addressed through student surveys; however, these surveys have not yet been administered since the multi-staged adaptive test is still under development. NCDPI should consider embedding one or more survey questions into the spring 2023 field tests of the flexible summative tests to address this and other pertinent questions.

Integrating NCPAT Into NCDPI's Strategic Vision. Operation Polaris, presented by State Superintendent Catherine Truitt to the State Board of Education on April 8, 2021, is the Superintendent's four-year strategic vision to support public schools across North Carolina. This outlines how NCDPI, in tandem with the State Board of Education (SBE), will assist all education stakeholders as they work to overcome the challenges of the COVID-19 pandemic while establishing a framework to achieve the long-term goal of ensuring a sound, basic education for all students in the state. The Operation Polaris strategic vision specifically addresses goals for accountability and testing:

> *The plan seeks to build consensus around a new accountability model that prioritizes growth while continuing to emphasize the importance of achievement alongside multiple other indicators to define school quality. Using a graduate portrait as a starting point, this new model will recognize the value of a competency-based approach to student progression and mastery of content.*

Although not designed to support a competency-based education model, there may be ways to use NCPAT to support competency-based instruction and learning. Below is a description of the

[27] According to DPI estimates, grade 4 and 7 testing time for each mathematics and reading interims are about one hour in length. This is comparable to the time it takes students to complete similar off-the shelf interim assessments.

key issues, along with two initial considerations for how the NCPAT might support a competency-based model of education.

Competency-based learning models approach learning from a variety of perspectives. Though many variations exist, competency-based learning models generally imply that students demonstrate *mastery* of prespecified competency models (i.e., concepts or clusters of concepts and skills) before progressing to increasingly more advanced competencies.

To produce a valid interpretation of mastery, an assessment (or group of assessments) must gather *sufficient* evidence that a student has mastered the knowledge and skills represented within the targeted competency (i.e., the collective set of knowledge, skills, and understandings in a "cluster of standards," or content sub-domain), (Marion and Evans, 2018; https://www.nciea.org/blog/assessment/how-much-enough). Establishing sufficient evidence that a student has mastered the corpus of grade-level competencies depends on several factors, including (1) the *breadth of knowledge and skills* represented in each competency, (2) the *level of confidence* one has about whether a student has mastered the competencies (i.e., how confident do we need to be that the student has indeed mastered the competency's underlying knowledge and skills), (3) the *nature of the decisions* being made based on assessment results (i.e., having sufficient information that a student demonstrates grade-level proficiency vs. sufficient information that a student has mastered all grade-level competencies). These issues have major implications for how mastery will be assessed. For starters, it changes decisions about how, how often, and to what extent, evidence is needed to confidently declare that a student has mastered the knowledge and skills in every grade-level competency. Additionally, decisions are needed about how assessment information will inform promotion decisions (i.e., whether a student can progress to the next grade level if s/he has only mastered some of the required competencies).

Grade-level competencies do not exist in North Carolina's existing model of learning. Moreover, the NCPAT program was designed to support and assess students' proficiency across a full range of content standards; it was not designed to assess grade-level competencies. Revisions to the NCPAT will be necessary if North Carolina plans to use the NCPAT to assess students under a competency-based education system.

In January 2022, staff in NCDPI facilitated two separate work groups: one focused on assessment and one on accountability. Each work group is charged with exploring assessment/accountability designs that support competency-based education and aligns to North Carolina's Portrait of a Graduate. Each group will eventually present recommendations to NCDPI leadership about changes that would be necessary to NCDPI's current assessment and accountability system–including the NCPAT– to support a competency-based assessment system in North Carolina. Recommendations related to how the NCPAT program could support a competency-based model will need to follow the development, or adoption, of a competency-based learning model of instruction, followed by a framework for assessing competencies across

K-12. Until this happens, an evaluation of NCPAT's adherence to a new competency-based assessment and accountability system is untenable.

Is NCDPI on Track to Implementing the Plan in This Current Fiscal Year?

After revising the timeline due to COVID-related delays, NCDPI remains on track to implementing the NCPAT when measured against this revised timeline. NCDPI also achieved several key milestones in 2021-22 listed below:

- Administered NC Interims in grades 4 and 7 mathematics and reading.
- Piloted technology-enhanced items and conducted cognitive labs in grades 4 and 7 to evaluate accessibility options for all students. Information from cognitive labs will be used to improve the comparability of these items when administered in different modes.
- Introduced a new online individual student report, which districts can provide to parents and students immediately after administration (within 24 hours) via a secure web portal.
- Released test specifications for the NC Interims in grades 3-8 reading and mathematics.
- Expanded communication practices to inform public school units about the pilot and statewide rollout of the NCPAT (e.g., webinars, website updates, presentations).
- Posted an updated NCPAT implementation timeline on the NCDPI website.
- Released new reporting functions to improve teachers' use of the NC Interims. More specifically, NCDPI used feedback from teachers and parents to improve the class item report and individual student reports. The individual student reports now use asset-based language and include clearer descriptions of concepts assessed. Additionally, teachers now have immediate and direct access (within 24 hours) to NC Interim reports via the secure NC Administration website.
- Released online training on the NCPAT program in spring 2022.

Challenges

NCDPI staff noted several challenges in 2021-22. Challenges were largely attributed to a strong but small team of people responsible for NCPAT implementation at NCDPI. Notably, the Office of Accountability and Testing is implementing its traditional assessment system while also designing, testing, and scaling a new NCPAT assessment program. Most staff have taken on significantly more responsibilities to support the pilot, which has stretched NCDPI staff. As one staff member put it, "the [Office] is essentially running two assessment systems."

According to several NCDPI staff, leadership within the Office of Accountability and Testing has cultivated a strong and vibrant culture, which most credit as the reason for the pilot's successful implementation thus far. There were some minor delays in enrolling new districts in the pilot program, updating new reports, and rolling out the online professional development program. To achieve fidelity at scale, staff within the Office of Accountability and Testing recognized that existing online training should be augmented with ongoing and embedded in-person training and support. Accomplishing this will require significant collaboration, and

coordination with, other NCDPI departments, regional centers, local districts, and partners such as the Friday Institute. Additionally, NCDPI cannot anticipate all challenges and setbacks that may occur with the assessments themselves. Demands of test development timelines, technical issues in the development of the NC Interims and/or flexible summative tests could create future delays in scaling the program beyond COVID-related delays.

Leadership from the Office of Accountability and Testing (the Office) acknowledged that many schools may not be aware that the optional NC Interims and required flexible summative assessment will eventually replace NC Check-Ins (also optional) and EOG tests, respectively. To address the communication challenge, the Office is developing a communication plan and training additional NCDPI staff to serve as ambassadors of NCPAT. NCPAT ambassadors will be charged with presenting a common message to districts and schools to spread the message about the NCPAT pilot program and the new NCPAT system rollout. The Office is also considering other strategies for spreading the message about the upcoming transition to NCPAT such as engaging with local communities and presenting at state and local councils and events. Through increased cross-division coordination, collaboration with local districts, and partnership with education organizations, the Office expects to build its internal capacity to spread the message about NCPAT and cultivate buy-in.

Is the NCPAT Likely to Meet its Ultimate Purposes?

According to NCDPI, the three main purposes of NCPAT are as follows:[28]

- Provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics 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 (the "flexible summative") that will be used to determine an academic achievement level and for state and federal accountability.

The NC Interims sufficiently address the first of three purposes described above. After students take an interim, results are processed overnight and results are available the following day. Assessment items are designed to assess grade-level performance against grade-level standards, which are organized according to broad concepts and presented on the class-item report (see Appendix B for score report samples). Classroom reports provide information about students' individual and collective performance, which teachers can use to examine students' performance across standards/concepts and flexibly group students for instruction. Individual student reports

[28] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

provide an overall determination of students' performance for each concept and may now be accessed by parents and students within 24 hours after the assessment is completed.

The second and third purposes of NCPAT – providing a progress indicator that predicts end-of-year performance, and a reliable estimate to inform a student's starting point on the flexible summative – cannot be determined until the flexible summative assessments are piloted. As indicated above (Q4), NCDPI expects to pilot the flexible summative assessments in grades 4 and 7 in spring 2022. Following the spring 2022 administration, NCDPI will examine results from the pilot to determine whether the interims can provide a reliable indicator of progress and whether the flexible summative produces a more precise estimate of students' ability in these subjects/grades via placement. Assuming results are positive, NCDPI will continue piloting the flexible summative assessments in grades 3, 5, 6, and 8 in subsequent years.

Summary and Recommendations

Overall, NCDPI has made tremendous progress toward developing an innovative assessment system that addresses federal requirements and state priorities. Since the IADA award, NCDPI has engaged multiple stakeholder groups in the design and development of the NCPAT program. NCDPI regularly updates stakeholders on the development and pilot process through multiple channels, including Regional Accountability Coordinators, the Testing News Network (TNN), quarterly stakeholder webinars; presentations at education council meetings, statewide events; and the NCDPI website among others. They have incorporated feedback from policymakers, educators, and community members in their design and revision process. Despite many technical and practical challenges since 2019, NCDPI has succeeded in retaining most school volunteers, adjusting timelines, and communicating changes in the timeline via their website and other venues. Updates to the original innovative assessment design have enabled NCDPI to comply with federal requirements while addressing major assessment priorities voiced by North Carolina educators.[29] And despite a small staff and limited capacity, the Office of Accountability and Testing has managed to successfully implement and expand NCPAT while maintaining the state's existing assessment program.

Below, we offer several considerations as NCDPI continues developing and scaling the NCPAT program. We intend that these considerations serve as a point of reference for further discussion and ultimately influence an effective transition to a new statewide assessment system. We organized recommendations within four general categories: (1) coordination and collaboration, (2) professional development, (3) communication, and (4) continuous improvement.

[29] Under the new design, North Carolina does not technically need the IADA award to comply with the federal testing requirement of having a summative assessment. Under the new NCPAT design, only the flexible summative test will be used to address federal accountability requirements, so North Carolina only needs to demonstrate comparability between their existing end of grade (EOG) tests and the new flexible summative tests. However, it should be noted that the IADA award allows North Carolina pilot schools to administer the flexible summative in lieu of the EOG test, which mitigates the need to double-test students in pilot schools. Under IADA, pilot schools that take the innovative assessment are not required to take the traditional statewide summative test (i.e., the EOG test in North Carolina).

Coordination and Collaboration

1. ***Facilitate stronger coordination across the Office of Accountability and Testing and other academic offices that support standards, curriculum, instruction, and professional development.*** Assessment design, planning, implementation, and decision-making for the comprehensive NCPAT program reside within the NCDPIs Office of Accountability and Testing. Under the NCPAT assessment program, the NC Interims were designed for the primary purpose of supporting classroom-based instruction. Throughout the test design process, the Office of Accountability and Testing collaborated with the Office of Academic Standards to ensure strong alignment and coverage across the tested content and standards. However, *classroom implementation* of the interims has been largely disconnected from NCDPI's instructional support units. Currently, implementation support for the NC Interims flows through the Regional Accountability Coordinators (RAC) to public school unit (PSU) test coordinators, followed by school-level teachers and test coordinators. Although the Academic Standards Division has been involved in developing test blueprints, instructional divisions at NCDPI (e.g., Academic Standards and Support; Innovation Practices, Advanced Learning, Learning Recovery & Acceleration) are largely removed from NCPAT design, professional development and implementation decisions.

   The integration of NC Interims into NCDPI's instructional core is essential for building NCDPI's capacity to roll out the NC Interims statewide. It is also essential for maintaining the integrity of the NC Interims as a tool for instructional purposes. The NC Interims' usefulness to inform better instruction in schools depends on strengthened coordination across NCDPIs instructional and assessment offices. For example, training to administer and use the NC Interims currently overlook PSU instructional leaders and school-based instructional coaches. Moreover, PSU and school leaders tend to view the NC Interims as tests and not instructional resources. This, in turn, influences mixed messages about the exclusive purpose and use of the interims for guiding classroom instructional decisions. Increased coordination across NCDPIs instruction and assessment offices can lead to improved decisions about how training can be designed and disseminated to PSUs and instructional staff in schools. Additionally, increased involvement from NCDPIs instructional offices can ensure that the NC Interims and associated resources are being used with high degrees of efficacy to support classroom-based instructional improvements.

   NCDPI recently reorganized department divisions and moved the Office of Accountability and Testing within the Division of Standards, Accountability, and Research. This could be a helpful first step in coordinating state-provided professional development and curriculum, instruction, and assessment decisions, particularly as they

relate to the NCPAT assessment program. Additionally, these changes, combined with intentional cross-office planning and coordination, should increase NCDPI's capacity to implement both the NC Interims and flexible summative tests. It can also improve how resources and support are delivered to schools and made available to teachers.

2. ***Continue nurturing and leveraging key external partnerships.*** The Office has a longstanding relationship with the Technical Outreach for Public Schools (TOPS) and the Friday Institute at North Carolina State University (NCSU). These groups within NCSU provide substantial expertise and additional capacity for NCDPI. TOPS extends NCDPI's ability to develop, administer, and report NCPAT assessments. TOPS test developers and programmers work closely with NCDPI. They regularly participate in meetings and support the work of improving assessments and reports. And their longstanding and unique relationship creates contract and management efficiencies that would not be possible with other external assessment vendors. Additionally, the Friday Institute brings expertise in professional development, assessment research, and evaluation. The Friday Institute provided external feedback that proved to be critically important for improving NCPAT training, test development, and universal accessibility. NCDPI's ability to respond quickly to stakeholder feedback and improve test delivery, reporting, and professional development depends on maintaining these partnerships and coordinating relationships with the Regional Assessment Coordinators, local test coordinators, and school-based educators. As such, NCDPI should continue investing in these partnerships and consider ways to sustain the information and support that these groups provide. Cultivating and sustaining these partnerships requires significant human and monetary investment, which thus far has resulted in tangible improvements to the NCPAT program, professional development, and future efforts to scale the program statewide.

Professional Development

3. ***Consider advocating for, and developing, a clear and viable long-term strategy to expand professional development.*** In spring 2022, NCDPI successfully launched a 30-minute online training to administer and use NC Interims. A comprehensive 10-hour online training program will be released in fall 2022. The training program represents two notable achievements for scaling NCPAT and should support the implementation fidelity of the NC Interims and NCPAT program. Moving forward, NCDPI should consider strategies for increasing the intensity of the existing professional development if the goal is to achieve implementation fidelity at scale. Although the existing online training should support proper administration and use of the NC Interims, much more intensive and focused training and support will be needed for the NC Interims and the larger NCPAT program to influence complex and large-scale shifts in teachers' instructional strategies; a key component of the NCPAT theory of action.

NCDPI should consider a longer-term systematic strategy for improving and scaling professional development with NCDPI's instructional divisions and other external partners (e.g., the Friday Institute, Regional Centers, and local districts). Doing so could substantially increase NCDPI's ability to support school-based staff, communicate changes to the state's assessment program, and generate buy-in.

Implementing an intensive professional development program to support the NCPAT assessment program and general assessment literacy will require significantly more money, staff, cross-division coordination, and continued partnerships with external organizations. NCDPI has limited influence over budget and staff constraints; however, they can take steps to support local districts' capacity to improve assessment practice. In addition to increasing cross-division coordination (see recommendation above), NCDPI may consider redistributing funds to support in-person coaching or training. Additionally, NCDPI could partner with local schools or districts that implement NCPAT with high fidelity and demonstrate exemplary assessment practice. NCDPI can leverage such partnerships to understand the processes and conditions that influence broad-scale instructional improvements via a balanced assessment system. NCDPI could then identify ways to incentivize schools and/or communicate best practices through videos and other communication strategies. This type of communication strategy should be integrated into NCDPI's long-term communication plan (see recommendation #5 below). Finally, NCDPI can review how other commercial interim vendors support district and school implementation and consider how vendors' support models can inform state-level support for the NC Interims.

4. ***Use online survey data to monitor and improve school-level awareness of the NC Interims and educators' engagement in online professional development.*** Because professional development is online, NCDPI should be able to download and review information on who is engaging in the professional development. Additionally, an end-of-training survey is embedded in the training program. Usage statistics and survey feedback will provide valuable information for NCDPI. They can inform (1) where, geographically (in which districts and schools), awareness of the NC Interims is and is not growing over time and (2) perceptions of the online training program. NCDPI should consider how they can deliberately integrate this information into improvement planning in 2022-23 and beyond.

Communication

5. ***Develop and deploy a long-term communication plan to support the transition to the NCPAT Assessment Program.*** In 2021-22, staff in the Office of Accountability and Testing (heretofore, "the Office") made concerted efforts to expand districts' awareness of the IADA pilot program and the state's transition to a new statewide assessment

program. NCDPI shared updates and invited stakeholder feedback through quarterly webinars, the Testing News Network (TNN) listserv of district accountability coordinators, and presentations to state advisory groups and councils (e.g., Testing and Growth Advisory Group, Configuration Control Board, Advisory Council on American Indian Education). Office leadership also recognizes that more needs to be done. Only a small proportion of schools are participating in the pilot program. The Office also acknowledges that educators in many schools could be largely unaware of plans to transition to a new assessment program in 2025. Moreover, spring 2022 educator survey results suggest that many teachers mistakenly believe that the NC Interims will be used for accountability. Increasing statewide awareness via a comprehensive communication plan is critical for ensuring a smooth statewide transition to NCPAT program. The Office began developing a comprehensive communication plan in spring of 2022, which includes messaging strategies for key stakeholder groups at the state and local levels, as well as stakeholder-specific action plans to build awareness, gather feedback, and promote buy-in to the new program. A detailed communication plan is essential for NCDPI to disseminate clear and consistent messaging about critical features of the NCPAT; for example, clarifying the exclusive function of the interims as instructional resources that will not be used in any way to inform accountability.

6. ***Consider strategies for leveraging social media to build awareness and buy-in to the NCPAT Assessment Program.*** NCDPI's expanded communication efforts represent a key achievement in 2021-22. Moving forward, NCDPI should consider additional ways to build awareness of the NCPAT program. Education stakeholders and the public rely on a variety of social media platforms for education-related news and updates (e.g., LinkedIn, Facebook, Twitter). These platforms can be leveraged to increase awareness of NCPAT, recruit pilot schools, and build statewide buy-in of the NCPAT program. NCDPI may consider leveraging its existing social media presence to disseminate key messaging about the NCPAT program. For example, social media platforms can be effective ways of sharing existing and new videos about NCPAT, disseminating program summaries and FAQs, and promoting upcoming events. These strategies can be integrated into the NCPAT communication plan currently being developed by leadership in NCDPI's Division of Testing and Accountability.

7. ***Improve the communication pipeline from NCDPI to classroom teachers.*** Interviews conducted with NCPAT pilot teachers in spring 2022 suggest that important information about the NCPAT program has not yet reached some schools and teachers. NCDPI acknowledges that some districts and schools remain unaware that NCPAT will ultimately become the state's new assessment program in grades 3-8. Additionally, important updates to the NC Interims' resources and reports did not consistently reach classroom teachers in the pilot schools. For example, interviews and focus groups with

pilot teachers in spring 2022 suggested that some teachers did not realize that they have direct access to NC Interim test items, test results, and reports. Some teachers reportedly believed they could only access reports through school administrators or coaches. Additionally, pilot teachers in some schools did not know that they could review specific test items with students (Winn, 2022). Pilot teachers were also not consistently familiar with the NC Interims teacher handbook, which includes instructions for administering the interims, accessing reports, and using results to inform instruction. These communication gaps, if left unaddressed, inhibit the use of the NC Interims and may also prevent the successful scale-up of the NCPAT program.

Increased coordination across offices and divisions will help to alleviate some of these communication gaps in the longer term, as will increased social media presence and a comprehensive communication plan. We encourage NCDPI to continue the good work already underway to improve the effective communication of NCPAT (see recommendation #4 above).

To inform and monitor communication improvements, NCDPI can utilize surveys and other feedback from district and organizational partners to identify where, and at what level along the pipeline, communication to teachers is breaking down. For example, spring 2022 teacher survey results should allow NCDPI to identify schools in which communication is a concern. NCDPI can then follow up with school leaders to determine when and how they receive information about the pilot and identify root causes preventing communication from reaching school leaders and/or teachers. Feedback from these sites can be used to plan more effective channels for communicating information about the NC Interims to teachers.

8. ***Continue recruiting pilot schools with sample characteristics in mind.*** NCDPI has demonstrated success in maintaining a robust sample of schools during COVID. Additionally, the characteristics of North Carolina's IADA pilot schools largely match statewide population characteristics. As NCDPI continues to expand the NC Interims for new grade levels and recruit more schools, they should continue to be mindful of the characteristics of new school participants and maintain representation across relevant school-level characteristics. Ensuring a representative sample of pilot students will be essential as NCDPI develops and validates the flexible summative tests.

9. ***Update the NC Interims Teacher Handbook and supporting documents to clarify the intended purposes, uses, and administration procedures for the NC Interims and associated items.*** NCDPI issues the NC Interims Teacher's Handbook to support the proper administration and use of NC Interims. The primary intended use of the NC Interims is to guide instruction. As an instructional tool, the NC Interims are not subject to the same strict security procedures as the EOG or flexible summative assessments; however, language included in some sections of the handbook does not clearly

distinguish the semi-secure administration and use procedures from strict procedures associated with statewide standardized testing. For example, the language used in the testing code of ethics (see p. 34-37) refers to paper testing procedures; not computer-based testing procedures (e.g., see the section on testing code of ethics, p. 34-37). Additionally, page 37 of the handbook indicates that "unethical teaching practices include…using secure test items or modified secure items for instruction," which seems to contradict the very purpose for which the NC Interims were designed.

NCDPI should consider reviewing the teacher handbook to ensure that the information reflects proper administration, reporting, and use of assessments associated with the NCPAT program (i.e., including both the NC Interims and the flexible summative tests). The FAQ section of this handbook provides helpful information on the NC Interims but not the flexible summative tests. Additionally, the FAQ is missing information about the types of supports teachers are allowed to provide on the NC Interims (e.g., is a teacher allowed to provide hints or help to students?) and how the semi-secure should be handled (e.g., with whom, by whom, and for whom can items be shared? When and how can they be shared with students? How does this differ from requirements for the flexible summative tests?). NCDPI should consider updating other testing documents as well, such as the testing code of ethics and Test Coordinators' Policies and Procedures Handbook. All documents should align and reflect the new requirements associated with both the NC Interims and the forthcoming flexible summative assessments. This includes delineation of the common and unique purposes, uses, and testing procedures associated with both assessments.

Continuous Improvement

10. ***Consider collecting feedback to examine the impact of NCPAT on classroom instruction and students' test anxiety.*** Improving instruction and addressing test anxiety were two of several priorities identified by stakeholders during the initial design phase of the NCPAT program. Nationally, state-level through-grade assessment is a new assessment approach, and little is known about whether and how through-grade assessments might affect instruction or students' test anxiety. For example, it remains unknown whether and/or how NC Interims may influence teachers' instructional planning, classroom grouping and differentiation decisions, and personalized instructional approaches. Moreover, since reducing, or at least managing test anxiety, remains a priority in North Carolina, NCDPI may find it beneficial to empirically examine how the NCPAT program affects test anxiety, particularly among groups that may be most susceptible to test anxiety. For example, NCDPI could include a brief set of survey questions at the end of each NC Interim and flexible summative test that asks students to report on their perceived levels of anxiety and whether the NC Interims promote reduced test anxiety on the flexible summative test. Results could be

triangulated through teacher surveys, parent surveys, or other forms of data collection (e.g., stakeholder interviews, focus groups). Related, insights into teachers' instructional practices, test alignment, elimination of redundant testing practices, improved systems of assessment (i.e., more balanced systems of assessment), and assessment literacy could also be addressed through surveys or teacher logs. The pilot phase would be an ideal time to begin collecting data and using it to understand how design elements affect teachers' instruction and students' assessment experiences.

11. ***Consider updating the NCPAT theory of action.*** North Carolina's assessment theory of action suggests that intentional use of interim assessment, combined with professional development and multi-staged flexible summative test linked to the interims, should support instruction, improve progress monitoring, and increase student achievement. Higher student achievement is expected to occur through professional development, combined with immediate feedback from interim assessments and teachers' efficacious use of assessment results to personalize instruction. Additionally, the theory of action suggests that the new system should influence a more balanced system of assessments within local districts and schools. *In our review of the theory of action, we questioned the extent to which the NCPAT program's key resources (i.e., interims and flexible summative tests) and existing professional development design could reasonably be expected to impact achievement or influence more balanced assessment systems locally.* The professional development as currently designed includes 10 hours of training delivered through a series of online modules. Moreover, the training is voluntary, and the state cannot currently influence local district curriculum and assessment decisions.

    With NCPAT implementation underway, now is an opportune time for NCDPI to revisit its original theory of action. Questions to consider in the revision process: (1) are the NC Interims, flexible summative tests, and associated mechanisms for change (e.g., professional development) going to be sufficient for districts and schools to impact stated outcomes; specifically, raising achievement, reducing achievement gaps, and developing a balanced system of assessments? If not, what additional resources and supports would be necessary to build local districts' and schools' assessment literacy capacity? And/or how should expected outcomes change to better represent what a statewide system of assessment can reasonably achieve? Additionally, what resources/supports are included in the NCPAT system to improve classroom-based and formative assessment practice, and are these supports sufficient to change formative assessment practices at scale? Finally, what elements in the theory of action need to be updated based on changes to the original NCPAT program design (e.g., performance tasks are included as a key mechanism, but they currently are not included in the NCPAT program)? An updated theory of action could then support data collection efforts to examine these and other

questions about how teachers and students respond to the new system and what improvements may be needed.

The evaluator included additional feedback for consideration in the theory of action document, which was submitted to NCDPI in spring 2022.

References

Winn, K., Davis, R., and Meral, C. (2022). Innovative Assessments: Class Item Report and Cognitive Labs. Raleigh, NC: The Friday Institute for Educational Innovation at North Carolina State University.

APPENDIX A: NC PERSONALIZED ASSESSMENT TOOL THEORY OF ACTION

Goal *What is the overarching **goal(s)** of the system?*	**Outcomes** *What specific **outcomes** represent goal attainment?*	**Elements/ Components** *What **approaches**, **initiatives** and **components** need to be in place to support the attainment of outcomes?*	**Mechanisms** *What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?*	**Assumptions** *What **assumptions** underlie the system working as intended?*	**Evidence** *What **evidence** will demonstrate that the system is working as intended?*	**Consequences** *What are the potential intended/unintended **consequences**?*
Intentional through-grade use of assessment data to support teaching and increase student achievement	A balanced assessment system consisting of formative, interim, and summative measures Increased achievement (short term/long term) Reduced achievement gaps Increased assessment and data literacy	Through-grade assessments (interims) Staged-adaptive summative Assessment of higher order thinking skills Professional development in assessment literacy with a common language of formative assessment Immediate teacher feedback Student reports	Variety of item types (e.g., TEI, performance tasks) Online reporting Professional development via training modules that can be accessed at any time: ○ Regional coaching ○ Online PD modules on assessment and data literacy ○ Online PD modules on the assessment system ○ Training on misconceptions	Data will be reviewed and used by educators. The system will provide valid and reliable data. The test is aligned to content standards. Teachers will integrate their increased understanding of assessment and data into their day-to-day practices.	Increased student achievement and growth ○ Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) ○ Reduction of low-performing schools, districts, and charter schools (link to SBOE)	Intended: Students have more timely feedback on their performance so that they can improve. Teachers have actionable information so that they can use it to change instruction for students. Unintended: Interims become high stakes. Increased stress around testing Testing perceived as increased testing (interims) Impact on local pacing guides

- What is the overarching **goal(s)** of the system?
- What are the specific **outcomes** that represent the attainment of that goal (s)?
- What **elements** (e.g., approaches, initiatives, components) need to be in place to support the attainment of those outcomes?
- What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?
- What **assumptions** underlie the system working as intended?
- What **evidence** will demonstrate that the system is working as intended?
- What are the potential intended/unintended **consequences**?

APPENDIX B: NC INTERIMS CLASS ITEM REPORTS

Grade 4 Mathematics

NC Interim 1 - 2021-22 - Math Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.2/25	Class Percent Correct: 68.8%	School Mean: 17.2/25	School Percent Correct: 68.8%

	Geometry		Measurement and Data			Number and Operations in Base 10															Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 50.0		4.MD.3 : 73.3			4.NBT.2 : 72.0					4.NBT.4 : 72.0					4.NBT.7 : 80.0					4.OA.1 : 72.0				
DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
SCHOOL PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	A	B	C	D	7	215	TE[2]	A	B	C	D	A	B	34589	97541	C	D	A	B	C	D	A	B	25	TE[2]
STUDENT NAME																									
1 STUDENT A 100000000042	B	B	C	D	3	215	Yes	A	B	C	C	B	B	21	5555	C	D	A	B	C	C	A	A	25	No
2 STUDENT B 100000000055	A	C	C	D	55	215	No	C	A	C	D	A	B	1175	99999	C	D	A	A	C	D	A	B	25	No
3 STUDENT C 100000000072	A	C	C	D	7	215	Yes	A	B	C	C	A	B	34589	97541	C	D	A	C	C	D	A	C	25	Yes
4 STUDENT D 100000000081	A	B	C	D	3	215	Yes	C	C	D	D	A	B	34589	97541	D	D	A	D	C	D	A	B	25	No
5 STUDENT E 100000000098	D	A	C	D	984	215	Yes	C	A	C	D	A	B	34589	97541	C	D	A	A	C	D	A	B	25	No

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 4 Reading

NC Interim 1 - 2021-22 - Reading Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.024	Class Percent Correct: 70.8%	School Mean: 17.024	School Percent Correct: 70.8%

	Language				Reading for Information													Reading for Literature						
ITEM NUMBER	3	19	22	11	2	18	1	17	21	4	20	5	24	8	6	7	23	9	13	15	14	16	10	12
CONTENT STANDARD	4.L.4	4.L.4	4.L.4	4.L.5.a	4.RI.1	4.RI.1	4.RI.2	4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.4	4.RI.5	4.RI.8	4.RI.8	4.RI.8	4.RL.1	4.RL.1	4.RL.1	4.RL.2	4.RL.2	4.RL.3	4.RL.4	4.RL.4
CONTENT STANDARD PERCENT CORRECT	4.L.4: 40.0			4.L.5.1: 100.0	4.RI.1: 70.0		4.RI.2: 60.0			4.RI.3: 90.0		4.RI.4: 60.0		4.RI.5: 80.0	4.RI.8: 66.7			4.RL.1: 80.0			4.RL.2 80.0:	4.RL.3: 80.0	4.RL.4: 90.0	
DEPTH OF KNOWLEDGE	2	2	2	2	2	1	2	2	2	2	1	2	2	3	2	3	2	2	2	2	2	2	2	2
CLASS PERCENT CORRECT	0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
SCHOOL PERCENT CORRECT	0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
CORRECT ANSWER	TE[2]	TE[2]	TE[2]	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	TE[2]
STUDENT NAME																								
1 STUDENT A 100000000042	No	No	Yes	D	A	C	C	D	A	C	C	B	A	B	C	D	A	B	C	D	B	C	C	Yes
2 STUDENT B 100000000055	No	Yes	Yes	D	A	B	C	D	B	B	C	B	A	C	A	B	A	B	C	D	A	B	C	Yes
3 STUDENT C 100000000072	No	No	Yes	D	B	A	D	D	C	B	C	B	A	B	C	D	A	B	C	D	A	B	C	Yes
4 STUDENT D 100000000081	No	No	Yes	D	A	B	C	D	D	B	C	B	A	B	C	D	A	B	C	B	A	B	D	Yes
5 STUDENT E 100000000098	No	No	Yes	D	A	B	B	A	A	B	C	D	A	B	D	A	B	C	D	D	A	B	C	Yes

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Mathematics

NC Interim 1 - 2021-22 - Math Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678910)

Class Mean: 19.4/25	Class Percent Correct: 77.6%	School Mean: 19.4/25	School Percent Correct: 77.6%

	Geometry					The Number System					Ratio & Proportional Relationships														
ITEM NUMBER	3	13	15	18	24	5	8	9	11	21	1	4	6	17	20	2	14	19	22	23	7	10	12	16	25
CONTENT STANDARD	7.G.1	7.G.1	7.G.1	7.G.1	7.G.1	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.3	7.RP.3	7.RP.3	7.RP.3	7.RP.3
CONTENT STANDARD PERCENT CORRECT	7.G.1:					7.NS.3:					7.RP.1:					7.RP.2:					7.RP.3:				
DEPTH OF KNOWLEDGE	2	2	3	2	2	1	2	1	2	2	1	1	2	1	1	2	1	1	2	2	2	2	1	2	2
CLASS PERCENT CORRECT																									
SCHOOL PERCENT CORRECT																									
CALCULATOR ACTIVE	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
CORRECT ANSWER	A	B	C	D	A	-2.345	TE[2]	B	C	20	D	36	A	B	60	C	D	A	B	TE[2]	C	D	TE[2]	156	A
STUDENT NAME																									
1 STUDENT A 100000000042	C	B	C	D	A	-1.5	Yes	B	C	20	C	36	A	B	60	C	D	A	B	Yes	C	D	Yes	165	A
2 STUDENT B 100000000055	A	C	D	D	A	-2.345	Yes	B	C	20	C	36	A	C	60	D	D	A	B	No	D	C	Yes	156	A
3 STUDENT C 100000000072	A	A	A	D	B	-1.5	No	B	C	20	B	36	A	B	60	C	D	A	B	Yes	C	D	Yes	156	A
4 STUDENT D 100000000081	A	B	C	D	A	-2.345	Yes	B	C	20	B	36	A	C	60	C	D	A	B	Yes	C	D	Yes	156	B
5 STUDENT E 100000000098	A	B	C	B	A	-2.345	Yes	B	D	20	A	36	A	C	60	C	D	B	C	No	C	D	Yes	156	A

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Reading

NC Interim 1 - 2021-22 - Reading Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678901)

Class Mean: 17.2/24	Class Percent Correct: 71.7%	School Mean: 17.2/24	School Percent Correct: 71.7%

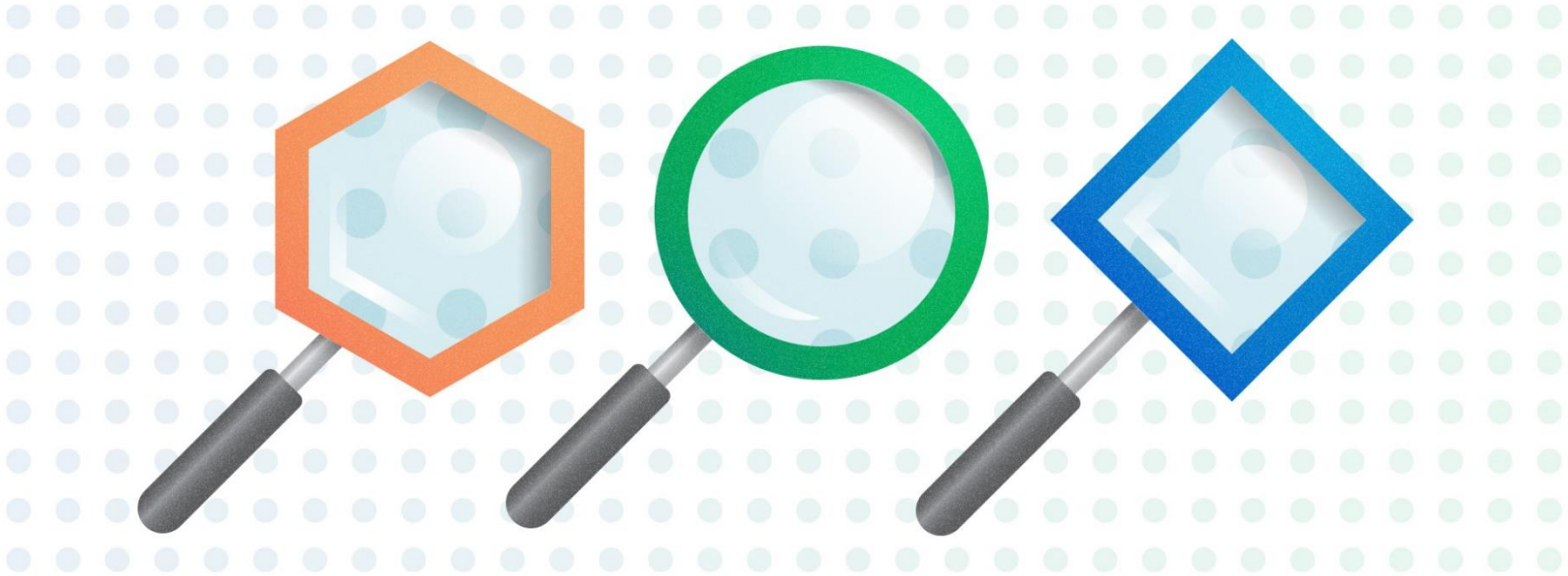
	Language				Reading for Information												Reading for Literature							
ITEM NUMBER	2	22	13	24	7	21	1	18	3	20	5	8	6	19	4	23	10	16	9	14	15	11	12	17
CONTENT STANDARD	7.L.4	7.L.4	7.L.5.a	7.L.5.a	7.RI.1	7.RI.1	7.RI.2	7.RI.2	7.RI.3	7.RI.3	7.RI.4	7.RI.5	7.RI.6	7.RI.6	7.RI.8	7.RI.8	7.RL.1	7.RL.1	7.RL.2	7.RL.3	7.RL.3	7.RL.4	7.RL.5	7.RL.6
CONTENT STANDARD PERCENT CORRECT	7.L.4: 50.0		7.L.5.a: 80.0		7.RI.1: 50.0		7.RI.2: 90.0		7.RI.3: 90.0		7.RI.4: 40.0	7.RI.5: 80.0	7.RI.6: 60.0		7.RI.8: 90.0		7.RL.1: 60.0		7.RL.2: 80.0	7.RL.3: 100.0		7.RL.4: 80.0	7.RL.5: 40.0	7.RL.6: 40.0
DEPTH OF KNOWLEDGE	2	2	2	2	2	2	2	2	2	3	2	3	3	2	3	3	2	2	2	2	2	2	3	2
CLASS PERCENT CORRECT	60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
SCHOOL PERCENT CORRECT	60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
CORRECT ANSWER	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	TE[2]	B	TE[2]	C	D	A	TE[2]	B	C
STUDENT NAME																								
1 STUDENT A 100000000042	B	D	A	B	C	C	A	B	C	D	B	B	C	D	A	Yes	B	No	C	D	A	Yes	C	D
2 STUDENT B 100000000055	C	C	C	C	C	D	A	C	C	D	C	B	C	D	A	No	C	No	B	D	A	Yes	B	B
3 STUDENT C 100000000072	C	D	A	B	C	C	A	B	C	D	A	B	B	D	A	Yes	B	Yes	C	D	A	Yes	C	C
4 STUDENT D 100000000081	D	D	A	B	C	B	A	B	C	A	B	A	B	C	A	Yes	B	No	C	D	A	Yes	B	C
5 STUDENT E 100000000098	C	D	A	B	B	D	A	B	C	D	A	B	C	B	A	Yes	B	Yes	C	D	A	No	C	B

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Exhibit I-04: Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Test Coordinator Survey Findings (August 2022)



NORTH CAROLINA IADA: SPRING 2022 PUBLIC SCHOOL UNIT TEST COORDINATOR SURVEY FINDINGS

August 2022

W. Christopher Brandt

Center for Assessment

Center for Assessment

National Center for the Improvement
of Educational Assessment
Dover, New Hampshire

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Appendix A: Spring 2022 Public School Unit Test Coordinator Survey Results *12*

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Executive Summary

In Spring 2022, the North Carolina Department of Public Instruction (NCDPI) administered a survey to public school unit (PSU) test coordinators who participated in the Innovative Assessment Demonstration Authority pilot, as approved by the U.S. Department of Education. The survey was designed to elicit feedback on test coordinators' perceptions on the NC Interims and technical support provided by NCDPI. A total of 16 test coordinators from 12 PSUs and 4 charter schools responded to the survey. Not every test coordinator responded to every item and, therefore, the number of participants responding to any given item varies between 14 and 16 on most items. Sample demographics and item-level frequencies are included in Appendix A. Results will be used to improve implementation of the NC Check-Ins 2.0 (formerly NC Interims). The survey will include test coordinators from additional PSUs in future years as NCDPI expands the pilot to new sites.

This report summarizes findings from the test coordinator survey and, when possible, compares these findings to a survey of 160 IADA pilot teachers who completed a separate teacher survey during the same timeframe. When common items allowed us to compare results across the two groups, we used results from both surveys to inform our recommendations in this report. A separate teacher survey report, submitted concurrently with this report, provides details about the teacher survey and includes results and recommendations based solely on the teacher survey.

Strengths. PSU test coordinators reported feeling well supported by NCDPI and regional coordinators. Additionally, test coordinators' reported levels of satisfaction with the NC Interims generally matched or exceeded those of teachers. Sixteen of 16 test coordinators (100%) reported feeling at least *moderately prepared* to support teachers' administration of the NC Interims, and 13 of 16 (78.6%) felt prepared to support their interpretation and use of results. Fifteen of fifteen (100%) reported that the NC Interims were easy for teachers to administer, and fourteen of fifteen (93%) reported a smooth administration process with no major problems.

Fourteen of fourteen test coordinators (100%) reported that items on the NC Interims met high-quality standards, reflected a wide range of difficulty levels, and aligned at least moderately well with local district curriculum and pacing guides in mathematics (13 of 14 test coordinators, or 93%, reported moderate levels of alignment in reading). Additionally, 14 of 14 test coordinators (100%) reported that the interim results were timely, and 12 of 14 (86%) indicated that reports were useful to support classroom instruction.

Areas for Improvement. Feedback from both test coordinators and teachers suggest that NCDPI should focus their improvements on (1) improving the effectiveness of current NC Interims training; (2) increasing teachers' awareness of key supplemental NC Interims resources

(e.g., teacher handbook, webpage); (3) improving the interpretation of the individual student report; and (4) improving responsiveness to test coordinator concerns.

Test Coordinator and Teacher Training. With regard to the NC Interims training, twelve of 14 test coordinators who responded to the survey item (86%) reported completing the new 30-minute training webinar. Of the 12, nine (75%) reported that the webinar helped support the use of NC Interims' reporting tools; however, three (25%) reported that the webinar was only *slightly helpful* or *not helpful at all* for this purpose. Similarly, among teachers, 20.6% reported not completing the webinar. Among teachers who completed the webinar, 26.9% reported that the webinar was either *not helpful* or *only slightly* helpful for the purpose of using reporting tools. Results from both surveys suggest that improvements to the training webinar and/or supplemental materials may be warranted to improve interpretation and use of reporting tools. Additionally, NCDPI may consider gathering additional feedback from test coordinators and pilot teachers to determine whether more comprehensive training would be helpful and, if so, how the training should be designed (e.g., content, delivery modes) to address the distinct needs of test coordinators and teachers. For example, it may be that separate training webinar for test coordinators would more effectively address their unique responsibilities and questions. And the existing webinar may need to be revised or augmented with additional resources to address teachers' knowledge and skills related to administering and using the interims for instructional purposes. NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules. We address teacher resources in more depth in the next paragraph.

Supplemental NC Interims Resources. The NC Interims Teacher Handbook and NCPAT Webpage are the two primary resources designed to supplement the NC Interims training webinar and support teachers' implementation of the NC Interims. Fourteen of 14 test coordinators (100%) reported being at least *moderately familiar* with the NC Interims Teacher Handbook. Moreover, 13 of 14 (92.8%) reported that the teacher handbook was helpful in supporting administration of the NC Interims. Among teachers, 80.6% (N=124 of 154) reported being at least moderately familiar with the handbook; however, conversely, 19.5% (n=30 of 154) reported being only *slightly familiar* or *not familiar at all* with the NC Interims Teacher Handbook. These findings reveal that a substantially higher percentage of test coordinators are familiar with the teacher handbook and NCPAT webpage vs. teachers. They also reveal that test coordinators perceive the handbook as being helpful for teachers, but not all teachers are using it. Regarding the NCPAT webpage, 4 of 14 (28.6%) of test coordinators and 41.6% of teachers reported being *slightly familiar* or *not familiar at all* with the webpage. The fact that four in 10 teachers are not familiar with the website is noteworthy considering that it is one of the primary supplemental resources available to support implementation of the NC Interims. NCDPI may consider alternative methods for increasing awareness and promoting the use of the handbook and website among teachers. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies

for increasing teachers' awareness and use of these resources. NCDPI may also consider posting links on the website so that teachers can access the teacher handbook, sample class reports, and other important resources directly from the website. Doing this may also improve the utility of the website and, in turn, improve awareness of the website and the pilot program. As NCDPI considers improvements to the website, they should consider gathering more specific feedback from coordinators and teacher via interviews, focus groups and/or think-alouds to improve the end user's experience.

Supporting accurate interpretation of the individual student report (ISR). Twelve of 14 test coordinators (85.7%) reported that the ISR is at least *moderately helpful* for parents to understand their child's performance. Comparatively, 68.1% of teachers reported that the ISR is at least *moderately helpful*, and 31.8% reported that it was only *slightly helpful* or *not helpful at all* for this purpose.[1] Notably, the new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which some parents and teachers may misinterpret. For example, teacher interviews anecdotally revealed that some parents believed that *approaching* meant their child was on track when, in reality, *approaching* meant the child may have performed well below standards. NCDPI may consider developing training and communication to support teachers', parents', and students' accurate interpretation of the ISR. For example, training on the ISR could be integrated into the teaching training webinar, training resources, and shared via various dissemination vehicles (e.g., the NCPAT webpage, at quarterly webinars, and other venues).

Responding to Test Coordinators' Concerns. Thirteen of 14 test coordinators (92.9%) reported that NCDPI effectively communicated important information and updates, and all fourteen test coordinators (100%) reported effectively communicating with their regional accountability coordinator. Comparatively, only 10 of 14 (71%) agreed that their suggestions about the NC Interims "are heard and taken seriously by NCDPI." NCDPI may want to explore why this may be and how to improve test coordinators' perceptions of NCDPI's responsiveness to school-based concerns and suggestions.

[1] Percentages do not always total 100 due to rounding.

Summary of Findings

Preparation (Q5–6, 21)

- All 16 test coordinators (100%) reported that they felt at least moderately prepared to support teachers' administration of the NC Interims. Thirteen of 16 (81.3%) reported feeling "mostly" or "very" prepared.
- Eleven of 14 test coordinators (78.6%) felt at least "moderately" prepared to support school staff members' interpretation and use of reports.

NC Interims Administration Scripts (Q7–9)

- Ten of 16 test coordinators (62.5%) reported that their district ***does not*** provide a script for teachers to use when administering the NC Interims. Of the six districts that reported providing a script, half require that teachers use the script and the other half provide the script as an optional resource for teachers.
- Thirteen of 15 test coordinators (81.3%) reported that they would prefer that teachers read administration instructions directly from a script.
- Recommendation: Consider developing script associated with the NC Interims (NC Check-Ins 2.0) for teachers participating in the pilot, as results suggest both test coordinators and teachers prefer a script. Additionally, consider alternative ways of formally communicating when the script becomes available, and formally addressing questions from test coordinators on the intended purpose and uses of the script (e.g., clarifying whether use of the script is required or an individual PSU's decision).

Item Security (Q10)

- Fifteen of fifteen test coordinators (100%) reported that questions on the NC Interims were at least moderately secure and confidential. Thirteen of fifteen (86.7%) reported that the interim items were "mostly" or "very" secure and confidential. Findings suggest that the integrity of the items and interim results are high.

Ease and Efficacy of Administration (Q11–13)

- Fifteen of 15 test coordinators (100%) reported that the NC Interims were easy for teachers to administer.
- Only one of 15 test coordinators (6.7%) reported experiencing "major problems" when supporting administration of the NC Interims in 2021–2022. The technology issue had to do with students getting "kicked out" of the test during administration. The major non-technology issue that emerged was that teachers occasionally administered the old NC Check-In assessment instead of the new NC Interim (i.e., they selected the wrong test to administer in the NC Test platform).

- Recommendation: If possible, remove the old NC Check-Ins as a selection option in the NC Test platform for teachers who participate in the pilot in select grades/subjects.

Alignment of Mathematics Interims (Q15a)

- Fourteen of 14 of test coordinators (100%) reported that the NC Interims at least "moderately" reflected standards previously taught in mathematics. About 67% reported that items on the interims were "mostly" or "highly" aligned to the taught curriculum. Results corroborate teachers' reported perceptions of alignment as reported on the teacher survey. Specifically, well over 80% of teachers (N=104) reported that at least 50% of items on all three interim assessments reflected the taught curriculum.

Alignment of Reading Interims (Q15b)

- Thirteen of 14 test coordinators (91.6%) reported that the NC Interims at least "moderately" reflected standards previously taught in reading. Twelve of 14 test coordinators (83.3%) reported that items on the interims were "mostly" or "highly" aligned to the taught curriculum. Results corroborate teachers' reported perceptions of alignment as indicated on the teacher survey. Specifically, well over 90% of teachers (N=95) reported that at least 50% of items on all three interim assessments reflected the taught curriculum.

Quality of NC Interim Items (Q16)

- Fourteen of 14 test coordinators (100%) reported that the items on the NC Interims reflected moderate to very high levels of quality. This is consistent with teachers results. Specifically, 93.7% of mathematics teachers (N=109) and 94.2% of reading teachers (N=103) reported that items on the NC Interims reflected moderate to very high levels of quality.

Range of Difficulty Across NC Interim Items (Q17)

- Fourteen of 14 test coordinators (100%) reported that items on the NC Interims represented a range of difficulty levels. This is consistent with teacher results. Specifically, 99.1% of mathematics teachers (N=109) and 91.2% of reading teachers (N=103) reported that items on the NC Interims represented a range of difficulty levels.

Usefulness of Class Item Reports (Q22-23)

- Fourteen of 14 test coordinators (100%) reported that the class item report is useful for supporting classroom instructional decisions. This compares to 85.3% of teachers (N=157) who reported that the class item report is useful for supporting classroom instructional decisions.

The table below presents the primary ways in which test coordinators perceived teachers using the class item report against teachers reported perceptions. The top three ways that test coordinators perceived teachers using the class item report include: (1) providing targeted support to students who are struggling (87.5%), (2) identifying common misconceptions that require reteaching (81.3%), and (3) grouping students for instruction (42.5%). *Interestingly, substantially fewer teachers (42.5%) reported using the class item report to group students for instruction.* Rather, teachers were more likely to report using the class item report to identify misconceptions (66.3%) and provide support to struggling students (54.4%). These latter two categories matched test coordinators' perceptions of teacher use. Additional feedback and recommendations for improving the class item report is available in the Friday Institute's report, *Innovative Assessments: Class Item Report and Cognitive Labs* (Winn, Davis, and Meral, 2022).[2]

Perceived Use of Class Item Reports (Select top 3)	Test Coordinators	Teachers
Provide targeted support to students who are struggling	87.5%	54.4%
Identify common misconceptions that require reteaching	81.3%	66.3%
Group students for instruction	81.3%	42.5%
Identify students needing more intensive support (e.g., MTSS Tier 2/3)	62.5%	48.8%
Provide acceleration activities for students who demonstrate mastery	56.5%	12.5%
Other	6.3%	4.4%

Frequency of Use (Q24-26)

- Ten of 14 test coordinators (71.4%) reported that they reviewed the NC Interim reports with both school administrators and instructional coaches, or lead teachers, at least once after each administration. Two of 14 (14.3%) reported rarely or never reporting results to school administrators.
- Nine of 14 (56.3%) reviewed reports with teachers at least once after each administration.

Timeliness of Reports (Q27)

- Fourteen of 14 test coordinators (100%) reported that reports are timely, compared to 95.5% of teachers.

Usefulness of the Individual Student Report (Q28)

- Twelve of 14 test coordinators (85.7%) reported that the individual student report was helpful for parents to understand their child's performance. This compares to 68.1% of teachers (N=154). Notably, 31.2% of teachers disagreed that the individual student report

[2] Winn, K., Davis, R., and Meral, C. (June, 2022). Innovative Assessment: Class Item Report and Cognitive Labs. Raleigh, NC: Friday Institute for Educational Innovation.

was helpful for parents. Teacher interviews suggested that some parents may misinterpret performance labels on the ISR, which progress from *approaching* to *satisfactory* along a continuum. For example, a parent may believe that their student is on track to grade-level proficiency when their score falls near the *approaching* label. However, a score near the *approaching* label means that a child is performing below, or well below, grade-level standards.

- Recommendation: The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by parents and teachers. NCDPI may consider how to design and disseminate training to support more accurate interpretation of the ISR among parents, as well as accurate interpretation and use of the report among teachers. For example, NCDPI could schedule training on the ISR during quarterly webinars, provide web-based resources, or integrate additional training on ISR interpretation and use in the teacher webinar.

Training to Administer and Use NC Interims (Q29)

- Twelve of 14 test coordinators (85.7%) completed the 30-minute online training webinar. Of the 12, nine test coordinators (75%) reported that it was moderately to very helpful for supporting the use of the NC Interims. This compares to 73.2% of teachers (N=123) who completed the training and found it to be at least moderately helpful (32 of 155 teachers reported not completing the training).
- Recommendation. About 25% of test coordinators and teachers found the training webinar to be only *slightly helpful* or *not helpful at all* for its intended purpose of supporting the use of NC Interims' reporting tools. Among teachers, 26.9% reported that the webinar was only *slightly* helpful or *not helpful at all* for this purpose. Moreover, 14% of test coordinators (n=2) and 20.6% of teachers (n=32) reported that they did not complete the training webinar. Results from both surveys suggest that improvements to the training webinar and/or supplemental materials may be warranted to improve interpretation and use of reporting tools. Additionally, NCDPI may consider gathering additional feedback from test coordinators and pilot teachers to determine whether more comprehensive training would be helpful and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Familiarity and Helpfulness of Teacher Handbook (Q30a-b, Q31a-b)

- Fourteen of 14 test coordinators (100%), and 80.6% of teachers (N=154), reported being at least *moderately familiar* with the NC Interims Teacher Handbook. Moreover, 13 of 14 test coordinators (92.8%) reported that the handbook was at least *moderately helpful* in supporting administration of the NC Interims.

- Notably, 12 of 14 test coordinators (85.7%) reported being *very familiar* with the teacher handbook, while only 33.8% of teachers (52 of 154) reported this same level of familiarity. Moreover, 19.5% of teachers reported being only *slightly familiar* or *not familiar at all* with the teacher handbook.
- Ten of 14 test coordinators (71.5%), and 58.4% of teachers (N=154), reported being at least *moderately familiar* with the NCPAT webpage. Similarly, ten of 14 test coordinators (71.5%) reported that the webpage was at least moderately helpful in supporting the administration of the NC Interims. Conversely, 41.6% of teachers reported being *slightly familiar* or *not familiar at all* with the webpage.
- Recommendation: A substantially higher percentage of test coordinators reported being familiar with the teacher handbook and NCPAT webpage vs. teachers. Moreover, teachers' reported level of familiarity with the NCPAT website and NC Interims Teacher Handbook may be lower than ideal. NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies for increasing teachers' use of the resources. Additionally, NCDPI may consider working with test coordinators to develop strategies for increasing teachers' familiarity with these and other NCPAT resources.

Overall Usefulness of NC Interims (Q32)

- Fourteen of 14 test coordinators (100%) reported that the NC Interims were at least "moderately" useful when compared to other interim assessments for informing instruction. Ten of 14 (71.5%) reported that the NC Interims were "very" useful as compared to other interim assessments. Comparatively, 82.7% of teachers (N=156) reported that the NC Interims were at least "moderately" useful compared to other interims they had used in the past. Findings suggest that the vast majority of pilot schools and participants find the NC Interims useful for informing instruction.

NCDPI Support to Test Coordinators (Q33a-d)

- At least 13 of 14 test coordinators (92.9%) "agreed" or "strongly agreed" that NCDPI effectively communicates important information and updates to the test coordinators. Additionally, all 14 test coordinators (100%) reported that the NCPAT webinars are an effective way of communicating updates.
- Ten of 14 test coordinators (71.5%) reported that they felt their suggestions about the NC Interims are heard and taken seriously by NCDPI (three test coordinators reported "neutral;" one reported "disagree").
- Fourteen of 14 test coordinators (100%) reported that their regional accountability coordinator provided important information and updates.

- Results suggest that, overall, NCDPI is effectively communicating with pilot schools and participants and providing helpful implementation support to test coordinators.
- Recommendation: Consider asking test coordinators to comment on their perceptions of NCDPI's responsiveness to school-based concerns, and act swiftly to address specific concerns. This could be done during monthly webinars as well as more formal data collection activities such as focus groups and surveys. By intentionally inviting test coordinators to voice their concerns, and by addressing these concerns swiftly and satisfactorily, NCDPI can build the overall strong collaboration and trust they have established thus far with pilot schools.

Appendix A
Spring 2022 Public School Unit Test Coordinator Survey Results

Demographics

A total of 16 test coordinators from 12 public school units and 4 charter schools responded to the survey.[3] Of the 16 respondents, 10 identified as PSU administrators (62.5%), four as test coordinators (25%), and two as another school leadership role (12.5).

Please select the category that best describes your *primary* role in the public school unit (PSU)

Role	Number	Percent
PSU Administrator	10	62.5
PSU Test Coordinator	4	25.0
Other (e.g., School Leader, Instructional Coach)	2	12.5

Two of 16 respondents were new to the test coordinator role in 2021–2022 (12.5%). Seven respondents had between two and five years of experience serving in the test coordinator role (43.8%); three had between six and 10 years of experience (18.7%); and 4 had over 10 years of experience (25%).

Years working as a test coordinator in this PSU

Years of Teaching Experience	Number	Percent
Less than one year	2	12.5
2–5 years	7	43.8
6–10 years	3	18.7
Over 10 years	4	25.0
Total	16	100

Twelve of 16 respondents worked in PSUs that fully participated in the IADA pilot in all eligible grades and subjects in 2021–2022 (i.e., grade 4 and 7 mathematics and reading; 75%). Two respondents worked in PSUs that participated in the IADA pilot in grade 4 only (12.5%), and two additional respondents worked in PSUs that participated in the IADA pilot in grade 4 mathematics and grade 7 reading (12.5%).

Subjects and grades in which NC Interims were administered in the PSU

Primary Grade-Level	Number	Percent
Grade 4 Mathematics and Reading	2	12.5
Grade 4 Mathematics and Grade 7 Reading	2	12.5
Grade 4 and 7 Mathematics and Reading	12	75.0

[3] Not all test coordinators responded to every item. Item-level summaries include the total number of test coordinators who responded to each item.

NC Interims

Q5. Overall, how prepared did you feel to support teachers' administration of the NC Interims?

		Frequency	Valid Percent
Valid	Moderately prepared	3	18.8
	Mostly prepared	3	18.8
	Very prepared	10	62.5
	Total	16	100.0

Q6. How prepared did you feel to support consistent administration of the NC Interims in the pilot schools?

		Frequency	Valid Percent
Valid	Moderately prepared	4	25.0
	Mostly prepared	2	12.5
	Very prepared	10	62.5
	Total	16	100.0

Q7. Does your district provide a script for teachers to use when administering an NC Interim?

		Frequency	Valid Percent
Valid	No	10	62.5
	Yes	6	37.5
	Total	16	100.0

Q8. Does your district require teachers to read directly from a script when administering the NC Interims?

		Frequency	Valid Percent
Valid	No, the script is optional	3	50.0
	Yes	3	50.0
	Total	6	100.0
Missing	System	10	
Total		16	

Q9. Would you prefer that teachers read administration instructions directly from a script?

		Frequency	Valid Percent
Valid	No	1	6.7
	Yes	13	86.7
	Neither. I prefer an alternative procedure.	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q10. How secure and confidential are the NCPAT questions in your school?

		Frequency	Valid Percent
Valid	Moderately secure	2	13.3
	Mostly secure	1	6.7
	Very secure	12	80.0
	Total	15	100.0
Missing	System	1	
Total		16	

Q11. Compared to other interims, how easy was it for teachers to administer the NC Interims?

		Frequency	Valid Percent
Valid	Mostly easy	6	40.0
	Very easy	9	60.0
	Total	15	100.0
Missing	System	1	
Total		16	

Q12. Did schools experience any major technology-related problems?

		Frequency	Valid Percent
Valid	No	14	93.3
	Yes	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q13. Did schools experience any major non-technology-related problems?

		Frequency	Valid Percent
Valid	No	14	93.3
	Yes	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q14. Did your schools administer the NC Interims in order?

		Frequency	Valid Percent
Valid	Yes	15	100.0
Missing	System	1	
Total		16	

15a. On the Mathematics interims, to what extent did questions reflect (or align with) standards previously taught?

		Grade 4		Grade 7	
		Frequency	Valid Percent	Frequency	Valid Percent
Valid	Moderately aligned	5	35.7	4	33.3
	Mostly aligned	7	50.0	6	50.0
	Highly aligned	2	14.3	2	16.7
	Total	14	100.0	12	100.0
Missing	System	2		4	
Total		16		16	

15b. On the Reading interims, to what extent did questions reflect (or align with) standards previously taught?

		Grade 4		Grade 7	
		Frequency	Valid Percent	Frequency	Valid Percent
Valid	Mostly not aligned	1	7.1	1	8.3
	Moderately aligned	1	7.1	1	8.3
	Mostly aligned	7	50.0	7	58.3
	Highly aligned	5	35.7	3	25.0
	Total	14	100.0	12	100.0
Missing	System	2		4	
Total		16		16	

Q16. How would you rate the overall quality of the questions in the NC Interims?

		Frequency	Valid Percent
Valid	Moderately high	2	14.3
	Mostly high	7	50.0
	Very high	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q17. To what extent did the interim questions represent a range of difficulty levels?

		Frequency	Valid Percent
Valid	To a limited extent	2	14.3
	To a moderate extent	5	35.7
	To a great extent	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q20. Considering the purpose of the NC Interims, how will the results be used in your public school unit (List up to 3)?

	Frequency	Valid Percent
Support classroom instruction	14	87.5
Monitor school improvement efforts	11	68.8
Support placement decisions (e.g., gifted, special programs)	5	31.3
Other	1	6.3
Evaluate teachers	0	0.0
Hold schools accountable	0	0.0

Q21. How prepared did you feel to support school staff members' interpretation and use of reports?

		Frequency	Valid Percent
Valid	Slightly prepared	3	21.4
	Moderately prepared	4	28.6
	Very prepared	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q22. How useful is the class item report for supporting classroom instructional decisions?

		Frequency	Valid Percent
Valid	Moderately useful	1	7.1
	Useful	3	21.4
	Very useful	10	71.4
	Total	14	100.0
Missing	System	2	
Total		16	

Q23. What are the primary ways in which teachers use the NC Interim class item report? (Select your top three)

	Frequency	Valid Percent
Provide targeted support to students who are struggling	14	87.5
Identify common misconceptions that require reteaching	13	81.3
Group students for instruction	13	81.3
Identify students who need more intensive instructional support (e.g., tier 2/3 support)	10	62.5
Provide acceleration activities for students who demonstrate mastery	9	56.3
Using the report to support teacher-student conversations about future learning goals	8	50.0
Other	1	6.3

Q24. How frequently do you review the NC Interim reports with school administrators?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	2	14.3
	One or two times per year	2	14.3
	Once after administering each NC Interim	5	35.7
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q25. How frequently do you review the NC Interim reports with instructional coaches/lead teachers?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	3	21.4
	One or two times per year	1	7.1
	Once after administering each NC Interim	5	35.7
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q26. How frequently do you review the NC Interim reports with classroom teachers?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	4	28.6
	One or two times per year	1	7.1
	Once after administering each NC Interim	4	28.6
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q27. How timely are the reports?

		Frequency	Valid Percent
Valid	Mostly timely	2	14.3
	Very timely	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q28. How helpful is the individual student report for parents to understand their child's performance?

		Frequency	Valid Percent
Valid	Not helpful at all	1	7.1
	Slightly helpful	1	7.1
	Moderately helpful	2	14.3
	Helpful	5	35.7
	Very helpful	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q29. How helpful was the 30-minute online training course for supporting the use of reporting tools?

		Frequency	Valid Percent	Valid Percent*
Valid	Not helpful at all	1	7.1	8.3
	Slightly helpful	2	14.3	16.7
	Moderately helpful	3	21.4	25.0
	Helpful	4	28.6	33.3
	Very helpful	2	14.3	16.7
	I did not complete this training	2	14.3	
	Total	14	100.0	100.0 (N=12)
Missing	System	2		
Total		16		

*Includes only test coordinators who reported that they completed the training.

Q30a. How familiar are you with the NC Interim Teacher's Handbook?

		Frequency	Valid Percent
Valid	Moderately familiar	1	7.1
	Mostly familiar	1	7.1
	Very familiar	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q30b. How familiar are you with the NCPAT webpage?

		Frequency	Valid Percent
Valid	Not familiar at all	1	7.1
	Slightly familiar	3	21.4
	Mostly familiar	2	14.3
	Very familiar	8	57.1
	Total	14	100.0
Missing	System	2	
Total		16	

Q31a. How helpful was the NC Interim Teacher's Handbook in supporting administration of the NC Interims?

		Frequency	Valid Percent
Valid	Slightly helpful	1	7.1
	Moderately helpful	3	21.4
	Helpful	3	21.4
	Very helpful	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q31b. How helpful was the NCPAT webpage in supporting administration of the NC Interims?

		Frequency	Valid Percent
Valid	Not helpful at all	1	7.1
	Slightly helpful	3	21.4
	Moderately helpful	2	14.3
	Helpful	4	28.6
	Very helpful	4	28.6
	Total	14	100.0
Missing	System	2	
Total		16	

Q32. Compared to other interims, how would you rate the usefulness of the NC Interims for informing instruction?

		Frequency	Valid Percent
Valid	Moderately useful	1	7.1
	Useful	3	21.4
	Very useful	10	71.4
	Total	14	100.0
Missing	System	2	
Total		16	

Q33a. NCDPI effectively communicates important information and updates

		Frequency	Valid Percent
Valid	Disagree	1	7.1
	Agree	6	42.9
	Strongly agree	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q33b. The NCPAT webinars are an effective way of communicating important information and updates to pilot schools.

		Frequency	Valid Percent
Valid	Agree	9	64.3
	Strongly agree	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

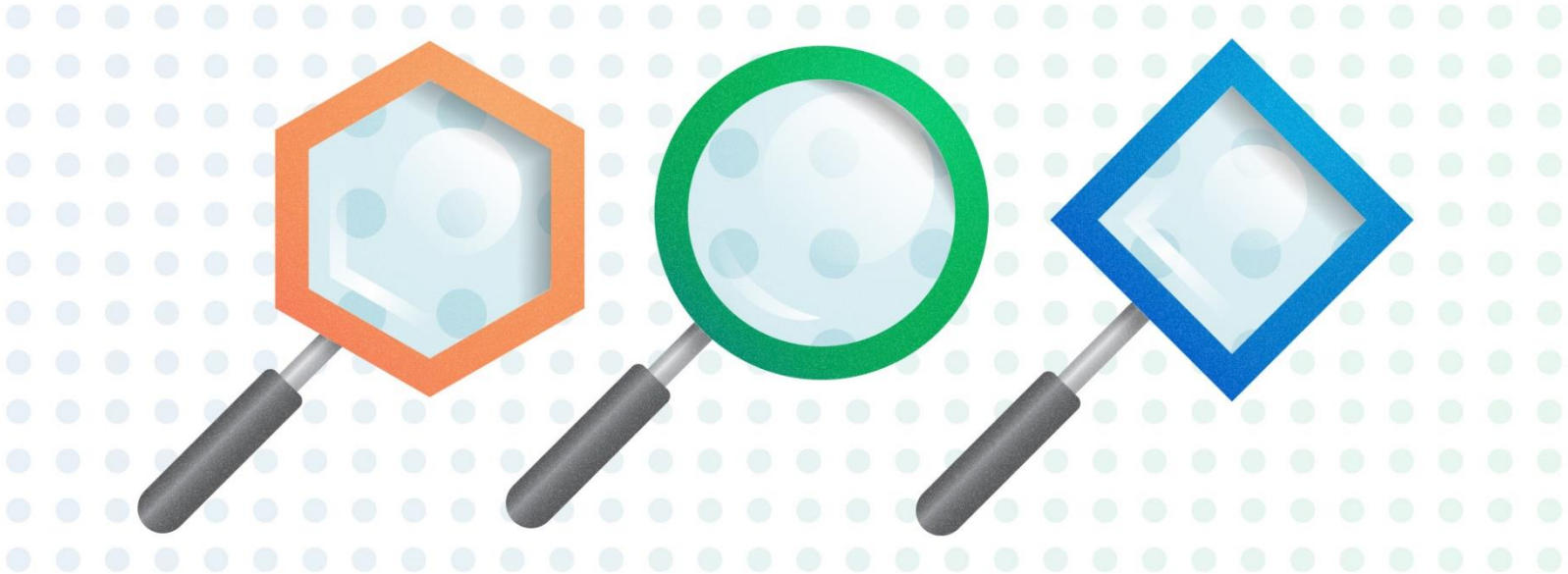
Q33c. I feel that my suggestions about the NC Interims are heard and taken seriously by NCDPI.

		Frequency	Valid Percent
Valid	Disagree	1	7.1
	Neutral	3	21.4
	Agree	4	28.6
	Strongly agree	6	42.9
	Total	14	100.0
Missing	System	2	
Total		16	

Q33d. My regional accountability coordinator provides important information and updates.

		Frequency	Valid Percent
Valid	Agree	2	14.3
	Strongly agree	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Exhibit I-05: Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)



NORTH CAROLINA IADA: SPRING 2022 TEACHER SURVEY FINDINGS

August 2022

W. Christopher Brandt

Center for Assessment

Center for Assessment

National Center for the Improvement
of Educational Assessment
Dover, New Hampshire

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Executive Summary

In Spring 2022, the North Carolina Department of Public Instruction (NCDPI) administered a survey to teachers who participated in the Innovative Assessment Demonstration Authority pilot, as approved by the U.S. Department of Education, during the 2021–2022 school year. The survey was designed to elicit feedback on teachers' perceptions of the NC Interims. A total of 160 teachers from 62 pilot schools across 14 public school units (PSU) responded to the survey. Sample demographics and item-level frequencies are included in Appendix A. Results will be used to improve the implementation of the NC Check-Ins 2.0 (formerly NC Interims) beginning in Fall 2022. The survey will include more teachers and grade levels in future years, as NCDPI continues to expand the NC Interims across grades 3–8.

Overall, teachers from the pilot PSUs reported high levels of satisfaction with the NC Interims. Over 80% of teachers reported feeling prepared to administer the NC Interims. Nearly 100% of teachers reported that the NC Interims were easy to administer, and less than 15% reported experiencing problems as students took the assessments. Problems that did occur tended to be local technology-related issues within the PSU or school (e.g., students unable to log into the assessment, students getting kicked out). In both reading and mathematics, well over 80% of teachers reported that most items on the NC Interims reflected grade-level standards previously taught. Over 95% reported that interim results were timely, and over 85% indicated that reporting tools were useful for supporting classroom instruction.

Of concern, 20.6% of teachers reported *not completing* the 30-minute training webinar. Among teachers who completed the webinar, 26.9% reported that the 30-minute training webinar was either *not helpful* or *only slightly helpful*, suggesting that improvements or supplemental materials may be warranted. Additionally, NCDPI may consider gathering additional feedback from pilot teachers to determine whether comprehensive training would be helpful to teachers and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after a series of more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Additionally, 68.1% of teachers reported that the individual student report (ISR) was helpful for parents to understand their child's performance; however, 31.8% disagreed. The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by end users. NCDPI may consider developing training and communication to support teachers', parents', and students' accurate interpretation of the ISR. Finally, nearly 20% of teachers reported being *slightly familiar* or *not familiar at all* with the NC Interims Teacher Handbook, and 41.6% reported being *slightly familiar* or *not familiar at all* with the NCPAT webpage. Given these levels of unfamiliarity with NCPAT resources, NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools.

Summary of Findings

Preparation (Q9)

- 89.4% of teachers reported feeling at least "moderately" prepared to administer the NC Interims.

NC Interims Administration Scripts (Q10–13)

- 63.1% of teachers read from a script when administering NC Interims.
- 75% of teachers would prefer to read administration instructions directly from a script.
- Recommendation: Consider updating the script associated with the NC Check-Ins for teachers participating in the pilot, as results suggest that most teachers prefer reading administration instructions from a script. Additionally, consider alternative ways of communicating when the script becomes available and specifying requirements for use (e.g., clarifying whether use of the script is required or an individual PSU's decision).

Item Security (Q14)

- 98.8% of teachers indicated that questions on the NC Interims remained secure and confidential.

Ease and Efficacy of Administration (Q15, Q16–17a–b)

- 98.2% of teachers reported that the NC Interims were easy to administer to students compared to other interim assessments they have used in the past.
- 85.6% of teachers reported that they ***did not*** experience any ***"major technology-related problems"*** when administering the NC Interims in 2021–2022. The 14.4% (n=23) of teachers who reported problems noted slow internet connection (e.g., assessment locking up, students getting kicked out of the assessment, questions not loading properly), inability to log in and access the assessment, and technology-enhanced items not working properly. Additionally, district test coordinators reported that some teachers selected the old NC Check-In assessment instead of the new NC Interim (i.e., they selected the wrong test to administer in the NC Test Platform).
- 97.5% of teachers reported that they ***did not*** experience any ***"major non-technology-related problems"*** when administering the NC Interims in 2021–2022. The 2.5% (n=4) of teachers who reported problems noted that absences and COVID-related quarantines during the test window were the major reasons preventing students from completing an assessment.
- Recommendation: If one is not already available, consider developing, disseminating, and training teachers to use a readiness checklist. The checklist would provide minimum school requirements related to computers, technology hardware, wifi bandwidth, router

requirements, and other specifications needed to ensure a smooth implementation of the NC Interims.

- Recommendation: If possible, remove the old NC Check-Ins as a selection option in the NC Test platform for teachers who participate in the pilot in select grades/subjects. Doing this would prevent teachers from mistakenly administering the older version of the NC Interim assessment (i.e., the original Check-In assessment).

Quality of Mathematics Interims (Q18a–20a)

- Between 81.7 and 88.4% of mathematics teachers, or over four of five, reported that items on the NC Interims reflected at least 50% of standards previously taught. Between 52.9 and 72.8% of teachers (on Interim 1 and 3, respectively) reported that at least 75% or "nearly all" items on the interim reflected standards previously taught. Results suggest that the NC Interims - Mathematics are aligned with most districts' curriculum and pacing schedules.
    - 81.7% of teachers indicated that 50% or more of the items on the first interim assessment reflected standards previously taught.
    - 88.4% of teachers indicated that 50% or more of the items on the second interim assessment reflected standards previously taught.
    - 87.4% of teachers indicated that 50% or more of the items on the third interim assessment reflected standards previously taught.
- 93.7% of mathematics teachers reported that items on the NC Interims reflected moderate to very high levels of quality.
- 99.1% of mathematics teachers reported that items on the NC Interims represented a range of difficulty levels.

Quality of Reading Interims (Q18b–20b)

- Between 93.7 and 97.9% of reading teachers reported that items on the NC Interims reflected at least 50% of standards previously taught. Between 62.1 and 85% of reading teachers (on Interim 1 and 3, respectively) reported that at least 75% or "nearly all" items on the interim reflected standards previously taught. Results suggest that items on the NC Interims - Reading are aligned with most districts' curriculum and pacing schedules. Additionally, the higher perceptions of alignment among reading teachers vs. mathematics teachers may reflect the spiraling nature of reading standards.
    - 93.7% of teachers indicated that 50% or more of the items on the first interim assessment reflected standards previously taught.
    - 97.9% of teachers indicated that 50% or more of the items on the second interim assessment reflected standards previously taught.
    - 97.5% of teachers indicated that 50% or more of the items on the third interim assessment reflected standards previously taught.

- 94.2% of reading teachers reported that items on the NC Interims reflected moderate to very high levels of quality.
- 91.2% of reading teachers reported that items on the NC Interims represented a moderate to very high range of difficulty levels.

Usefulness of Class Item Reports (CIRs) (Q21–27)

- 85.3% of teachers reported that the class item report is useful for supporting classroom instructional decisions.
- The primary ways in which teachers reported using the class item reports was to identify common misconceptions requiring reteaching (64%), providing targeted support to struggling students (52%), and identifying students who need more intensive support (47%). Notably, 41% (well less than half) of teachers reported using the class item reports to group students for instruction.
- About two of three teachers (67.3%) review the class item reports from 1–3 times after administering an interim resource. 26.3% reported reviewing the CIR more than three times.
- Most teachers "always or almost always" review results with their school administrator, other teachers, and students.
    - 62.1% of teachers reviewed results with *other colleagues (*teachers, instructional coaches) "always" or "almost always." 82.1% reported doing so at least "sometimes."
    - 53.2% of teachers reported "always" or "almost always" reviewing results with a *school administrator.* 70.5% of teachers reported doing so at least "sometimes."
    - 23.7% of teachers reported "always" or "almost always" reviewing results with *parents.* 55.1% reported doing so "sometimes."
    - 64.7% of teachers reported "always" or "almost always" reviewing results with *students.* 87.8% of teachers reported doing so at least "sometimes."

Additional feedback and recommendations for improving the class item report is available in the Friday Institute's report, *Innovative Assessments: Class Item Report and Cognitive Labs* (Winn, Davis, and Meral, 2022).[1]

[1] Winn, K., Davis, R., and Meral, C. (June, 2022). Innovative Assessment: Class Item Report and Cognitive Labs. Raleigh, NC: Friday Institute for Educational Innovation.

Timeliness of Reports (Q28)

- 95.5% of teachers reported that reports are timely.

Usefulness of the Individual Student Report (Q29)

- 68.1% of teachers reported that the individual student report (ISR) was helpful for parents to understand their child's performance. Notably, 31.2% disagreed. Teacher interviews suggested that some parents may misinterpret performance labels on the ISR, which progress from *approaching* to *satisfactory* along a continuum. For example, a parent may believe that their student is on track to grade-level proficiency when their score falls near the *approaching* label. However, in reality, a score near the *approaching* label means that a child is performing below, or well below, grade-level standards.
- Recommendation: The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by parents and teachers. NCDPI may consider how to design and disseminate training to support more accurate interpretation of the ISR among parents, as well as accurate interpretation and use of the report among teachers. For example, NCDPI could schedule training on the ISR during quarterly webinars, provide web-based resources, or integrate additional training on ISR interpretation and use in the teacher webinar.

Training to Administer and Use NC Interims (Q30)

- 20.6% of pilot teachers reported ***not completing*** the 30-minute online training webinar, suggesting that NCDPI may want to consider strategies to encourage more pilot teachers to watch the webinar.
- Of those who completed it, 73.2% found it to be at least moderately helpful for supporting the use of reporting tools. However, 26.9% reported that it was only slightly helpful, or not helpful at all.
- Recommendation: Over one in four teachers reported that the 30-minute training webinar was either *not helpful* or *only slightly helpful*, suggesting that improvements or supplemental materials may be warranted. Additionally, NCDPI may want to consider gathering additional feedback from pilot teachers to determine whether comprehensive training would be helpful to teachers and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Familiarity with Resources to Support the Use of the NC Interims (Q31-32)

- 58.4% of teachers reported being at least *moderately familiar* with the NCPAT webpage. However, 41.6% reported being *slightly familiar* or *not familiar at all* with the webpage.

- 80.6% of teachers reported being at least moderately familiar with the NC Interims Teacher Handbook, while 19.5%[2] reported being *slightly familiar* or *not familiar at all* with the handbook.
- Recommendation: Teachers' reported level of familiarity with the NCPAT website and NC Interims Teacher Handbook may be lower than ideal. NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies for increasing teachers' use of the resources. NCDPI may also consider posting links on the website so that teachers can access the teacher handbook, sample class reports, and other important resources directly from the website. Doing this may also improve the utility of the website and, in turn, improve awareness of the website and the pilot program.

Overall Usefulness of the NC Interims (Q33)

- 82.7% of teachers reported that the NC Interims were at least "moderately" useful as compared to other interim assessments used in the past. This finding corroborates other survey items suggesting that most (over four out of five) pilot teachers (1) are using assessment reports and (2) finding them useful for instructional purposes.

[2] Total percentages exceed 100 due to rounding.

Appendix A
Spring 2022 Teacher Survey Results

Demographics

A total of 160 respondents from 14 districts and 62 schools responded to the survey.[3] Of the 160 respondents, 155 identified as teachers, three as instructional coaches, one as student support, and one as an assistant principal. Ninety-seven (61%) primarily taught grade 4 students and 63 (39%) primarily taught grade 7 students. Additionally, about one-third of teachers primarily taught either mathematics (34%) or reading (31%), and slightly over one-third taught both subjects (35%).

Teacher sample by subject and grade

	Focal Subject Area				
Primary Grade-Level	**Mathematics**	**Reading**	**Mathematics and Reading**	**Number**	**Percent**
4	28	21	48	97	60.6
7	26	28	9	63	39.4
Number	54	49	57	160	
Percent	33.8	30.6	35.6		100

A majority of teacher respondents (51%) had over ten years of experience teaching in North Carolina. Twenty-nine percent had between one and five years of experience, and the remaining 20 percent had between six and ten years of experience.

Years of teaching experience in North Carolina

Years of Teaching Experience	Number	Percent
Less than one year	12	7.5
2–5 years	35	21.9
6–10 years	31	19.4
Over 10 years	82	51.3
Total	160	100

Almost 95% of teacher respondents reported administering the NC Interims two or three times during the 2021–2022 school year

Number of times teachers reported administering the NC Interims in 2021–2022

Administration Frequency	Number	Percent
One time	9	5.6
Two times	19	11.9
Three times	132	82.5
Total	160	100

[3] Not all teachers responded to every item. Item-level summaries include the total number of teachers who responded to each item.

NC Interims

9. How prepared did you feel to administer the NC Interims before assessment administration began?

		Frequency	Valid Percent
Valid	Not prepared	3	1.9
	Slightly prepared	14	8.8
	Moderately prepared	32	20.0
	Mostly prepared	58	36.3
	Very prepared	53	33.1
	Total	160	100.0

10. During this school year, did you ever read from a script when administering an NC Interim?

		Frequency	Valid Percent
Valid	No	59	36.9
	Yes	101	63.1
	Total	160	100.0

11. Does your school district provide you with a script to use when administering the NC Interims?

		Frequency	Valid Percent
Valid	No	47	29.4
	Yes	101	63.1
	I don't know	12	7.5
	Total	160	100.0

12. Does your district require you to read directly from a script when administering the NC Interims?

		Frequency	Valid Percent
Valid	No. The script is optional.	25	22.1
	Yes	70	61.9
	I don't know	18	15.9
	Total	113	100.0
Missing	System	47	
Total		160	

13a. When administering an NC Interim, would you prefer to read administration instructions directly from a script?

		Frequency	Valid Percent
Valid	No	36	22.5
	Yes	120	75.0
	Neither (please explain)	4	2.5
	Total	160	100.0

14. Generally, how secure and confidential are the NCPAT questions in your school?

		Frequency	Valid Percent
Valid	Not secure	1	.6
	Slightly secure	1	.6
	Moderately secure	4	2.5
	Mostly secure	15	9.4
	Very secure	139	86.9
	Total	160	100.0

15. Compared to other benchmark/interims (e.g., MAP, i-Ready), how easy was it for you to administer the NC Interims?

		Frequency	Valid Percent
Valid	Mostly difficult	3	1.9
	Moderately easy	26	16.3
	Mostly easy	51	31.9
	Very easy	80	50.0
	Total	160	100.0

16a. Did you experience any major technology-related problems?

		Frequency	Valid Percent
Valid	No	137	85.6
	Yes	23	14.4
	Total	160	100.0

17a. Did you experience any non-technology problems?

		Frequency	Valid Percent
Valid	No	156	97.5
	Yes	4	2.5
	Total	160	100.0

18a. On the Mathematics interims, to what extent did questions reflect standards previously taught?

		Interim 1		Interim 2		Interim 3	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Valid	Only a few	5	4.8	4	3.8	5	5.7
	About 25%	14	13.5	8	7.7	6	6.8
	About 50%	30	28.8	26	25.0	12	13.6
	About 75%	19	18.3	28	26.9	23	26.1
	Nearly all	36	34.6	38	36.5	42	47.7
	Total	104	100.0	104	100.0	88	100.0
Missing	System	56		56		72	
Total		160		160		160	

18b. On the Reading interims, to what extent did questions reflect standards previously taught?

		Interim 1		Interim 2		Interim 3	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Valid	Only a few	2	2.1	1	1.1	1	1.3
	About 25%	4	4.2	1	1.1	1	1.3
	About 50%	30	31.6	17	17.9	10	12.5
	About 75%	22	23.2	38	40.0	20	25.0
	Nearly all	37	38.9	38	40.0	48	60.0
	Total	95	100.0	95	100.0	80	100.0
Missing	System	65		65		80	
Total		160		160		160	

19a. How would you rate the overall quality of the questions in the NC Interims - Mathematics?

		Frequency	Valid Percent
Valid	Very low	3	2.8
	Mostly low	4	3.7
	Moderately high	32	29.4
	Mostly high	49	45.0
	Very high	21	19.3
	Total	109	100.0
Missing	System	51	
Total		160	

19b. How would you rate the overall quality of the questions in the NC Interims - Reading?

		Frequency	Valid Percent
Valid	Very low	2	1.9
	Mostly low	4	3.9
	Moderately high	32	31.1
	Mostly high	44	42.7
	Very high	21	20.4
	Total	103	100.0
Missing	System	57	
Total		160	

20a. To what extent did the interim questions represent a range of difficulty levels - Mathematics?

		Frequency	Valid Percent
Valid	To a limited extent	1	.9
	To a moderate extent	50	45.9
	To a great extent	58	53.2
	Total	109	100.0
Missing	System	51	
Total		160	

20b. To what extent did the interim questions represent a range of difficulty levels - Reading?

		Frequency	Valid Percent
Valid	To a limited extent	9	8.7
	To a moderate extent	51	49.5
	To a great extent	43	41.7
	Total	103	100.0
Missing	System	57	
Total		160	

21. How useful is the class item report for supporting your classroom instructional decisions?

		Frequency	Valid Percent
Valid	Not very useful at all	6	3.8
	Slightly useful	17	10.8
	Moderately useful	20	12.7
	Mostly Useful	58	36.9
	Very useful	56	35.7
	Total	157	100.0
Missing	System	3	
Total		160	

22a. What are the primary ways in which you use the NC Interim class item report? (Select up to three)

		Frequency	Valid Percent
Valid	Identify common misconceptions that require reteaching	106	66.3
	Provide targeted support to students who are struggling	87	54.4
	Identify students who need more intensive instructional support (e.g., tier 2/3 support)	78	48.8
	Group students for instruction	68	42.5
	Use reports to support teacher-student conversations about future learning goals	39	24.4
	Provide targeted acceleration activities for students who demonstrate mastery	20	12.5
	Other	7	4.4

23. How often do you review the class item report after administering an NC Interim?

		Frequency	Valid Percent
Valid	Rarely or never	10	6.4
	One time	37	23.7
	2–3 times	68	43.6
	4–5 times	27	17.3
	More than 5 times	14	9.0
	Total	156	100.0
Missing	System	4	
Total		160	

24. How often do you review report results with other teachers or your instructional coach at least once after testing occurs?

		Frequency	Valid Percent
Valid	Almost never	8	5.1
	Rarely	20	12.8
	Sometimes	31	19.9
	Almost always	25	16.0
	Always	72	46.2
	Total	156	100.0
Missing	System	4	
Total		160	

25. To what extent do you review results with your school administrator(s)?

		Frequency	Valid Percent
Valid	Almost never	27	17.3
	Rarely	19	12.2
	Sometimes	27	17.3
	Almost always	28	17.9
	Always	55	35.3
	Total	156	100.0
Missing	System	4	
Total		160	

26. To what extent do you review results with parent using at least one report?

		Frequency	Valid Percent
Valid	Almost never	27	17.3
	Rarely	43	27.6
	Sometimes	49	31.4
	Almost always	14	9.0
	Always	23	14.7
	Total	156	100.0
Missing	System	4	
Total		160	

27. To what extent do you review results with students using at least one report?

		Frequency	Valid Percent
Valid	Almost never	9	5.8
	Rarely	10	6.4
	Sometimes	36	23.1
	Almost always	35	22.4
	Always	66	42.3
	Total	156	100.0
Missing	System	4	
Total		160	

28. How timely are the reports?

		Frequency	Valid Percent
Valid	Very untimely	2	1.3
	Mostly untimely	5	3.2
	Moderately timely	20	12.9
	Mostly timely	37	23.9
	Very timely	91	58.7
	Total	155	100.0
Missing	System	5	
Total		160	

29. How helpful is the individual student report for parents to understand their child's performance on the NC Interims?

		Frequency	Valid Percent
Valid	Not very helpful at all	25	16.2
	Slightly helpful	24	15.6
	Moderately helpful	47	30.5
	Helpful	37	24.0
	Very helpful	21	13.6
	Total	154	100.0
Missing	System	6	
Total		160	

30. How helpful was the 30-minute NC Interim online training course for supporting the use of reporting tools?

		Frequency	Valid Percent	Valid Percent*
Valid	Not very helpful at all	6	3.9	4.9
	Slightly helpful	27	17.4	22.0
	Moderately helpful	23	14.8	18.7
	Helpful	44	28.4	35.8
	Very helpful	23	14.8	18.7
	I did not complete this training	32	20.6	
	Total	155	100.0	100.0 (N=123)
Missing	System	5		
Total		160		

*Includes only teachers who reported that they completed the training.

31. How familiar are you with the NC Interim Teacher's Handbook?

		Frequency	Valid Percent
Valid	Not familiar at all	14	9.1
	Slightly familiar	16	10.4
	Moderately familiar	34	22.1
	Mostly familiar	38	24.7
	Very familiar	52	33.8
	Total	154	100.0
Missing	System	6	
Total		160	

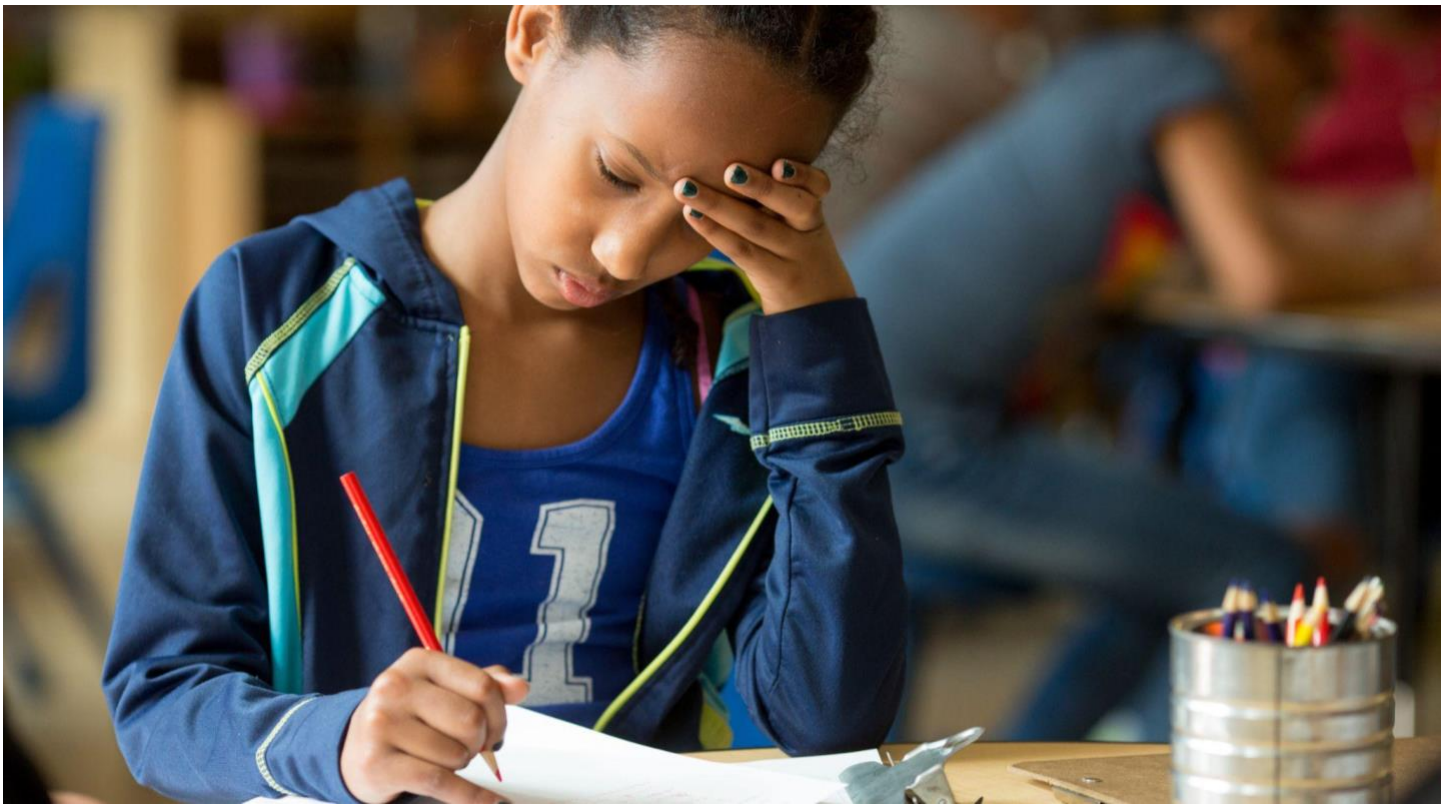
32. How familiar are you with NCDPI's Personalized Assessment Tool Webpage?

		Frequency	Valid Percent
Valid	Not familiar at all	36	23.4
	Slightly familiar	28	18.2
	Moderately familiar	37	24.0
	Mostly familiar	32	20.8
	Very familiar	21	13.6
	Total	154	100.0
Missing	System	6	
Total		160	

33. Overall, and compared to other interims you have used in the past, how would you rate the usefulness of the NC Interims for informing instruction?

		Frequency	Valid Percent
Valid	Not useful at all	9	5.8
	Slightly useful	18	11.5
	Moderately useful	38	24.4
	Useful	56	35.9
	Very useful	35	22.4
	Total	156	100.0
Missing	System	4	
Total		160	

Exhibit I-06: Friday Institute for Educational Innovation Report: Innovative Assessments: Class Item Report and Cognitive Labs (June 2022)



Innovative Assessments:
Class Item Report and Cognitive Labs

June 2022

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Suggested Citation

Winn, K., Davis, R., & Meral, C. (2022). *Innovative Assessments: Class Item Report and cognitive labs*. North Carolina State University. http://www.fi.ncsu.edu/

Executive Summary

The Program Evaluation and Education Research (PEER) Group from the Friday Institute partnered with the North Carolina Department of Public Instruction (NCDPI) as one of two groups evaluating the pilot program focused on the North Carolina Personalized Assessment Tool (NCPAT). The focus during the 2021-2022 school year was to better understand two key areas: (1) the Class Item Report that teachers received after administering the NC Interims in their classrooms; and (2) which materials work best for students who will take the NC Interims on paper.

Class Item Report. As a part of the NCPAT program, the Class Item Report shares with teachers how students in the class performed on the NC Interims. The PEER Group conducted interviews with 34 educators about the use and utility of these reports. Educators shared how they used the reports in their planning, instruction, and progress monitoring. Most of the concerns shared in the Class Item Report interviews were not about the reports themselves, but more about the process - from planning to monitoring and sharing results. For example, some teachers were not aware of whether or not they could revisit items from the Interims with their students. The PEER Group found that this type of communication was the largest barrier to implementation.

Cognitive Labs and Educator Interviews. The PEER Group conducted a second set of cognitive labs with students and follow-up interviews with educators this spring. The focus of these research activities was on how children whose testing plans require paper and pencil administration accessed and assessed pilot materials by DPI. The goal of these paper-based versions of the NC Interims is to mimic technology-enhanced items on the computer-based versions to create an equitable interim experience for students taking the paper-based NC Interims. Students and teachers enjoyed and appreciated how engaging the questions were, but they shared questions and concerns surrounding specific manipulatives (e.g., magnets falling off and students' answers not being accurately recorded), the need for clarity in item directions, and the need for clear training (e.g., how much assistance proctors can provide to students during NC Interim administration).

Overview of the Report. This report is separated into two sections to detail the research and evaluation processes and findings from (1) interviews and focus groups with educators about the Class Item Report and (2) cognitive labs with students and follow-up interviews with educators. Both sections include explanations of the methods the researchers used, the findings from analyses, the questions participants had, and suggestions and recommendations for NCDPI as it continues developing the North Carolina Personalized Assessment Tool.

Class Item Reports

Introduction

During February and March of 2022, the PEER Group conducted focus groups and one-on-one interviews with educators from 11 elementary and five middle schools across the state. In these interviews, educators were asked to share their experiences with the NC Interims Class Item Reports provided to teachers after administering each NC Interim. The objective was to discover the utility and usability of the report. Discussions covered the ways educators used the reports to collaborate and plan with their colleagues as well as how educators used this resource to communicate with parents and students about how to support student achievement.

In general, data showed that teachers found the Class Item Report informative and easy to use. Educators shared how they used the Class Item Report primarily to communicate results and make instructional decisions, such as reviewing misunderstood concepts from particular standards with their whole class or working with their students in small groups. Teachers also provided suggestions on ways to improve the reporting process and asked questions about the Class Item Report and the NC Interims at large.

Methods

Teachers in schools participating in the NCPAT pilot were invited via email to participate in a focus group interview about their experiences with the Class Item Report. Due to busy school schedules during a pandemic year when teachers were covering classes for each other, focus groups were not always possible, so one-on-one interviews were arranged when necessary, using the same interview protocol. PEER Group researchers conducted 17 interviews with 34 educators from 16 elementary and middle schools. Interviews took place over Zoom and lasted between 12 and 29 minutes.

Each of the 17 transcripts was recorded in Zoom, initially translated into text by Otter.ai, and checked for accuracy by a researcher. Each transcript was then coded in Atlas.ti by at least two researchers. This coding analysis yielded initial words or short phrases as labels for passages in each interview transcript, resulting in initial summaries of data and ideas for potential themes (Thomas & Harden, 2008). In all, the researchers developed 39 codes related to attributes and descriptions of what was discussed. The researchers ensured inter-coder consistency through multiple discussions about overlaps and divergences. They compared codes after individual analysis and reached a consensus about the initial findings. Discrepancies were resolved through peer debriefing (Brantlinger et al., 2005) when the codes were then translated into five broader themes:

- Report utility: communication
- Use related to student experience
- Potential for sharing with parents and caregivers
- Questions, and

- Recommendations.

These themes informed the researchers' findings and suggestions for improvements, which are presented in sections that follow.

Findings

Overall, teachers described the most recent version of the Class Item Report as a useful, easy-to-use resource for monitoring students' progress through reading and math standards. The primary difficulties interviewees expressed centered on the difference in how information was displayed on the computer screen compared to the printed report. The questions and suggestions from teachers collectively indicated a need for a better understanding of the Interims process as a whole, especially regarding sharing test questions with teachers or students for progress monitoring and learning from mistakes.

Report Utility: Communication

The predominant use of the Class Item Report is to convey information about student progress, both to and amongst teachers and to students. Teachers talked about using the information when planning with other teachers, noting areas of students' strengths and weaknesses. Use pertaining to students included utilizing the reports to track class progress, form small groups, and address individual student needs. The following quote illustrates the teacher and student strands for progress tracking (words in bold are the research team's addition):

> **(Whole class)** *"We kind of celebrate [correct answers] with the kids, talk about how did you do these? Way to go! What strategies were you using that worked well for you? …but also have the ones who missed it, have their work ready too–of course, without their names on it–talk about, okay, what went wrong with this student's work? What do they need to fix for next time?* **(Amongst teachers)** *And then those ones that kind of the whole class bombed, we collaborate as a team (of teachers), talk about, especially if another class had success with that standard. Okay, what did you do differently in your class that I can incorporate now into my class? What lesson maybe did you harp on a little bit stronger than the other that maybe I had missed?* **(Forming small groups)** *And then, if it's like a good handful of kids, we might spend like one of our small group lessons, just on that standard with those certain kids who maybe didn't get any of those questions from that one standard credit, or maybe missed three out of the five from that standard. So we'll start as a large group, and then get into smaller groups if necessary for a certain standard."*

Use related to student experience

Not only were the reports a tool for teacher planning, but they were also used with students to help them monitor their own progress, set goals, or just reflect on their thinking about particular questions. The teachers noted that students need detailed feedback, and the report helped teachers show students where they stood in their performance in the class. Teachers

said communicating the results of the Interims to the students provided opportunities for students to self-reflect on their work and have a better understanding of what they needed to work on moving forward.

> *"For example, with the reading, and I actually like to bring it up. I think we've all done this, and show them: look at this question. And we scored 88% correct in our class and look at the school, scored 86%. We did better than the school. And yeah, why do you think we did so well? Or what does that tell us? And then for ones that are like, Oh, our class was 52%? Why do you think– what was tricky about this question? They love to see how we did in comparison. And then it's also helpful for when we're going one on one. I think the kids are more invested when they know that it meant something. And so I think that helps to talk to them about that."*

Potential for Sharing with Parents and Caregivers

Teachers discussed using information from the report to share student progress with parents, but not many are using it for that purpose. Those who did report providing parents with results regarding the Interims did so on an individual basis. Others, as can be seen in the following quote, mentioned how the Individual Student Reports (ISR) would be more helpful in this instance, though it was not obvious if teachers were using the ISRs.

> *"We have these student-led conferences: whenever parents are gonna come and we could pull those [ISRs] out and have the kids talk to their parents about their reports and make sure they understand what standards they need more help on."*

Questions from Teachers

The questions that arose in the focus groups were often about the Interims themselves or the Interims process. There were very few questions about the actual report. In fact, many times, teachers had no suggestions for ways to improve the report.

> *"We've had a lot of different programs in the past where the data is just everywhere. And [the Class Item Report], I do find it very easy to use and read."*

> *"It is useful, you know, to just really target the needs of the kids. I like reports like that. I enjoy analyzing it and trying to really see the kids grow. So I have found it to be very helpful with helping the newer teachers just to look at it to use it in their classrooms."*

An issue that arose during discussions was that some teachers seemed to have access to the Interim items to review with their students after administration while others did not. Some teachers also indicated that they were not sure they were even allowed to access the items afterward to review with their students. If this is a school- or district-level decision, this should be clarified to all stakeholders.

Questions about the Class Item Report:

- Is it possible to know which questions were reading literature vs. informational text?
- How many of the questions were calculator active vs. inactive?

About the Interims process:

- Is it a local decision not to show teachers the test questions?
- Is it okay to show students the test and let them see the questions they missed?
- Can we know the standards that will be covered in the next one?
- Can we have a hard copy of the test?
- Is there a way to compare how we did to the county? Is that information even available?
- Do the standards change for reading, or is it always all of them? (Math has more specific standards targeted on each Interim.)
- How is the time of year for standards sequencing determined?
- Is there a tutorial for students on how to do those new types of questions?

About the Interim itself:

- Why doesn't the reading have the passage right beside the questions?
- Is depth of knowledge considered when writing the test? Are all levels covered?
- What is the reason for the new types of questions, drag-and-drop for example?

Suggestions and Recommendations

The bulk of the suggestions/recommendations in the interview data centered around five areas:

Teacher knowledge. The most frequent teacher comments about the Class Item Reports were related to teacher knowledge of the test and/or reporting, not necessarily the report. That is, teachers wanted to know what would be covered on the Interims - both question types and standard(s) that would be covered, as well as receive training for what to do when students needed assistance with instructions. There was a lack of awareness amongst some of the teachers as to whether Interim items could be known to teachers and/or used for student review.

Standards focus. The next highest numbers of recommendations centered on standards (including those related to standards mentioned above), including wanting more alignment between the pacing of the Interims and what standards teachers were to cover in a given time span.

Technical issues. Suggestions related to the report on the screen and on paper were to make the report easier to print (with fewer clicks), have the reports highlight areas of success (not just items missed), and give the teachers the ability to toggle between item number and standards covered as a selection for reporting.

Interim/Report labeling. Many teachers recommended using the standard(s) covered by the Interim rather than a number. However, the same number of educators suggested keeping the current numbering system (e.g., 1, 2, and 3) as those who provided other ideas, such as using letters or colors.

Testing pressure. Multiple teachers requested that administrators consider the amount of pressure put on teachers and students regarding the Interims as this can lead to EOG-type testing situations and high pressure throughout the year. To ease testing pressure and reduce ranking and comparing students, one teacher suggested using descriptive terms for student success rather than a percentage. This may, however, mask true strengths or weaknesses depending on the standards and types of questions covered in the Interim. Teachers pointed out that parents, and even students, can become fixated on a number/percentage itself and miss what it really means in context.

> *"When I did pull a few kiddos back with me, they saw 79.7% and they were like, 'That's awful. That's so bad'... just immediately their mind goes to this is going to be...a grade, this is a C, I say, 'No, this is totally different.'"*

Conclusion - The Importance of Training and Communication

Reports were well received, and teachers appreciated the information provided. A recurring topic during discussions with educators was the importance of training and communication at the district/school level, and to teachers, about the purpose, procedures, and overall intent of the Interims and Class Item Reports.

District and school administrative level: Make clear the purpose of the Interims and whether or not results may be used for comparison across classes and schools. If Interims are only for monitoring individual student progress and are truly formative in nature, it may not be advisable to compare students to anyone but themselves. Additionally, by mimicking the conditions of EOG testing (e.g., using proctors, secure handling, restricting building movement), the Interims begin to feel like an official state test. This adds stress to the teachers' and students' experience, making school an uncomfortable place to work and learn.

Teacher level: Giving the teachers clarity about the purpose of and process for handling Interims (e.g., whether or not teachers can see Interim items, knowing in advance what standards are covered, if the students are allowed to see items again) should help ease anxiety and keep the focus on student progress and growth. Providing teachers with more information can empower them to more confidently share with parents about their child's progress.

Cognitive Labs and Educator Interviews

Introduction

As NCDPI transitions to a computer-based benchmark system to include technology-enhanced items, some students with special needs will require paper-based alternatives. During March and April of 2022, the PEER Group conducted cognitive labs, or think aloud interviews, related to the NC Interims. The purpose of these cognitive labs was to better understand which types of materials work best for students accessing paper-based NC Interims. During the cognitive labs, PEER Group researchers presented students with questions that incorporated potential alternative manipulatives and question types, including sticky notes, magnets, Velcro-type, labels, an in-line find and replace option, and mark-all-that-apply checkboxes.

The researchers also conducted interviews with educators in most buildings, either after the cognitive lab with the students was complete, or during the interview, as was the case with the instructor who taught Braille.

Methods

In conjunction with NCDPI, the PEER Group developed a cognitive lab protocol (e.g., Johnstone, Bottsford-Miller, & Thompson, 2006) (see Appendix B) and reached out to schools with students who require paper-based Interims. These schools included both those who were part of the NCPAT pilot, as well as schools that were still using NC Check-Ins.

Throughout March and April 2022, PEER Group researchers conducted 11 cognitive labs with students from 10 schools and 7 counties throughout North Carolina. The following regions were covered: Western (n=6); Southeast (n=3); Piedmont (n=1); and Sandhills (n=1).

Cognitive labs and interviews lasted approximately 25 minutes to 90 minutes in total. When possible, a school administrator or teacher observed the cognitive labs so that they could see what the students experienced and answer follow-up questions from the researchers and provide in-depth answers to explain student behaviors.

During cognitive labs, students worked through eight questions. The researcher reassured students that they were interested in what the student was thinking, not if they got the answer correct or incorrect. While one researcher worked directly with the student and encouraged them to share what they were thinking, the other researcher took extensive fieldnotes, noting student observations and questions, physical reactions, and general statements about the length of time it took for the student to complete the question.

In most cases, the researchers interviewed a teacher or school administrator once the lab was complete, using the teacher interview protocol (see Appendix B).

Once all the interviews were completed, the researchers compiled the notes into a spreadsheet and coded the data, marking attributes question by question. This allowed the researchers to develop individual findings by specific manipulative/item type.

Findings

Math Manipulatives

The analysis below is broken down by question and manipulative type. The first covers the different manipulatives used in questions 1, 3, 5, 7, and 8. While items 1, 3, 5, and 7 presented the same math problem about equivalent expressions, the materials varied for each one. The content of Question 8 differed, and depending on the "Cognitive Lab Kit Number," the manipulative was also different. Table 1 displays the pros and cons of each material used in these five questions.

Table 1: Pros and cons of materials used during the cognitive labs.

Manipulative	**Pros**	**Cons**
Sticky notes (Question #1)	**Students:** Easy to move around; familiarity with activities that use this material in the classroom	**Students:** Worried sticky notes might fall off
	Teachers: Easy to move around; frequently used in classrooms	**Teachers:** Concerned that sticky notes may fall off when test is transferred to be graded
Magnets (Questions #3 and #8)	**Students:** Easy to move around	**Students:** Lining up magnets might be difficult for students with sensory issues
	Teachers: Only one teacher said she would have chosen magnets	**Teachers:** Magnets may fall off when Interim is transported*
Velcro-type (Question #5)	**Students:** Good for a student who is blind as this was a familiar material	**Students:** Difficult to pull up and required two hands; causes sensory overload for some students
	Teachers: Will not fall off when transferred to be graded; regularly used for blind student	**Teachers:** Difficult to maneuver; distracting for students with sensory issues

Labels (Questions #7 and #8)	**Students:** Once they found the corner, students were frequently able to move labels easily	**Students:** Difficult to pull up; hard to change the answer; tore paper; frequent last choice for students
	Teachers: Unlikely to fall off when transported	**Teachers:** May cause problems for students who struggle with dexterity; will cause frustration

*When transporting the cognitive labs, the researcher noted that magnets frequently fell off, losing student work.

Sticky notes are the most accessible manipulative. The table above provides examples of pros and cons from student and teacher perspectives. The PEER Group's observations during the cognitive labs lead the researchers to recommend using a high-quality sticky note for ease and accessibility. Its familiarity for students will lead to a less steep learning curve, and it will not cause as many sensory issues as the other materials. One concern does remain with transporting the materials to the graders. If sticky notes are chosen as the method for student manipulatives, DPI may consider having Interim proctors add a layer of scotch tape to the answers once the student has finished to ensure the answers will not fall off during transport.

Labels are the least accessible manipulative. Students struggled with using labels in a variety of ways, including having a difficult time finding the edge of the label to peel and accidentally tearing the Interim paper when trying to change their answers. The sheet of labels they were provided was even more confusing because there were blank labels in addition to the printed answer labels. This led some students to either ask what they were supposed to do with the blank labels, or to write their answers on these blank labels.

Math: Mark the Boxes

Overview: When answering the "mark the boxes" question (question #6), students generally understood that they were supposed to select multiple answer choices after reading the directions. Notably, students answered this question in different ways. While some put checkmarks in the answer boxes next to what they believed to be correct, others put an "X" in the rest of the boxes (as can be seen below in Figure 1). Some students left incorrect answer boxes empty. Educators who were able to observe explained that putting an "X" in the incorrect answer boxes is a strategy that they teach in the classroom.

Figure 1

Text Select Student Work Example

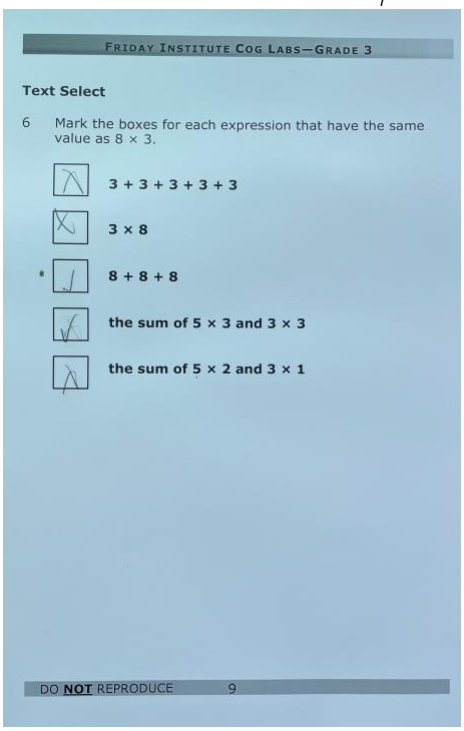
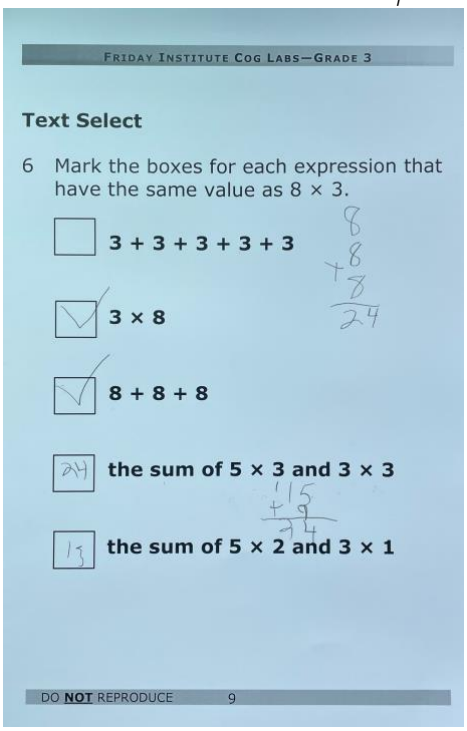


Figure 2

Text Select Student Work Example



If the directions are not explicit as to what type of mark to make, problems with grading may occur, especially if students do not completely erase any mistakes they made. Figure 2 provides an example of why this question may be difficult to grade. The student put a checkmark in two of the correct answers. They also correctly calculated the next two math expressions, but they wrote the answers in the boxes. One of them leads to the correct answer to the overall question (24), while the other does not (13).

Recommendations: The directions should clearly explain, step-by-step, what the student should do. For example, instead of "mark," it could say, "place a check mark," and add a statement such as, "Leave the boxes beside incorrect choices blank." This will alleviate confusion and limit individual interpretation.

Math: "Targeted drop" to Finish the Pattern

Overview: While students correctly answered question 8 (shown below), 10 of the 11 students did not follow the directions. While the directions read, "Place the label from each numbered list to continue the pattern," students chose labels from any of the three lists when they saw a correct answer (as can be seen in Figure 4, "60" is an option in all 3 columns).

Figure 3

Targeted Drop Question

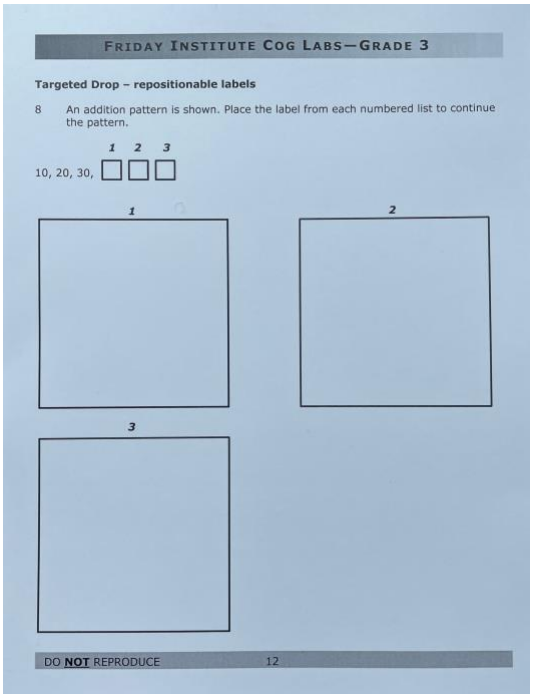
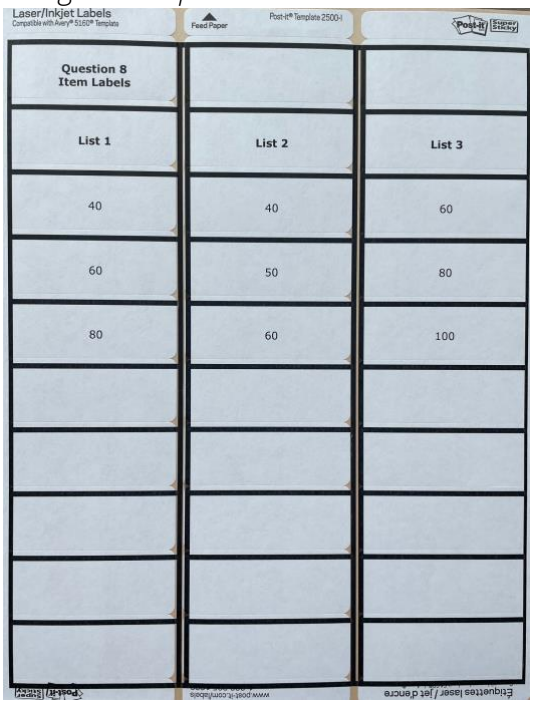


Figure 4

Targeted Drop Answer Labels



The presentation of this question could lead to inequities for students taking the paper-based version of the Interims. While students who take the computer-based version would click on the labeled box and be presented with only three answer choices at a time, students who take the paper-based version are presented with nine different answer choices at once, making this question more difficult for them if the directions remain unclear.

Recommendations: Directions for this question should be more explicit, and it would help students if the answer choices were presented differently. One student recommended changing the wording to, "choose one from each list." Educators suggested presenting students with one list at a time or altering the layout to present three answer choices underneath each empty question box.

If labels are chosen as the manipulative for alternative questions, blank labels should be removed to eliminate any confusion about what to do with them.

Reading: In-Line with Text

Overview: Most students understood that they had to choose one of the four words that meant the same thing as "puzzled" (Question #2). The directions said to "mark" the correct answer, and this led to some confusion, as students asked if they should underline or circle their answer choice. While students initially responded positively to this question, a number of them shared that they preferred the other version of this question (Question #4).

Recommendations: To eliminate questions from students who worry about correctly marking their answer to this question, the directions could be more explicit. For example, the directions could say, "Circle or underline the word that means *puzzled* in the paragraph below." This provides students with an option yet clarifies the expectations.

Reading: Below Text

Overview: In general, student responses to this question (Question #4) were mixed. While about half (6) explicitly shared that they preferred this version of the question, others liked the in-line multiple choice. This could be due to the familiarity students felt with this type of question as it was similar to regular multiple-choice questions. Notably, the student who was blind shared how this version was easier to answer than the in-line text because there were fewer words to distinguish among within the passage itself. This could also be an issue for students with dyslexia or other reading disabilities as it is more difficult to consider each printed word separately within the text.

Recommendations: This type of question appears to be a viable choice for students as they understood what to do from their prior experiences with assessments. This would be a better option for blind students so that there are not too many words bunched together within the reading passage.

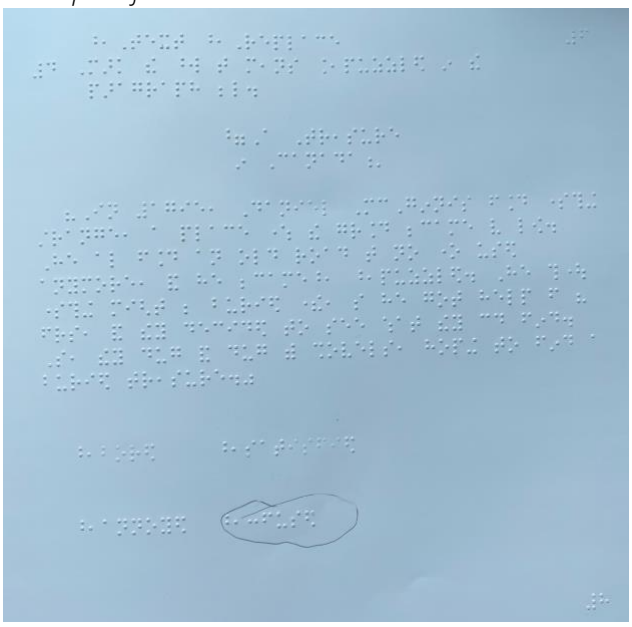
General Recommendations

Braille

Have an expert physically check each Braille Interim. It will be important to ensure that the Braille dots are properly raised before administering the Interims. During the cognitive lab, the student struggled with one of the reading passages because the Braille dots did not print correctly, leading to a smooth surface where there should have been words.

Figure 5

Example of Student's Erased Answer on Braille Test



Limit the number of questions that require a pencil. There is no tactile way for blind students to feel pencil marks. After the student circled her selection, the researchers asked her to erase her selection to see if there were limitations for blind students in using pencil on the Interims. As can be seen in Figure 5 above, the student only managed to erase the upper right portion of her circled answer. This makes changing an answer almost impossible unless a test proctor is allowed to assist.

Provide appropriate directions for blind students. While the researchers recommend providing more explicit directions about which types of marks are appropriate for students to use in the "mark the boxes" math question, NC Interim writers and administrators need to be cognizant of the differences in Braille writing. For example, when the researcher told the student she could put an "X" in the box, her teacher shared that a Braille "X" is four dots. The person scoring the assessment will need to be aware of this so that the answer is not marked incorrect.

Present questions in a simple way. The student using the Braille test needed to constantly flip back and forth between the question and answer pages of the Interim booklet. The cognitive load for her was heavy, and it took a long time to figure out each answer, in part due to the presentation of the questions. Providing answers on the same page as the questions would be beneficial. The teacher noted that the manipulatives were rather large, and they could be scaled down so that they fit on the question page.

Ensure that equity remains at the forefront. While one of the goals of the paper-based version of the Interims is to mimic technology-enhanced items, this should not come at the

expense of a student's ability to access the Interim. Braille Interims may need to have different question forms from other paper-based versions. The particular blind student we worked with was still learning Braille, and creating additional layers to test-taking with a variety of question types has the potential to lead to fatigue and frustration. This would inhibit students' abilities to showcase their knowledge and understanding of the skills learned.

Suggestions for Training and Support

A practice exam would prime administrators and students. Educators expressed anxiety over training their students about approaching new item types, especially when teachers are not allowed to preview Interim questions. Providing practice with similar questions and materials would help students prepare to take the Interims and potentially lead to fewer questions during Interim administration.

Training should address the proctor's role. The research team's observations and the questions educators asked during the cognitive labs and subsequent interviews made it obvious that clear instructions about how much help Interim proctors can provide their students is an area of concern and anxiety. Educators asked versions of the following questions:

- When a student has completed their work, but an answer falls off while transporting the Interim, what can the proctor do?
- For blind students or students with mobility issues, can the teacher help erase an incorrect answer if necessary?
- Who will be grading the Interim?

More than one person should be trained to administer Interims. Providing training on how to administer paper-based versions of the Interims should be given to more than one person in the school. This would alleviate any staffing issues or other last-minute problems that may arise on the day of NC Interim administration.

Conclusion

Overall, the educators expressed enthusiasm about the ability to participate in the NC Interims development, sharing how they appreciated that DPI included their voice in the process. In general, both teachers and students approved of integrating manipulatives into the Interims as it kept students more interested in answering the items.

Cognitive labs with students and interviews with educators provided important insights and recommendations for improving the paper-based version of the NC Interims. The main suggestions from teachers and students included clarifying the directions that were presented to students to alleviate confusion and providing training to Interims administrators (e.g., teachers, assistants, testing coordinators, etc.) on the purpose of and best practices for administering the NC Interims.

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Appendix A

NC Interim Reporting Focus Groups with Pilot Schools Protocol

Script Read to Teachers by Friday Institute
Hello, my name is [XXX], and I work for the Friday Institute for Educational Innovation at NC State University. Thank you for taking time out of your schedule to be here today. We value your feedback, and we plan to use only 30 minutes of your time. If you need to leave early, we understand as well.

We have been asked by the North Carolina Department of Public Instruction to help collect information about the NC Interim Class Item Report and how you use the report in your work.

Your participation in this interview is voluntary. You don't have to answer any questions you feel uncomfortable with, and please feel free to ask clarifying questions at any time.

I'd also like to ask if you would be okay with me recording our conversation? Only members of the Research Team will have access to the recordings. When reporting to the North Carolina Department of Public Instruction, we will remove all names and potentially identifiable information. These recordings help us have a complete record of the interview, so we don't miss anything you say. Is that okay with you?

Focus Group Questions for NC Interim Class Item Report

1. **Use.** How do you use the NC Interim Class Item Report?
    a. Probe: Use of reports to support:
        i. Personalized learning
        ii. Student-mastery
        iii. Students' use of data to adjust their learning
2. **Usability.** How easy is it for teachers to use the NC Interim Class Item Report?
3. **Utility.** How useful is the report to:
    a. Teachers?
    b. Parents?
        i. Probe: If they share this information ask: How do you share this information with parents?
    c. Students?
        i. Probe: If they share this information ask: How do you share this information with students?
4. **Recommendations.**

a. Are there any areas of the report that you would improve? If so, what are they?
b. Is there anything that you wish was part of the Class Item Report that you are not currently receiving?
c. Is there anything that we did not ask you that you would like to share about the NC Interims Class Item Report?

5. **Miscellaneous.** The NC Interims can be administered in any order. What suggestions do you have for labeling each interim that isn't as sequential? (e.g., colors, animals, symbols)

Appendix B

NC Interim Manipulatives Cognitive Lab (Students) Protocol

Researcher Procedures:
Researchers from the Friday Institute are conducting cognitive labs with specific students, and focus groups with their teachers, to gather feedback about the administration of paper tests for students who cannot physically access the online testing system. The purpose is to ensure all items are accessible to all students.

During virtual or in-person interviews with students, researchers will encourage students to talk about their thought processes as they work through paper-based questions created for students who are unable to use a computer to complete the NC Interims. These questions are technology enhanced item types which have been adapted using various combinations of paper manipulatives to provide access for students who cannot directly access them on computers.
Throughout the session, researchers will prompt and remind students to share what they are thinking out loud. This will provide North Carolina Department of Public Instruction (NCDPI) with valuable in-the-moment feedback for understanding how students interact with and are able to access technology item types through paper manipulatives.

Following student interviews, the Friday Institute will conduct a short interview with the participating students' teachers to (1) gain insight into their anticipated concerns regarding the accommodated paper-based manipulatives and (2) to provide added context to the students' one-on-one interview.

The entire process will last no longer than one hour.

Introductory explanation to participating students:
Thank you so much for your time and your willingness to participate in this activity. Your answers will help students throughout the entire state. We ask that you talk out loud about what you are thinking as much as possible. We are not concerned if you get the question right or wrong. We just want to see how you think about each question and share with us what was easy or hard as you work through each question. Do you have any questions before we get started?

Example questions to ask students:
The think aloud prompts, and questions provided below may be asked repeatedly throughout the cognitive lab. The research team will use these questions to prompt students to continue speaking aloud throughout the lab to gauge their thought processes.

Please think out loud while you respond to the following questions.

- Have you ever used these materials before?
- Have you answered a question like this before?
- Are the directions on how to answer this question clear? Were you able to answer or change your answer easily? If not, what was difficult or what could be changed to make this easier for you.
    - Probe: Did you understand what you needed to do to answer the question? Were you able to change your answer easily? If not, what was difficult or what could be changed to make this easier for you.
- Was it easy or hard to use the (labels, post-it notes, Velcro, magnets, marking boxes or answers, or selecting) to answer the question? Have you answered questions in class with something similar? If so, what did you use? What did you like or not like about using the (labels, post-it notes, Velcro, magnets, marking boxes or answers, or selecting)? Probe for visual or tactile ease of use or improvements
- Which way of showing your answer was the easiest?

Post interview protocol with teacher:

1. What was/were the most difficult part(s) for your student in answering these questions?
    a. Probe: Did your student struggle with providing an answer on more than one question? ?
2. How accessible were the manipulatives for your student?
    a. How accessible was the format of the question?
3. Are there any ways that the manipulatives could be altered to make them clearer, or less confusing, for students? Why?
4. What concerns do you have about the questions or manipulatives that were presented to your student today?
    a. Probe: If a student responded negatively (crying, frustrated, etc.) is this typical for this student regardless of the task or was it the use of the manipulatives that caused additional stress?
    b. Did the student perform and interact with the items as anticipated or did the student demonstrate difficulty, frustration, etc.?
5. Do you use any manipulatives that would serve students in more beneficial ways than the ones provided today?
6. Is there anything else that you would like to share with us or that you think we should know?

Miscellaneous Feedback

- Be mindful of using the phrase “assessment”
- The technical term that we use is “item”; however, when talking with teachers and students we say “question”.

- When speaking to students, we may need to explain what is meant when we say “Manipulatives” (thinking about younger students).



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Exhibit I-07: 2021–22 NC Interims Observations Summary and Reports

2021–22 NC Interim Observations Feedback

NC Interim	Number of Observations
Grade 4 Reading	4
Grade 4 Mathematics	7
Grade 7 Reading	5
Grade 7 Mathematics	0
Total Number of Observations	16

Observation Notes and Feedback Received
Pros
• Appreciate the flexibility in administration order • Class item report is very helpful (reported twice)
Cons
• The guide is vague when students should end the testing session. • A couple of students were kicked out of the system. • Approximately 8-10 unexpected exits occurred this morning in this classroom. • Teacher expressed that it is difficult testing on computers, she prefers paper form. • Graphs and other pictures loading slow. • Kept a running list of students who were kicked out to "Unexpected Errors" • The DTC stated that the biggest complaint from teachers was the lack of a script. Since she received so much push back on this, she modified the script from the NCCIs to meet the needs of the NC Interim and provided it to teachers. • Questions on the tests seemed inconsistent with the NCCIs and EOG. NC Interim questions seemed to be more rigorous than the other tests.
Miscellaneous Feedback & Suggested Improvements
• Administrator used a direction sheet like one used for NC Check-Ins that was created by a lead teacher. • The administration resembled a high-stakes, end of year administration that was very structured and scripted. (Reported by RAC) • A teacher in their building had drafted a script for the NC Interims that is like the optional one used with NC Check Ins. • Teachers want a script. • Teacher expressed the time consuming process of logging students in for all classes. Suggested it would be easier if students could login themselves. • Administrator mentioned that directions in the guide would be helpful to get students started with the test. • Many students missed the direction to change a mixed number to an improper fraction when entering the answer. The direction was at the end of the question stem. They were not reading all the way. Suggestion to move that direction to the beginning of the question. • Would like the ability for all teachers' (per grade level) data to be on one report so they can disaggregate the data in PLCs. • Would like the use of an optional script (especially for the third administration to prepare the "feel" for EOGs)

2021–22 NC Interims Observation Feedback

District: Falls Lake Academy

School: Falls Lake Academy

Date: January 26, 2022

Observer Name: Paul Davis

NC Interim:
- ☐ Grade 4 Reading
- ☒ Grade 4 Mathematics
- ☐ Grade 7 Reading
- ☐ Grade 7 Mathematics

Start Time: 9:27 am

End Time: 10:34 am

1. How many students are taking the NC Interim in this classroom? 12
2. Based on what you can see, does it appear that any students are using accommodations during the administration? No *
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? One day
5. Enter the time the first student completed the NC Interim. 9:52 am, with minimal review
6. How many students completed the NC Interim before ninety minutes? 12
7. How many students did not complete the NC Interim before ninety minutes? 0
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

*Students with accommodations were tested separately.
7 students were finished in under 40 minutes, 3 more were finished in an hour.
Teacher continuously walked, monitoring students, answering questions.
Teacher was prompt in giving calculators to students when they were ready for the calculator active portion of the assessment.

2021–22 NC Interims Observation Feedback

District: __Haywood County Schools_____

School: __Meadowbrook Elementary_____

Date: ___2/8/2022_____

Observer Name: ____Stacey McEntyre Greene_____

NC Interim:
- ☐ Grade 4 Reading
- ☒ Grade 4 Mathematics
- ☐ Grade 7 Reading
- ☐ Grade 7 Mathematics

Start Time: ____8:37 AM_____

End Time: ___10:15 AM_____

1. How many students are taking the NC Interim in this classroom? __18_____
2. Based on what you can see, does it appear that any students are using accommodations during the administration? ____Yes – 1 Read Aloud (Headphone use)_____
3. Are there any students in the classroom using a paper version of the NC Interims? __NO_____
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? ____One Day_____
5. Enter the time the first student completed the NC Interim. ____9:04_____
6. How many students completed the NC Interim before ninety minutes? ____15_____
7. How many students did not complete the NC Interim before ninety minutes? _____3_____
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). ___

   Administrator logged in each student and had them turn their device towards her while she logged in other students. Administrator used a direction sheet like one used for NC Check Ins that was created by a lead teacher. Scratch paper, graph paper, and pencils were handed

out to students. Administrator monitored the room while assisting students who raised their hand for assistance. All students raised their hand to receive a calculator once at the calculator active portion of the test. Eight students were complete at 60 minutes. Fifteen students completed the test at 90 minutes. Three students were still working after 90 minutes. Administrator asked them to finish up their question at 10:10. The last one logged off at 10:15 AM. Administrator mentioned that directions in the guide would be helpful to get students started with the test. She also mentioned that the guide is vague when students should end the testing session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Gamewell Middle School (Agnew)
Date:	March 15, 2022
Observer Name:	John Worley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:10 am
End Time:	8:55 am

1. How many students are taking the NC Interim in this classroom? **23**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **None**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day and one session**
5. Enter the time the first student completed the NC Interim. **8:55 am**
6. How many students completed the NC Interim before ninety minutes? **23**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Gamewell Middle School (Minton)
Date:	March 15, 2022
Observer Name:	John Worley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	10:00 am
End Time:	11:15 am

1. How many students are taking the NC Interim in this classroom? **18**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **None**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day and one session**
5. Enter the time the first student completed the NC Interim. **10:30 am**
6. How many students completed the NC Interim before ninety minutes? **18**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Kings Creek School (Roberts)
Date:	March 16, 2022
Observer Name:	JohnWorley
NC Interim:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:15 am
End Time:	9:20 am

1. How many students are taking the NC Interim in this classroom? **13**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **Yes – 1 student was in a separate test setting**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day in one session**
5. Enter the time the first student completed the NC Interim. **8:40 am**
6. How many students completed the NC Interim before ninety minutes? **13**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Haywood County Schools
School:	Meadowbrook Elementary School
Date:	February 8, 2022
Observer Name:	Brent Caldwell
NC Interim:	☐ Grade 4 Reading ☒ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:37 AM
End Time:	10:15 AM

1. How many students are taking the NC Interim in this classroom? 18
2. Based on what you can see, does it appear that any students are using accommodations during the administration? Yes, one student had headphones for read aloud
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? Multiple Test Sessions
5. Enter the time the first student completed the NC Interim. 9:04 AM (27 minutes)
6. How many students completed the NC Interim before ninety minutes? 15
7. How many students did not complete the NC Interim before ninety minutes? 3
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). While the students seemed relaxed and comfortable with the process, the administration still resembled a high-stakes, end of year administration that was very structured and scripted. Student desks were not rearranged for the test but remained in pods of 4 or 5. The test administrator stated that a teacher in their building had drafted a script for the NC Interims that is like the optional one used with NC Check Ins. The administrator used this script to begin the test. The teacher called up one student at a time and logged the student into the system. Once back at their seats, the students were instructed to turn their screens toward the teacher so she could make sure the system was not advanced past the Start page. There were spare laptops and charging stations available in the room. After logging the students in, the administrator passed out pencils, followed by scratch paper, then

graph paper. During the administration, the teacher monitored by walking around, and provided additional scratch paper, graph paper, and pencils as needed. A couple of students were kicked out of the system and the teacher was able to quickly log them back in with no issue. As students progressed into the calculator active section, the teacher stood and watched to verify that the student clicked into the active section before handing the student the calculator. As students completed the assessment, the teacher verified that the assessment was complete, collected the testing materials, and instructed the student to close the laptop and sit quietly. Eight students completed the test in sixty minutes. Fifteen of the eighteen students in the room completed the assessment in ninety minutes. The three students who took longer than 90 minutes were close to finishing, so the teacher decided to maintain the testing session to allow those three students to finish.

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Cherokee Central Elementary
Date:	April 4, 2022
Observer Name:	Jaime Kelley
NC Interim:	**Grade 4 Reading** Grade 4 Mathematics Grade 7 Reading Grade 7 Mathematics
Start Time:	8:48
End Time:	9:28

1. How many students are being administered the NC Interim in this classroom? 15
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:58 (10 minutes)
5. How many students completed the NC Interim before ninety minutes? 17 (40 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Approximately 8-10 unexpected exits occurred this morning in this classroom.
- Teacher walked around and monitored, relogged students back in to NCTest.
- Students appeared to rush through NC Interims, not focused, lots of talking by students throughout.
- Teacher expressed that it is difficult testing on computers, she prefers paper format. Laptops don't stay charged. Students are used to taking other classroom assessments online. She said that at least students cannot logout easily on NCTest unlike classroom assessments (where they rush to play games and watch videos afterwards).
- Time finished:
    - At 20 minutes – 13 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Haywood County – Hazelwood Elementary School (Mrs. Reece)
Date:	April 21, 2022
Observer Name:	Jaime Kelley
NC Interim:	Grade 4 Mathematics
Start Time:	8:37
End Time:	See notes in #5 and #6

1. How many students are being administered the NC Interim in this classroom? 22
2. Proctors are not required, nor should one be used. Was a proctor present? No
3. Were displays and bulletin boards covered for the NC Interim? Yes, not required but Mrs. Reece wanted to see how the students performed without the support of anchor charts.
4. Enter the time the first student completed the NC Interim. 9:32 (47 minutes)
5. How many students completed the NC Interim before ninety minutes? 18 finished - Students had to leave at 10:00 for specials. After specials they have an in-house field trip, then lunch. Students will not continue working until this afternoon. Did not stay to see those finish.
6. How many students did not complete the NC Interim before ninety minutes? 4 (will resume this afternoon)
7. Record other observations from the administration below
   - Students provided with school codes to login on their own. Login process went smooth. Mrs. Reece stated they use student logins each time.
   - Classroom environment:
     - Desks were not rearranged (in rows), students used privacy shields
     - Students instructed to put their names on the blank paper (redistributed during review)
     - Used “testing sign”
     - Took two, 3-minute breaks every 40 minutes (testing time written on board – to the second)
     - Mrs. Reece walked around and monitored the entire administration.
   - Students used blank paper and annotated passages using the online tools/features – very evident Mrs. Reece taught students strategies.
   - Two students used earbuds for *read aloud by computer* accommodation.
   - Graphs and other pictures loading slow. Mrs. Reece thinks it is because of the amount of testing going on in the school affecting bandwidth.
   - Students utilized graph and scratch paper to show all work.
   - Mrs. Reece did ask about continuing the autonomy of selecting the interim that best matches their required pacing once the system goes state-wide.
   - Mrs. Reece stated most students use the online calculator because it is more simplistic than their handheld ones. Not as many buttons “to play around with”. Some students occasionally ask for a handheld.
   - Many students missed the direction to change a mixed number to an improper fraction when entering the answer. The direction was at the end of the question stem. They were not reading all the way. Mrs. Reece pointed to that line for each student. SUGGESTION: Move that direction to the beginning of the question.
   - Mrs. Reece discussed how students at this age are very literal in thinking. For the numeric entry questions, directions state to only use 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, /. Some think those are the only

numbers that can be used. When the answer is “33”, some did not think that number can be entered because it is not listed.

- One student had two unexpected errors. The second time would not allow her to relog in. The small caution screen would not go away. When clicked cancel, there was a “This test is loading…” message. Test would not reload.
- One student’s test froze, BACK, NEXT, buttons would not work. Mrs. Reece helped him get logged back in. Another message stated his ID or password were wrong, but they were not. Had to exit out and relog in again. Continued to the next question and was exited again. Student has severe ADHD. The continual exits could potentially throw him off focus, but Mrs. Reece was proud at how he handled himself.
- TC stated there was some connectivity issues going on throughout the building.
- 50 minutes – 3 Students finished (9:35)
  60 minutes – 7 Students finished (9:45)
  70 minutes – 16 Students finished (9:55)
  75 minutes – 18 Students finished (10:00)

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Haywood County – Hazelwood Elementary School (Mrs. Reece)
Date:	April 20, 2022
Observer Name:	Jaime Kelley
NC Interim:	☒ **Grade 4 Reading** ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:30
End Time:	_____

1. How many students are being administered the NC Interim in this classroom? 20
2. Proctors are not required, nor should one be used. Was a proctor present? No
3. Were displays and bulletin boards covered for the NC Interim? No
4. Enter the time the first student completed the NC Interim. 9:30
5. How many students completed the NC Interim before ninety minutes? 20
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).
   - Met with the principal, school TC, and district TC for feedback
     - Pros:
       - appreciate the flexibility in administration order
       - would like the use of an optional script (especially for the third administration to prepare the "feel" for EOGs)
       - class item report is very helpful
     - Feedback:
       - Would like the ability for all teachers' (per grade level) data to be on one report so they can disaggregate the data in PLCs.
   - Students provided with school codes to login on their own. Login process went smooth. Mrs. Reece stated they use student logins each time.
   - Classroom environment:
     - Desks were not rearranged (in rows), students used privacy shields
     - Students instructed to put their names on the blank paper (collected and redistributed during review)
     - Used "testing sign"
     - Break every 40 minutes as needed (testing time written on board)
     - Mrs. Reece walked around and monitored the entire administration.
   - Students used blank paper and annotated passages using the online tools/features – very evident Mrs. Reece taught students strategies.
   - Mrs. Reece does not mind mathematics online but feels students might go back and check their work more if reading was paper based.
   - Last year experienced a lot of unexpected exits during the NC Check-Ins, but not a problem so far this year. 2 unexpected exits error occurred during the administration.
   - Two students are absent, will makeup the NC Interim when they return.
   - Mrs. Reece was part of the FI reporting focus group.

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Bullock)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☒ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:15
End Time:	9:25

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:20 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (70 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- No proctor present, but there was a teacher assistant present who was assisting.
- Two charts were covered, but not the rest of the reference materials on walls.
- Teacher, TA, and STC logged students on computer.
- Took about 10 minutes to login.
- Desks spread apart.
- Communication Log – used school wide during testing (on the computer). Lists teacher name, resource administering (NCCI or NC Interims), notes from teacher and responses from administration/front office.
- Start time, work time, and end time on board.
- When finished, students allowed to read or draw.
- Kept a running list of students who were kicked out to "Unexpected Error". Using Chromebooks. Craig Bryson reported it to the Help Desk. Teacher stated she teaches all students to leave mouse in the middle of screen and not the edge. Happening to users with a mouse and without. "Keep track of unexpected errors per Miss DPI Lady."
- Teacher and TA monitored entire time.
- Only 1 student used online calculator (she came from another school last month).
- Time finished:
    - At 45 minutes – 11
    - At 60 minutes – 17
    - At 65 minutes – 18

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Davis)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	9:50
End Time:	10:52

1. How many students are being administered the NC Interim in this classroom? 24
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 10:20 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 24
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   - Used the phrases "test" and "testing mode" with students a lot before testing began
   - One student asked, "Is this a test we need to worry about or just do our best?"
   - After ten minutes, two students completed the inactive section.
   - 10 students kicked out – Unexpected Error. Per teacher, she thinks it is 50% user error. Several students play around and click everywhere, play with the highlighter, etc.
   - Teacher walked around and monitored the entire time.
   - Students allowed to read when finished.
   - Finished:
     - At 40 minutes – 10
     - At 50 minutes – 20
     - At 55 minutes – 23

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Heavner)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	12:32
End Time:	1:23

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 1:02 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (52 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Communication Log – used school wide during testing (on the computer). Lists teacher name, resource administering (NCCI or NC Interims), notes from teacher and responses from administration/front office.
- Kept log on unexpected error exits.
- Wrote work and end times on board.
- A couple of students asked about using commas in 4-digit numbers for numeric entry items.
- Students allowed to draw or read when finished.
- Time finished:
    - At 45 minutes – 17 students finished
    - At 49 minutes – 18 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: William Lenoir Middle School (Mr. Pickett)
Date:	April 1, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ **Grade 7 Reading** ☐ Grade 7 Mathematics
Start Time:	8:05
End Time:	9:05

1. How many students are being administered the NC Interim in this classroom? 18
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:15 (10 minutes) – Student disengaged with NC Interim. Clicked through and existed.
5. How many students completed the NC Interim before ninety minutes? 18 (60 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- All computers already logged in when I entered the classroom.
- Per assistant principal, teachers want a script. She has explained they don't need one, but teachers still apprehensive so she copied the NC Check-In script to use for NC Interims.
- Teacher instructed the students to begin. (No scripts used.)
- Teacher sat at desk the majority of the time, walked around to monitor very infrequently (only to wake up a sleeping multiple students throughout the administration).
- Students did not use annotating features (highlight, strike, etc.).
- Majority of students appeared disengaged in the NC Interim.
- No "unexpected exits" occurred. AP reported none occurred during yesterday's administration either.
- Time finished:
    - At 30 minutes – 5 students finished
    - At 45 minutes – 15 students finished
    - At 60 minutes – 18 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: William Lenoir Middle School (Mr. Sides)
Date:	April 1, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ **Grade 7 Reading** ☐ Grade 7 Mathematics
Start Time:	10:05-10:40 (paused for lunch). Resumed at 11:00
End Time:	11:30

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 10:22 (17 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (65 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Per assistant principal, teachers want a script. She has explained they don't need one, but teachers still apprehensive so she copied the NC Check-In script to use for NC Interims.
- Teacher logged students onto computers, read a (modified) script from NC Check-Ins, and instructed the students to begin.
- Only observed two students using annotation features (strike, highlight, etc.).
- At 10:40 (35 minutes), computers were paused for a lunch break. Students returned at 11:00 and resumed testing.
- Teacher expressed the time consuming process of logging students in for all classes. Suggested it would be easier if students could login themselves.
- Teacher stated the class item report has been very helpful.
- Students only had 65 minutes total to test.
- No "unexpected exits" occurred. AP reported none occurred during yesterday's administration either.
- Time finished:
    - At 30 minutes – 2 students finished
    - At 50 minutes – 15 students finished

2021–22 NC Interims Observation Feedback

District:	_____Johnston County Schools _____510_____
School:	_____Cleveland Elementary School_____
Date:	12.9.21 _____
Observer Name:	___Dr. Brent Cooper_____ _
NC Interim:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	___9:30_____
End Time:	___Last Student Finished at 10:29am_____

1. How many students are taking the NC Interim in this classroom? _____24_____
2. Based on what you can see, does it appear that any students are using accommodations during the administration? __No_____
3. Are there any students in the classroom using a paper version of the NC Interims? ___No____
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? _____One Setting/One Day_____
5. Enter the time the first student completed the NC Interim. _____9:47am_____
6. How many students completed the NC Interim before ninety minutes? _____All 24_____
7. How many students did not complete the NC Interim before ninety minutes? ____0_____
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC

Interims). _____1- Scratch Paper was distributed by the teacher before students began the NC Interim.

2- Teacher reminded students of the Online tools they could use during NC Interims._____
_3- Teacher reminded students to raise their hand before clicking on Exit upon completing the NC
Interim._____
__4- Teacher circulated throughout the NC
Interim._____
___5- Teacher reminded students if the question did not have a * in NCTest, the student had not answered the starred
question._____
_____6- This was the LEA Director of Testing's first observation of the administration of NC Interims at a school within their
LEA._____
_____
_____
_____
_____

2021–22 NC Interims Observation Feedback

District:	Richmond County
School:	Rockingham Middle School
Date:	Monday, February 7, 2022
Observer Name:	Scott Frye
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:42
End Time:	10:12

1. How many students are taking the NC Interim in this classroom? 15
2. Based on what you can see, does it appear that any students are using accommodations during the administration? No. There were two students in this class receiving accommodations, but they were tested in a pull-out location.
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? One day
5. Enter the time the first student completed the NC Interim. 9:20
6. How many students completed the NC Interim before ninety minutes? All 15; The last student completed the test with about 15 minutes left in the session.
7. How many students did not complete the NC Interim before ninety minutes? None
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). The DTC stated that the biggest complaint from teachers was the lack of a script. Since she received so much push back on this, she modified the script from the NCCIs to meet the needs of the NC Interim and provided it to teachers. However, as I observed this test, the script made it feel like a regular standardized test rather than a classroom test. Another complaint she stated that she had received was that the questions on the tests seemed inconsistent with the NCCIs and EOG. They stated that the NC Interim questions seemed to be more rigorous than the other tests. In preparation for beginning the test, the TA

logged all students into the test. Each student was instructed to select the proper test from the drop-down menu and the TA checked each device to ensure the correct test and student were logged in prior to beginning. In addition, a member of the school administration team came into the class to confirm that all students were logged in correctly. I was told this was the result of several irregularities being reported at this school during the last administration due to the fact that students had been logged into the wrong test by TAs. Some students were seated at multi-student desks (usually 3 or 4 to a table). There were no privacy shields used, but the TA did walk around during the entire test, and I felt that she was able to successfully monitor students and prevent them from viewing each other's work. However, I did stress to the DTC the importance of using privacy shields in these situations during EOGs. The classroom was quiet and comfortable. The teacher did a fantastic job monitoring students during testing. She walked around the classroom during the entirety of the test. As students completed the test, they raised their hands and the teacher walked to their device and observed them closing the test out. At this point, the teacher collected their scratch paper and pencils, closed their device, and provided them with a book to read.

Part III Appendices

III.A-01: 2021–22 NCPAT Participant List School Demographic Data

2021–22 GRADE 4 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9
Caldwell County Schools	West Lenoir Elementary	54	42.6	57.4	18.5	29.6	40.7	11.1	14.8	53.7	9.3
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5
Haywood County	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2
Haywood County	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9
Haywood County	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5
Haywood County	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8
Haywood County	Junaluska Elementary	89	42.7	57.3	.	7.9	85.4	6.7	29.2	32.6	4.5
Haywood County	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4
Haywood County	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8
Johnston County Schools	West Smithfield Elementary	78	64.1	35.9	26.9	52.6	14.1	6.4	23.1	62.8	21.8
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3

2021–22 GRADE 4 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.
New Hanover Schools	Carolina Beach Elementary School	81	46.9	53.1	.	2.5	95.1	2.5	13.6	13.6	1.2
New Hanover Schools	Ogden Elementary School	118	43.2	56.8	2.5	5.9	89.0	2.5	4.2	8.5	1.7
New Hanover Schools	Masonboro Elementary School	80	47.5	52.5	2.5	11.3	82.5	3.8	6.3	6.3	1.3
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9

2021–22 GRADE 7 MATH PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
The Academy of Moore County	The Academy of Moore County	*Data not available*									
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3

2021–22 GRADE 7 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
The Academy of Moore County	The Academy of Moore County	*Data not available*									
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3

III.B-01: 2022–23 NCPAT Participant List School Demographic Data

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	199	45.2	54.8	31.2	11.6	36.7	20.6	16.1	56.3	2.5	
Clover Garden School	Clover Garden School	49	44.9	55.1	6.1	2.0	85.7	6.1	20.4	16.3	.	
Bertie County Schools	Aulander Elementary	22	68.2	31.8	86.4	.	13.6	.	9.1	59.1	.	
Bertie County Schools	West Bertie Elementary	32	46.9	53.1	90.6	.	3.1	6.3	21.9	75.0	.	
Bertie County Schools	Colerain Elementary	24	54.2	45.8	83.3	.	16.7	.	8.3	70.8	.	
Bertie County Schools	Windsor Elementary	56	46.4	53.6	80.4	3.6	10.7	5.4	12.5	66.1	1.8	
The New Dimensions School	New Dimensions: A Public Charter School	64	57.8	42.2	9.4	3.1	84.4	3.1	14.1	18.8	1.6	
Caldwell County Schools	Baton Elementary	62	41.9	58.1	1.6	6.5	90.3	1.6	22.6	41.9	3.2	
Caldwell County Schools	Collettsville School	38	52.6	47.4	.	2.6	92.1	5.3	15.8	55.3	.	
Caldwell County Schools	Davenport A+ School	87	48.3	51.7	20.7	31.0	40.2	8.1	11.5	57.5	14.9	
Caldwell County Schools	Dudley Shoals Elementary	66	43.9	56.1	1.5	7.6	80.3	10.6	18.2	47.0	6.1	
Caldwell County Schools	Gamewell Elementary	176	53.4	46.6	9.1	3.4	79.6	8.0	14.8	54.6	1.1	
Caldwell County Schools	Happy Valley Elementary	36	47.2	52.8	2.8	.	94.4	2.8	8.3	61.1	.	
Caldwell County Schools	Hudson Elementary	111	46.0	54.1	.	12.6	83.8	3.6	21.6	55.0	3.6	
Caldwell County Schools	Kings Creek Elementary	23	39.1	60.9	.	.	95.7	4.4	26.1	34.8	.	
Caldwell County Schools	Lower Creek Elementary	65	53.9	46.2	7.7	3.1	80.0	9.2	16.9	38.5	4.6	
Caldwell County Schools	Sawmills Elementary	56	46.4	53.6	.	17.9	80.4	1.8	19.6	51.8	5.4	
Caldwell County Schools	Whitnel Elementary	43	32.6	67.4	.	23.3	60.5	16.3	25.6	60.5	9.3	
Hickory City Schools	Viewmont Elementary	73	52.1	48.0	16.4	31.5	34.3	17.8	17.8	54.8	15.1	
Newton-Conover City Schools	South Newton Elementary	59	54.2	45.8	20.3	25.4	35.6	18.6	13.6	64.4	18.6	
Newton-Conover City Schools	North Newton Elementary	83	56.6	43.4	14.5	39.8	31.3	14.5	12.1	61.5	22.9	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	163	47.9	52.2	38.7	10.4	46.6	4.3	13.5	60.1	6.1	
Alpha Academy Charter	Alpha Academy Charter	106	49.1	50.9	60.4	17.9	6.6	15.1	14.2	33.0	2.8	
Voyager Academy	Voyager Academy	106	55.7	44.3	28.3	10.4	54.7	6.6	21.7	21.7	0.9	
Carter G Woodson School	Carter G. Woodson School	35	45.7	54.3	37.1	54.3	.	8.6	14.3	77.1	48.6	
Gates County Schools	Buckland	47	46.8	53.2	40.4	.	46.8	12.8	12.8	44.7	.	
Gates County Schools	Gatesville Elementary	35	45.7	54.3	37.1	5.7	54.3	2.9	25.7	48.6	.	
Gates County Schools	T S Cooper Elementary	26	38.5	61.5	7.7	3.9	76.9	11.5	26.9	30.8	.	
Graham County Schools	Robbinsville Elementary	78	50.0	50.0	1.3	1.3	78.2	19.2	15.4	60.3	.	
Granville County Schools	Tar River Elementary	62	53.2	46.8	11.3	14.5	67.7	6.5	16.1	38.7	3.2	
Falls Lake Academy	Falls Lake Academy	80	33.8	66.3	12.5	12.5	72.5	2.5	16.3	21.3	1.3	
Greene County Schools	Greene County Intermediate	*Data not available in 2021-22*										
Haywood County Schools	Bethel Elementary	99	48.5	51.5	1.0	4.0	92.9	2.0	23.2	47.5	.	
Haywood County Schools	Clyde Elementary	88	45.5	54.6	.	11.4	85.2	3.4	22.7	46.6	5.7	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Hazelwood Elementary	92	52.2	47.8	.	15.2	78.3	6.5	19.6	48.9	7.6	
Haywood County Schools	Jonathan Valley Elementary	65	50.8	49.2	.	4.6	86.2	9.2	20.0	40.0	4.6	
Haywood County Schools	Meadowbrook Elementary	27	44.4	55.6	.	25.9	70.4	3.7	11.1	29.6	3.7	
Haywood County Schools	North Canton Elementary	50	50.0	50.0	.	14.0	82.0	4.0	28.0	50.0	8.0	
Hyde County Schools	Mattamuskeet School	33	48.5	51.5	39.4	12.1	42.4	6.1	12.1	69.7	3.0	
Johnston County Schools	Cleveland Elementary	130	46.9	53.1	19.2	20.0	51.5	9.2	8.5	20.8	4.6	
Johnston County Schools	West View Elementary	187	48.1	51.9	20.9	17.7	50.3	11.2	11.8	25.7	10.7	
Lee County Schools	BT Bullock Elementary	98	39.8	60.2	26.5	36.7	28.6	8.2	15.3	56.1	19.4	
Lee County Schools	Broadway Elementary	94	46.8	53.2	12.8	28.7	54.3	4.3	22.3	56.4	17.0	
Lee County Schools	Deep River Elementary	103	46.6	53.4	21.4	41.8	31.1	5.8	16.5	48.5	23.3	
Lee County Schools	Greenwood Elementary	106	51.9	48.1	8.5	43.4	43.4	4.7	16.0	51.9	15.1	
Lee County Schools	J Glenn Edwards Elementary	99	42.4	57.6	16.2	42.4	32.3	9.1	15.2	55.6	20.2	
Lee County Schools	Tramway Elementary	93	51.6	48.4	8.6	22.6	59.1	9.7	18.3	40.9	8.6	
Lee County Schools	J R Ingram Jr Elementary	62	43.6	56.5	24.2	29.0	38.7	8.1	14.5	25.8	4.8	
Lee County Schools	WB Wicker Elementary	102	48.0	52.0	23.5	63.7	9.8	2.9	6.9	65.7	46.1	
Lenoir County Schools	Banks Elementary	85	45.9	54.1	30.6	12.9	45.9	10.6	20.0	48.2	4.7	
Lenoir County Schools	Contentnea-Savannah School	99	48.5	51.5	51.5	18.2	28.3	2.0	12.1	66.7	7.1	
Lee County Schools	Floyd L Knight Children Center	146	52.1	48.0	48.0	19.2	30.1	2.7	4.1	50.7	9.6	
Lenoir County Schools	Moss Hill Elementary	67	34.3	65.7	22.4	16.4	53.7	7.5	19.4	56.7	7.5	
Lenoir County Schools	Northeast Elementary	80	50.0	50.0	87.5	3.8	5.0	3.8	17.5	81.3	1.3	
Lenoir County Schools	Northwest Elementary	94	46.8	53.2	73.4	4.3	5.3	17.0	11.7	64.9	9.6	
Lenoir County Schools	Pink Hill Elementary	79	38.0	62.0	15.2	36.7	45.6	2.5	21.5	44.3	15.2	
Lenoir County Schools	Southeast Elementary	40	62.5	37.5	85.0	5.0	2.5	7.5	20.0	82.5	2.5	
Lenoir County Schools	Southwood Elementary	46	37.0	63.0	17.4	17.4	60.9	4.4	15.2	54.4	8.7	
Lincoln County Schools	Pumpkin Center Intermediate	103	47.6	52.4	1.0	8.7	80.6	9.7	18.5	30.1	1.0	
Sugar Creek Charter School	Sugar Creek Charter School	127	53.5	46.5	79.5	16.5	.	3.9	7.1	69.3	10.2	
Invest Collegiate	Invest Collegiate Transform	28	35.7	64.3	92.9	3.6	.	3.6	7.1	64.3	.	
Montgomery County Schools	Candor Elementary	56	53.6	46.4	23.2	64.3	7.1	5.4	1.8	83.9	16.1	
Montgomery County Schools	Green Ridge Elementary	54	53.7	46.3	22.2	50.0	20.4	7.4	13.0	81.5	7.4	
Montgomery County Schools	Mount Gilead Elementary	34	47.1	52.9	50.0	8.8	35.3	5.9	8.8	82.4	2.9	
Montgomery County Schools	Page Street Elementary	82	52.4	47.6	20.7	22.0	45.1	12.2	7.3	62.2	4.9	
Montgomery County Schools	Star Elementary	53	67.9	32.1	5.7	37.7	50.9	5.7	11.3	54.7	15.1	
The Academy of Moore County	The Academy of Moore County	75	42.7	57.3	9.3	16.0	62.7	12.0	8.0	26.7	1.3	
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	50.0	50.0	87.5	4.2	4.2	4.2	20.8	66.7	.	
Orange County Schools	River Park Elementary	102	54.9	45.1	5.9	30.4	51.0	12.8	13.7	43.1	14.7	
Orange County Schools	Central Elememtary	62	50.0	50.0	22.6	25.8	30.7	21.0	9.7	61.3	16.1	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	Efland Cheeks Elementary	85	37.7	62.4	17.7	36.5	35.3	10.6	9.4	55.3	23.5
Orange County Schools	Grady Brown Elementary	84	48.8	51.2	16.7	38.1	34.5	10.7	7.1	54.8	23.8
Orange County Schools	Hillsborough Elementary	71	45.1	54.9	5.6	4.2	77.5	12.7	4.2	16.9	.
Orange County Schools	New Hope Elementary	97	50.5	49.5	11.3	47.4	27.8	13.4	12.4	66.0	27.8
Orange County Schools	Pathways Elementary	62	41.9	58.1	14.5	11.3	61.3	12.9	19.4	46.8	6.5
Bethel Hill Charter	Bethel Hill Charter	56	48.2	51.8	10.7	5.4	78.6	5.4	3.6	39.3	1.8
Polk County Schools	Polk Central Elementary	58	43.1	56.9	6.9	19.0	65.5	8.6	25.9	44.8	1.7
Polk County Schools	Sunny View Elementary School	16	56.3	43.8	.	.	87.5	12.5	18.8	56.3	.
Richmond County Schools	East Rockingham Elementary	87	55.2	44.8	34.5	20.7	35.6	9.2	16.1	81.6	10.3
Richmond County Schools	Fairview Heights Elementary	83	57.8	42.2	41.0	7.2	36.1	15.7	12.1	72.3	2.4
Richmond County Schools	L J Bell Elementary	92	40.2	59.8	39.1	4.4	42.4	14.1	14.1	59.8	2.2
Richmond County Schools	Mineral Springs Elementary	51	56.9	43.1	27.5	37.3	17.7	17.7	11.8	56.9	19.6
Richmond County Schools	Monroe Avenue Elementary	57	42.1	57.9	52.6	15.8	21.1	10.5	21.1	82.5	5.3
Richmond County Schools	West Rockingham Elementary	51	43.1	56.9	13.7	25.5	52.9	7.8	23.5	70.6	13.7
Richmond County Schools	Washington Street Elementary	84	36.9	63.1	50.0	7.1	38.1	4.8	15.5	73.8	3.6
Rockingham County Schools	Bethany Elementary	81	51.9	48.2	9.9	7.4	76.5	6.2	12.4	30.9	2.5
Rockingham County Schools	Central Elementary	102	41.2	58.8	27.5	11.8	52.0	8.8	13.7	44.1	6.9
Rockingham County Schools	Douglass Elementary	65	60.0	40.0	21.5	12.3	50.8	15.4	23.1	67.7	7.7
Rockingham County Schools	Huntsville Elementary	64	46.9	53.1	10.9	18.8	68.8	1.6	17.2	42.2	9.4
Rockingham County Schools	Leaksville-Spray Elementary	82	61.0	39.0	19.5	14.6	58.5	7.3	28.1	64.6	11.0
Rockingham County Schools	Lincoln Elementary	60	51.7	48.3	20.0	8.3	66.7	5.0	15.0	60.0	6.7
Rockingham County Schools	Monroeton Elementary	64	46.9	53.1	15.6	14.1	54.7	15.6	7.8	53.1	1.6
Rockingham County Schools	John W Dillard Academy	52	59.6	40.4	17.3	7.7	65.4	9.6	23.1	44.2	3.9
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	65	52.3	47.7	38.5	23.1	32.3	6.2	13.9	55.4	13.9
Rockingham County Schools	Stoneville Elementary	78	41.0	59.0	10.3	24.4	57.7	7.7	18.0	44.9	9.0
Rockingham County Schools	Wentworth Elementary	83	53.0	47.0	8.4	4.8	81.9	4.8	31.3	51.8	1.2
Rockingham County Schools	Williamsburg Elementary	72	44.4	55.6	20.8	30.6	43.1	5.6	12.5	62.5	16.7
Lake Lure Classical Academy	Lake Lure Classical Academy	34	44.1	55.9	.	2.9	79.4	17.7	20.6	44.1	.
Clinton City Schools	Sunset Avenue Elementary	250	52.0	48.0	35.6	40.8	18.4	5.2	9.2	50.4	16.8
Scotland County Schools	Laurel Hill Elementary	115	45.2	54.8	37.4	3.5	33.0	26.1	19.1	60.9	.
Scotland County Schools	South Johnson Elementary	117	49.6	50.4	53.9	3.4	18.8	23.9	14.5	76.9	.
Scotland County Schools	Wagram Elementary	74	35.1	64.9	51.4	4.1	21.6	23.0	21.6	70.3	.
Scotland County Schools	Sycamore Lane Elementary	113	52.2	47.8	54.0	7.1	17.7	21.2	11.5	73.5	.
Elkin City Schools	Elkin Elementary	95	52.6	47.4	5.3	20.0	68.4	6.3	14.7	34.7	8.4
Washington County Schools	Creswell Elementary	18	55.6	44.4	50.0	16.7	33.3	.	22.2	77.8	16.7

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Washington County Schools	Pines Elementary	87	52.9	47.1	82.8	5.8	5.8	5.8	16.1	74.7	3.5
Wilkes County Schools	Boomer-Ferguson Elementary School	21	66.7	33.3	4.8	14.3	61.9	19.1	19.1	71.4	.
Wilkes County Schools	C B Eller Elementary School	49	59.2	40.8	.	4.1	85.7	10.2	4.1	32.7	.
Wilkes County Schools	C C Wright Elementary School	48	41.7	58.3	4.2	20.8	58.3	16.7	31.3	62.5	8.3
Wilkes County Schools	Millers Creek Elementary School	117	54.7	45.3	.	18.0	73.5	8.6	15.4	42.7	8.6
Wilkes County Schools	Moravian Falls Elementary School	37	43.2	56.8	2.7	37.8	46.0	13.5	8.1	32.4	16.2
Wilkes County Schools	Mount Pleasant Elementary Schol	36	58.3	41.7	.	8.3	88.9	2.8	19.4	22.2	.
Wilkes County Schools	Mountain View Elementary School	80	43.8	56.3	.	7.5	90.0	2.5	17.5	46.3	3.8
Wilkes County Schools	Mulberry Elementary School	75	57.3	42.7	.	25.3	73.3	1.3	10.7	38.7	16.0
Wilkes County Schools	North Wilkesboro Elementary School	40	47.5	52.5	15.0	32.5	25.0	27.5	17.5	52.5	15.0
Wilkes County Schools	Roaring River Elementary School	24	45.8	54.2	4.2	12.5	75.0	8.3	12.5	25.0	4.2
Wilkes County Schools	Ronda-Clingman Elementary School	51	64.7	35.3	.	19.6	70.6	9.8	5.9	35.3	2.0
Wilkes County Schools	Traphill Elementary School	20	50.0	50.0	.	10.0	90.0	.	25.0	45.0	5.0
Wilkes County Schools	Wilkesboro Elementary School	59	42.4	57.6	3.4	22.0	66.1	8.5	27.1	33.9	5.1
Yadkin County Schools	East Bend Elementary	32	43.8	56.3	.	21.9	71.9	6.3	18.8	75.0	9.4

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	199	45.2	54.8	31.2	11.6	36.7	20.6	16.1	56.3	2.5	
Clover Garden School	Clover Garden School	49	44.9	55.1	6.1	2.0	85.7	6.1	20.4	16.3	.	
Bertie County Schools	Aulander Elementary	22	68.2	31.8	86.4	.	13.6	.	9.1	59.1	.	
Bertie County Schools	West Bertie Elementary	32	46.9	53.1	90.6	.	3.1	6.3	21.9	75.0	.	
Bertie County Schools	Colerain Elementary	24	54.2	45.8	83.3	.	16.7	.	8.3	70.8	.	
Bertie County Schools	Windsor Elementary	56	46.4	53.6	80.4	3.6	10.7	5.4	12.5	66.1	1.8	
The New Dimensions School	New Dimensions: A Public Charter School	64	57.8	42.2	9.4	3.1	84.4	3.1	14.1	18.8	1.6	
Caldwell County Schools	Baton Elementary	62	41.9	58.1	1.6	6.5	90.3	1.6	22.6	41.9	3.2	
Caldwell County Schools	Collettsville School	38	52.6	47.4	.	2.6	92.1	5.3	15.8	55.3	.	
Caldwell County Schools	Davenport A+ School	87	48.3	51.7	20.7	31.0	40.2	8.1	11.5	57.5	14.9	
Caldwell County Schools	Dudley Shoals Elementary	66	43.9	56.1	1.5	7.6	80.3	10.6	18.2	47.0	6.1	
Caldwell County Schools	Gamewell Elementary	176	53.4	46.6	9.1	3.4	79.6	8.0	14.8	54.6	1.1	
Caldwell County Schools	Happy Valley Elementary	36	47.2	52.8	2.8	.	94.4	2.8	8.3	61.1	.	
Caldwell County Schools	Hudson Elementary	111	46.0	54.1	.	12.6	83.8	3.6	21.6	55.0	3.6	
Caldwell County Schools	Kings Creek Elementary	23	39.1	60.9	.	.	95.7	4.4	26.1	34.8	.	
Caldwell County Schools	Lower Creek Elementary	65	53.9	46.2	7.7	3.1	80.0	9.2	16.9	38.5	4.6	
Caldwell County Schools	Sawmills Elementary	56	46.4	53.6	.	17.9	80.4	1.8	19.6	51.8	5.4	
Caldwell County Schools	Whitnel Elementary	43	32.6	67.4	.	23.3	60.5	16.3	25.6	60.5	9.3	
Hickory City Schools	Viewmont Elementary	73	52.1	48.0	16.4	31.5	34.3	17.8	17.8	54.8	15.1	
Newton-Conover City Schools	South Newton Elementary	59	54.2	45.8	20.3	25.4	35.6	18.6	13.6	64.4	18.6	
Newton-Conover City Schools	North Newton Elementary	83	56.6	43.4	14.5	39.8	31.3	14.5	12.1	61.5	22.9	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	163	47.9	52.2	38.7	10.4	46.6	4.3	13.5	60.1	6.1	
Alpha Academy Charter	Alpha Academy Charter	106	49.1	50.9	60.4	17.9	6.6	15.1	14.2	33.0	2.8	
Voyager Academy	Voyager Academy	106	55.7	44.3	28.3	10.4	54.7	6.6	21.7	21.7	0.9	
Carter G Woodson School	Carter G. Woodson School	35	45.7	54.3	37.1	54.3	.	8.6	14.3	77.1	48.6	
Gates County Schools	Buckland	47	46.8	53.2	40.4	.	46.8	12.8	12.8	44.7	.	
Gates County Schools	Gatesville Elementary	35	45.7	54.3	37.1	5.7	54.3	2.9	25.7	48.6	.	
Gates County Schools	T S Cooper Elementary	26	38.5	61.5	7.7	3.9	76.9	11.5	26.9	30.8	.	
Graham County Schools	Robbinsville Elementary	78	50.0	50.0	1.3	1.3	78.2	19.2	15.4	60.3	.	
Granville County Schools	Tar River Elementary	62	53.2	46.8	11.3	14.5	67.7	6.5	16.1	38.7	3.2	
Falls Lake Academy	Falls Lake Academy	80	33.8	66.3	12.5	12.5	72.5	2.5	16.3	21.3	1.3	
Greene County Schools	Greene County Intermediate	*Data not available in 2021-22*										
Haywood County Schools	Bethel Elementary	99	48.5	51.5	1.0	4.0	92.9	2.0	23.2	47.5	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Clyde Elementary	88	45.5	54.6	.	11.4	85.2	3.4	22.7	46.6	5.7	
Haywood County Schools	Hazelwood Elementary	92	52.2	47.8	.	15.2	78.3	6.5	19.6	48.9	7.6	
Haywood County Schools	Jonathan Valley Elementary	65	50.8	49.2	.	4.6	86.2	9.2	20.0	40.0	4.6	
Haywood County Schools	Meadowbrook Elementary	27	44.4	55.6	.	25.9	70.4	3.7	11.1	29.6	3.7	
Haywood County Schools	North Canton Elementary	50	50.0	50.0	.	14.0	82.0	4.0	28.0	50.0	8.0	
Hyde County Schools	Mattamuskeet School	33	48.5	51.5	39.4	12.1	42.4	6.1	12.1	69.7	3.0	
Johnston County Schools	Cleveland Elementary	130	46.9	53.1	19.2	20.0	51.5	9.2	8.5	20.8	4.6	
Johnston County Schools	West View Elementary	187	48.1	51.9	20.9	17.7	50.3	11.2	11.8	25.7	10.7	
Lee County Schools	BT Bullock Elementary	98	39.8	60.2	26.5	36.7	28.6	8.2	15.3	56.1	19.4	
Lee County Schools	Broadway Elementary	94	46.8	53.2	12.8	28.7	54.3	4.3	22.3	56.4	17.0	
Lee County Schools	Deep River Elementary	103	46.6	53.4	21.4	41.8	31.1	5.8	16.5	48.5	23.3	
Lee County Schools	Greenwood Elementary	106	51.9	48.1	8.5	43.4	43.4	4.7	16.0	51.9	15.1	
Lee County Schools	J Glenn Edwards Elementary	99	42.4	57.6	16.2	42.4	32.3	9.1	15.2	55.6	20.2	
Lee County Schools	Tramway Elementary	93	51.6	48.4	8.6	22.6	59.1	9.7	18.3	40.9	8.6	
Lee County Schools	J R Ingram Jr Elementary	62	43.6	56.5	24.2	29.0	38.7	8.1	14.5	25.8	4.8	
Lee County Schools	WB Wicker Elementary	102	48.0	52.0	23.5	63.7	9.8	2.9	6.9	65.7	46.1	
Lenoir County Schools	Banks Elementary	85	45.9	54.1	30.6	12.9	45.9	10.6	20.0	48.2	4.7	
Lenoir County Schools	Contentnea-Savannah School	99	48.5	51.5	51.5	18.2	28.3	2.0	12.1	66.7	7.1	
Lee County Schools	Floyd L Knight Children Center	146	52.1	48.0	48.0	19.2	30.1	2.7	4.1	50.7	9.6	
Lenoir County Schools	Moss Hill Elementary	67	34.3	65.7	22.4	16.4	53.7	7.5	19.4	56.7	7.5	
Lenoir County Schools	Northeast Elementary	80	50.0	50.0	87.5	3.8	5.0	3.8	17.5	81.3	1.3	
Lenoir County Schools	Northwest Elementary	94	46.8	53.2	73.4	4.3	5.3	17.0	11.7	64.9	9.6	
Lenoir County Schools	Pink Hill Elementary	79	38.0	62.0	15.2	36.7	45.6	2.5	21.5	44.3	15.2	
Lenoir County Schools	Southeast Elementary	40	62.5	37.5	85.0	5.0	2.5	7.5	20.0	82.5	2.5	
Lenoir County Schools	Southwood Elementary	46	37.0	63.0	17.4	17.4	60.9	4.4	15.2	54.4	8.7	
Lincoln County Schools	Pumpkin Center Intermediate	103	47.6	52.4	1.0	8.7	80.6	9.7	18.5	30.1	1.0	
Sugar Creek Charter School	Sugar Creek Charter School	127	53.5	46.5	79.5	16.5	.	3.9	7.1	69.3	10.2	
Invest Collegiate	Invest Collegiate Transform	28	35.7	64.3	92.9	3.6	.	3.6	7.1	64.3	.	
Montgomery County Schools	Candor Elementary	56	53.6	46.4	23.2	64.3	7.1	5.4	1.8	83.9	16.1	
Montgomery County Schools	Green Ridge Elementary	54	53.7	46.3	22.2	50.0	20.4	7.4	13.0	81.5	7.4	
Montgomery County Schools	Mount Gilead Elementary	34	47.1	52.9	50.0	8.8	35.3	5.9	8.8	82.4	2.9	
Montgomery County Schools	Page Street Elementary	82	52.4	47.6	20.7	22.0	45.1	12.2	7.3	62.2	4.9	
Montgomery County Schools	Star Elementary	53	67.9	32.1	5.7	37.7	50.9	5.7	11.3	54.7	15.1	
The Academy of Moore County	The Academy of Moore County	75	42.7	57.3	9.3	16.0	62.7	12.0	8.0	26.7	1.3	
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	50.0	50.0	87.5	4.2	4.2	4.2	20.8	66.7	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	River Park Elementary	102	54.9	45.1	5.9	30.4	51.0	12.8	13.7	43.1	14.7
Orange County Schools	Central Elememtary	62	50.0	50.0	22.6	25.8	30.7	21.0	9.7	61.3	16.1
Orange County Schools	Efland Cheeks Elementary	85	37.7	62.4	17.7	36.5	35.3	10.6	9.4	55.3	23.5
Orange County Schools	Grady Brown Elementary	84	48.8	51.2	16.7	38.1	34.5	10.7	7.1	54.8	23.8
Orange County Schools	Hillsborough Elementary	71	45.1	54.9	5.6	4.2	77.5	12.7	4.2	16.9	.
Orange County Schools	New Hope Elementary	97	50.5	49.5	11.3	47.4	27.8	13.4	12.4	66.0	27.8
Orange County Schools	Pathways Elementary	62	41.9	58.1	14.5	11.3	61.3	12.9	19.4	46.8	6.5
Bethel Hill Charter	Bethel Hill Charter	56	48.2	51.8	10.7	5.4	78.6	5.4	3.6	39.3	1.8
Polk County Schools	Polk Central Elementary	58	43.1	56.9	6.9	19.0	65.5	8.6	25.9	44.8	1.7
Polk County Schools	Sunny View Elementary School	16	56.3	43.8	.	.	87.5	12.5	18.8	56.3	.
Richmond County Schools	East Rockingham Elementary	87	55.2	44.8	34.5	20.7	35.6	9.2	16.1	81.6	10.3
Richmond County Schools	Fairview Heights Elementary	83	57.8	42.2	41.0	7.2	36.1	15.7	12.1	72.3	2.4
Richmond County Schools	L J Bell Elementary	92	40.2	59.8	39.1	4.4	42.4	14.1	14.1	59.8	2.2
Richmond County Schools	Mineral Springs Elementary	51	56.9	43.1	27.5	37.3	17.7	17.7	11.8	56.9	19.6
Richmond County Schools	Monroe Avenue Elementary	57	42.1	57.9	52.6	15.8	21.1	10.5	21.1	82.5	5.3
Richmond County Schools	West Rockingham Elementary	51	43.1	56.9	13.7	25.5	52.9	7.8	23.5	70.6	13.7
Richmond County Schools	Washington Street Elementary	84	36.9	63.1	50.0	7.1	38.1	4.8	15.5	73.8	3.6
Rockingham County Schools	Bethany Elementary	81	51.9	48.2	9.9	7.4	76.5	6.2	12.4	30.9	2.5
Rockingham County Schools	Central Elementary	102	41.2	58.8	27.5	11.8	52.0	8.8	13.7	44.1	6.9
Rockingham County Schools	Douglass Elementary	65	60.0	40.0	21.5	12.3	50.8	15.4	23.1	67.7	7.7
Rockingham County Schools	Huntsville Elementary	64	46.9	53.1	10.9	18.8	68.8	1.6	17.2	42.2	9.4
Rockingham County Schools	Leaksville-Spray Elementary	82	61.0	39.0	19.5	14.6	58.5	7.3	28.1	64.6	11.0
Rockingham County Schools	Lincoln Elementary	60	51.7	48.3	20.0	8.3	66.7	5.0	15.0	60.0	6.7
Rockingham County Schools	Monroeton Elementary	64	46.9	53.1	15.6	14.1	54.7	15.6	7.8	53.1	1.6
Rockingham County Schools	John W Dillard Academy	52	59.6	40.4	17.3	7.7	65.4	9.6	23.1	44.2	3.9
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	65	52.3	47.7	38.5	23.1	32.3	6.2	13.9	55.4	13.9
Rockingham County Schools	Stoneville Elementary	78	41.0	59.0	10.3	24.4	57.7	7.7	18.0	44.9	9.0
Rockingham County Schools	Wentworth Elementary	83	53.0	47.0	8.4	4.8	81.9	4.8	31.3	51.8	1.2
Rockingham County Schools	Williamsburg Elementary	72	44.4	55.6	20.8	30.6	43.1	5.6	12.5	62.5	16.7
Lake Lure Classical Academy	Lake Lure Classical Academy	34	44.1	55.9	.	2.9	79.4	17.7	20.6	44.1	.
Clinton City Schools	Sunset Avenue Elementary	250	52.0	48.0	35.6	40.8	18.4	5.2	9.2	50.4	16.8
Elkin City Schools	Elkin Elementary	95	52.6	47.4	5.3	20.0	68.4	6.3	14.7	34.7	8.4
Washington County Schools	Creswell Elementary	18	55.6	44.4	50.0	16.7	33.3	.	22.2	77.8	16.7
Washington County Schools	Pines Elementary	87	52.9	47.1	82.8	5.8	5.8	5.8	16.1	74.7	3.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Wilkes County Schools	Boomer-Ferguson Elementary School	21	66.7	33.3	4.8	14.3	61.9	19.1	19.1	71.4	.	
Wilkes County Schools	C B Eller Elementary School	49	59.2	40.8	.	4.1	85.7	10.2	4.1	32.7	.	
Wilkes County Schools	C C Wright Elementary School	48	41.7	58.3	4.2	20.8	58.3	16.7	31.3	62.5	8.3	
Wilkes County Schools	Millers Creek Elementary School	117	54.7	45.3	.	18.0	73.5	8.6	15.4	42.7	8.6	
Wilkes County Schools	Moravian Falls Elementary School	37	43.2	56.8	2.7	37.8	46.0	13.5	8.1	32.4	16.2	
Wilkes County Schools	Mount Pleasant Elementary Schol	36	58.3	41.7	.	8.3	88.9	2.8	19.4	22.2	.	
Wilkes County Schools	Mountain View Elementary School	80	43.8	56.3	.	7.5	90.0	2.5	17.5	46.3	3.8	
Wilkes County Schools	Mulberry Elementary School	75	57.3	42.7	.	25.3	73.3	1.3	10.7	38.7	16.0	
Wilkes County Schools	North Wilkesboro Elementary School	40	47.5	52.5	15.0	32.5	25.0	27.5	17.5	52.5	15.0	
Wilkes County Schools	Roaring River Elementary School	24	45.8	54.2	4.2	12.5	75.0	8.3	12.5	25.0	4.2	
Wilkes County Schools	Ronda-Clingman Elementary School	51	64.7	35.3	.	19.6	70.6	9.8	5.9	35.3	2.0	
Wilkes County Schools	Traphill Elementary School	20	50.0	50.0	.	10.0	90.0	.	25.0	45.0	5.0	
Wilkes County Schools	Wilkesboro Elementary School	59	42.4	57.6	3.4	22.0	66.1	8.5	27.1	33.9	5.1	
Yadkin County Schools	East Bend Elementary	32	43.8	56.3	.	21.9	71.9	6.3	18.8	75.0	9.4	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	193	54.4	45.6	28.0	12.4	33.7	25.9	15.5	53.4	4.7	
Clover Garden School	Clover Garden School	50	48.0	52.0	.	2.0	94.0	4.0	18.0	12.0	2.0	
Bertie County Schools	Aulander Elementary	24	50.0	50.0	70.8	4.2	20.8	4.2	25.0	62.5	.	
Bertie County Schools	West Bertie Elementary	39	43.6	56.4	84.6	5.1	2.6	7.7	23.1	64.1	.	
Bertie County Schools	Colerain Elementary	27	48.2	51.9	74.1	3.7	14.8	7.4	22.2	66.7	3.7	
Bertie County Schools	Windsor Elementary	47	51.1	48.9	74.5	.	12.8	12.8	17.0	59.6	.	
The New Dimensions School	New Dimensions: A Public Charter School	49	38.8	61.2	4.1	2.0	85.7	8.2	14.3	18.4	2.0	
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.	
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.	
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.	
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4	
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5	
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5	
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.	
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8	
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.	
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8	
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9	
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6	
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3	
Newton-Conover City Schools	South Newton Elementary	61	47.5	52.5	16.4	32.8	32.8	18.0	9.8	54.1	18.0	
Newton-Conover City Schools	North Newton Elementary	79	49.4	50.6	15.2	36.7	24.1	24.1	12.7	64.6	25.3	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	135	49.6	50.4	43.7	15.6	38.5	2.2	12.6	61.5	8.2	
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3	
Voyager Academy	Voyager Academy	104	44.2	55.8	20.2	12.5	51.9	15.4	22.1	24.0	4.8	
Carter G Woodson School	Carter G. Woodson School	27	51.9	48.2	40.7	55.6	.	3.7	11.1	70.4	44.4	
Gates County Schools	Buckland	37	48.7	51.4	24.3	5.4	62.2	8.1	32.4	40.5	2.7	
Gates County Schools	Central Middle School	*Data not available in 2021-22*										
Gates County Schools	Gatesville Elementary	49	42.9	57.1	24.5	2.0	67.4	6.1	24.5	34.7	.	
Gates County Schools	T S Cooper Elementary	42	54.8	45.2	21.4	9.5	59.5	9.5	11.9	33.3	2.4	
Graham County Schools	Robbinsville Elementary	86	50.0	50.0	.	3.5	80.2	16.3	14.0	60.5	2.3	
Falls Lake Academy	Falls Lake Academy	82	52.4	47.6	14.6	11.0	64.6	9.8	12.2	25.6	.	
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2	
Haywood County Schools	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9	
Haywood County Schools	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5	
Haywood County Schools	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8	
Haywood County Schools	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4	
Haywood County Schools	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6	
Hyde County Schools	Mattamuskeet School	28	42.9	57.1	14.3	21.4	64.3	.	21.4	50.0	3.6	
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8	
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1	
Lee County Schools	BT Bullock Elementary	78	50.0	50.0	19.2	34.6	38.5	7.7	20.5	52.6	12.8	
Lee County Schools	Broadway Elementary	80	52.5	47.5	20.0	35.0	43.8	1.3	12.5	50.0	20.0	
Lee County Schools	Deep River Elementary	95	59.0	41.1	22.1	50.5	23.2	4.2	11.6	53.7	31.6	
Lee County Schools	Greenwood Elementary	95	49.5	50.5	5.3	37.9	45.3	11.6	11.6	41.1	12.6	
Lee County Schools	J Glenn Edwards Elementary	90	42.2	57.8	20.0	42.2	30.0	7.8	14.4	61.1	23.3	
Lee County Schools	Tramway Elementary	87	49.4	50.6	13.8	26.4	59.8	.	23.0	39.1	13.8	
Lee County Schools	J R Ingram Jr Elementary	75	44.0	56.0	18.7	29.3	41.3	10.7	12.0	38.7	14.7	
Lee County Schools	WB Wicker Elementary	96	41.7	58.3	25.0	62.5	11.5	1.0	9.4	67.7	38.5	
Lenoir County Schools	Banks Elementary	83	43.4	56.6	31.3	16.9	48.2	3.6	14.5	39.8	7.2	
Lenoir County Schools	Contentnea-Savannah School	87	39.1	60.9	49.4	19.5	31.0	.	12.6	56.3	5.8	
Lee County Schools	Floyd L Knight Children Center	160	50.0	50.0	42.5	26.3	22.5	8.8	17.5	57.5	17.5	
Lenoir County Schools	Moss Hill Elementary	79	43.0	57.0	20.3	21.5	50.6	7.6	27.9	53.2	8.9	
Lenoir County Schools	Northeast Elementary	91	50.6	49.5	93.4	2.2	1.1	3.3	15.4	83.5	1.1	
Lenoir County Schools	Northwest Elementary	65	50.8	49.2	66.2	10.8	13.9	9.2	13.9	67.7	3.1	
Lenoir County Schools	Pink Hill Elementary	82	56.1	43.9	14.6	29.3	51.2	4.9	20.7	42.7	14.6	
Lenoir County Schools	Southeast Elementary	45	53.3	46.7	95.6	2.2	.	2.2	28.9	84.4	2.2	
Lenoir County Schools	Southwood Elementary	57	45.6	54.4	15.8	10.5	57.9	15.8	22.8	57.9	3.5	
Lincoln County Schools	Pumpkin Center Intermediate	111	51.4	48.7	1.8	5.4	87.4	5.4	18.0	19.8	.	
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7	
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.	
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6	
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8	
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3	
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3	
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3	
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.
Orange County Schools	Orange County Schools Online Academy	16	56.3	43.8	12.5	18.8	43.8	25.0	25.0	37.5	.
Orange County Schools	River Park Elementary	89	43.8	56.2	6.7	27.0	59.6	6.7	7.9	32.6	5.6
Orange County Schools	Central Elememtary	57	49.1	50.9	36.8	26.3	29.8	7.0	8.8	64.9	14.0
Orange County Schools	Efland Cheeks Elementary	82	54.9	45.1	19.5	30.5	34.2	15.9	13.4	56.1	18.3
Orange County Schools	Grady Brown Elementary	67	44.8	55.2	10.5	35.8	44.8	9.0	13.4	53.7	20.9
Orange County Schools	Hillsborough Elementary	66	53.0	47.0	10.6	1.5	80.3	7.6	15.2	9.1	.
Orange County Schools	New Hope Elementary	85	51.8	48.2	8.2	48.2	36.5	7.1	12.9	67.1	38.8
Orange County Schools	Pathways Elementary	68	41.2	58.8	16.2	8.8	67.7	7.4	22.1	47.1	7.4
Bethel Hill Charter	Bethel Hill Charter	68	64.7	35.3	13.2	5.9	67.7	13.2	7.4	51.5	1.5
Polk County Schools	Polk Central Elementary	57	50.9	49.1	3.5	12.3	71.9	12.3	14.0	29.8	8.8
Polk County Schools	Sunny View Elementary School	17	64.7	35.3	.	5.9	88.2	5.9	11.8	52.9	.
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5
Rockingham County Schools	Bethany Elementary	80	46.3	53.8	5.0	7.5	86.3	1.3	21.3	36.3	2.5
Rockingham County Schools	Central Elementary	92	46.7	53.3	30.4	16.3	43.5	9.8	16.3	44.6	7.6
Rockingham County Schools	Douglass Elementary	61	44.3	55.7	24.6	11.5	55.7	8.2	21.3	63.9	8.2
Rockingham County Schools	Huntsville Elementary	70	51.4	48.6	8.6	24.3	60.0	7.1	22.9	44.3	17.1
Rockingham County Schools	Leaksville-Spray Elementary	57	57.9	42.1	17.5	22.8	49.1	10.5	15.8	57.9	7.0
Rockingham County Schools	Lincoln Elementary	50	34.0	66.0	10.0	10.0	74.0	6.0	14.0	42.0	.
Rockingham County Schools	Monroeton Elementary	71	52.1	47.9	26.8	18.3	47.9	7.0	7.0	50.7	8.5
Rockingham County Schools	John W Dillard Academy	55	47.3	52.7	10.9	3.6	78.2	7.3	21.8	45.5	3.6
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	73	41.1	58.9	50.7	11.0	24.7	13.7	9.6	52.1	4.1
Rockingham County Schools	Stoneville Elementary	54	51.9	48.2	3.7	20.4	59.3	16.7	11.1	59.3	9.3
Rockingham County Schools	Wentworth Elementary	80	43.8	56.3	12.5	11.3	63.8	12.5	21.3	36.3	2.5
Rockingham County Schools	Williamsburg Elementary	103	55.3	44.7	24.3	29.1	34.0	12.6	17.5	52.4	13.6
Lake Lure Classical Academy	Lake Lure Classical Academy	30	50.0	50.0	.	6.7	80.0	13.3	13.3	63.3	.
Clinton City Schools	Sunset Avenue Elementary	274	53.3	46.7	31.8	40.9	20.4	6.9	5.5	40.9	19.3
Elkin City Schools	Elkin Elementary	99	53.5	46.5	4.0	24.2	67.7	4.0	14.1	30.3	13.1

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0	
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9	
Wilkes County Schools	Boomer-Ferguson Elementary School	23	52.2	47.8	8.7	8.7	56.5	26.1	8.7	69.6	.	
Wilkes County Schools	C B Eller Elementary School	49	46.9	53.1	.	8.2	85.7	6.1	10.2	42.9	4.1	
Wilkes County Schools	C C Wright Elementary School	58	51.7	48.3	8.6	19.0	60.3	12.1	29.3	48.3	6.9	
Wilkes County Schools	Millers Creek Elementary School	120	49.2	50.8	0.8	15.0	79.2	5.0	10.8	37.5	7.5	
Wilkes County Schools	Moravian Falls Elementary School	39	59.0	41.0	5.1	30.8	56.4	7.7	12.8	41.0	10.3	
Wilkes County Schools	Mount Pleasant Elementary Schol	31	48.4	51.6	.	3.2	90.3	6.5	9.7	19.4	.	
Wilkes County Schools	Mountain View Elementary School	65	40.0	60.0	1.5	7.7	83.1	7.7	18.5	38.5	1.5	
Wilkes County Schools	Mulberry Elementary School	76	46.1	54.0	2.6	17.1	72.4	7.9	19.7	43.4	7.9	
Wilkes County Schools	North Wilkesboro Elementary School	50	38.0	62.0	12.0	44.0	26.0	18.0	4.0	72.0	28.0	
Wilkes County Schools	Roaring River Elementary School	21	47.6	52.4	4.8	14.3	76.2	4.8	14.3	23.8	9.5	
Wilkes County Schools	Ronda-Clingman Elementary School	45	53.3	46.7	.	13.3	86.7	.	13.3	26.7	4.4	
Wilkes County Schools	Traphill Elementary School	19	42.1	57.9	.	15.8	84.2	.	26.3	57.9	.	
Wilkes County Schools	Wilkesboro Elementary School	56	53.6	46.4	3.6	23.2	58.9	14.3	16.1	33.9	10.7	
Yadkin County Schools	East Bend Elementary	31	48.4	51.6	.	9.7	90.3	.	32.3	80.7	6.5	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	193	54.4	45.6	28.0	12.4	33.7	25.9	15.5	53.4	4.7
Clover Garden School	Clover Garden School	50	48.0	52.0	.	2.0	94.0	4.0	18.0	12.0	2.0
Bertie County Schools	Aulander Elementary	24	50.0	50.0	70.8	4.2	20.8	4.2	25.0	62.5	.
Bertie County Schools	West Bertie Elementary	39	43.6	56.4	84.6	5.1	2.6	7.7	23.1	64.1	.
Bertie County Schools	Colerain Elementary	27	48.2	51.9	74.1	3.7	14.8	7.4	22.2	66.7	3.7
Bertie County Schools	Windsor Elementary	47	51.1	48.9	74.5	.	12.8	12.8	17.0	59.6	.
The New Dimensions School	New Dimensions: A Public Charter School	49	38.8	61.2	4.1	2.0	85.7	8.2	14.3	18.4	2.0
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3
Newton-Conover City Schools	South Newton Elementary	61	47.5	52.5	16.4	32.8	32.8	18.0	9.8	54.1	18.0
Newton-Conover City Schools	North Newton Elementary	79	49.4	50.6	15.2	36.7	24.1	24.1	12.7	64.6	25.3
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*									
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*									
Edenton-Chowan Schools	D F Walker Elementary	135	49.6	50.4	43.7	15.6	38.5	2.2	12.6	61.5	8.2
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3
Voyager Academy	Voyager Academy	104	44.2	55.8	20.2	12.5	51.9	15.4	22.1	24.0	4.8
Carter G Woodson School	Carter G. Woodson School	27	51.9	48.2	40.7	55.6	.	3.7	11.1	70.4	44.4
Gates County Schools	Buckland	37	48.7	51.4	24.3	5.4	62.2	8.1	32.4	40.5	2.7
Gates County Schools	Gatesville Elementary	49	42.9	57.1	24.5	2.0	67.4	6.1	24.5	34.7	.
Gates County Schools	T S Cooper Elementary	42	54.8	45.2	21.4	9.5	59.5	9.5	11.9	33.3	2.4
Graham County Schools	Robbinsville Elementary	86	50.0	50.0	.	3.5	80.2	16.3	14.0	60.5	2.3
Falls Lake Academy	Falls Lake Academy	82	52.4	47.6	14.6	11.0	64.6	9.8	12.2	25.6	.
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5
Haywood County Schools	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Haywood County Schools	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9
Haywood County Schools	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5
Haywood County Schools	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8
Haywood County Schools	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4
Haywood County Schools	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6
Hyde County Schools	Mattamuskeet School	28	42.9	57.1	14.3	21.4	64.3	.	21.4	50.0	3.6
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1
Lee County Schools	BT Bullock Elementary	78	50.0	50.0	19.2	34.6	38.5	7.7	20.5	52.6	12.8
Lee County Schools	Broadway Elementary	80	52.5	47.5	20.0	35.0	43.8	1.3	12.5	50.0	20.0
Lee County Schools	Deep River Elementary	95	59.0	41.1	22.1	50.5	23.2	4.2	11.6	53.7	31.6
Lee County Schools	Greenwood Elementary	95	49.5	50.5	5.3	37.9	45.3	11.6	11.6	41.1	12.6
Lee County Schools	J Glenn Edwards Elementary	90	42.2	57.8	20.0	42.2	30.0	7.8	14.4	61.1	23.3
Lee County Schools	Tramway Elementary	87	49.4	50.6	13.8	26.4	59.8	.	23.0	39.1	13.8
Lee County Schools	J R Ingram Jr Elementary	75	44.0	56.0	18.7	29.3	41.3	10.7	12.0	38.7	14.7
Lee County Schools	WB Wicker Elementary	96	41.7	58.3	25.0	62.5	11.5	1.0	9.4	67.7	38.5
Lenoir County Schools	Banks Elementary	83	43.4	56.6	31.3	16.9	48.2	3.6	14.5	39.8	7.2
Lenoir County Schools	Contentnea-Savannah School	87	39.1	60.9	49.4	19.5	31.0	.	12.6	56.3	5.8
Lee County Schools	Floyd L Knight Children Center	160	50.0	50.0	42.5	26.3	22.5	8.8	17.5	57.5	17.5
Lenoir County Schools	Moss Hill Elementary	79	43.0	57.0	20.3	21.5	50.6	7.6	27.9	53.2	8.9
Lenoir County Schools	Northeast Elementary	91	50.6	49.5	93.4	2.2	1.1	3.3	15.4	83.5	1.1
Lenoir County Schools	Northwest Elementary	65	50.8	49.2	66.2	10.8	13.9	9.2	13.9	67.7	3.1
Lenoir County Schools	Pink Hill Elementary	82	56.1	43.9	14.6	29.3	51.2	4.9	20.7	42.7	14.6
Lenoir County Schools	Southeast Elementary	45	53.3	46.7	95.6	2.2	.	2.2	28.9	84.4	2.2
Lenoir County Schools	Southwood Elementary	57	45.6	54.4	15.8	10.5	57.9	15.8	22.8	57.9	3.5
Lincoln County Schools	Pumpkin Center Intermediate	111	51.4	48.7	1.8	5.4	87.4	5.4	18.0	19.8	.
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	Orange County Schools Online Academy	16	56.3	43.8	12.5	18.8	43.8	25.0	25.0	37.5	.
Orange County Schools	River Park Elementary	89	43.8	56.2	6.7	27.0	59.6	6.7	7.9	32.6	5.6
Orange County Schools	Central Elememtary	57	49.1	50.9	36.8	26.3	29.8	7.0	8.8	64.9	14.0
Orange County Schools	Efland Cheeks Elementary	82	54.9	45.1	19.5	30.5	34.2	15.9	13.4	56.1	18.3
Orange County Schools	Grady Brown Elementary	67	44.8	55.2	10.5	35.8	44.8	9.0	13.4	53.7	20.9
Orange County Schools	Hillsborough Elementary	66	53.0	47.0	10.6	1.5	80.3	7.6	15.2	9.1	.
Orange County Schools	New Hope Elementary	85	51.8	48.2	8.2	48.2	36.5	7.1	12.9	67.1	38.8
Orange County Schools	Pathways Elementary	68	41.2	58.8	16.2	8.8	67.7	7.4	22.1	47.1	7.4
Bethel Hill Charter	Bethel Hill Charter	68	64.7	35.3	13.2	5.9	67.7	13.2	7.4	51.5	1.5
Polk County Schools	Polk Central Elementary	57	50.9	49.1	3.5	12.3	71.9	12.3	14.0	29.8	8.8
Polk County Schools	Sunny View Elementary School	17	64.7	35.3	.	5.9	88.2	5.9	11.8	52.9	.
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5
Rockingham County Schools	Bethany Elementary	80	46.3	53.8	5.0	7.5	86.3	1.3	21.3	36.3	2.5
Rockingham County Schools	Central Elementary	92	46.7	53.3	30.4	16.3	43.5	9.8	16.3	44.6	7.6
Rockingham County Schools	Douglass Elementary	61	44.3	55.7	24.6	11.5	55.7	8.2	21.3	63.9	8.2
Rockingham County Schools	Huntsville Elementary	70	51.4	48.6	8.6	24.3	60.0	7.1	22.9	44.3	17.1
Rockingham County Schools	Leaksville-Spray Elementary	57	57.9	42.1	17.5	22.8	49.1	10.5	15.8	57.9	7.0
Rockingham County Schools	Lincoln Elementary	50	34.0	66.0	10.0	10.0	74.0	6.0	14.0	42.0	.
Rockingham County Schools	Monroeton Elementary	71	52.1	47.9	26.8	18.3	47.9	7.0	7.0	50.7	8.5
Rockingham County Schools	John W Dillard Academy	55	47.3	52.7	10.9	3.6	78.2	7.3	21.8	45.5	3.6
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	73	41.1	58.9	50.7	11.0	24.7	13.7	9.6	52.1	4.1
Rockingham County Schools	Stoneville Elementary	54	51.9	48.2	3.7	20.4	59.3	16.7	11.1	59.3	9.3
Rockingham County Schools	Wentworth Elementary	80	43.8	56.3	12.5	11.3	63.8	12.5	21.3	36.3	2.5
Rockingham County Schools	Williamsburg Elementary	103	55.3	44.7	24.3	29.1	34.0	12.6	17.5	52.4	13.6
Lake Lure Classical Academy	Lake Lure Classical Academy	30	50.0	50.0	.	6.7	80.0	13.3	13.3	63.3	.
Clinton City Schools	Sunset Avenue Elementary	274	53.3	46.7	31.8	40.9	20.4	6.9	5.5	40.9	19.3
Elkin City Schools	Elkin Elementary	99	53.5	46.5	4.0	24.2	67.7	4.0	14.1	30.3	13.1
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9	
Wilkes County Schools	Boomer-Ferguson Elementary School	23	52.2	47.8	8.7	8.7	56.5	26.1	8.7	69.6	.	
Wilkes County Schools	C B Eller Elementary School	49	46.9	53.1	.	8.2	85.7	6.1	10.2	42.9	4.1	
Wilkes County Schools	C C Wright Elementary School	58	51.7	48.3	8.6	19.0	60.3	12.1	29.3	48.3	6.9	
Wilkes County Schools	Millers Creek Elementary School	120	49.2	50.8	0.8	15.0	79.2	5.0	10.8	37.5	7.5	
Wilkes County Schools	Moravian Falls Elementary School	39	59.0	41.0	5.1	30.8	56.4	7.7	12.8	41.0	10.3	
Wilkes County Schools	Mount Pleasant Elementary Schol	31	48.4	51.6	.	3.2	90.3	6.5	9.7	19.4	.	
Wilkes County Schools	Mountain View Elementary School	65	40.0	60.0	1.5	7.7	83.1	7.7	18.5	38.5	1.5	
Wilkes County Schools	Mulberry Elementary School	76	46.1	54.0	2.6	17.1	72.4	7.9	19.7	43.4	7.9	
Wilkes County Schools	North Wilkesboro Elementary School	50	38.0	62.0	12.0	44.0	26.0	18.0	4.0	72.0	28.0	
Wilkes County Schools	Roaring River Elementary School	21	47.6	52.4	4.8	14.3	76.2	4.8	14.3	23.8	9.5	
Wilkes County Schools	Ronda-Clingman Elementary School	45	53.3	46.7	.	13.3	86.7	.	13.3	26.7	4.4	
Wilkes County Schools	Traphill Elementary School	19	42.1	57.9	.	15.8	84.2	.	26.3	57.9	.	
Wilkes County Schools	Wilkesboro Elementary School	56	53.6	46.4	3.6	23.2	58.9	14.3	16.1	33.9	10.7	
Yadkin County Schools	East Bend Elementary	31	48.4	51.6	.	9.7	90.3	.	32.3	80.7	6.5	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Mathematics Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	275	46.9	53.1	36.0	12.4	41.5	10.2	17.8	59.3	3.3
Clover Garden School	Clover Garden School	51	58.8	41.2	5.9	7.8	84.3	2.0	13.7	15.7	.
Bertie County Schools	Bertie Middle	133	40.6	59.4	79.7	3.8	9.8	6.8	18.8	62.4	2.3
The New Dimensions School	New Dimensions: A Public Charter School	47	63.8	36.2	2.1	.	93.6	4.3	8.5	10.6	.
Caldwell County Schools	Collettsville School	47	46.8	53.2	.	4.3	91.5	4.3	17.0	38.3	.
Caldwell County Schools	Gamewell Middle	189	46.0	54.0	10.6	19.1	60.9	9.5	14.8	65.1	3.7
Caldwell County Schools	Granite Falls Middle	177	49.2	50.9	2.8	12.4	80.2	4.5	14.1	33.9	3.4
Caldwell County Schools	Happy Valley Elementary	18	50.0	50.0	5.6	11.1	77.8	5.6	27.8	50.0	.
Caldwell County Schools	Hudson Middle	222	48.7	51.4	1.4	8.1	85.1	5.4	7.7	37.8	1.8
Caldwell County Schools	Kings Creek Elementary	19	31.6	68.4	.	.	94.7	5.3	15.8	26.3	.
Caldwell County Schools	William Lenoir Middle	176	43.8	56.3	8.5	15.9	68.8	6.8	11.4	38.1	6.8
Hickory City Schools	Grandview Middle	154	50.7	49.4	25.3	29.2	25.3	20.1	21.4	66.9	16.9
Newton-Conover City Schools	Newton-Conover Middle	199	44.2	55.8	11.6	34.2	35.2	19.1	17.1	56.8	18.6
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	147	49.0	51.0	44.2	11.6	37.4	6.8	9.5	63.3	6.1
Alpha Academy Charter	Alpha Academy Charter	102	53.9	46.1	57.8	16.7	12.8	12.8	8.8	28.4	3.9
Voyager Academy	Voyager Academy	104	48.1	51.9	17.3	9.6	62.5	10.6	13.5	14.4	.
Carter G Woodson School	Carter G. Woodson School	51	39.2	60.8	47.1	52.9	.	.	17.7	70.6	35.3
Gates County Schools	Central Middle School	127	54.3	45.7	26.0	2.4	63.8	7.9	12.6	43.3	0.8
Graham County Schools	Robbinsville Middle	100	48.0	52.0	1.0	5.0	70.0	24.0	13.0	64.0	1.0
Falls Lake Academy	Falls Lake Academy	79	54.4	45.6	11.4	12.7	70.9	5.1	10.1	17.7	.
Greene County Schools	Greene County Middle	245	47.4	52.7	33.5	35.1	27.4	4.1	11.8	53.9	15.5
Haywood County Schools	Bethel Middle School	94	47.9	52.1	.	7.5	91.5	1.1	16.0	41.5	2.1
Haywood County Schools	Canton Middle School	163	52.2	47.9	1.8	12.3	81.6	4.3	18.4	48.5	3.7
Haywood County Schools	Waynesville Middle School	238	45.8	54.2	1.3	9.2	81.5	8.0	25.6	44.1	3.8
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Johnston County Schools	Cleveland Middle	331	50.2	49.9	17.8	19.3	54.7	8.2	12.1	25.4	3.6
Lee County Schools	East Lee Middle	200	49.0	51.0	23.5	39.0	32.0	5.5	12.0	48.0	14.5
Lee County Schools	SanLee Middle School	307	54.7	45.3	21.2	39.1	34.2	5.5	12.7	43.7	9.8
Lee County Schools	J R Ingram Jr Elementary	*Data not available in 2021-22*									
Lee County Schools	West Lee Middle	254	53.9	46.1	21.7	40.6	31.9	5.9	8.7	45.3	13.4
Lenoir County Schools	E B Frink Middle	191	46.6	53.4	40.8	18.9	36.7	3.7	16.8	46.1	7.3
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	160	53.8	46.3	87.5	3.8	1.3	7.5	21.3	76.9	3.8
Lenoir County Schools	Woodington Middle	184	44.0	56.0	14.7	27.7	51.1	6.5	21.2	50.5	6.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Mathematics Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Sugar Creek Charter School	Sugar Creek Charter School	145	49.0	51.0	80.0	14.5	.	5.5	6.2	75.2	9.0
Lake Norman Charter	Lake Norman Charter	200	55.5	44.5	11.5	5.0	58.0	25.5	4.5	7.0	2.0
Invest Collegiate	Invest Collegiate Transform	36	61.1	38.9	86.1	8.3	.	5.6	.	55.6	2.8
Montgomery County Schools	East Middle	147	42.2	57.8	17.0	52.4	23.1	7.5	8.2	78.9	10.9
Montgomery County Schools	West Middle	114	40.4	59.7	23.7	21.1	44.7	10.5	11.4	65.8	3.5
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	19	52.6	47.4	84.2	.	10.5	5.3	21.1	79.0	.
Orange County Schools	A L Stanback Middle	208	50.0	50.0	9.6	44.2	39.9	6.3	16.8	58.7	20.2
Orange County Schools	Orange Middle	189	47.6	52.4	13.8	13.2	64.6	8.5	13.8	33.3	7.9
Orange County Schools	Gravelly Hill Middle	173	47.4	52.6	23.7	27.8	41.0	7.5	12.7	49.7	11.6
Richmond County Schools	Ellerbe Middle	69	55.1	44.9	29.0	18.8	42.0	10.1	23.2	52.2	2.9
Richmond County Schools	Hamlet Middle	143	47.6	52.5	37.1	11.2	39.9	11.9	21.7	71.3	3.5
Richmond County Schools	Ashley Chapel	*Data not available in 2021-22*									
Richmond County Schools	Rockingham Middle	215	47.9	52.1	40.0	9.8	40.5	9.8	12.1	60.0	2.8
Richmond County Schools	Cordova Middle	96	47.9	52.1	25.0	21.9	42.7	10.4	19.8	66.7	5.2
Rockingham County Schools	J E Holmes Middle	222	47.3	52.7	26.1	15.3	48.2	10.4	14.4	47.3	3.6
Rockingham County Schools	Reidsville Middle	210	45.2	54.8	36.7	21.4	31.0	11.0	16.7	53.3	8.6
Rockingham County Schools	Rockingham County Middle	248	42.7	57.3	10.5	8.9	75.8	4.8	17.7	42.7	2.8
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	185	51.4	48.7	12.4	18.9	63.8	4.9	13.5	44.9	6.5
Lake Lure Classical Academy	Lake Lure Classical Academy	48	52.1	47.9	.	6.3	91.7	2.1	16.7	47.9	2.1
Clinton City Schools	Sampson Middle School	238	50.4	49.6	36.6	39.5	15.6	8.4	7.1	49.2	10.1
Scotland County Schools	Carver Middle School	218	56.4	43.6	41.3	5.1	29.8	23.9	23.9	64.2	0.5
Scotland County Schools	Shaw Academy	*Data not available in 2021-22*									
Scotland County Schools	Spring Hill Middle	222	51.4	48.7	51.4	3.6	18.5	26.6	21.6	67.1	1.4
Elkin City Schools	Elkin Middle	*Data not available in 2021-22*									
Elkin City Schools	Global E-Learning Academy	16	31.3	68.8	.	25.0	62.5	12.5	18.8	43.8	6.3
Washington County Schools	Washington County Middle	76	47.4	52.6	79.0	6.6	7.9	6.6	11.8	68.4	2.6
Wilkes County Schools	Central Wilkes Middle School	213	47.4	52.6	8.9	26.8	50.7	13.6	12.2	43.2	8.9
Wilkes County Schools	East Wilkes Middle School	122	51.6	48.4	.	9.0	86.1	4.9	13.9	37.7	3.3
Wilkes County Schools	North Wilkes Middle School	135	53.3	46.7	1.5	15.6	79.3	3.7	12.6	37.0	5.9
Wilkes County Schools	West Wilkes Middle School	143	51.8	48.3	0.7	10.5	85.3	3.5	9.8	28.7	2.8

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Reading Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	275	46.9	53.1	36.0	12.4	41.5	10.2	17.8	59.3	3.3
Clover Garden School	Clover Garden School	51	58.8	41.2	5.9	7.8	84.3	2.0	13.7	15.7	.
Bertie County Schools	Bertie Middle	133	40.6	59.4	79.7	3.8	9.8	6.8	18.8	62.4	2.3
The New Dimensions School	New Dimensions: A Public Charter School	47	63.8	36.2	2.1	.	93.6	4.3	8.5	10.6	.
Caldwell County Schools	Collettsville School	47	46.8	53.2	.	4.3	91.5	4.3	17.0	38.3	.
Caldwell County Schools	Gamewell Middle	189	46.0	54.0	10.6	19.1	60.9	9.5	14.8	65.1	3.7
Caldwell County Schools	Granite Falls Middle	177	49.2	50.9	2.8	12.4	80.2	4.5	14.1	33.9	3.4
Caldwell County Schools	Happy Valley Elementary	18	50.0	50.0	5.6	11.1	77.8	5.6	27.8	50.0	.
Caldwell County Schools	Hudson Middle	222	48.7	51.4	1.4	8.1	85.1	5.4	7.7	37.8	1.8
Caldwell County Schools	Kings Creek Elementary	19	31.6	68.4	.	.	94.7	5.3	15.8	26.3	.
Caldwell County Schools	William Lenoir Middle	176	43.8	56.3	8.5	15.9	68.8	6.8	11.4	38.1	6.8
Hickory City Schools	Grandview Middle	154	50.7	49.4	25.3	29.2	25.3	20.1	21.4	66.9	16.9
Newton-Conover City Schools	Newton-Conover Middle	199	44.2	55.8	11.6	34.2	35.2	19.1	17.1	56.8	18.6
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	147	49.0	51.0	44.2	11.6	37.4	6.8	9.5	63.3	6.1
Alpha Academy Charter	Alpha Academy Charter	102	53.9	46.1	57.8	16.7	12.8	12.8	8.8	28.4	3.9
Voyager Academy	Voyager Academy	104	48.1	51.9	17.3	9.6	62.5	10.6	13.5	14.4	.
Carter G Woodson School	Carter G. Woodson School	51	39.2	60.8	47.1	52.9	.	.	17.7	70.6	35.3
Gates County Schools	Central Middle School	127	54.3	45.7	26.0	2.4	63.8	7.9	12.6	43.3	0.8
Graham County Schools	Robbinsville Middle	100	48.0	52.0	1.0	5.0	70.0	24.0	13.0	64.0	1.0
Falls Lake Academy	Falls Lake Academy	79	54.4	45.6	11.4	12.7	70.9	5.1	10.1	17.7	.
Greene County Schools	Greene County Middle	245	47.4	52.7	33.5	35.1	27.4	4.1	11.8	53.9	15.5
Haywood County Schools	Bethel Middle School	94	47.9	52.1	.	7.5	91.5	1.1	16.0	41.5	2.1
Haywood County Schools	Canton Middle School	163	52.2	47.9	1.8	12.3	81.6	4.3	18.4	48.5	3.7
Haywood County Schools	Waynesville Middle School	238	45.8	54.2	1.3	9.2	81.5	8.0	25.6	44.1	3.8
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Johnston County Schools	Cleveland Middle	331	50.2	49.9	17.8	19.3	54.7	8.2	12.1	25.4	3.6
Lee County Schools	East Lee Middle	200	49.0	51.0	23.5	39.0	32.0	5.5	12.0	48.0	14.5
Lee County Schools	SanLee Middle School	307	54.7	45.3	21.2	39.1	34.2	5.5	12.7	43.7	9.8
Lee County Schools	West Lee Middle	254	53.9	46.1	21.7	40.6	31.9	5.9	8.7	45.3	13.4
Lenoir County Schools	E B Frink Middle	191	46.6	53.4	40.8	18.9	36.7	3.7	16.8	46.1	7.3
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	160	53.8	46.3	87.5	3.8	1.3	7.5	21.3	76.9	3.8
Lenoir County Schools	Woodington Middle	184	44.0	56.0	14.7	27.7	51.1	6.5	21.2	50.5	6.5
Lincoln Charter School	Lincoln Charter School	208	50.0	50.0	6.3	10.1	77.9	5.8	8.7	23.6	1.0

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Reading Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Sugar Creek Charter School	Sugar Creek Charter School	145	49.0	51.0	80.0	14.5	.	5.5	6.2	75.2	9.0
Invest Collegiate	Invest Collegiate Transform	36	61.1	38.9	86.1	8.3	.	5.6	.	55.6	2.8
Montgomery County Schools	East Middle	147	42.2	57.8	17.0	52.4	23.1	7.5	8.2	78.9	10.9
Montgomery County Schools	West Middle	114	40.4	59.7	23.7	21.1	44.7	10.5	11.4	65.8	3.5
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	19	52.6	47.4	84.2	.	10.5	5.3	21.1	79.0	.
Orange County Schools	A L Stanback Middle	208	50.0	50.0	9.6	44.2	39.9	6.3	16.8	58.7	20.2
Orange County Schools	Orange Middle	189	47.6	52.4	13.8	13.2	64.6	8.5	13.8	33.3	7.9
Orange County Schools	Gravelly Hill Middle	173	47.4	52.6	23.7	27.8	41.0	7.5	12.7	49.7	11.6
Richmond County Schools	Ellerbe Middle	69	55.1	44.9	29.0	18.8	42.0	10.1	23.2	52.2	2.9
Richmond County Schools	Hamlet Middle	143	47.6	52.5	37.1	11.2	39.9	11.9	21.7	71.3	3.5
Richmond County Schools	Ashley Chapel	*Data not available in 2021-22*									
Richmond County Schools	Rockingham Middle	215	47.9	52.1	40.0	9.8	40.5	9.8	12.1	60.0	2.8
Richmond County Schools	Cordova Middle	96	47.9	52.1	25.0	21.9	42.7	10.4	19.8	66.7	5.2
Rockingham County Schools	J E Holmes Middle	222	47.3	52.7	26.1	15.3	48.2	10.4	14.4	47.3	3.6
Rockingham County Schools	Reidsville Middle	210	45.2	54.8	36.7	21.4	31.0	11.0	16.7	53.3	8.6
Rockingham County Schools	Rockingham County Middle	248	42.7	57.3	10.5	8.9	75.8	4.8	17.7	42.7	2.8
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	185	51.4	48.7	12.4	18.9	63.8	4.9	13.5	44.9	6.5
Lake Lure Classical Academy	Lake Lure Classical Academy	48	52.1	47.9	.	6.3	91.7	2.1	16.7	47.9	2.1
Clinton City Schools	Sampson Middle School	238	50.4	49.6	36.6	39.5	15.6	8.4	7.1	49.2	10.1
Scotland County Schools	Carver Middle School	218	56.4	43.6	41.3	5.1	29.8	23.9	23.9	64.2	0.5
Scotland County Schools	Shaw Academy		100.0	.	100.0	.	.	.	.	100.0	.
Scotland County Schools	Spring Hill Middle	222	51.4	48.7	51.4	3.6	18.5	26.6	21.6	67.1	1.4
Elkin City Schools	Elkin Middle	*Data not available in 2021-22*									
Elkin City Schools	Global E-Learning Academy	16	31.3	68.8	.	25.0	62.5	12.5	18.8	43.8	6.3
Washington County Schools	Washington County Middle	76	47.4	52.6	79.0	6.6	7.9	6.6	11.8	68.4	2.6
Wilkes County Schools	Central Wilkes Middle School	213	47.4	52.6	8.9	26.8	50.7	13.6	12.2	43.2	8.9
Wilkes County Schools	East Wilkes Middle School	122	51.6	48.4	.	9.0	86.1	4.9	13.9	37.7	3.3
Wilkes County Schools	North Wilkes Middle School	135	53.3	46.7	1.5	15.6	79.3	3.7	12.6	37.0	5.9
Wilkes County Schools	West Wilkes Middle School	143	51.8	48.3	0.7	10.5	85.3	3.5	9.8	28.7	2.8

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Mathematics Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	321	51.7	48.3	30.8	15.9	42.7	10.6	15.6	58.9	3.4
Clover Garden School	Clover Garden School	66	56.1	43.9	4.6	7.6	83.3	4.6	9.1	15.2	.
Bertie County Schools	Bertie Middle	175	46.3	53.7	82.9	2.3	6.9	8.0	14.3	63.4	.
The New Dimensions School	New Dimensions: A Public Charter School	40	57.5	42.5	7.5	5.0	75.0	12.5	10.0	17.5	.
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Hickory City Schools	Grandview Middle	155	43.2	56.8	21.9	32.9	27.7	17.4	19.4	56.1	11.0
Newton-Conover City Schools	Newton-Conover Middle	247	53.9	46.2	10.5	31.6	41.3	16.6	10.5	57.1	13.8
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	144	41.7	58.3	48.6	10.4	30.6	10.4	9.0	61.8	2.8
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Voyager Academy	Voyager Academy	103	51.5	48.5	31.1	6.8	49.5	12.6	12.6	23.3	1.0
Carter G Woodson School	Carter G. Woodson School	48	43.8	56.3	37.5	62.5	.	.	10.4	58.3	43.8
Gates County Schools	Central Middle School	129	49.6	50.4	37.2	1.6	56.6	4.7	17.8	41.1	.
Graham County Schools	Robbinsville Middle	73	49.3	50.7	1.4	4.1	78.1	16.4	17.8	58.9	.
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County Schools	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County Schools	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County Schools	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Hyde County Schools	Ocracoke School	20	60.0	40.0	.	55.0	45.0	.	20.0	25.0	10.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Lee County Schools	East Lee Middle	196	51.5	48.5	22.5	38.3	34.2	5.1	12.2	49.0	13.8
Lee County Schools	SanLee Middle School	288	44.4	55.6	20.5	45.5	30.9	3.1	13.2	50.7	10.8
Lee County Schools	West Lee Middle	245	46.1	53.9	21.6	46.1	26.5	5.7	9.8	46.9	13.9
Lenoir County Schools	E B Frink Middle	194	51.0	49.0	44.3	18.6	31.4	5.7	21.7	49.0	4.6
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	174	56.3	43.7	87.9	5.8	1.2	5.2	22.4	77.0	1.7
Lenoir County Schools	Woodington Middle	219	50.7	49.3	15.5	23.7	54.3	6.4	18.7	42.5	7.3

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Mathematics Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Lincoln Charter School	Lincoln Charter School	209	52.6	47.4	5.3	11.5	76.6	6.7	3.8	21.1	1.4
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Lake Norman Charter	Lake Norman Charter	200	48.0	52.0	16.5	5.5	54.5	23.5	5.0	3.5	1.0
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Orange County Schools	Orange County Schools Online Academy	15	53.3	46.7	13.3	13.3	46.7	26.7	20.0	26.7	.
Orange County Schools	A L Stanback Middle	221	43.4	56.6	8.6	45.7	38.5	7.2	13.1	52.0	19.5
Orange County Schools	Orange Middle	173	54.9	45.1	10.4	22.5	61.3	5.8	12.7	31.8	6.4
Orange County Schools	Gravelly Hill Middle	138	47.1	52.9	20.3	20.3	47.8	11.6	11.6	45.7	8.7
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Ashley Chapel	22	31.8	68.2	81.8	9.1	4.6	4.6	31.8	86.4	.
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Rockingham County Schools	J E Holmes Middle	232	54.7	45.3	26.3	18.1	44.8	10.8	17.7	49.6	5.2
Rockingham County Schools	Reidsville Middle	237	49.0	51.1	41.4	21.1	27.9	9.7	19.4	48.1	7.2
Rockingham County Schools	Rockingham County Middle	271	52.4	47.6	11.4	11.1	68.6	8.9	15.1	41.3	0.7
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	206	41.3	58.7	11.2	22.3	58.3	8.3	13.6	38.4	5.8
Lake Lure Classical Academy	Lake Lure Classical Academy	58	43.1	56.9	3.5	5.2	87.9	3.5	20.7	48.3	1.7
Clinton City Schools	Sampson Middle School	232	46.1	53.9	32.3	39.2	20.7	7.8	9.1	43.5	14.2
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Elkin City Schools	Elkin Middle	97	45.4	54.6	3.1	21.7	71.1	4.1	10.3	24.7	8.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3
Wilkes County Schools	Central Wilkes Middle School	222	47.8	52.3	10.4	23.4	56.3	9.9	16.2	47.8	10.4
Wilkes County Schools	East Wilkes Middle School	133	50.4	49.6	2.3	6.8	86.5	4.5	9.8	26.3	3.0
Wilkes County Schools	North Wilkes Middle School	138	50.0	50.0	0.7	14.5	81.2	3.6	12.3	43.5	4.4
Wilkes County Schools	West Wilkes Middle School	180	39.4	60.6	1.1	11.7	83.3	3.9	14.4	37.8	6.1

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Reading Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	321	51.7	48.3	30.8	15.9	42.7	10.6	15.6	58.9	3.4
Clover Garden School	Clover Garden School	66	56.1	43.9	4.6	7.6	83.3	4.6	9.1	15.2	.
Bertie County Schools	Bertie Middle	175	46.3	53.7	82.9	2.3	6.9	8.0	14.3	63.4	.
The New Dimensions School	New Dimensions: A Public Charter School	40	57.5	42.5	7.5	5.0	75.0	12.5	10.0	17.5	.
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Hickory City Schools	Grandview Middle	155	43.2	56.8	21.9	32.9	27.7	17.4	19.4	56.1	11.0
Newton-Conover City Schools	Newton-Conover Middle	247	53.9	46.2	10.5	31.6	41.3	16.6	10.5	57.1	13.8
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	144	41.7	58.3	48.6	10.4	30.6	10.4	9.0	61.8	2.8
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Voyager Academy	Voyager Academy	103	51.5	48.5	31.1	6.8	49.5	12.6	12.6	23.3	1.0
Carter G Woodson School	Carter G. Woodson School	48	43.8	56.3	37.5	62.5	.	.	10.4	58.3	43.8
Gates County Schools	Central Middle School	129	49.6	50.4	37.2	1.6	56.6	4.7	17.8	41.1	.
Graham County Schools	Robbinsville Middle	73	49.3	50.7	1.4	4.1	78.1	16.4	17.8	58.9	.
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County Schools	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County Schools	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County Schools	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Hyde County Schools	Ocracoke School	20	60.0	40.0	.	55.0	45.0	.	20.0	25.0	10.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Lee County Schools	East Lee Middle	196	51.5	48.5	22.5	38.3	34.2	5.1	12.2	49.0	13.8
Lee County Schools	SanLee Middle School	288	44.4	55.6	20.5	45.5	30.9	3.1	13.2	50.7	10.8
Lee County Schools	West Lee Middle	245	46.1	53.9	21.6	46.1	26.5	5.7	9.8	46.9	13.9
Lenoir County Schools	E B Frink Middle	194	51.0	49.0	44.3	18.6	31.4	5.7	21.7	49.0	4.6
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	174	56.3	43.7	87.9	5.8	1.2	5.2	22.4	77.0	1.7

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Reading Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Lenoir County Schools	Woodington Middle	219	50.7	49.3	15.5	23.7	54.3	6.4	18.7	42.5	7.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Orange County Schools	Orange County Schools Online Academy	15	53.3	46.7	13.3	13.3	46.7	26.7	20.0	26.7	.
Orange County Schools	A L Stanback Middle	221	43.4	56.6	8.6	45.7	38.5	7.2	13.1	52.0	19.5
Orange County Schools	Orange Middle	173	54.9	45.1	10.4	22.5	61.3	5.8	12.7	31.8	6.4
Orange County Schools	Gravelly Hill Middle	138	47.1	52.9	20.3	20.3	47.8	11.6	11.6	45.7	8.7
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Ashley Chapel	22	31.8	68.2	81.8	9.1	4.6	4.6	31.8	86.4	.
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Rockingham County Schools	J E Holmes Middle	232	54.7	45.3	26.3	18.1	44.8	10.8	17.7	49.6	5.2
Rockingham County Schools	Reidsville Middle	237	49.0	51.1	41.4	21.1	27.9	9.7	19.4	48.1	7.2
Rockingham County Schools	Rockingham County Middle	271	52.4	47.6	11.4	11.1	68.6	8.9	15.1	41.3	0.7
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	206	41.3	58.7	11.2	22.3	58.3	8.3	13.6	38.4	5.8
Lake Lure Classical Academy	Lake Lure Classical Academy	58	43.1	56.9	3.5	5.2	87.9	3.5	20.7	48.3	1.7
Clinton City Schools	Sampson Middle School	232	46.1	53.9	32.3	39.2	20.7	7.8	9.1	43.5	14.2
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Elkin City Schools	Elkin Middle	97	45.4	54.6	3.1	21.7	71.1	4.1	10.3	24.7	8.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3
Wilkes County Schools	Central Wilkes Middle School	222	47.8	52.3	10.4	23.4	56.3	9.9	16.2	47.8	10.4
Wilkes County Schools	East Wilkes Middle School	133	50.4	49.6	2.3	6.8	86.5	4.5	9.8	26.3	3.0
Wilkes County Schools	North Wilkes Middle School	138	50.0	50.0	0.7	14.5	81.2	3.6	12.3	43.5	4.4
Wilkes County Schools	West Wilkes Middle School	180	39.4	60.6	1.1	11.7	83.3	3.9	14.4	37.8	6.1

Part IV Appendices

IV-01: NC Technical Advisors Agenda (September 2021)

NC Technical Advisors Meeting Agenda (Day 1)
Thursday, September 16, 2021
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:15 am	Welcome & Introductions. Review and Updates	Kinge Mbella	Information
9:15 –10:30 am	EOG and EOC 2021 State Results Summary	Curtis Sonneman	Information and Discussion
10:30–11:30 am	Effect of Covid-19 Related Disruption on EOG and EOC scores	UNCG OAERS	Information and Discussion
11:30–12:00 noon	Standard Setting Overview Lessons Learned 2021	DRC	Information and Discussion
12:00–1:30 pm	Lunch		
1:30–3:00 pm	Entry and Exit Criteria for Alternate WIDA-ACCESS Assessment	Thakur Karkee	Information and Discussion
3:00–3:30 pm	Universal Design Features for Online Assessments	Psychometric Team	Discussion
3:30 pm	Adjourn for the day		

*The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Friday, September 17, 2021
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:30 am	Edition 5 Lexile Linking Updates	MetaMetrics	Information and Discussion
9:30–10:30 am	IADA Flex Summative Simulation Study Plan	Psychometric Team	Discussion and Recommendations
10:30–12:00 Noon	IADA Flex Summative Design, Calibration, and Scaling	UNCG OAERS	Discussion and Recommendations
12:00–1:30 pm	Lunch		
1:30–2:30 pm	EOG and EOC Plans 2022	Psychometric Team	Discussion
2:30–3:00 pm	Other Business, Next Meeting	Dr. Tammy Howard	Information and Wrap Up
3:00 pm	Meeting Adjourned		

* The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-02: NC Technical Advisors Agenda (March 2022)

NC Technical Advisors Meeting Agenda (Day 1)
Thursday, March 17, 2022
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:30 am	Welcome & Introductions. Review and Updates	Dr. Tammy Howard	Information
9:30–10:30 am	ESSA School Identification Review	Dr. Tammy Howard Curtis Sonneman	Information and Discussion
10:30–10:45 am	Break		
10:45–12:00 am	COVID-19 Impact Analysis of Lost Instructional Time	Dr. Michael Maher Dr. Jeni Corn	Information
12:00–1:30 pm	Lunch		
1:30–3:00 pm	Field Test Item Parameter Linking	UNCG OAERS	Information and Recommendations
3:00 pm	Adjourn for the day		

*The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Friday, March 18, 2022
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	**Lead***	**Action**
9:00–10:30 am	IADA External Partnerships	The Friday Institute Dr. Chris Brandt	Information and Discussion
10:30–10:45 am	Break		
10:45–12:00 am	IADA Routing Proposals	UNCG OAERS	Discussion and Recommendations
12:00–1:30 pm	Lunch		
1:30–2:30 pm	USED Assessment Grants Competency Based Assessment	Psychometric Team	Discussion and Recommendations
2:30–3:00 pm	Other Business, Next Meeting	Dr. Tammy Howard	Information and Wrap Up
3:00 pm	Meeting Adjourned		

* The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-03: UNCG Routing Study Presentation

IADA Design Routing Analysis

March 18, 2022

Overview

- Purpose of the study
- Data
- Methods
  - Routing Functions
- Results
  - NCPAT 1&2 Studies
  - Routing Studies
- Conclusions for the studies
- Limitations
- Questions & Discussion

Note

The analyses performed in this study were based on the initial IADA discussions from 2019. They do not reflect any recent developments in the project.

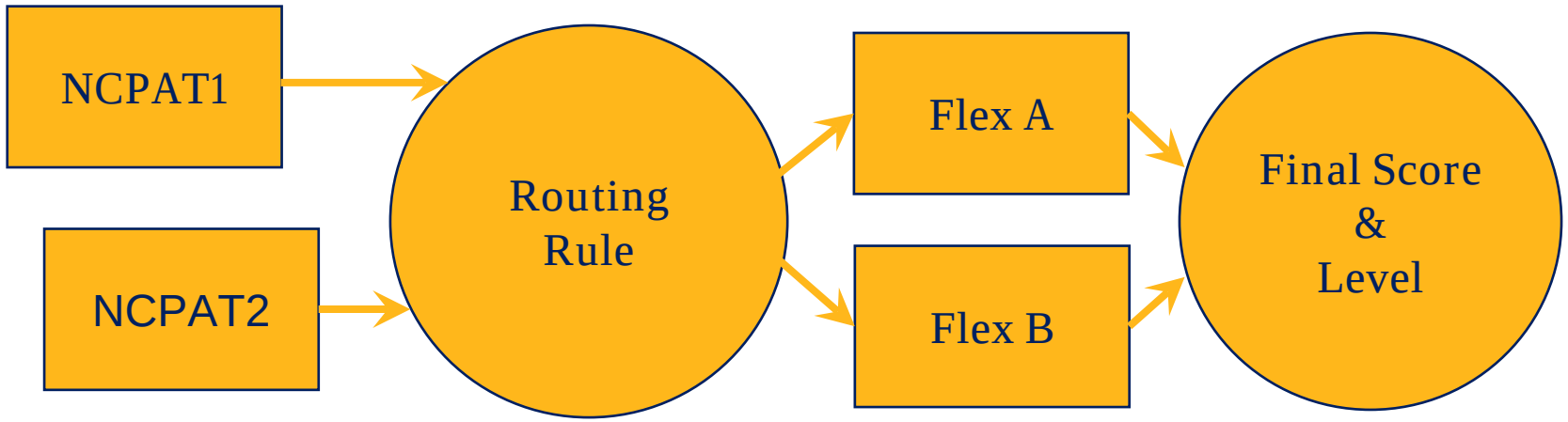
Purpose of the study

- Investigated the impact of different routing rules on student classifications for the NCPAT system.
  - The proposed NCPAT system is intended to administer more information targeted forms to students.
- Explored the influence of using different combinations of NC check-ins for routing.
  - DPI would like to consider providing flexibility to schools for the different combinations of NCPAT forms they can administer.

Data

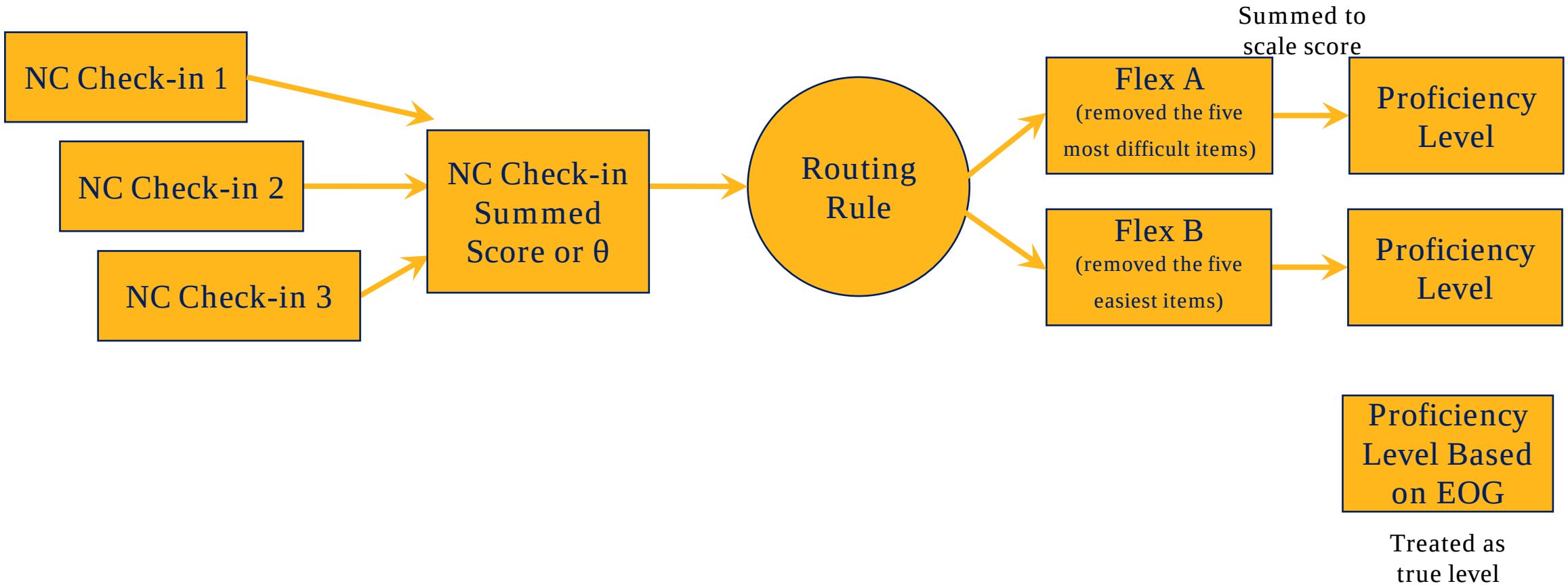
- Grade 4 Math Assessments
  - NC Check-in 1, 2, 3
  - EOG Forms A/M
  - Complete Match Cases: N = 13,286
- Grade 7 ELA Assessments
  - NC Check-in 1, 2, 3
  - EOG Forms B/N
  - Complete Match Cases: N = 22,586

Methods: IADA Proposed Model

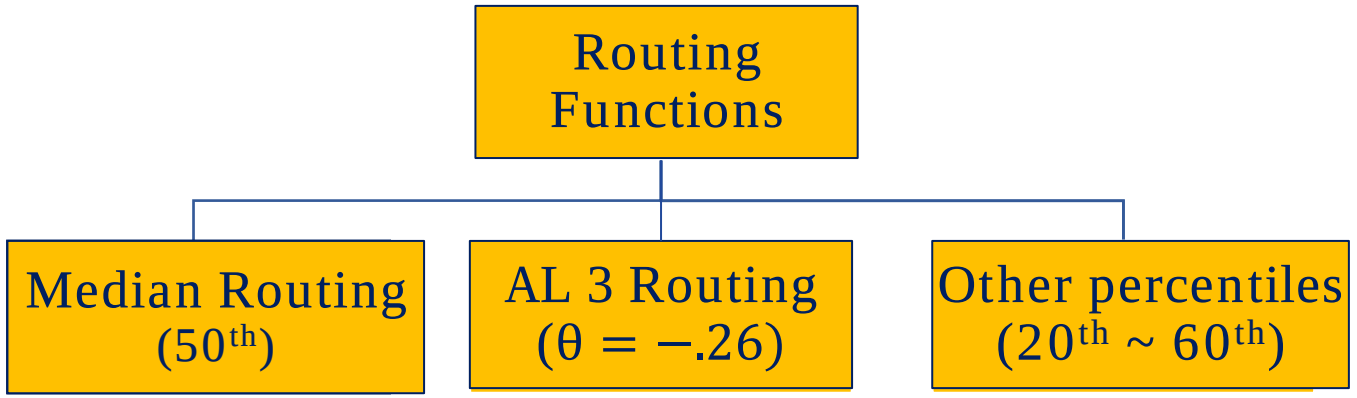


-Students will need to complete two interims to be included in the multi-staged routing.

Methods (Cont.): Mimicked the model



Methods (Cont.): Routing Functions



Median in the “high" category

Low	High
6618	6668

1	2	3	4	5
2282	2826	758	4868	2552

- Routing rules were applied to NC check-in summed scores and θs.
- AL3 cut corresponds to the 38th percentile cut.

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Note

- θ*s* for the NC Check-ins were estimated in two different ways:
  1. Each NC Check-in was calibrated separately. Then, item parameters for the NC Check-ins were merged and used to estimate θs using the summed to scale score conversion.
  2. Responses for the NC Check-ins were merged and calibrated. θs were estimated using the summed to scale score conversion.
- Results obtained with NC Check-in summed scores and θs were very similar; therefore, only results obtained with the summed scores are provided here.
- Results for Grade 4 Math and Grade 7 ELA were similar; therefore, only results for Grade 4 Math are provided here.

Research Questions for NCPAT1&2 Studies

- Are NCPAT1&2 tests reliable enough to be used in the routing function?
- Do differences in pacing across schools introduce differential performance?

Result: NCPAT1&2 Studies

Reliability and Summary of classical item statistics on NC Check-in Forms

	NC Check-in 1		NC Check-in 2		NC Check-in 3	
Coefficient α	.817		.858		.858	
Classical Item Statistics	**p-value**	**biserial**	**p-value**	**biserial**	**p-value**	**biserial**
Mean	.474	.488	.484	.519	.506	.580
SD	.149	.130	.120	.140	.157	.150
Max	.737	.693	.741	.733	.909	.802
Min	.105	.180	.256	.215	.148	.306

Agreements rates on Flex form assignment associated with various combinations of NC Check-ins using the AL 3 cut

	NC Check-in 1,2	NC Check-in 1,3	NC Check-in 2,3	NC Check-in 1,2,3
NC Check-in 1,2	1.000	0.890	0.892	0.928
NC Check-in 1,3	0.890	1.000	0.918	0.946
NC Check-in 2,3	0.892	0.918	1.000	0.951
NC Check-in 1,2,3	0.928	0.946	0.951	1.000

200

Agreements rates on proficiency classification associated with various combinations of NC Check-ins using the AL 3 cut

	NC Check-in 1,2	NC Check-in 1,3	NC Check-in 2,3	NC Check-in 1,2,3
NC Check-in 1,2	1.000	0.992	0.993	0.995
NC Check-in 1,3	0.992	1.000	0.995	0.996
NC Check-in 2,3	0.993	0.995	1.000	0.997
NC Check-in 1,2,3	0.995	0.996	0.997	1.000

Conclusions for NCPAT1&2 Studies

- Assumed to be randomly equivalent groups.
- If schools that choose different combinations of the NC Check-ins are systematically different, then the results presented here might not hold.

Research Questions for Routing Studies

- How well do NCPAT1&2 predict final classification/scores?
  - Are current benchmark tests predictive of current EOGs?
- What is the impact of different routing rules on student classifications?

Result (Cont.): Routing Studies

	R^2 (Adjusted)
NC Check-in 1,2,3	.769
NC Check-in 1,2	.716
NC Check-in 1,3	.744
NC Check-in 2,3	.749

Classification of students' true proficiency level against their projected proficiency level with the AL 3 routing rule

		Proficiency level based on the shorter targeted form	
		Non-proficient	**Proficient**
Proficiency level based on the full EOG form	**Non-proficient**	5,058 (99%)	50 (1%)
	Proficient	215 (3%)	7,963 (97%)

Classification of students' true proficiency level against their projected proficiency level with the 50th percentile (median) routing rule

		Proficiency level based on the shorter targeted form	
		Non-proficient	**Proficient**
Proficiency level based on the full EOG form	**Non-proficient**	5,043 (99%)	65 (1%)
	Proficient	219 (3%)	7,959 (97%)

Conclusions for Routing Studies

- Median routing rule exposes an equal number of students to the two shorter targeted forms.
- AL 3 routing provides conceptual convenience as it represents the grade level proficiency.

Limitations

- Students who were administered different combinations of the NC Check-ins were assumed to be randomly equivalent.
  - The percentiles used to choose the cut score have the same meaning despite the fact that different combinations of NC Check-in forms could be used in different schools.
  - However, if the schools that choose different combinations of the NCPAT forms are systematically different, then the results presented in this study might not hold.
- Two information targeted forms were simulated using existing EOG data - This may not reflect the real situation.

Questions & Discussion

IV-04: Center for Improvement in Educational Assessment Evaluation of North Carolina's IADA Authority Presentation

Evaluation of North Carolina's IADA Authority

Chris Brandt
The National Center for the Improvement of Educational Assessment

March 18, 2022
TAC Meeting
Raleigh, NC

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Two Evaluation Purposes

- Compliance
- Formative

Evaluation Purpose #1

- **Document and determine compliance:** Did NCDPI adhere to the requirements associated with the federal IADA authority and Senate Bill 621?

- **Senate Bill 621, Section 2.(a):** *It is the intent of the General Assembly that the State move toward a through-grade assessment model, in which all State-mandated assessments are administered in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year.*

Evaluation Questions: Compliance

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence NCPAT's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its IADA plan and why?
4. Does the IADA plan adhere to federal and state legislative requirements?
5. Is NCDPI on track to implementing the plan in this current fiscal year?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

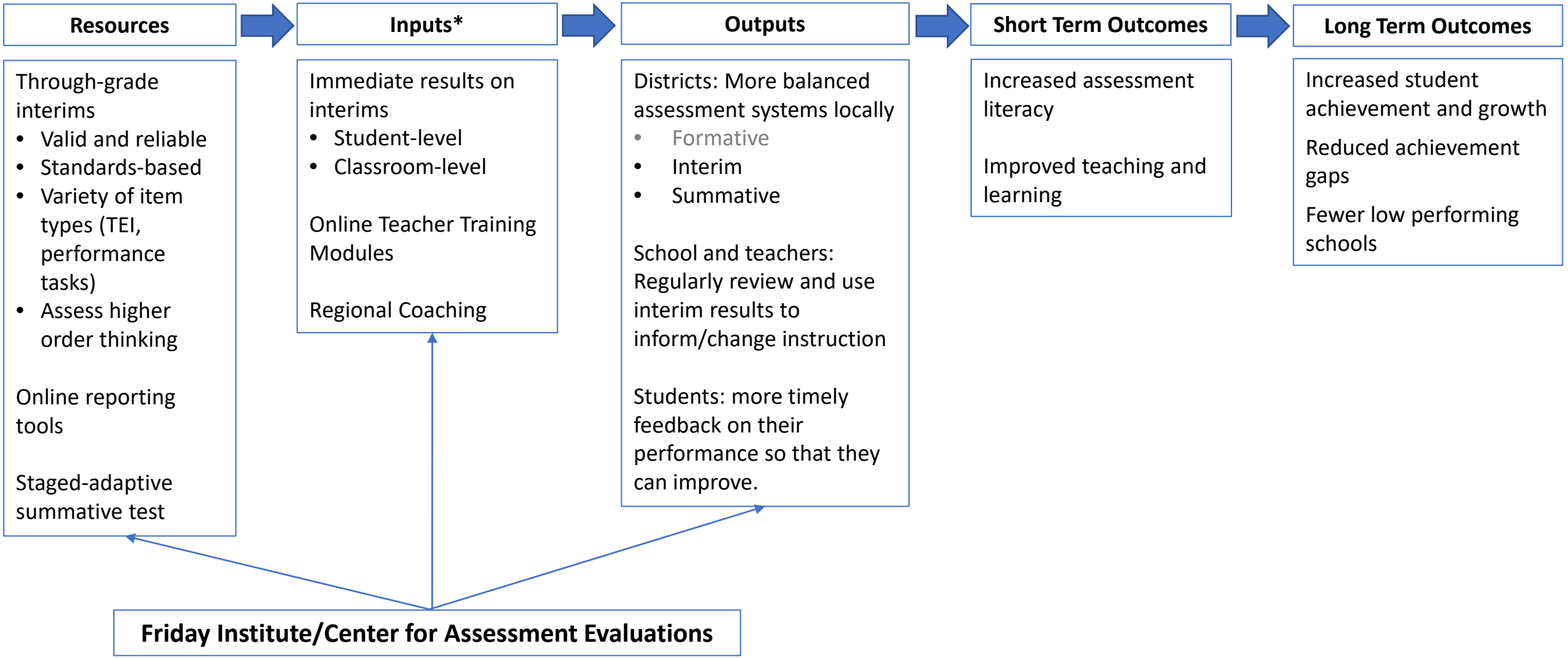
Evaluation Purpose #2

- **Inform improvement:** What are stakeholders' perceptions of the NC Interims and reporting tools, and how can it inform recommendations for NCDPI to improve NCPAT as it expands to include more and more schools?

Evaluation Questions: Inform Improvement

1. How do pilot participants (district test coordinators and teachers) perceive the innovative assessment program?
2. How do teachers interpret and use assessment reports to support instruction? How can teacher reporting tools be improved to support their instructional use?
3. What aspects of the pilot worked well and how can implementation be improved?

Logic Model (Program Evaluation View)



Data Sources to Evaluate Resources

Resources	Data Sources
Through-grade interim assessments • Valid and reliable • Standards-based • Variety of item types (TEI, performance tasks) • Assessment of higher order	• Technical documentation • Cognitive labs
Online reporting tools	• DTC and teacher surveys • Interviews and focus groups
Staged-adaptive summative	• Technical documentation • Surveys TBD

Data Sources to Evaluate Inputs

Inputs	Data Sources
Online Teacher Training Modules	• DPI and teacher feedback • Online course surveys
Regional Coaching	• TBD (coaching not yet implemented)
Immediate results on interims • Student-level • Classroom-level	• DTC and teacher surveys • Interviews and focus groups

Data Sources to Evaluate Outputs

Outputs	Data Sources
Districts: More balanced assessment systems locally • Formative • Interim • Summative	• TBD (assessment literacy professional development not yet implemented)
School and teachers: Regularly review and use interim results to inform/change instruction	• DTC and teacher surveys • Teacher interviews/focus groups
Students: more timely feedback on their performance so that they can improve.	• DTC and teacher surveys • Teacher interviews/focus groups

Questions for the TAC

- Suggestions for adapting/adding questions/data sources to make the evaluation more complete?
- Comments/suggestions on the overall evaluation plan?
- What types of data to gather, new questions to address, next year on new components (i.e., the flexible summative; longer training modules)? Examples:
  - *Flexible summatives:* data sources to examine testing time, quality of accessibility and accommodations features, test precision…other areas?
  - *Longer training modules:* teachers' understanding and application of assessment literacy principles; changes in use of NC Interims, formative assessment?



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CenterLine Blog

https://www.nciea.org/blog

Center for Assessment

www.nciea.org

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Extra Slides

System Goal	Outcomes	Inputs/Outputs	Mechanism Supporting Outcomes	Assumptions What assumptions underlie the system working as intended?	Evidence What evidence will demonstrate that the system is working as intended?	Consequences What are the potential intended/unintended consequences?
Intentional through-grade use of assessment data to support teaching and increase student achievement	A balanced assessment system consisting of formative, interim, and summative measures Increased achievement (short term/long term) Reduced achievement gaps Increased assessment and data literacy	Through-grade assessments (interims) Staged-adaptive summative Assessment of higher order thinking skills Professional development in assessment literacy with common language of formative assessment Immediate teacher feedback Student reports	Variety of item types (e.g., TEI, performance tasks) Online reporting Professional development via training modules that can be accessed at any time: • Regional coaching • Online PD modules on assessment and data literacy • Online PD modules on the assessment system • Training on misconceptions	Data will be reviewed and used by educators. The system will provide valid and reliable data. The test is aligned to content standards. Teachers will integrate their increased understanding of assessment and data in their day-to-day practices.	Increased student achievement and growth • Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) • Reduction of low performing schools, districts, and charter schools (link to SBOE)	Intended: Students have more timely feedback on their performance so that they can improve. Teachers have actionable information so that they can use it to change instruction for students. Unintended: Interims become high stakes. Increased stress around testing Testing perceived as increased testing (interims) Impact on local pacing guides

IV-05: NC Enhancements for NCPAT 2021–22

2021–22 NC Enhancements Supporting NCPAT (including NC Check-Ins 2.0)

NC Check-Ins 2.0

- Review forms will be tied to the Test Window Scheduler, which will limit availability to view the review forms to after students have tested.
- Students may log in and review their interim responses through the platform
- Additional roles added for other school users (e.g., instructional coaches) to review form and results
- Apply dynamic enrollment updates for School/Remote access codes

Item design

- Item directions are more consistent (bold typeface, same location) as a response to cognitive lab findings
- Allow for entry of mixed numbers for mathematics items

Online accessibility feature updates

- Cursor size and color will reflect the size selected in a device's accessibility settings
- Multiple highlighter colors are available
- Graphs and images can be highlighted

Online system updates

- Additional Student Information Question for a student mark in book and transcribe online
- NC Check-Ins 2.0 enrollment is set by grade rather than course number

IV-06: Amended Task Order

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TASK ORDER
Issued Under the North Carolina Department of Public Instruction, University of North Carolina Master Agreement, Version 002

Project Personnel

UNC Institution

Principal Investigator
University: North Carolina State University (NCSU)
Name, Title: Shaun Kellogg, Ph.D. Director of Research & Evaluation
Emmy Coleman, Senior Research Scholar and Interim Director of the Professional Learning and Leading Collaborative
Address: 1890 Main Campus Dr., Campus Box 7249
City, State, Zip: Raleigh, NC 27695
Phone, fax: 919-513-8552
Email: sbkellog@ncsu.edu; elcolem2@ncsu.edu

NCDPI

Project Coordinator
N.C. Department of Public Instruction
Name, Title: Tammy Howard, Director, Accountability Services
Address: 6307 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6307
Phone, fax: P/984-236-2716
Email: tammy.howard@dpi.nc.gov

Contract Administrator
University: NCSU
Name, Title: Sherrie Settle and other Sponsored Programs Authorized Representatives
Address: 2601 Wolf Village Way, Suite 240
City, state, zip: Raleigh, NC 27695
Phone, fax: 919.515.2444
Email: sps@ncsu.edu

Contract Administrator
North Carolina Department of Public Instruction
Name, Title Krystie Terry, Procurement Specialist
Address: 6336 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6336
Phone, fax: P/984-236-2347
Email:Krystie.Terry@dpi.nc.gov

Project Description

Project Title: Focus Groups and Professional Development for the Innovative Assessment Pilot
Project Contact for University: Shaun Kellogg, Ph.D. and Dr. Emmy Coleman
Project Start/End Dates: January 1, 2022 – September 30, 2023

Incorporation

The Terms and Conditions of the NCDPI/UNC Master Agreement, Version 002 are incorporated by reference. This Task Order also includes any Appendices or addendums attached hereto, including Appendix A "Recipient Scope of Work," Appendix B "the Funding Source Award Notice" (if applicable), Appendix C "Contractor Certifications" (if applicable), and Appendix D "Detailed Budget – including allowable Facilities and Administrative Cost recovery."

IN WITNESS THEREOF, the Parties have caused the Task Order to be executed by their authorized representatives.

ATTEST:

North Carolina Department of Public Instruction

By: DocuSigned by: 17664148BC494F4... 10/6/2021 | 2:09:46 PM EDT
Alexis Schauss
Chief Financial Officer
Date

By: DocuSigned by: 97233788BCC3B4D9... 10/11/2021 | 9:50:13 AM EDT
Catherine Truitt
NC Superintendent of Public Instruction
Date

UNC Institution

Digitally signed by Wendy J. Moore, Assistant Director, Contract and Subaward Negotiations
Date: 2021.09.29 09:41:58 -04'00'
Adobe Acrobat version: 2021.007.20091

9/29/2021
Wendy J Moore, Assistant Director, Contract and Subaward Negotiations
Date

DocuSign Envelope ID: 96DCD451-77DD-479C-ABA5-80371CB2B897

Total funding this Task Order: $334,235 Total Project Costs: $334,235 Total previous funding to date: * Cost share required with this action: Cost share to date:	Funding Source: Federal Agency #: CFDA#: Title:

*Previous funding via prior Task Orders.

Recipient Fiscal Agent

Name, Title: Justo Torres, Contracts and Grants
Address: 2701 Sullivan Drive, Admin. Services Bldg. III, Box 7214
City, state, zip: Raleigh, NC 37695-7214
Phone, fax: 919.515.8008
Email: justo_torres@ncsu.edu

Special Terms and Conditions

See Appendix C, Contractor Certifications

Invoicing

Cost reimbursement under this Task Order will require periodic invoices submitted no more frequently than monthly and a final invoice submitted within 30 days of the project end date listed on page 1. All invoices are subject to the approval of the "NCDPI Project Coordinator." Invoices will be addressed to NCDPI, Accounts Payable, 6336 Mail Services Center, Raleigh, NC 27699-6331, but the envelope in which the invoice is enclosed will be addressed and mailed to the Project Coordinator listed on page 1 of this Task Order.

Amendment Description

Describe the reason for amending this Task Order:

Budget Code: 0801-532150-160037950315
Budget Source: Federal

DocuSign Envelope ID: 96DCD451-77DD-479C-ABA5-80371CB2B897

Strategic Priority:

APPENDIX A
GENERAL SCOPE OF WORK

The Friday Institute for Educational Innovation at NC State University
Proposed Scope of Work
January 1, 2022 - September 30, 2023

Background

Through funding from the U.S Department of Education's Innovative Assessment Demonstration Authority, the North Carolina Department of Public Instruction is developing 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.

Purpose and Goals

The purpose of the proposed development and evaluation work conducted by the Friday Institute will be to support the Innovative Assessment system through the provision of professional learning for educators and conduct applied research to support continuous improvement. The professional learning and continuous improvement approach will be implemented with the pilot schools and districts and then with the broader group of districts and schools.

Goals for the project include:

1. **Professional Development.** To implement and refine a professional development program that will support teachers, coaches, principals and district leaders in implementing the Innovative Assessments, including why the assessments are important for instruction and student learning and how to use data in a systematic way to inform teaching and learning. This will include developing capacity in coaches and district leaders in supporting teachers, including strategies for implementation.
2. **Communication Plan.** To develop a communication plan in collaboration with NCDPI that will provide support to teachers, coaches, principals, and district leaders in the implementation of the Innovative Assessments. This will include contributions to the development of a rollout plan, development of outreach materials as models for schools and teachers to use, and a plan of action for transferring ownership of training modules.
3. **Program Evaluation.** To develop a comprehensive evaluation plan to support the continuous improvement of professional development efforts and gather stakeholder feedback and data that will be used to guide development of the assessment system, professional development program, and other aspects of the project. To deliver timely, valid, actionable feedback to guide innovative assessment and professional development efforts and to inform internal and external stakeholders of the program's progress, anticipated challenges, and opportunities.

Dr. Shaun Kellogg (PI) and Emmy Coleman (Co-PI) will lead and guide overall strategic vision and engagement with high-level stakeholder groups, lead and manage the day-to-day operations and project budget on behalf of the Friday Institute, and will be responsible for the following scope of deliverables:

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Deliverables

Goals	2021–22	2022–23
1) Professional Development (PD)—Fall	● Continue to implement PD modules with pilot schools ● Continue to implement strategies and tools, resource documents that accompany the modules (facilitation guide, pacing guide) – Create directions for accessing PD modules across the different platforms (Canvas, Google, download in common cartridge method) – Develop webinar materials for training and information – Create PowerPoint slides for public-facing presentations ● Collaborate with Department of Public Instruction (DPI) to troubleshoot any PD module implementation issues (tech support) – Make edits needed in PD modules or resource documents	● Incorporate feedback and edits to update PD modules ● Develop a plan to transfer ownership of PD modules to Testing Policy and Operations (TPO) – Train TPO members on how to update PD modules' format and content
2) Communication Plan—Fall & Spring	● Develop communication plan (June–November 2021) ● DPI reviews plan (November–December) ● Implement communication plan (January 2022) ● Create, implement, and analyze surveys – Create teacher surveys (after each interim) – Create public school units survey (survey administered by Regional Accountability Coordinators [RACs] during training) – Create parent survey (link on NC Interim Individual	● Revise communication plan (June–July 2022) ● DPI finalizes plan (August 15, 2022) ● Implement communication plan (September 1, 2022) ● Create, implement, and analyze surveys – Create teacher surveys (after each interim) – Create teacher surveys after the spring 2023 flexible summative – Create public school units survey (survey administered by RACs during training) – Create parent survey (link

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	Student Reports) – Create survey for pilot schools to gather feedback regarding PD module courses ● Coordinate and create an external communication schedule and delivery specifications (Regional Education Service Alliances, NC Chamber, North Carolina Association of Educators [NCAE], North Carolina Parent/Teacher Association [NCPTA], etc.)	on NC interim Individual Student Reports) – Create survey for pilot schools to gather feedback regarding PD module courses ● Coordinate and create an external communication schedule and delivery specifications (Regional Education Service Alliances, NC Chamber, NCAE, NCPTA, etc.)
3) Evaluation—Spring	● Develop observation guidance and conduct observations of interim administrations ● Review survey feedback and provide summarized reports to DPI ● Conduct follow up interviews with pilot districts/schools ● Collaborate with NCDPI for State Board of Education presentation	● Develop observation guidance and conduct observations of interim administrations ● Review survey feedback and provide summarized reports to DPI ● Conduct follow up interviews with pilot districts/schools ● Collaborate with NCDPI for State Board of Education presentation

Budget

NCDLI Budget 2022-2023	2022	2023	Total
Salaries	$116,970	$77,941	**$194,911**
Fringe & Health Benefits	$46,543	$30,935	**$77,478**
Travel	$5,000	$5,000	**$10,000**
Other Costs	$4,125	$4,125	**$8,250**
Subtotal	$172,638	$118,001	**$290,639**
Overhead (15% of direct costs)	$25,896	$17,700	**$43,596**
Total Project Budget	$198,534	$135,701	**$334,235**

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APPENDIX C
CONTRACTOR CERTIFICATIONS
INSTRUCTIONS

The person who signs this document should read the text of the statutes listed below and consult with counsel and other knowledgeable persons before signing.

- The text of Article 2 of Chapter 64 of the North Carolina General Statutes can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_64/Article_2.pdf
- The text of G.S. 105-164.8(b) can be found online at: https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_105/GS_105-164.8.pdf
- The text of G.S. 143B-1350(k) can be found online at: http://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_143B/GS_143B-1350.pdf
- The text of G.S. 143-59.1 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.1.pdf
- The text of G.S. 143-59.2 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.2.pdf

CERTIFICATIONS

(1) Pursuant to N.C.G.S. 147-33.95(g), the State shall not enter into a contract unless the awarded Vendor and each of its subcontractors comply with the E-Verify requirements of N.C.G.S. Chapter 64, Article 2. Vendors are directed to review the foregoing laws. Any awarded Vendor must submit a certification of compliance with E-Verify to the awarding agency, and on a periodic basis thereafter as may be required by the State.

(2) Pursuant to G.S. 147-33.95(g), the undersigned hereby certifies that the Contractor named below, and the Contractor's subcontractors, complies with the requirements of Article 2 of Chapter 64 of the NC General Statutes, including the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system." E-Verify System Link: www.uscis.gov

(3) The undersigned hereby certifies that the Contractor named below is not an "ineligible Contractor" as set forth in G.S. 143-59.1(a) because:

(a) Neither the Contractor nor any of its affiliates has refused to collect the use tax levied under Article 5 of Chapter 105 of the General Statutes on its sales delivered to North Carolina when the sales met one or more of the conditions of G.S. 105-164.8(b); **and**

(b) [check **one** of the following boxes]

☒ Neither the Contractor nor any of its affiliates has incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001; **or**

☐ The Contractor or one of its affiliates **has** incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001 **but** the United States is not the principal market for the public trading of the stock of the corporation incorporated in the tax haven country.

(4) The undersigned hereby certifies that none of the Contractor's officers, directors, or owners (if the Contractor is an unincorporated business entity) has been convicted of any violation of Chapter 78A of the General Statutes or the Securities Act of 1933 or the Securities Exchange Act of 1934 within 10 years immediately prior to the date of the bid solicitation.

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(5) The undersigned hereby certifies further that:

(a) He or she is a duly authorized representative of the Contractor named below;

(b) He or she is authorized to make, and does hereby make, the foregoing certifications on behalf of the Contractor; and

(c) He or she understands that any person who knowingly submits a false certification may be guilty of a Class I felony.

NAME OF VENDOR: North Carolina State University

SIGNATURE OF AUTHORIZED AGENT: Digitally signed by Wendy J. Moore, Assistant Director, Contract and Subaward Negotiations Date: 2021.09.29 09:42:29 -04'00' Adobe Acrobat version: 2021.007.20091

Wendy J Moore

TITLE OF AUTHORIZED AGENT: Assistant Director, Contract and Subaward Negotiations

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APPENDIX D
CONTRACT BUDGET

Budget

NCDLI Budget 2022-2023	2022	2023	Total
Salaries	$116,970	$77,941	**$194,911**
Fringe & Health Benefits	$46,543	$30,935	**$77,478**
Travel	$5,000	$5,000	**$10,000**
Other Costs	$4,125	$4,125	**$8,250**
Subtotal	$172,638	$118,001	**$290,639**
Overhead (15% of direct costs)	$25,896	$17,700	**$43,596**
Total Project Budget	$198,534	$135,701	**$334,235**

IV-07: North Carolina State Board of Education October 2021 Meeting Minutes (Excerpt)

State Board of Education
Minutes (Excerpt)
October 6, 2021

State Board of Education Vision: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally collaborative society.

State Board of Education Mission: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina public schools.

Attendees/Voting Members

Eric Davis, Chairman, At-Large
Alan Duncan, Vice Chairman, Piedmont-Triad Education Region
Mark Robinson, Lt. Governor
Dale Folwell, Treasurer
Reginald Kenan, Southeast Education Region
Dr. Olivia Oxendine, Sandhills Education Region
Amy White, North Central Education Region
James Ford, At-Large
Jill Camnitz. Northeast Region
Dr. Donna Tipton-Rogers, Western Region
J. Wendell Hall, At-Large

Attendees/Non-Voting

Catherine Truitt, Superintendent of Public Instruction, Secretary to the State Board of Education
Dr. Brent Williams, 2021 Superintendent Advisor of the Year
Kisha Clemons, 2020 NC Wells Fargo Principal of The Year Advisor
Dr. Elena Ashburn, 2021 NC Wells Fargo Principal of the Year Advisor
Maureen Stover, 2020 Burroughs Wellcome Fund NC Teacher of the Year Advisor
Eugenia Floyd, 2021 Burroughs Wellcome Fund NC Teacher of the Year Advisor
Brenda Stephens, Local Board Advisor
Marcella Villasuso Venegas, Junior Student Advisor

II. ACTION AND DISCUSSION AGENDA COMMITTEE MEETINGS

b. North Carolina Personalized Assessment Tool (NCPAT) Pilot Update

- **No recommendation at this time**.

- Dr. Tammy Howard, Director of Accountability Services provided an overview of the U.S. Department of Education (USED) Innovative Assessment Demonstration Authority (IADA) that was awarded to North Carolina Department of Public Instruction (NCDPI) in June 2019 for 5 years. NCDPI developed the North Carolina Personalized Assessment Tool (NCPAT). There is no associated funding from the USED.

- USED requires an annual report . Submitted on August 31, 2021, this year's report was designed to show developments and implementation progress surrounding the three interims. Voluntary participation in the pilot has increased from the 2 districts and 1 charter school in Year 1 to 180 schools across 14 districts and 8 charter schools in Year 2. For the 2021-22 school year there are 59 schools across 10 districts and 6 charter schools including Cherokee Central Schools.

- Next steps with the NCPAT development include continuing dialogue with stakeholders to gather input and feedback, webinars for volunteers and others, and the Testing and Growth Advisory group to give testing and accountability leaders input. The Exceptional Children's Council provided input on drafts of the individualized student reports in September.

- The North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) require that North Carolina Department of Public Instruction submit a report by November 15 each year.

- Focus for school year 2021–22:

    - Administer NC Interims in volunteer schools for grades 4 and 7 Reading and Mathematics

    - Continue development for other grade levels

    - Continue to design and implement professional development and support

- Dr. Olivia Oxendine asked if the parent survey/questionnaire data would be available for the parent-teacher conference to discuss the student level performance. Dr. Howard responded 'Yes'. Dr. Oxendine also wanted to know if NC Check-ins is still being used in conjunction with utilizing IADA tool. Dr. Howard shared the recommendation is to use either NC Check-ins or the NC Interims, not both at the same time. Ms. Kisha Clemmons wondered if there has been an alternative suggested for the student with an IEP needing to complete an assessment outside of offering an online assessment module. She inquired if there has been any suggestion to the amount of time a student is given to perform and complete test. Dr. Howard responded that the test would be readily available to be offered to students with an IEP by-way of a paper copy and that there is conversation related to adopting a 90-minute completion time period.

IV-08: 2021–22 CCB Recommendations Summary

2021–22 Summary of Control Configuration Board (CCB) Feedback and Recommendations for the NCPAT

The CCB meets monthly and is an advisory group comprised of Testing and Accountability district-level and charter school leaders. Each educational region has a designated representative to the CCB.

In September 2021, the NCDPI shared the pilot to publish Individual Student Reports for state assessments (including NCPAT assessments) directly to the Parent Portal.

In October 2021, the CCB requested online interim reporting have the functionality to export to Excel and for an improved print layout. The CCB also expressed approval for the pilot of Individual Student Report publishing to Parent Portal.

In November 2021, the NCDPI requested feedback from the CCB on expanding review permissions on reports to include other school staff. The CCB suggested creating additional user roles or allowing school test coordinators to designate site-level user permissions. The CCB also requested an improved export functionality from the online reporting system.

In January 2022, NCDPI shared updated test specifications for the NC Check-Ins 2.0 and reiterated the NC Check-Ins to NC Check-Ins 2.0 transition timeline and that they can be taken in any order at any time during the window (September 19–May 31 for the 2021–22 school year).

In February 2022, the CCB requested additional school-level staff (instructional coaches and Exceptional Children's teachers) be able to access interim results. Additional user roles and permissions will be available for the 2022–23 school year.

In March 2022, the NCDPI requested feedback on combining the guides for the NC Check-Ins and NC Check-Ins 2.0 for the 2022–23 school year and offering an optional script for interim administration. The CCB supported a combined guide and available script. NCDPI accepted this recommendation.

In April 2022, the CCB expressed appreciation for the 24-hour reporting turn-around for interim class reporting and requested better printing functionality for the reports. Improving the online reports remained on the enhancement list, including print capabilities.

In May 2022, a CCB representative requested off-grade level testing options for NC Check-Ins 2.0. The NCDPI did not move forward this recommendation.

In June 2022, NCDPI shared upcoming changes to the NC Check-Ins 2.0 online reporting for the 2022–23 school year, which included recommendations and requests from the CCB.

IV-09: Council on Educational Services for Exceptional Children Meeting Notes (Excerpt)

Council on Educational Services for Exceptional Children

September 8, 2021 Meeting Agenda
9:30 – 3:00 p.m.

TIME	WHO	WHAT	RESULTS
9:45	Tammy Howard, Beth Nash, Dan Auman, Jaime Denny	Individual Student Reports input	-Piloting of new assessments for reading and math grades 3 - 8. -working on building understandable and clear reports for parents and want Council's feedback -Sample Report Overview *student identification information *Approaching & Satisfactory ratings/definitions *link to curriculum standards *instead of using percentages, using a visual scale of score FEEDBACK -How do these compare to the current NC Check-in? *both interim assessments, Check-ins are separate from EOG assessments, new assessment would help provide feedback to teachers on where to start* -provide released examples for each feedback options (in link format) (ie) under multiply & divide using models and equations there would be a link to an example of what this looks like -Will ECS students have the same opportunities? *Right now, just SCOS* -Who is piloting this? *Select schools* -Are parents given any pre-knowledge about this? *parent introduction letter* -This is fabulous. This report will aid the students more because of the information provided on it. -some students may not fit the "approaching" category, how will those be identified? *Student would still show a blue dot all the way to the left at the approaching starting point.* -This will be very helpful for parents because it will allow them to have information on skills the child needs to work on. -Provide some additional information in the first paragraph to explain "NC Interim" so parents know what it is. (how often it's given, what is it for) -breakdown of literary vs informational text within each concept -links to examples would be helpful

IV-10: NCDPI IADA Update Presentation (January 18 and 28, 2022)

NCDPI IADA Update

January 18, 2022
and
January 28, 2022

Welcome and Introductions

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director, Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Stephanie Boyd
Operations Consultant, Test Development

Beth Nash
Math/Science Consultant, Test Development

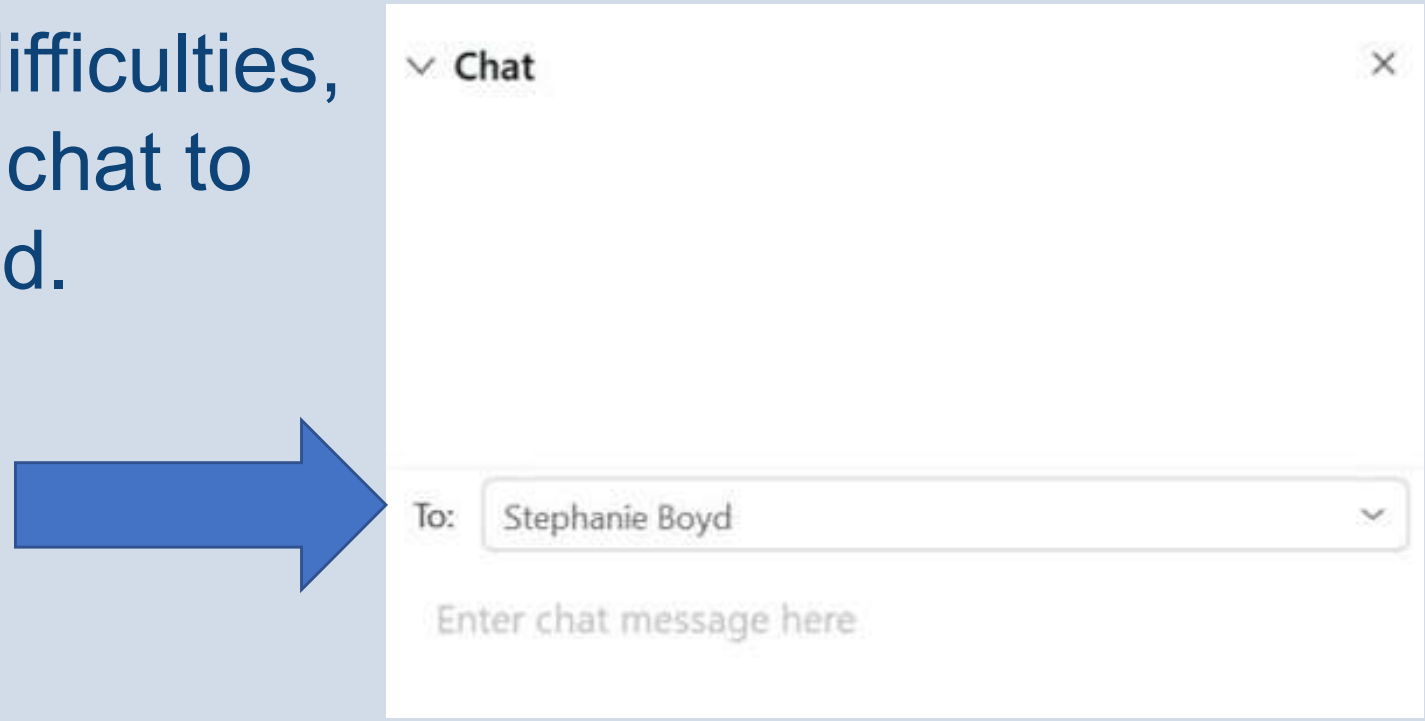
Dan Auman
ELA Consultant, Test Development

Housekeeping

- Welcome!
- The purpose of today's webinar is to provide an overview of North Carolina's Innovative Assessment Pilot.
- There will be multiple opportunities for you to provide feedback throughout today's webinar.
- Today's webinar will be recorded for internal use only.

Technical Issues?

- For technical difficulties, send a private chat to Stephanie Boyd.



Padlet Questions and Comments

- Add questions or comments you have during the presentation into the Padlet:
  - https://bit.ly/IADADPIUpdate2022

Design and Development

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interim resources and a flexible summative (Multistage Fixed Adaptive) test at the end of the school year

Innovative Assessment

- The USED requires an annual report of progress in the design, development and implementation of the IADA
- Likewise, North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) requires the North Carolina Department of Public Instruction to submit a report by November 15 each year of the pilot
  - USED report attached to the NCGA report

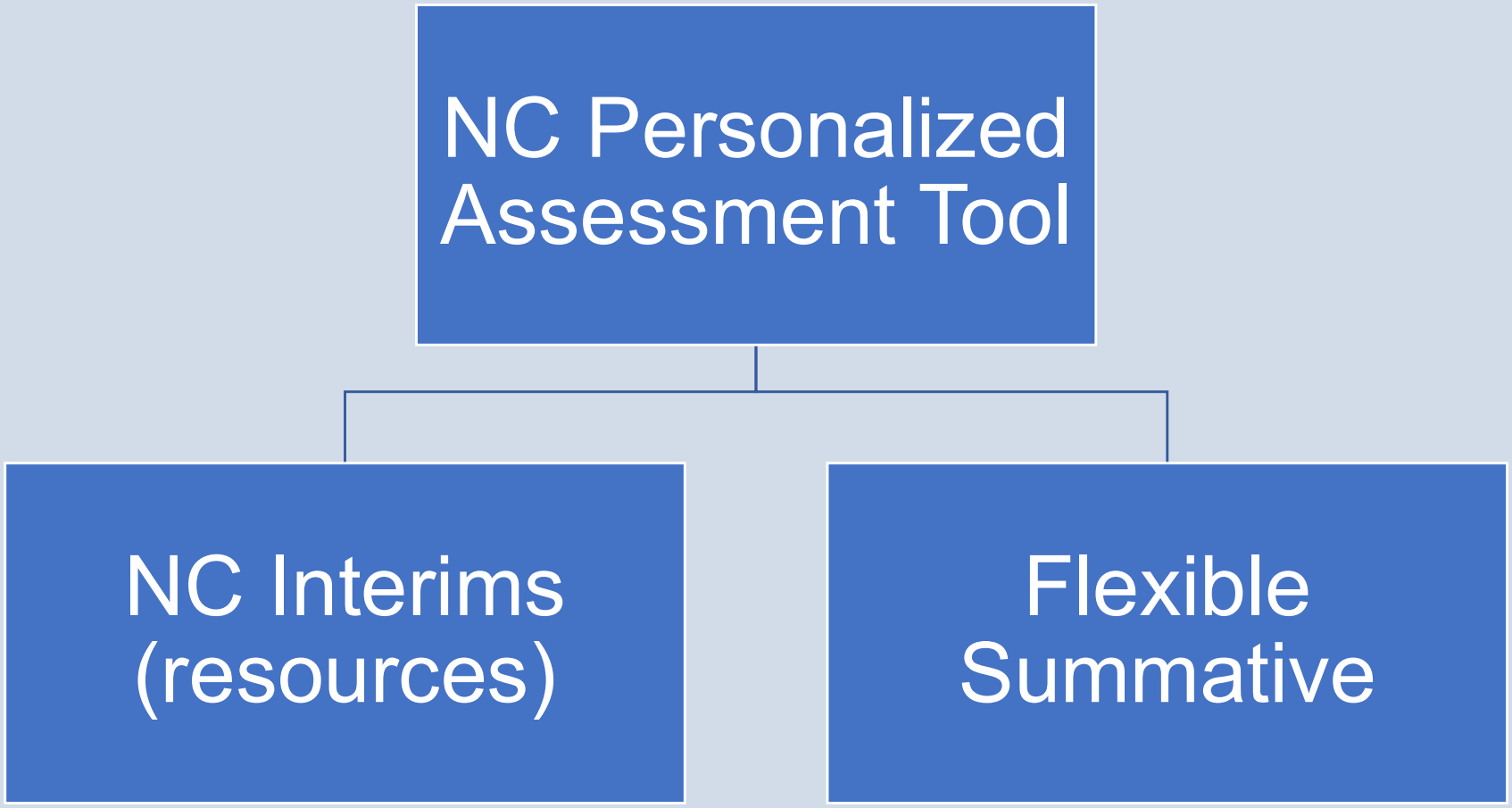
Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central School

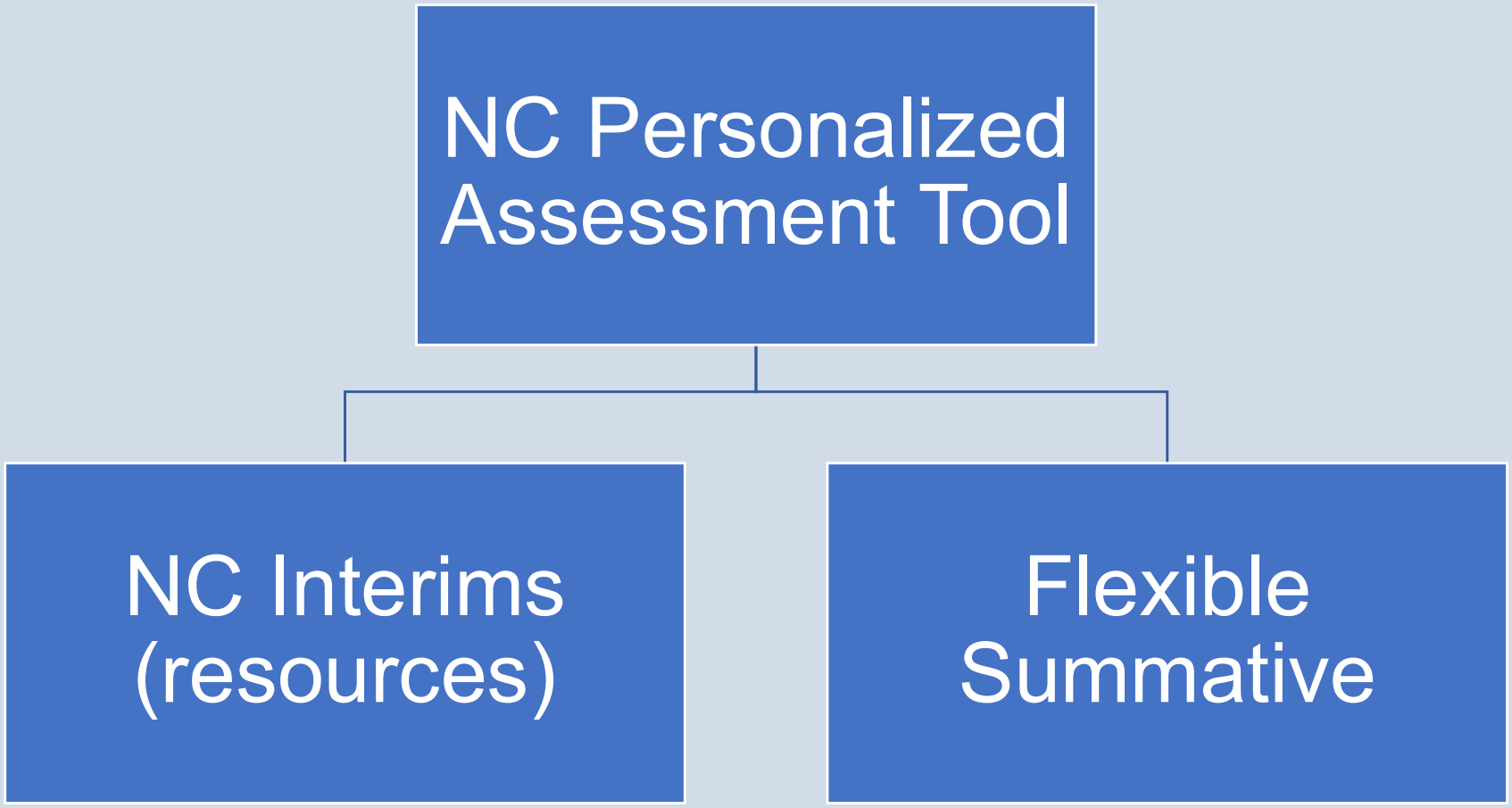
Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - North Carolina Technical Advisors
  - AND NCDPI

North Carolina Personalized Assessment Tool



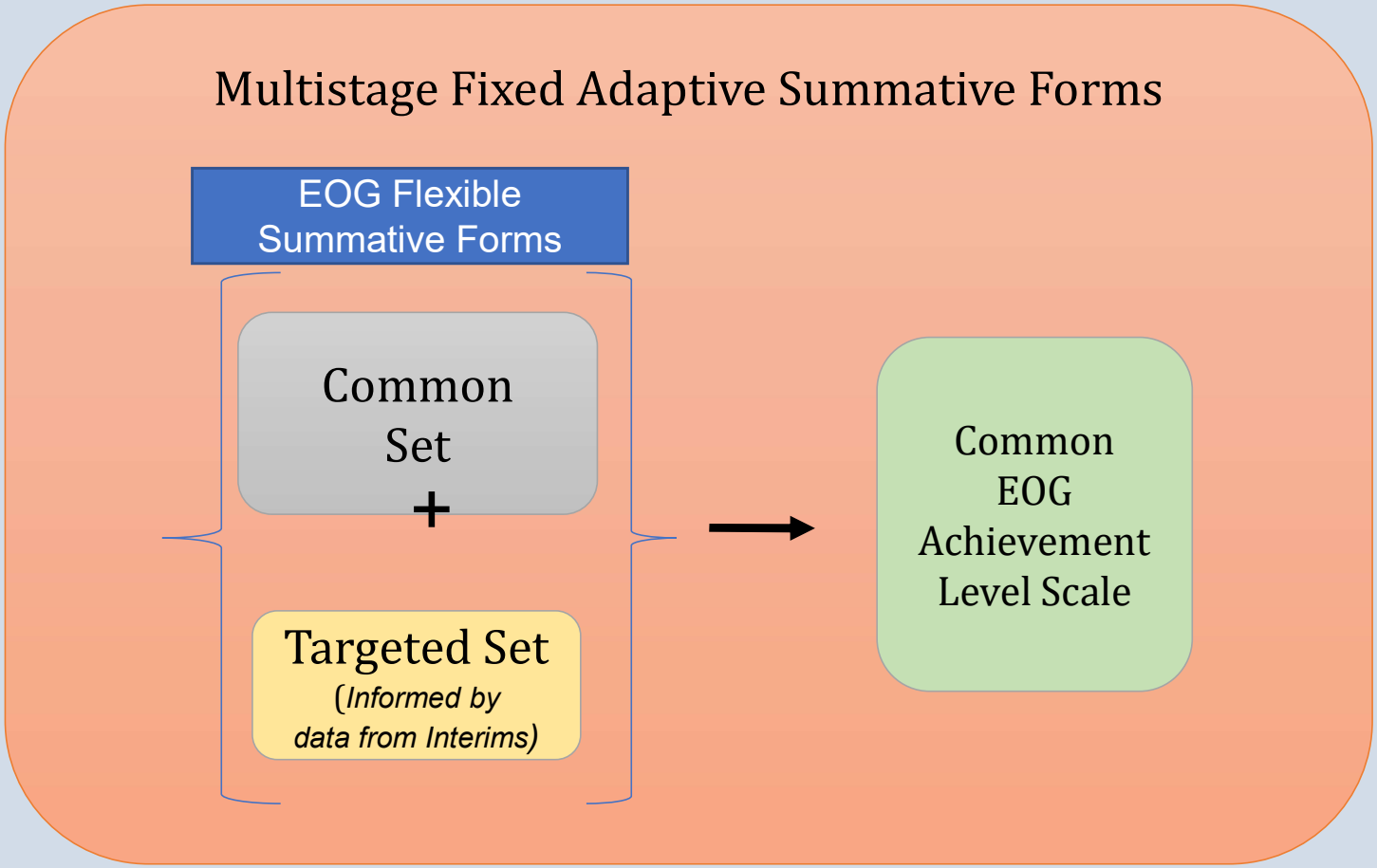
North Carolina Personalized Assessment Tool



IADA Design

- Three interim resources (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
  - May provide a progress indicator for each student in relation to grade-level performance standards
- Designed for online administration
- End of year grade level flexible summative: multistage fixed adaptive
  - Flexible summative forms will use information from interim resource to improve measurement precision for all students across the different achievement levels

Multistage Fixed Adaptive Summative Design



Feedback with Padlet

- From your perspective, what do we need to consider as we continue with this work?
  - https://bit.ly/IADADPIUpdate2022

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interim Resource • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Interim Resource • Flexible Summative Grades 5 and 8 • NC Interim Resource • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Interim Resource • Flexible Summative Grades 3 and 6 • NC Interim Resource • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Interim Resource • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Interim Resource • EOGs

NC Interims and Local Control

- **Interim Administration:**
  - Single or multi-day administration
  - In-person (preferred) or remote administration option
  - Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- **Interim Administration and Review Period:**
  - October 1–May 31

2021–22 Mathematics NC Interims

- **Grades 4 and 7 Mathematics**
  - Interim specifications for 2021–22 have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections

NC Interims for Mathematics

- There is no statewide consistency on how grade level mathematics standards are grouped and organized in local curricula.
- For some PSUs, the grouping of content standards by interim resource will not entirely align with local curriculum.

2021–22 Reading NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes.

Reporting

Individual Student Reports (ISRs)

- Is the information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information would parents find useful?
  - https://bit.ly/IADADPIUpdate2022

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Individual Student Reports (ISRs)

- Is the information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information would parents find useful?
  - https://bit.ly/IADADPIUpdate2022

Naming Conventions

Possible Name Changes

- Should we keep the name NC Interims/NC Check-Ins or change to….?
  - https://bit.ly/IADADPIUpdate2022

Accessibility

Accessibility

- With an online design and administration, how do we ensure all students have access?
  - A very small number of students may not be able to directly access the NC Interims online
  - What are some options and how would this function in a classroom?
    - Mark in Book
    - Read Aloud
    - Manipulatives

Drag and Drop: Online Item

Place (drag and drop) an equivalent expression into the table below each of the given expressions.

3 × 40	60 × 4	6 × 30

8 × 40	**2 × 90**	**20 × 6**
30 × 9	**3 × 80**	

Paper and Manipulatives

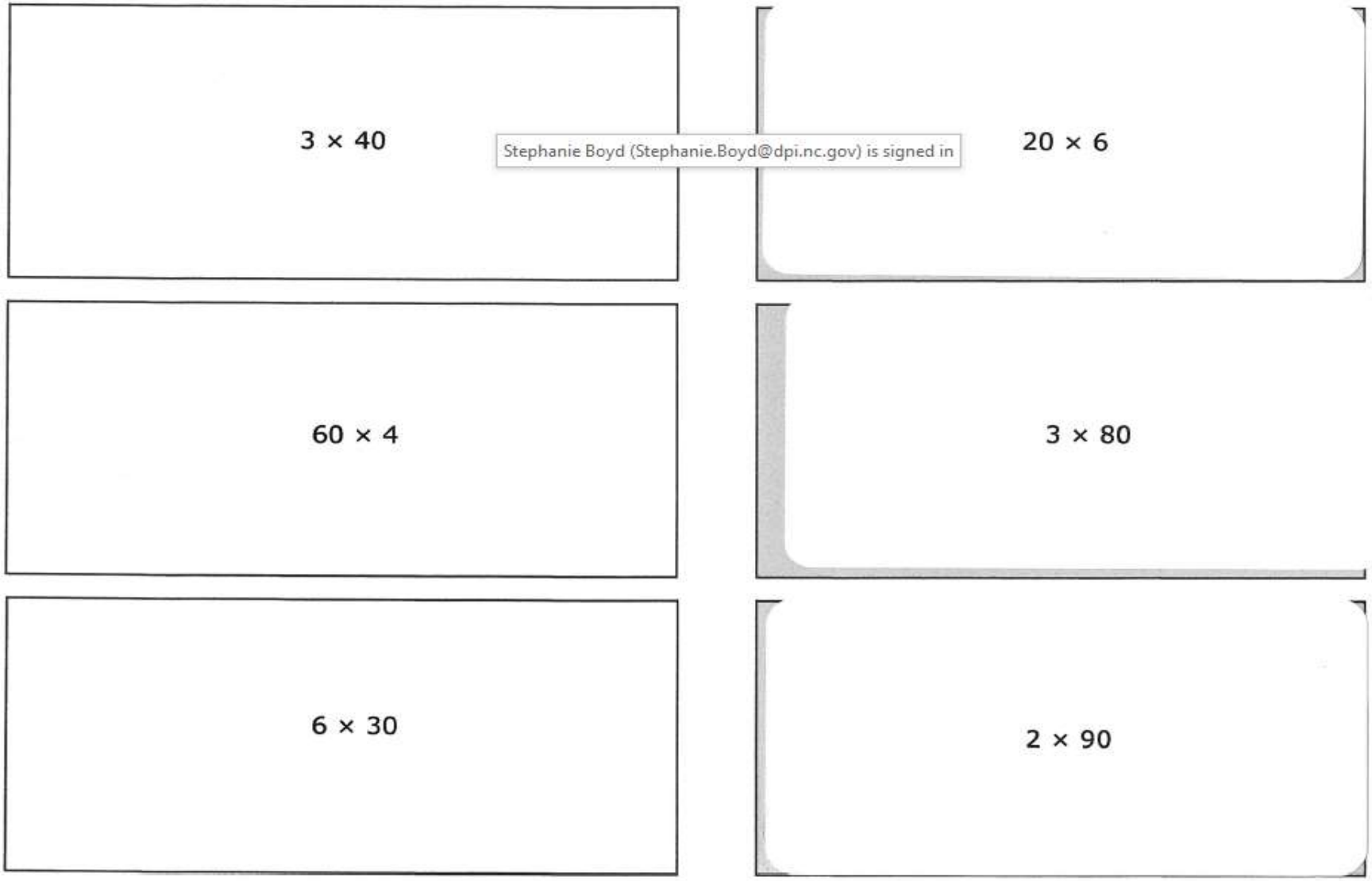
9 → Place·the·sticker·that·shows·an·equivalent·expression·into·the·shaded·rectangle·next·to·each·of·the·given·expressions.¶

3·×·40¶ → ¶	
60·×·4·	
6·×·30¶	

Grade·3·Question·9¤	Grade·3·Question·9¤
8·×·40¤	3·×·80¤
2·×·90¤	¤
20·×·6¤	¤
30·×·9¤	¤

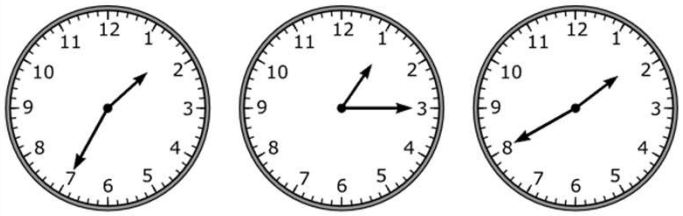
Answered on Paper

9 Place the sticker that shows an equivalent expression into the shaded rectangle next to each of the given expressions.



Drag and Drop: Online Item

Three clocks are shown.



Clock 1 Clock 2 Clock 3

Place (click and drag) each time next to the clock it matches.

Clock 1	
Clock 2	
Clock 3	

1:15	**1:40**
1:35	

Paper and Manipulatives

Grade·3·Cog·Lab—question·reworded¶

12 → Three·clocks·are·shown.¶



→ Place·the·sticker·showing·the·time·in·the·shaded·box·next·to·the·clock.¶

¶

¶

→ ¶

Clock·1¶

Clock·2·

Clock·3¶

Grade·3·Question·12¤

1:15¤

1:35¤

1:40¤

Answered on Paper

Grade 3 Cog Lab – question reworded

12 Three clocks are shown.



Clock 1 Clock 2 Clock 3

Place the sticker showing the time in the shaded box next to the clock.

Clock 1	1:35
Clock 2	1:15
Clock 3	1:40

Partnerships

Partnership with the Friday Institute

- Spring 2022
  - Cognitive labs
  - Focus groups

Professional Development

- **Online Professional Development**
  - Audience: Teachers, Coaches, Principals and Directors
  - Format: self-paced, pre-recorded workshops on analyzing and applying formative classroom data collected from NC Interims administrations
  - Availability: 2021–22 school year (pilot schools)
- Communication updates in regional meetings

Professional Development

- Currently the professional development focuses on data interpretation.
- What else do we need to include in the professional development?

Questions





North Carolina Department of
PUBLIC INSTRUCTION

NC Interim Resource

- What is needed for this to support instruction?
- How can the interim resources be positioned as a classroom resource and not another testing event?
- What data from the interim resource is needed to support PSUs?
- How do we approach interim data formatively with a classroom focus?

IV-11: NCDPI Padlet Responses (January 18, 2022)

IADA DPI Update

Collecting information about the NC Interims

ELIZABETH NASH JAN 12, 2022 08:20PM

Questions

So, the Targeted Set of items comes from a student's performance on the Interims? The Targeted Set is not informed "during" the summative?

Can you address accessibility and accommodations for students with disabilities for the interim resources?

Yes, please can you give more information on the accommodations that students access on a daily basis
— CRYSTAL PATRICK

Dr. Howard is about to address this question as part of the presentation. If you still have questions after she presents please continue to add them here. Thanks — ANONYMOUS

Thanks. — ANONYMOUS

Has there been considerations made with regards to the colors being utilized online as well as the contrast presented
— ANONYMOUS

We are also working with the VI group to brainstorm how this would look for our VI students that need Braille — ANONYMOUS

For students who access to audio materials for reading comprehension will the reading assessment be able to have read aloud ? I saw it would be an accommodation in Math but did not see it for reading.

What avenues are you using to let parents know about this work and any webinars/professional development?

Does PD on "data interpretation" mean the audience will learn how to interpret the Interim Resource data and then examples on how to adjust instruction?

Comments

Language

I appreciate the use of resources vs. assessment. I hope we can use this common language.

From your perspective, what do we need to consider as we continue with this work?

I think districts will need a crosswalk between what districts will "get" and what's different between the Check-ins and the Interims.

I agree that this information would be very helpful. Using the name of the new interims on this chart would support understanding in schools. — ANONYMOUS

ISRs: Is the information provided to parents in an understandable way?

The "student can" language and simple wording under the "learning concepts tested" column are easy to understand and would be digestible for me as a parent. The second column, with approaching to satisfactory, would raise Qs for me as a parent. For ex, is my student on track for her grade level? how is her performance relative to her peers?

ISRs: How could the ISRs be more accessible to parents?

The information appears to be in a PDF format, is it fully accessible for a screenreader user?

Thank you please also consider an embossed braille format as well if there will be paper copies being sent as well. For the parent portal please also consider accessibility beyond WCAG 2.0

From Shannon - I will share this request with Curtis. Thanks!
— ANONYMOUS

ISRs: In your experience, what other information would parents find useful?

Key Point

Involved parents and parents of AIG students are going to ask, "Where on this continuum should my child be at this point in the school year?" There is no real question here, but district/school communication will be paramount to ensuring there is clear understanding.

I understand what you are saying, Dr. Mbella, but that is what parents are going to want to know. So, that will need to be clearly explained to parents.

Agreed. Maybe consider a summary on the ISR as to what parents should glean from this report. When my student receives, MAP interim data, it shows her progress against peers, nationwide, school and projected growth. Parents like this data, so just consider how to explain what students should gather if it will not be provided. — ANONYMOUS

Name?

NC Check-Ins.

Determine a name soon and begin using in publications and update, so there is time to familiarize everyone. — ANONYMOUS

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IV-12: NCDPI Padlet Responses (January 28, 2022)

IADA DPI Update

Collecting information about the NC Interims

ELIZABETH NASH JAN 12, 2022 08:20PM

Questions

Does the complete form have to be given/taken at a time or can it be broken apart? For example, there may be a group of standards taught 1st quarter and on interim 1 but another group of standards on interim 1 are taught during the 2nd quarter.

Comments

From your perspective, what do we need to consider as we continue with this work?

ISRs: Is the information provided to parents in an understandable way?

I do think the two descriptors provided are helpful in reinforcing the formative nature of this tool as it's applied along the way during the year.

ISRs: How could the ISRs be more accessible to parents?

Wonder if examples of real-world application of the skill would help parents understand what the skill is/why it's important? The language used in the bulleted items in the report may not be accessible to parents not versed in a given content area

ISRs: In your experience, what other information would parents find useful?

Probably a collection of parents who will want technical definitions of "approaching" and "satisfactory", e.g. percent correct

Maybe a note that some of these standards may not have been taught yet.

Statement that standards are what students should know and be able to do by the end of the course or grade. May help questions/concern if student is not at "satisfactory" yet.

Name?

Consistency would be great NC Checkins

NC Formative?

IV-13: State Council on Indian Education Presentation (January 28, 2022)

State Advisory Council on Indian Education

Tammy Howard, Ph.D.
Director, Accountability Services

January 28, 2022

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interim resources and a flexible summative (Multistage Fixed Adaptive) test at the end of the school year

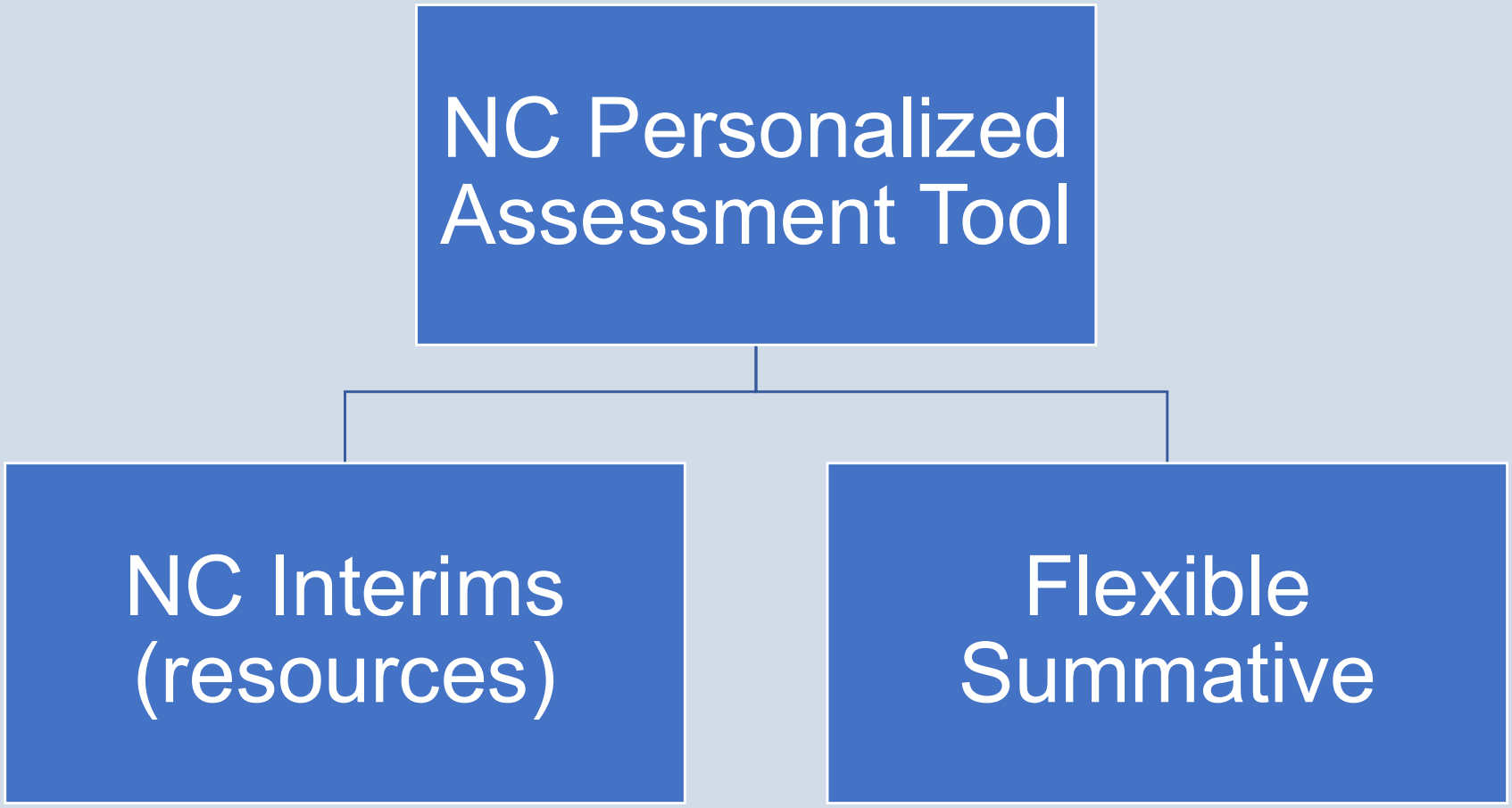
Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central School

Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - North Carolina Technical Advisors
  - AND NCDPI

North Carolina Personalized Assessment Tool



IADA Design

- Three interim resources (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
  - May provide a progress indicator for each student in relation to grade-level performance standards
- Designed for online administration
- End of year grade level flexible summative: multistage fixed adaptive
  - Flexible summative forms will use information from interim resource to improve measurement precision for all students across the different achievement levels

Every Student Succeeds Act (ESSA)

- Testing and Accountability not waived for the 2021–22 school year
- Addendum to address federal requirements where data is not available due to COVID
- Waiver for participation consequences from the 2020–21 school year (high schools only)
- Both the addendum and the waiver are posted for public comment through February 24, 2022
  - https://www.dpi.nc.gov/news/public-notices

QUESTIONS



IV-14: RTI Chief Academic Officers Retreat Presentation (March 25, 2022)

RTI International: CAO Spring Retreat

Tammy Howard, Ph.D.
Director, Accountability Services

March 25, 2022

ACT Minimum Requirement

- On March 30, 2020, The University of North Carolina (UNC) Board of Governors approved a score of 19 on the ACT as the minimum requirement for admission to a UNC system school
- State law for the School Performance Grades calculation requires the ACT benchmark to be the “minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.”

U.S. Department of Education (USED) FAQ: December 17, 2021

- All accountability and school identification requirements under ESEA section 1111 are in effect for the 2021–22 school year.
- Where a state is unable to implement its indicators and school identifications, it may
  - Apply for a one-year addendum for changes intended only for the 2021–22 school year
  - Apply for an amendment for changes intended to continue beyond the 2021–22 school year
- A state may take both actions

Addendum to ESSA State Plan

- USED provided states a template for states to request changes for the 2021–22 school year only
- Changes are due to COVID impact on data, meaning the required calculation or report in the ESSA state plan is not feasible
  - Not all options are applicable to North Carolina
  - The proposed addendum includes only the options applicable to North Carolina

Addendum

- Interim Progress Targets and Long-Term Goals
- Indicators: ACT Minimum Score and participation modification for the 2021–22 school year only
- Annual Meaningful Differentiation
- Identification of comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools
- Exit of CSI and TSI schools

Interim Progress toward Long-term Goals

- With the decline in the percentages of students meeting Level 4 and above, as required for these measures, the set interim progress targets will not be met by most schools for the 2021–22 school year
- Meeting the interim targets are one of the criteria for exiting CSI and TSI, thus many schools will unlikely exit these identifications

Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	**2018–19 Proficiency (CCR)**	**2018–19 LTG**	**Difference Between 2019 and Target**
Reading (3–8)	45.6	49.8	**-4.2**
Math (3–8)	41.2	52.4	**-11.2**

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals*			
Subject	**2020–21 Proficiency (CCR)**	**2020–21 LTG**	**Difference Between 2021 and Target**
Reading (3–8)	28.9	55.8	**-26.9**
Math (3–8)	23.9	60.5	**-36.6**

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	**2018–19 Proficiency (CCR)**	**2018–19 LTG**	**Difference Between 2019 and Target**
English (Grade 10)	51.1	55.1	**-4.0**
Math (Grade11)	50.7	49.5	**+1.2**

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals*			
Subject	**2020–21 Proficiency (CCR)**	**2020–21 LTG**	**Difference Between 2021 and Target**
English (Grade 10)	34.9	59.1	**-24.2**
Math (Grade11)	27.5	55.3	**-27.8**

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

Establishment of Long-Term Goals			
Topic	**Revision**	**No Proposed Revision**	**Justification**
Academic Achievement	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Graduation Rate	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Progress in Achieving English Language Proficiency (ELP)	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years

Indicators: Participation

- Consequence from not meeting the 95% participation requirement for the 2021–22 school year
  - Affects high schools only
  - Banked scores from previous school year: Grade 10 (English II); Grade 11 (NC Math 1 and NC Math 3)
  - Students who did not take an EOC in the 2020–21 school year will not have a score to be banked for participation

Indicators: Participation

- In consultation with the USED, recommending the use of expected tests for the 2021–22 high school participation calculation
  - Will not penalize schools for students who were unable to test due to COVID in the 2020–21 school year (as the ESSA state plan requires)

Indicators: ACT

- Revise ESSA state plan to cite the college readiness indicator (ACT) is the University of North Carolina (UNC) Board of Governors' minimum requirement for admission at a UNC system school
  - School Quality or Student Success Indicator for College and Career Readiness Indicator

Indicators

Indicators			
Topic	**Revision**	**No Proposed Revision**	**Justification**
Academic Achievement Indicator	X		Use 2021–22 high school tests for participation rather than the cohort model as stated in the ESSA state plan
Other Academic Indicator		X	Data is available for indicator
Graduation Rate		X	Data is available for indicator
Progress in Achieving English Language Proficiency (ELP) Indicator		X	Data is available for indicator
School Quality or Student Success Indicator	X		Update ACT minimum composite score

Annual Meaningful Differentiation

Annual Meaningful Differentiation			
Topic	**Revision**	**No Proposed Revision**	**Justification**
State's System of Annual Meaningful Differentiation		X	Data is available to calculate Annual Meaningful Differentiation
Weighting of Indicators		X	Data is available to calculate Annual Meaningful Differentiation
Different Methodology		X	Data is available to calculate Annual Meaningful Differentiation

Identification of Schools

- North Carolina's ESSA state plan timeline required the identification of schools for CSI in fall 2021, but this was waived due to COVID
- As agreed in the 2020–21 waiver, North Carolina must identify new schools in fall 2022
- The ESSA state plan requires currently identified schools to be assessed for exiting in fall 2022

Identification of Schools

Identification of Schools				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Timeline	After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022–2023 school year)		X	Not recommending this action
Methodologies	Comprehensive Support and Improvement Schools: Low Performing		X	Data is available
	Comprehensive Support and Improvement Schools: Low Graduation Rate		X	Data is available
	Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status.		X	Per the current ESSA state plan; identification is not until fall 2024
	Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s)	X		Use of 2017–18, 2018–19,and 2021–22 data as the three years for consistently underperforming school identifications in Fall 2022
	Targeted Support and Improvement Schools: Additional Targeted Support and Improvement		X	Data is available

Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Exit Criteria for Comprehensive Support and Improvement Schools	Timeline: The State does not count the 2019–2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.		X	Not recommending this action
	Timeline: The State does not count the 2020–2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.		X	Not recommending this action
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year.	X		Revise exit criteria 1. Remove meeting measures of interim progress from current criteria 2. Add a second exit criteria option: Not identified as CSI-LP in fall 2022 and have a meet or exceeds growth status
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021–2022 school year.		X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.		X	Not recommending this action

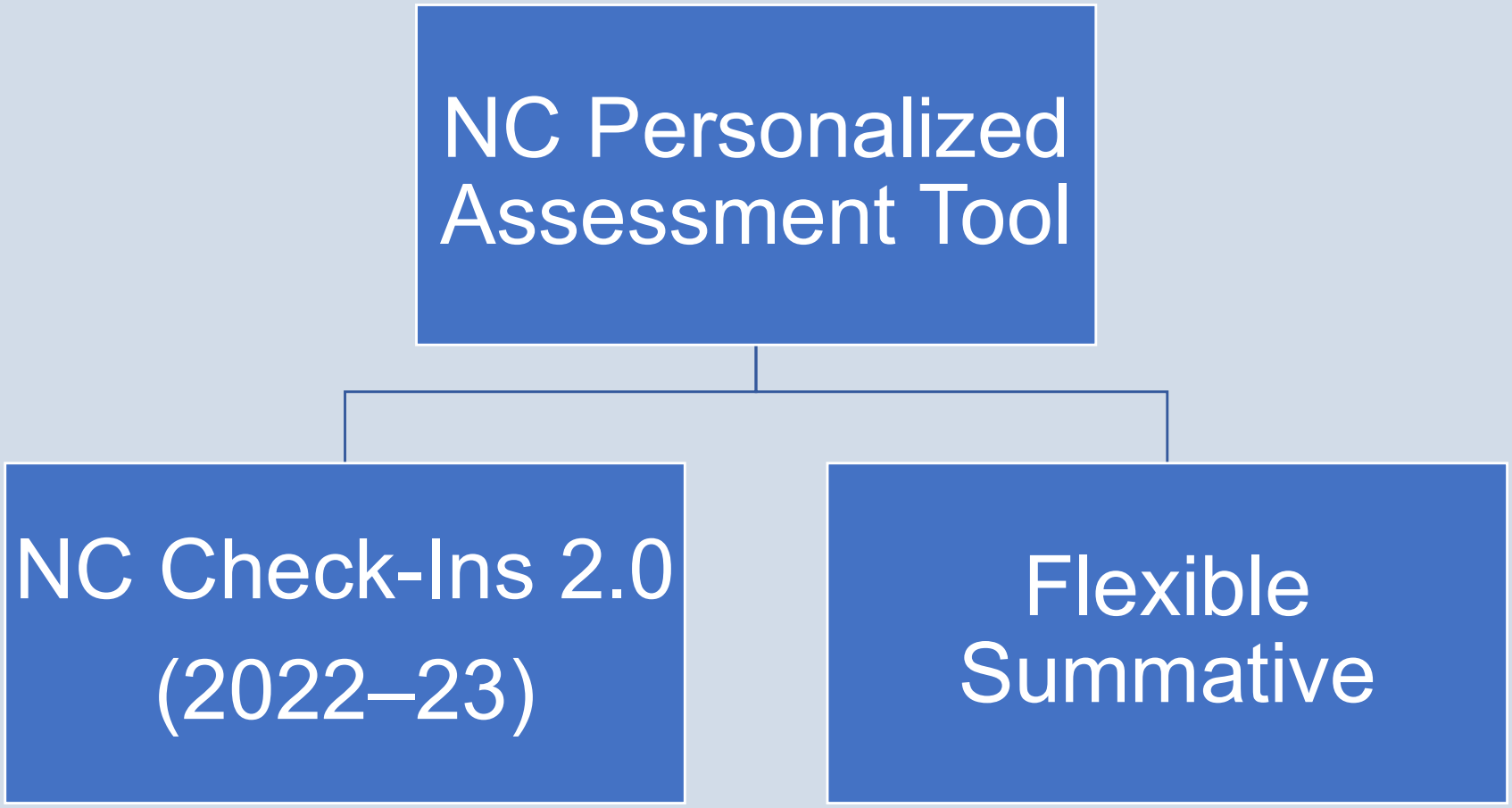
Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Exit Criteria for Schools Receiving Additional Targeted Support	Timeline: The State does not count the 2019–2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action
	Timeline: The State does not count the 2020–2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action
	Criteria: The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year	X		Revise Exit Criteria 1. Use 2017–18, 2018–19 and 2021–22 for 3-year growth average; or 2. Use 2018–19 and 2021–22 for 2-year growth average
	Criteria: The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021–2022 school year.		X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action

Addendum Timeline

- January: Proposed options and gathered input from stakeholders
- February State Board of Education (SBE) Meeting: Presented recommendations for an addendum and/or waiver for discussion
- January 26–February 24: Public comment
- March SBE Meeting: Presented recommendations for approval and submitted to USED on March 7, 2022

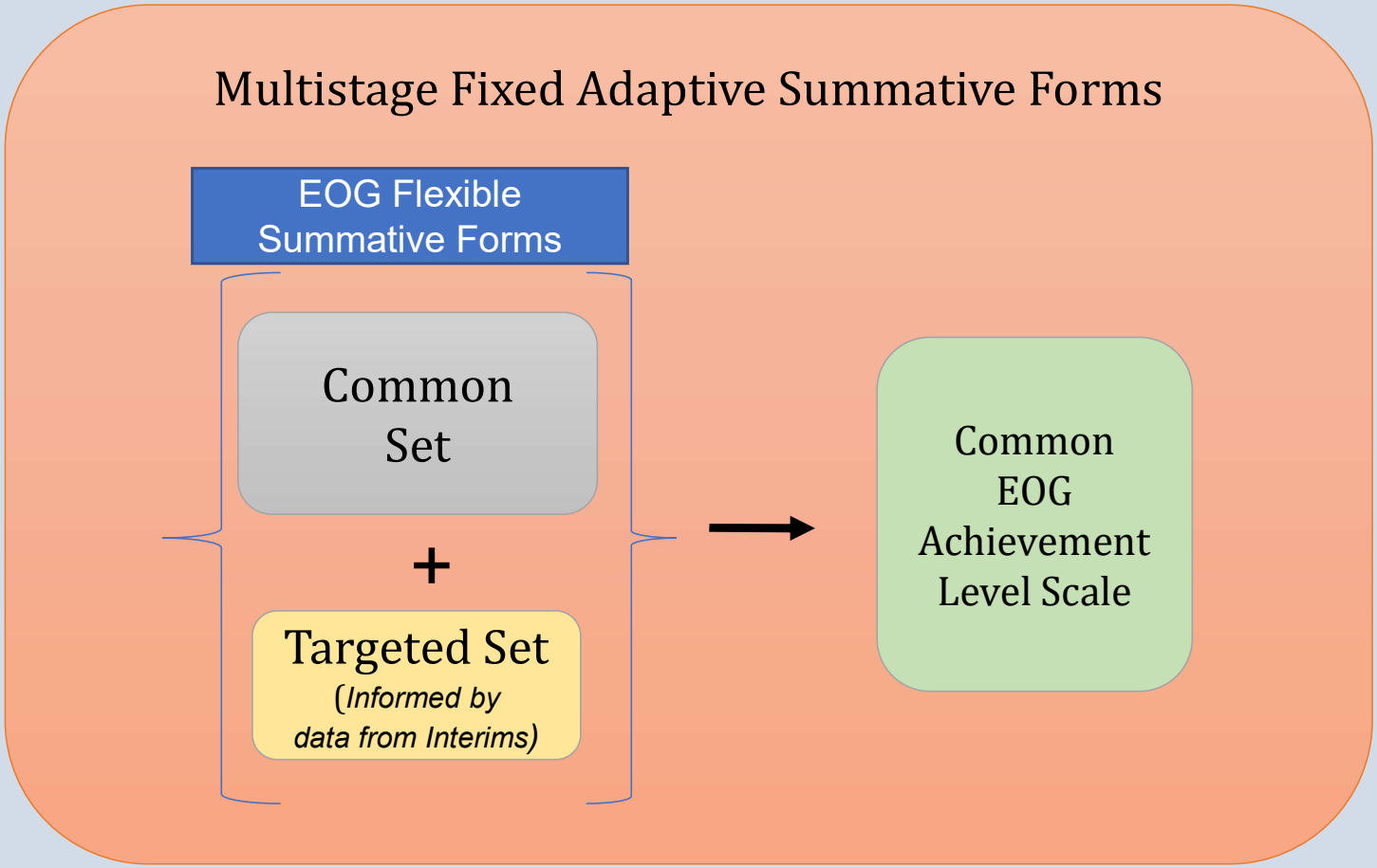
North Carolina Personalized Assessment Tool



NC Check-Ins 2.0 Design

- Designed for online administration
- Three per content area/grade level
- Available for classroom use throughout the school year
- Provide formative feedback data for instructional uses
- May provide a progress indicator for each student in relation to grade-level performance standards

Multistage Fixed Adaptive Summative Design



Timeline and Transition

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interims • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative Grades 3 and 6 • NC Check-Ins 2.0 • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • To Be Determined

Other NC Check-Ins available: Grades 5 and 8 science, biology, NC Math 1, English II (new) and NC Math 3 (new)

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Specifications and Individual Student Reports

2022–23 Mathematics NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

2022–23 Reading NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 24 items
    - multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Operations, Partnerships, and Stakeholder Input

NC Check-Ins 2.0 Administration

- Single or multi-day
- In-person
- Accommodates local pacing decisions as Public School Units (PSUs) determine order of interim delivery at any point within the single window
- Administration and Review Period
  - October 1–May 31

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
  - Two training courses

Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- The second course is available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

Course One: *North Carolina Personalized Assessment Tool Training Course*

- Course Competencies
  - Introduce participants to the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Stakeholder Input

- Critical to this process
  - Public School Units
  - Teacher Leadership Council
  - Testing and Growth Advisory
  - Configuration Control Board (group of testing and accountability leaders that provides input to the Division of Accountability Services on stakeholder issues)
  - North Carolina Technical Advisors
  - NCDPI staff members

Pilot Volunteers

Pilot Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central Schools

Pilot Volunteers

- For the 2022–23 school year, pilot volunteer schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment
  - The participating students will not take the current end-of-grade assessment
  - The flexible summative assessment is comparable to the current end-of-grade assessment
    - Students who take one will not have an advantage over students who take the other
    - The study requirement from the U.S. Department of Education is the innovative assessment must be comparable

Pilot Volunteers

- Benefits of volunteering
  - Provide feedback on the development of the NC Check-Ins 2.0 and the flexible summative assessment
  - Provide students with an innovative testing experience

Participation Volunteers

- If interested in joining the pilot in 2022–23, please email Iris.Iriving@dpi.nc.gov.
- For all schools participating in the pilot for the 2022–23 school year, a letter of support will be requested in July 2022.

QUESTIONS



IV-15: Testing Growth Advisory Presentation (April 4, 2022)

Testing Growth Advisory

April 4, 2022

Agenda

- Welcome and Introductions
- Accountability
- Growth/Teacher Effectiveness
- Innovative Assessment
  - Professional Development Course
  - Timeline Considerations
- Polaris

Accountability

Accountability

- No waivers for testing or accountability for the 2021–22 school year
- Addendum Status
- Amendment Discussion
  - Areas to address
- WorkKeys Participation

Growth/Teacher Effectiveness

IADA Pilot Professional Development

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
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- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Questions

- How would you use these professional development courses?
  - Would teachers do the courses on their own?
  - Would you use it with a group (staff meetings)?
- Are there any topics that need to be added to the professional development courses?

IADA Pilot
Timeline Considerations

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Plan 1

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs		

Transition Plan 2

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3, 5, 6, and 8 • NC Check-Ins 2.0 • EOGs	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • EOGs	

Transition Plan 3

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3 and 6 • NC Check-Ins 2.0 • EOG	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3 and 6 • EOG	

Polaris

Questions



IV-16: Testing Growth Advisory Notes (Excerpt)

Testing and Growth Advisory- Innovative Assessment Notes

April 4, 2022

Innovative Assessment

Professional Development Course (Slides 6–11) | Shannon Jordan

NCDPI contracted with Friday Institute to support the innovative assessment's professional development and collection of feedback. The Friday Institute has conducted cognitive labs with students, convened focus groups with teachers, and is creating two educator training courses. Both courses are optional and a local decision on how they are used.

The shorter course (*NC Personalized Assessment Tool Training Course*) focuses on the formative purpose of the interims and how to use and interpret the main reports. The second course (*Three A's…*) is a deeper dive into data literacy, data-drive decision-making practices, and will be specific to educator audiences.

Questions and suggestions:

- What platform is available? May districts upload to their learning management systems to track CEUs?
    - We will take this request back for consideration.
- With many districts spending hours on LETRS training this could be seen as an additional burden if required.
    - This is being developed as an optional resource.
- Some LEAs don't subscribe to Canvas.
    - We are working on a way to ensure everyone can access the training.
- Were these courses developed with NC Check-Ins 2.0 in mind or could they be applied to any benchmarking system?
    - Shannon will share the courses with the Testing and Growth Advisory group and the DPI team would appreciate your feedback. The courses are designed to be a resource.

IADA Pilot Timeline Considerations (Slides 12–16) | Maxey Moore

Next school year (2022–23), we are transitioning the name from NC Interims to NC Check-Ins 2.0, will expand the pilot to include grades 5 and 8, and conduct the first pilot administration of the flexible summative. The current NC Check-Ins will sunset as NC Check-Ins 2.0 are developed and implemented.

Based on the outcomes of the study next year, we can consider various transition plans. We are trying to meet the needs of the state and react to study data. We have three possible transitions timelines to consider.

The test specifications for all NC Check-Ins 2.0 are now posted to our website; reading content standards continue to spiral and updated test specifications are available for the mathematics.

Please share concerns and feedback with our team as the pilot moves forward. We appreciate feedback on both the reading and mathematics NC Check-Ins 2.0 as the content designs take different approaches. We continue to take on volunteers annually; interested PSUs must submit a letter of intent by July in order to join the pilot for the 2022–23 school year.

Questions

- Will district be required to administer NC Check-Ins 2.0 by 2023–24?
    - Our goal with this model design is to keep the NC Check-Ins 2.0 as optional and maintain local flexibility.
- By 2024–25, the flexible summative would not be optional?
    - Students without NC Check-Ins 2.0 would be routed to a base form; routing methodology would not allow students without NC Check-Ins 2.0 access to other flexible summative forms. NC Check-Ins 2.0 data provides a measurement advantage for students at the edges of the distribution; it does not disadvantage a student to not participate in NC Check-Ins 2.0. The same performance expectations apply to the summative assessment whether a student participate in the NC Check-Ins 2.0 or not.
    - The EOG and flexible summative follow the same test specifications, item counts, etc. Students and teachers will not be able to tell which summative form a student is assigned.
- What kind of information will be available from the pilot schools/districts?
    - Throughout the study, we will be engaging focus groups and surveys to guide further development and address issues. Pilot participant feedback will be addressed throughout the development process.
- Can non-pilot schools view sample result reports (student, teacher, school and/or district-level) that are available after administering the NC Check In 2.0?
    - Yes. The ISR samples are available on the website. The Class Item Report for NC Check-Ins has carried forward for NC Check-Ins 2.0.
- Concern on the difficulty of choosing local curriculum sequencing for the Check-Ins. Some districts will not cover all the mathematics standards until March, but do not want to administer all 3 NC Check-Ins 2.0 so late in the year.
    - The NC Check-Ins 2.0 are formative; standards not covered prior to the administration can be considered pre-test data. If 70% of the content has been covered during instruction, you get information on those standards and have pre-test data on the other 30% of standards.
    - Understanding teacher and student test anxiety, we are trying to convey the NC Check-Ins 2.0 as a resource. This continues to be a training issue and we will work on communications messaging for various audiences, including principals.

IV-17: North Carolina Teacher Leadership Council Presentation (April 6, 2022)

Innovative Assessment Demonstration Authority

Teacher Leadership Council

April 6, 2022

Welcome and Introductions

NCDPI Accountability Services

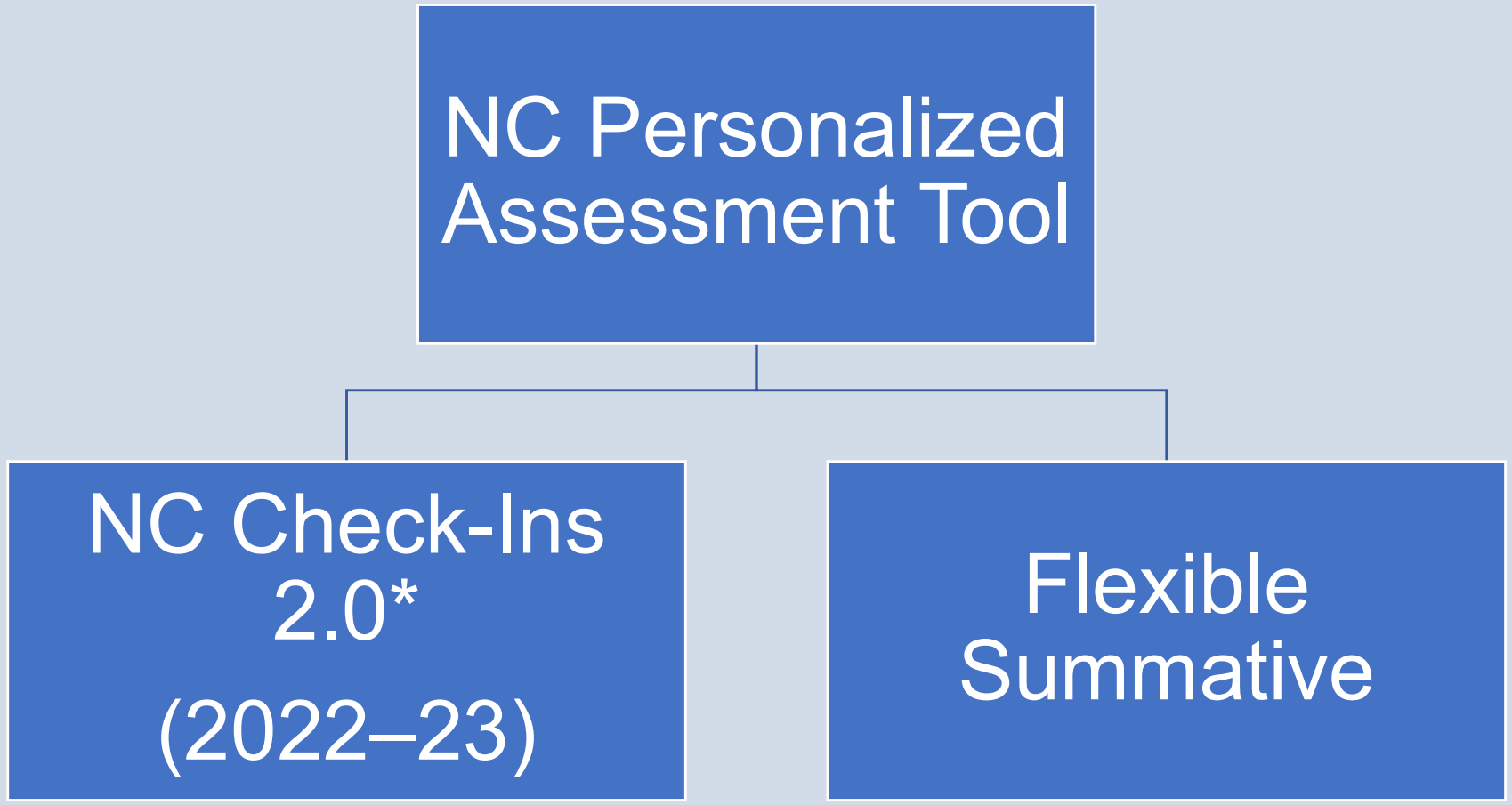
Tammy Howard, Ph.D.
Director, Accountability Services

Maxey Moore
Section Chief, Test Development

Agenda

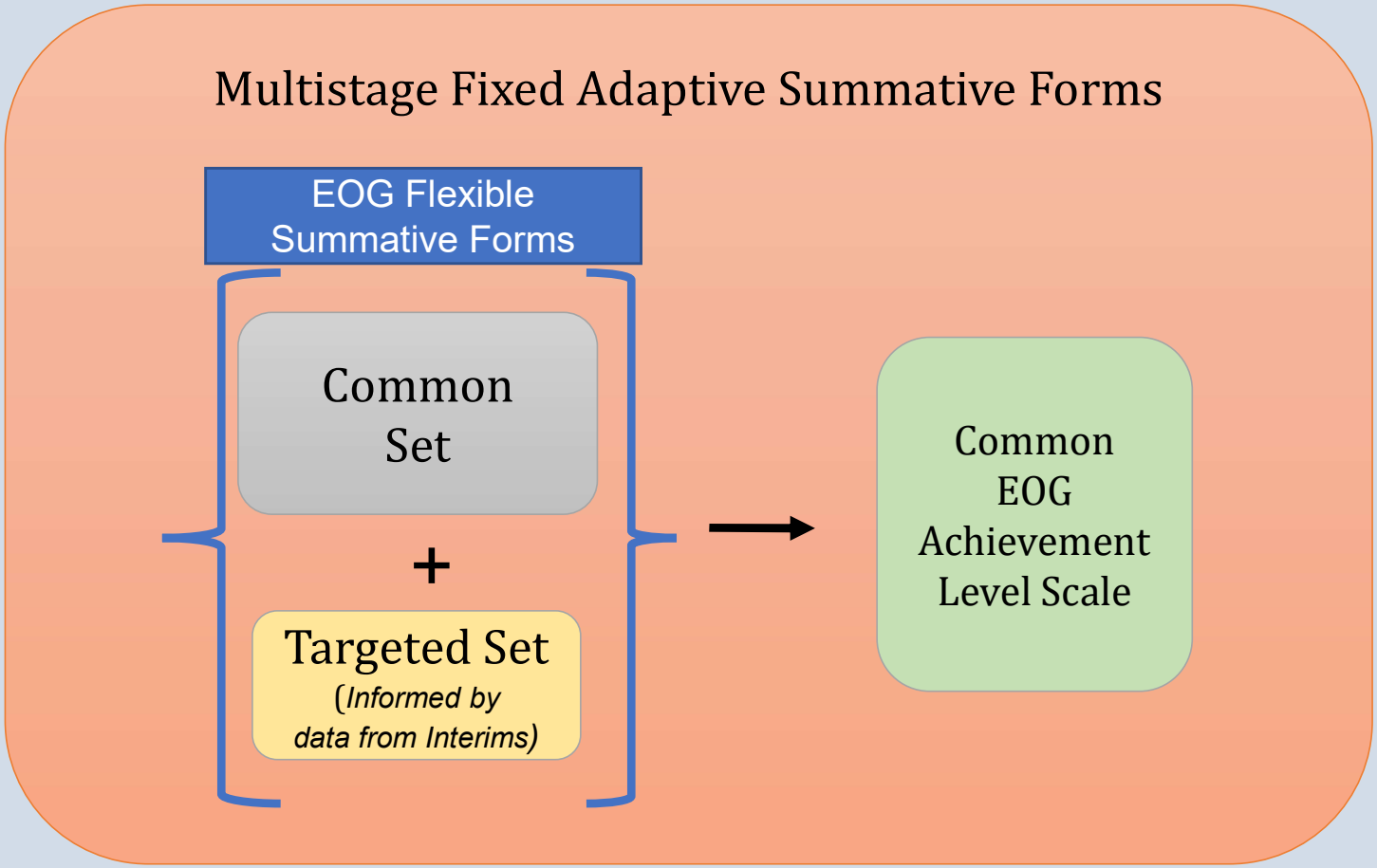
- NC Personalized Assessment Tool
- Professional Development
- Class Item Report
- Technology Enhanced Items
  - Accessibility Cognitive Labs

North Carolina Personalized Assessment Tool



*NC Interims (2021–22)

Multistage Fixed Adaptive Summative Design



Design

- What are your reactions/questions regarding the design?
- As we shift to a new assessment design, what questions would teachers have?
- When discussing/presenting the design to teachers, what should we make sure to do?

Online Accessibility

- The NC Check-Ins 2.0 and the flexible summative are designed for online administrations
- Recognizing some students may not be able to access the online system (visually impaired), a paper version with manipulatives is being developed
  - What is the impact of this design on students?
  - What should any communication include?

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Professional Development Courses

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  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
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Questions

- How would you use these professional development courses?
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  - Would you use it with a group (staff meetings)?
- Are there any topics that need to be added to the professional development courses?

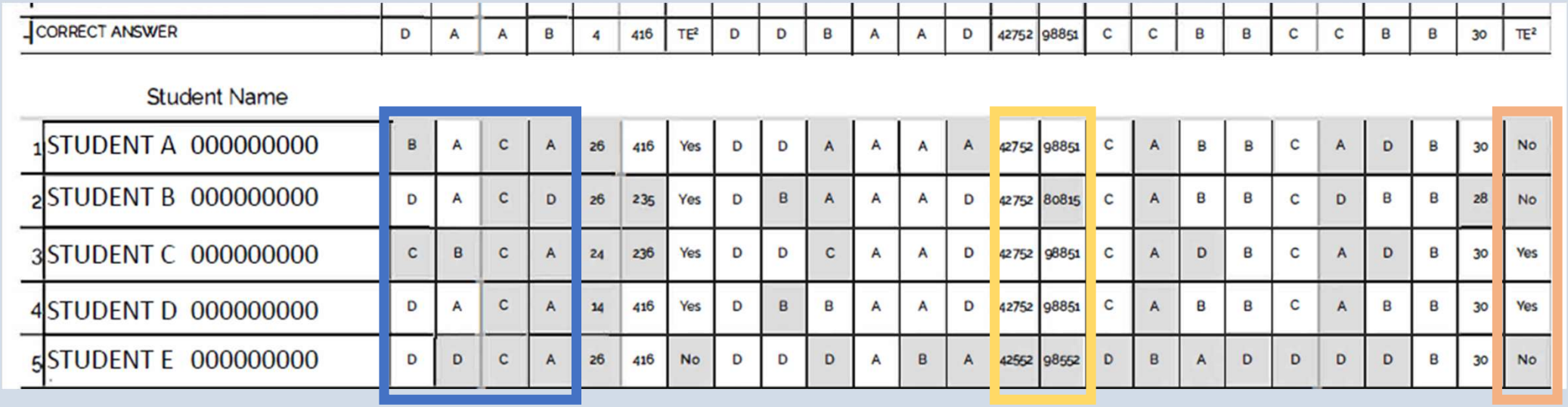
Class Item Report

NC Interim 1 - 2021-22 — Math Grade 4 Class Item Report	Teacher: Sample Teacher	Sample Elementary (000000)

Class Mean 21/25	Class Percent Correct 43.8%	School Mean 10.7/25	School Percent Correct 42.9%

	Geometry		Measurement and Data			Number and Operations in Base 10															Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 43.8		4.MD.3 : 6.9			4.NBT.2 : 40.0					4.NBT.4 : 65.0					4.NBT.7 : 55.0					4.OA.1 : 37.5				
DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	45.8	41.7	4.2	8.3	8.3	29.2	66.7	45.8	41.7	16.7	83.3	87.5	41.7	45.8	66.7	79.2	16.7	62.5	54.2	62.5	20.8	37.5	62.5	37.5	29.2
SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	D	A	A	B	4	416	TE[2]	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE[2]

Class Item Report



	CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²
	Student Name																									
1	STUDENT A 000000000	B	A	C	A	26	416	Yes	D	D	A	A	A	A	42752	98851	C	A	B	B	C	A	D	B	30	No
2	STUDENT B 000000000	D	A	C	D	26	235	Yes	D	B	A	A	A	D	42752	80815	C	A	B	B	C	D	B	B	28	No
3	STUDENT C 000000000	C	B	C	A	24	236	Yes	D	D	C	A	A	D	42752	98851	C	A	D	B	C	A	D	B	30	Yes
4	STUDENT D 000000000	D	A	C	A	14	416	Yes	D	B	B	A	A	D	42752	98851	C	A	B	B	C	A	B	B	30	Yes
5	STUDENT E 000000000	D	D	C	A	26	416	No	D	D	D	A	B	A	42552	98552	D	B	A	D	D	D	D	B	30	No

- What other data would be helpful for teachers to adjust instruction and reengage students?
- What other charts or graphs would be useful to help analyze the data?

Technology Enhanced Items

- Current Item Types:
  - Numeric Entry
  - Drag and Drop
  - Target Drop
  - Multi-select
  - Text Replace
- Would adding an explanation to numeric entry items help with analysis of identifying misconceptions?
- What other technology enhanced item types should we explore?
- What ratio of multiple choice to technology enhanced items would be a good balance?

Questions



https://bit.ly/Spring2022IADAQuestions

IV-18: North Carolina Teacher Leadership Council Notes

Teacher Advisory

April 6, 2022

NC Personalized Assessment Tool

The NC Check-Ins 2.0 will further the state's steps towards a through grade system that provides immediate feedback to teachers and makes a connection to the summative assessment. Like the NC Check-Ins, teachers will access the items following interim administration to address student misconception and to inform re-engagement strategies. The NC Check-Ins 2.0 have an expanded purpose: to provide a summative performance indicator an to inform the targeted item set (or starting point) of the flexible summative. to

The flexible summative will include a common set of items for all students, and each student will receive a targeted set of items based on interim data. The targeted item set is not item-by-item adaptive. The state is required by federal law to assess the depth and breadth of the state's content standards and an item-by-item adaptive approach would require a longer test length for some students.

The purpose of the targeted set is to provide them items that are more appropriate to the student to respond; the items are more aligned to what students have demonstrated on NC Check-Ins 2.0. The flexible summative still allows each student to demonstrate performance across the full proficiency scale (Not Proficient–Level 5). The common set and targeted item sets are all on the same EOG Achievement Level scale.

The NC Check-Ins are voluntary, and we are moving forward with NC Check-Ins 2.0 as voluntary as well. It is not a requirement for the flexible summative; all students may participate in the flexible summative and all students may demonstrate performance at any achievement level.

Questions and reactions to design? What is important to share with teachers? Does the model pass the "good sense test" as you hear us talk about it?

- In the past, teachers were involved in bias reviews. Would there be an opportunity for teachers to be involved again in the process?
    - Many years ago, teachers would rate every item in the field test booklet after a stand-alone field test. Now our field test items are embedded into the summative assessments.
    - In the prior field test model, only selected schools and teachers participated. In the current model, teachers write our items, review the items and selections, outside content specialists review for bias and sensitivity issues as well. The model now incorporates these reviews before the items are set before students.
    - We can have conversations on the request to have a broader state perspective on NC Check-Ins 2.0 items.
- I only enjoy using NC Check-Ins when I can use them as an instructional resource. How is this model different from the NC Check-Ins?
    - Shift to NCCI and NCCI 2.0 slide for discussion. The NC Check-Ins 2.0 will continue to support classroom instruction.

What other data would be helpful for you to adjust your instruction and reengage students What other charts or graphs would be useful to help analyze the data?

- Request for additional information—could we get this to report down to the clarifying objective level and misconception data to better identify students for reengagement or acceleration?
- Could amount of time spent on each question be recorded? This could be helpful for teachers and students to reflect on time spent testing and would be helpful when considering IEP accommodations.
    - We do have timing data for the tests overall and can consider measuring specific item data.
- Will the report show the most frequently missed questions and what incorrect answer was most frequently chosen per question? Also, did you say the English II Check-In will include constructed responses?
    - The report does not calculate this, but it can be easily gleaned by reviewing each item.
    - The English II NCCI will not include constructed response.
    - Perhaps graphs and charts could be used for most missed items or strongest distractor/misconceptions.

Technology Enhanced Items

Would adding an explanation to numeric entry items help with analysis of identifying misconceptions? What other technology enhanced item types should we explore? What ration of multiple choice to technology enhanced items would be a good balance?

- Are all different "current Item types" on every test? If so, doesn't that lean toward testing test wise-ness not necessarily understanding?
    - No. Initially we limited the number of technology-enhanced items as they require greater bandwidth.
    - We need to be aware that we do not want to assess if a student knows how to manipulate the item types, but student understanding.
- Could we include graphs that students can interact with? Click the point/ordered pair for a hotspot.
    - Yes, this is something we could work towards.

IV-19: English Learners Presentation (April 29, 2022)

Innovative Assessment Demonstration Authority Update

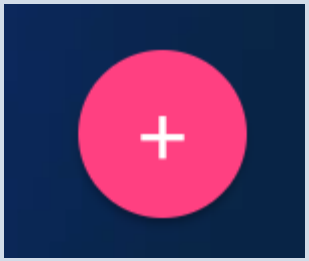
English Learners

April 29, 2022

Padlet Questions

Add questions or comments you have during the presentation into the Padlet:

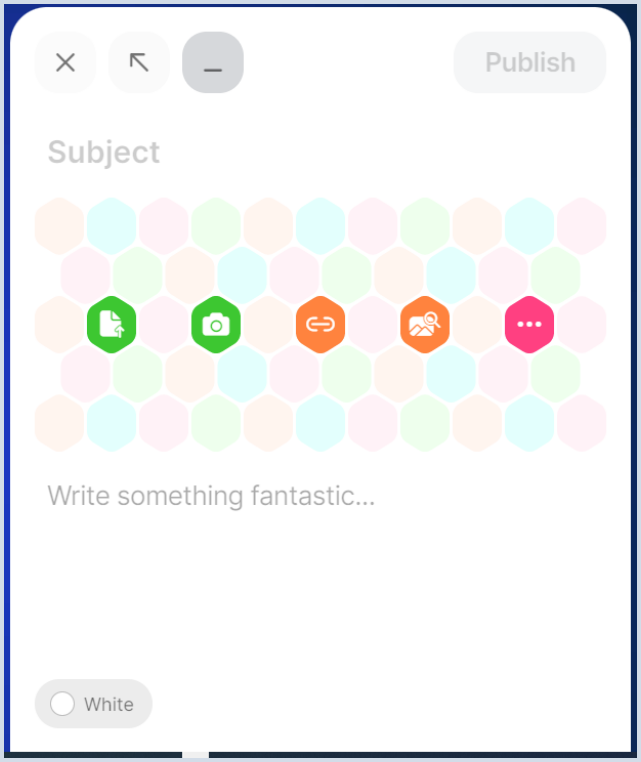
https://padlet.com/wendy_wooten/w9kz56mb5tvrh0bz



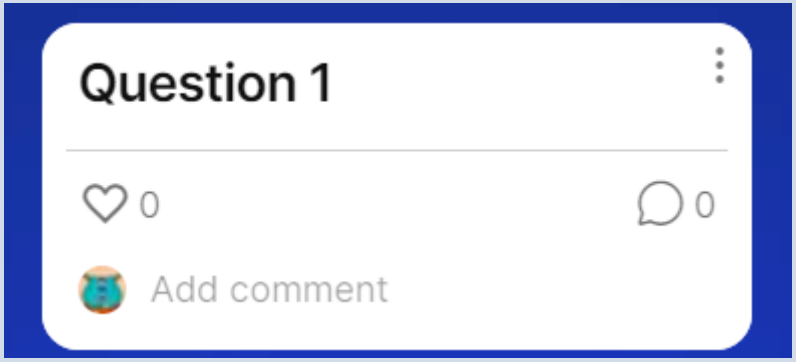
Add a question to the Padlet by clicking on the pink circle icon

Padlet Questions

- Enter your question in the pop-up window



- You may also respond to other questions by
  - Liking the question or comment (heart icon)
  - Adding your comment



Welcome and Introductions

NCDPI Accountability Services

Tammy Howard
Director, Accountability Services

Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Agenda

- Federal Requirements
- NC Personalized Assessment Tool Components
- Timeline and Transition
- Specifications and Individual Student Reports
- Operations, Partnerships, and Stakeholder Input

Federal Requirements

Federal Peer Review Requirements

- All students follow adopted content standards
- All students (including English Learners and Students with Disabilities) are assessed
  - with or without accommodations
  - on the depth and breadth of grade-level standards (content and cognitive process)
  - Annually in reading and mathematics in each of grades 3–8 and at least once in HS (grades 9–12);
  - in science at least once in each of the three grade spans (3–5, 6–8, 9–12)

Federal Peer Review Requirements

All assessments

- are delivered in standardized, secure administrations
- meet industry standards for fairness, reliable, and valid scores
- are scored according to standardized procedures and protocols
  - extended response, constructed response, and performance tasks are scored according to rubrics and maintain industry standards for equity and fairness
- are associated with challenging academic achievement standards and distinguish between performance levels

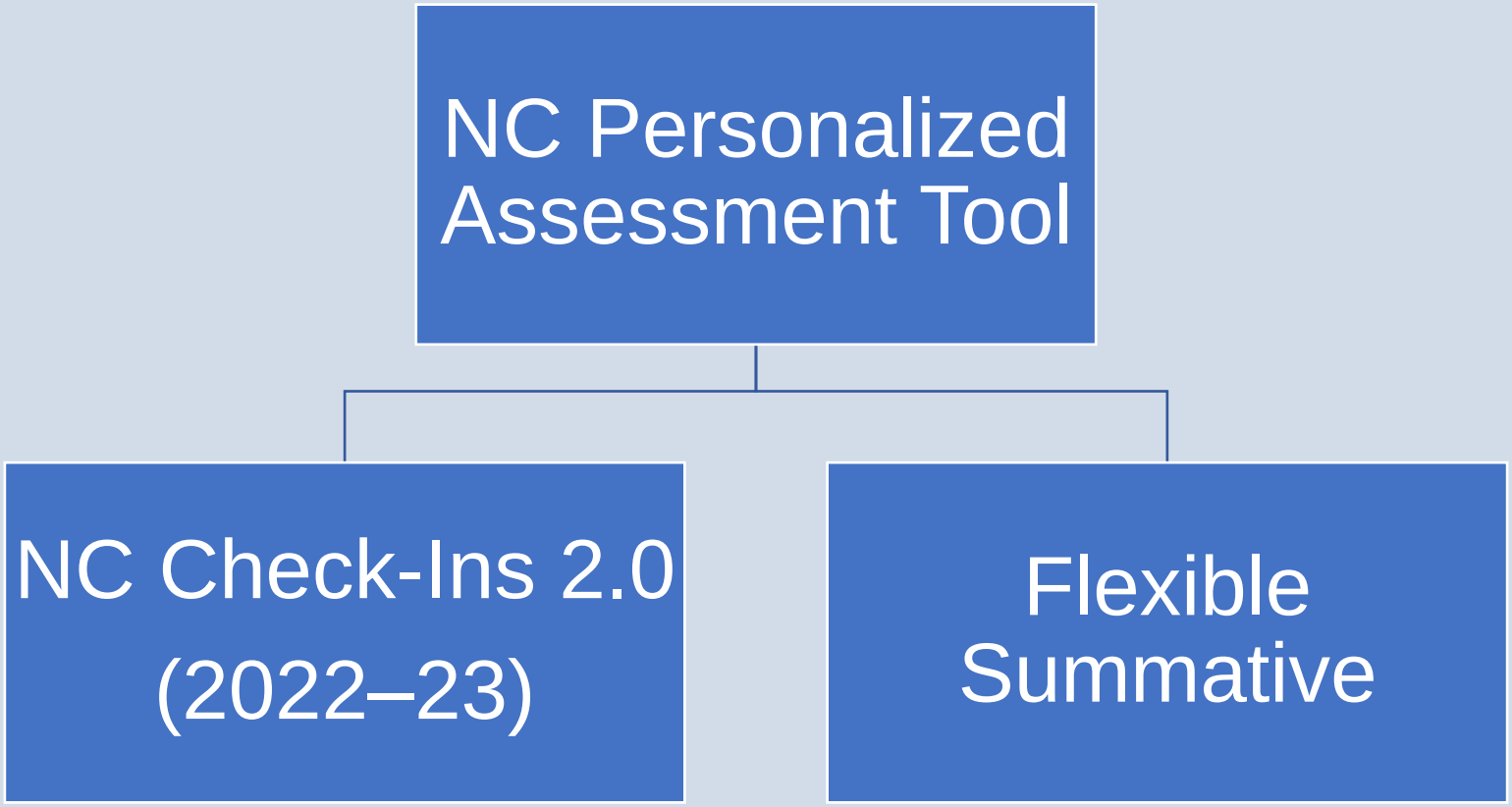
Session Law 2019-212

Senate Bill 621, Part II. Report on North Carolina Personalized Assessment Pilot, Section 2.(a)

- *"It is the intent of the General Assembly that the State move toward a through-grade assessment model, in which all State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year."*

NC Personalized Assessment Tool

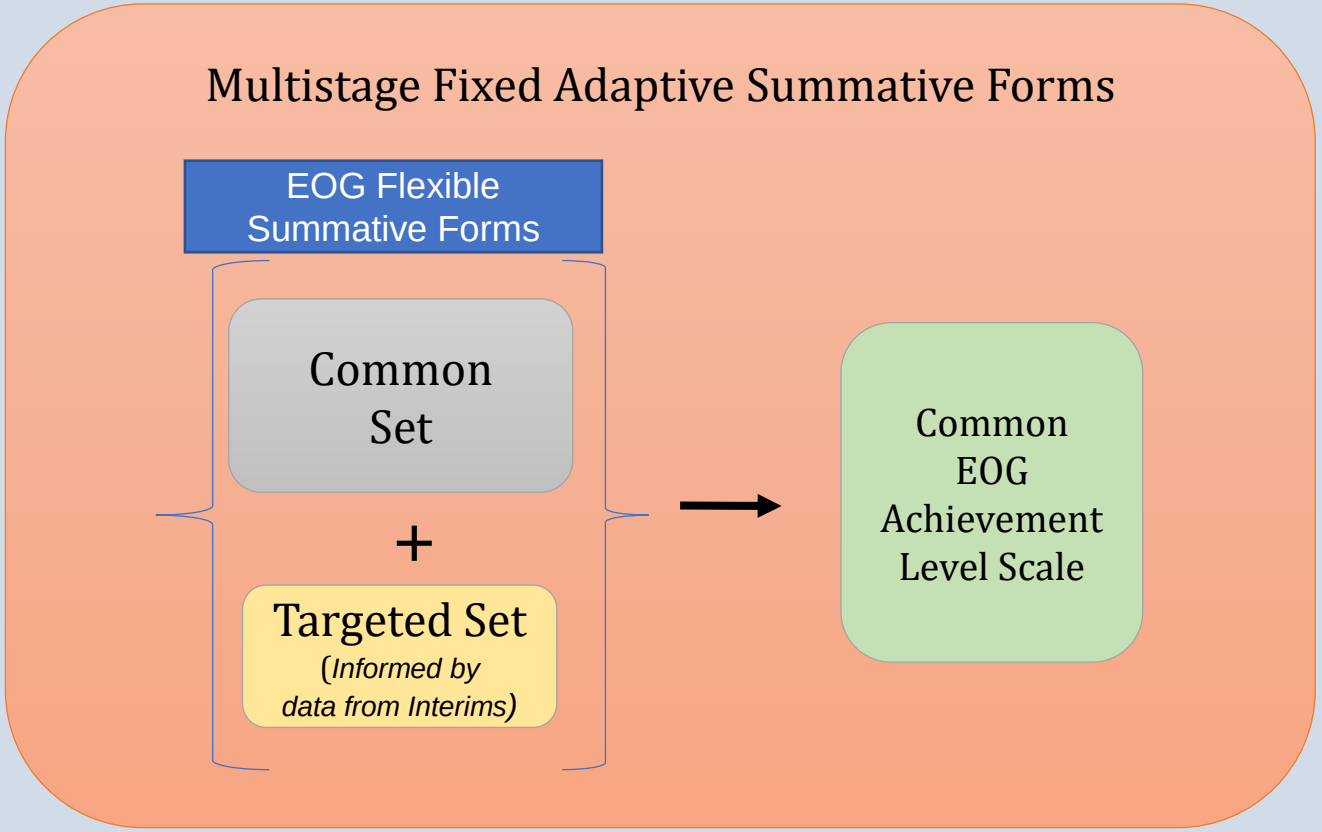
North Carolina Personalized Assessment Tool



NC Check-Ins 2.0 Design

- Designed for online administration
- Three per content area/grade level
- Available for classroom use throughout the school year
- Provide formative feedback data for instructional uses
- May provide a progress indicator for each student in relation to grade-level performance standards

Multistage Fixed Adaptive Summative Design



Timeline and Transition

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment planning will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interims • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative Grades 3 and 6 • NC Check-Ins 2.0 • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • To Be Determined

Other NC Check-Ins available: Grades 5 and 8 science, biology, NC Math 1, English II (new) and NC Math 3 (new)

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Specifications and Individual Student Reports

2022–23 Mathematics NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

Class Item Report

NC Interim 1 - 2021-22 — Math Grade 4 Class Item Report	Teacher: Sample Teacher	Sample Elementary (000000)

Class Mean 21/25	Class Percent Correct 43.8%	School Mean 10.7/25	School Percent Correct 42.9%

	Geometry		Measurement and Data			Number and Operations in Base 10														Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 43.8		4.MD.3 : 6.9			4.NBT.2 : 40.0					4.NBT.4 : 65.0					4.NBT.7 : 55.0					4.OA.1 : 37.5				
DEPTH OF KNOWLEDGE*	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	45.8	41.7	4.2	8.3	8.3	29.2	66.7	45.8	41.7	16.7	83.3	87.5	41.7	45.8	66.7	79.2	16.7	62.5	54.2	62.5	20.8	37.5	62.5	37.5	29.2
SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²

Class Item Report

	CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²
	Student Name																									
1	STUDENT A 000000000	B	A	C	A	26	416	Yes	D	D	A	A	A	A	42752	98851	C	A	B	B	C	A	D	B	30	No
2	STUDENT B 000000000	D	A	C	D	26	235	Yes	D	B	A	A	A	D	42752	80815	C	A	B	B	C	D	B	B	28	No
3	STUDENT C 000000000	C	B	C	A	24	236	Yes	D	D	C	A	A	D	42752	98851	C	A	D	B	C	A	D	B	30	Yes
4	STUDENT D 000000000	D	A	C	A	14	416	Yes	D	B	B	A	A	D	42752	98851	C	A	B	B	C	A	B	B	30	Yes
5	STUDENT E 000000000	D	D	C	A	26	416	No	D	D	D	A	B	A	42552	98552	D	B	A	D	D	D	D	B	30	No

2022–23 Reading NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 24 items
    - multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Operations, Partnerships, and Stakeholder Input

NC Check-Ins 2.0 Administration

- Single or multi-day
- In-person
- Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- Administration and Review Period
  - October 1–May 31

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
  - Two training courses

Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- Available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

Course One: *North Carolina Personalized Assessment Tool Training Course*

- Course Competencies
  - Introduce participants in the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Teacher Leadership Council
  - Testing and Growth Advisory
  - Configuration Control Board (group of testing and accountability leaders that provides input to the Division of Accountability Services on stakeholder issues)
  - North Carolina Technical Advisors
  - NCDPI staff members

Questions



What considerations do we need keep in mind regarding English Learners as we build out the innovative assessment pilot?

https://bit.ly/Spring2022IADAQuestions

North Carolina Department of
PUBLIC INSTRUCTION

IV-20: English Learners Padlet

EL/IADA Webinar (4/29/22)

This Padlet provides participants in the EL/IADA webinar to offer input and ask questions during the presentation.

WENDY_WOOTEN JAN 12, 2022 01:12PM

Questions I have regarding EL/IADA are...

Will the targeted set of items in the multistage fixed adaptive form show more clear growth compared to current EOG ?

Can you inform of any ESSA goals/accountability implications with this assessment if any?

Will districts get to decide whether they use Flex summative or will it be mandated for all?

Will long-answer items be included where students actually write answers?

Right now the only open ended items are the numeric entry with math. — ANONYMOUS

How will accommodations for ELs be provided during the IADAs?

Will 1st year newcomers' scores "status" remain the same as now?

Will the ELs be able to use all the accommodations during these assessments? Is there any change in the accommodations provided ?

Something I'd like more information or clarification about with EL/IADA is...

What do each set contain in general? If a form is personalized, what do the different forms look like or contain for individual students?

Can you clarify again the advantage of switching to having text complexity consistent across forms as opposed to increasing complexity?

Thank you for the clarification, I understand now. — HULTGRC

Will NC Check-ins 2.0 provide electronic accommodations to MLs? Ex.: read-aloud, extended time, dictionary, etc. (or will the accommodations be provided by the administrator?)

Yes! There are several features embedded into the system, like read aloud, larger font, highlighters. There are not timers, so students are able to take as long as they needed, and they can be administered over multiple settings. There is not a dictionary, so those will still need to be provided at the classroom level. — ANONYMOUS

I concur with the need for electronic dictionaries. Where are newcomers and ELs getting dictionary skills instruction in two languages? Rather, they're taught to use translate tools, apps, and websites. — TAMARA COBURN

I agree @Tamara — LYNDSAY BLOECH

Will parents receive a report after each check-in or at the end of the year?

Reports will be generated and can be sent home to immediately parents after each NC Check-In 2.0. — ANONYMOUS

A concern or worry that I have with EL/IADA is...

mobile and or migrant students who don't have 2 check ins to inform the targeted set?

How many passages, etc.? Otherwise, it becomes a test of stamina. Then, it reduces the reliability of the data.

Answered during presentation — ANONYMOUS

I work at a Newcomers school--I have the same concern about 2 targeted sets, and also concerned about SLIFE students--general question about whether this is exclusively an on-grade level assessment and whether or not there is more validity with this than EOG

So this is more of a summative achievement test than a diagnostic assessment, then?

Thoughts/comments I have about EL/IADA are...

I'm glad to see that we are finally moving away from the high-stakes Once-a-year EOG model.

I like that this opens up the ways for our students to be assessed. Similarly to the Read-to-Achieve multiple chances to show proficiency.

Reports are needed in more languages than just Spanish. The largest growing language group in NC is Arabic

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IV-21: Curriculum Leaders Presentation (September 16, 2021)

Accountability Updates

Tammy Howard, P.h.D.
Director, Accountability Services

Curriculum Leaders Conference
September 16, 2021

Test Results 2020–21

Context for Discussion of 2020–21 Test Results

- The reporting of the test data is to support local educators and parents in planning and targeting resources for the 2021–22 school year
  - Not intended to be an accountability report; accountability was waived

Testing Results 2020–21

- Reported to the State Board of Education on September 1
  - All grade levels/courses had a 90% participation rate or higher
  - The percentage of students meeting Level 3 and above (Grade Level Proficiency) or Level 4 and above (College and Career Readiness) in 2020–21 was lower in all content areas and grades/courses than in the 2018–19 school year.

2020–21 Test Results

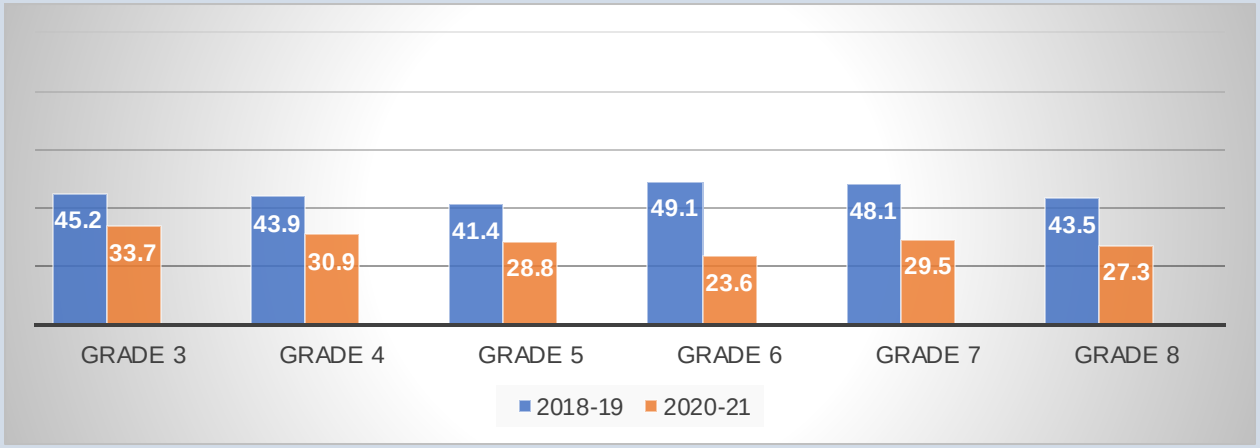


Figure 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)

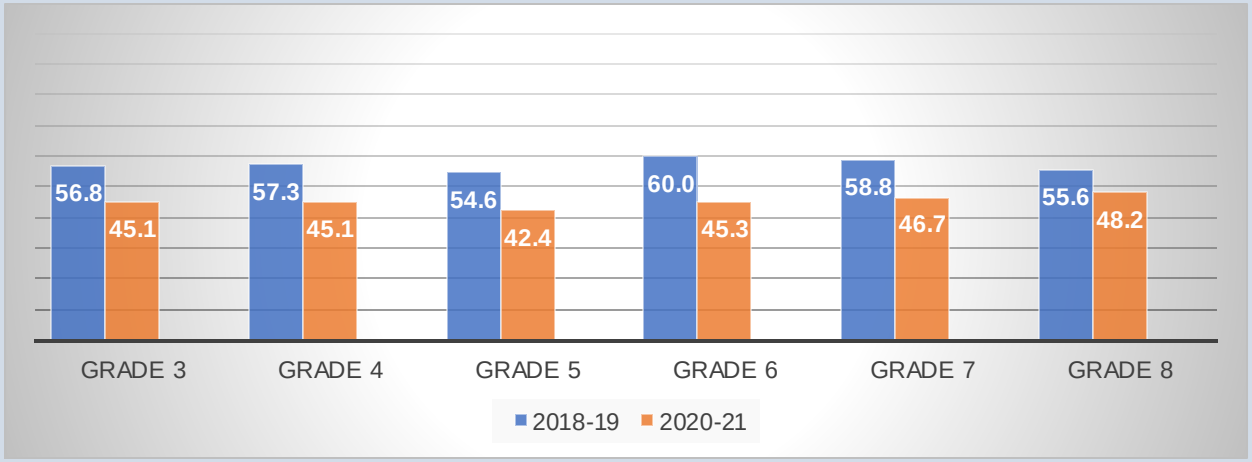


Figure 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard)

2020–21 Test Results

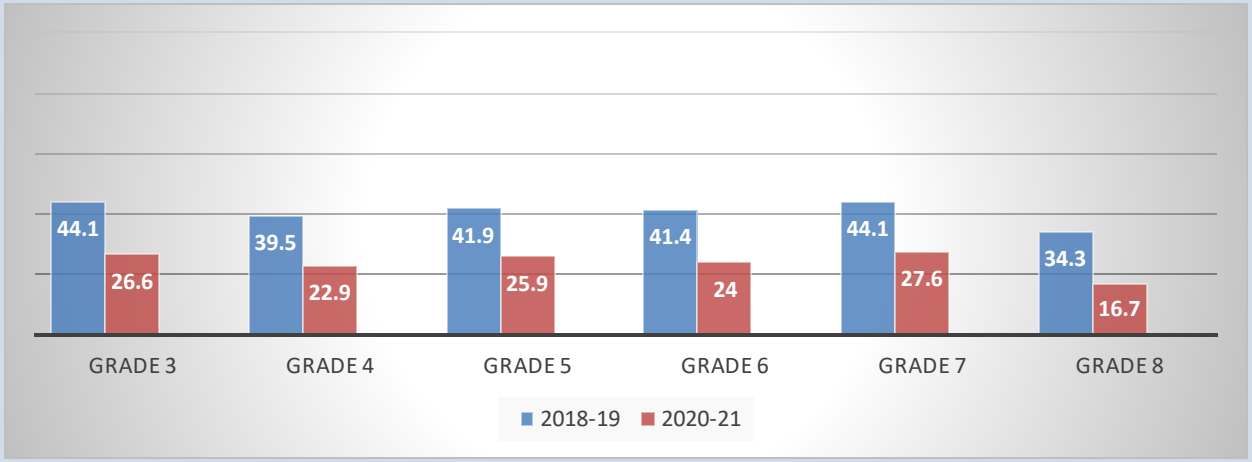


Figure 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard)

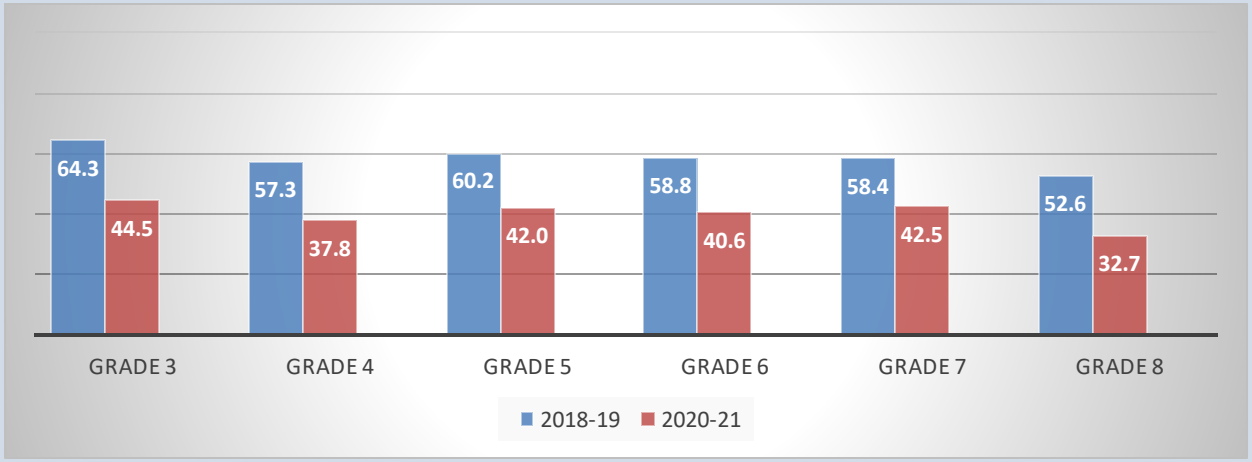
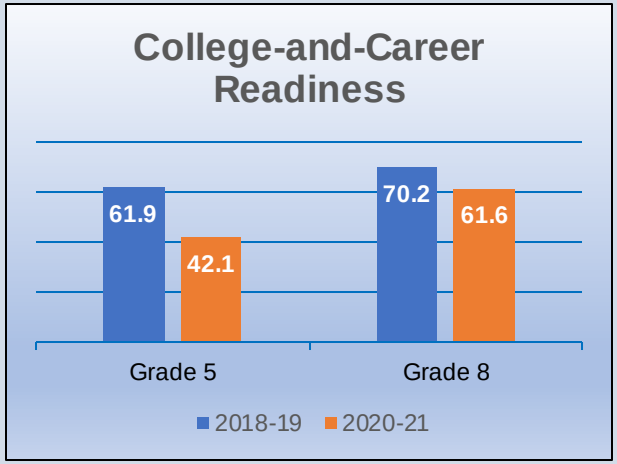


Figure 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard)

2020–21 Test Results



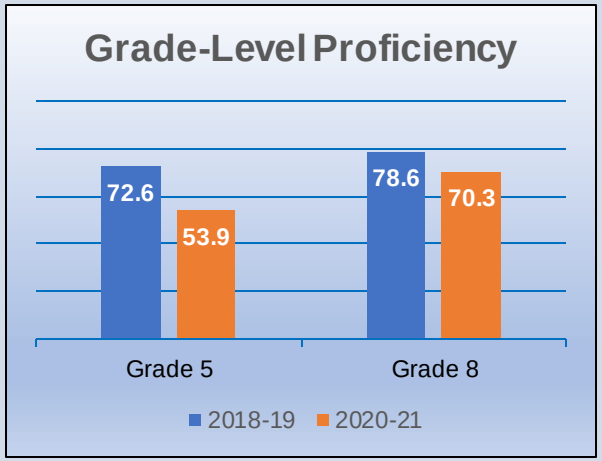
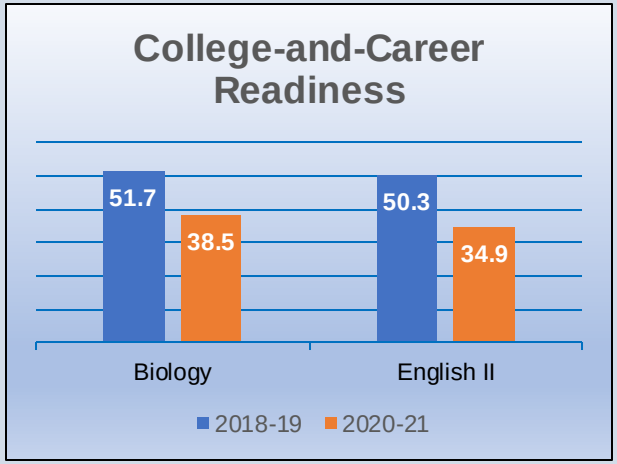


Figure 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)



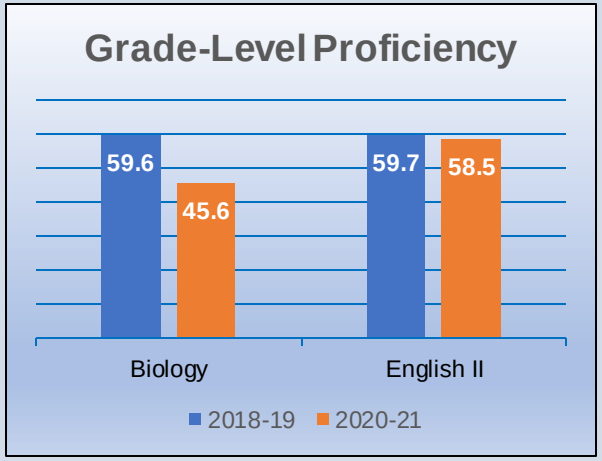


Figure 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

2020–21 Test Results

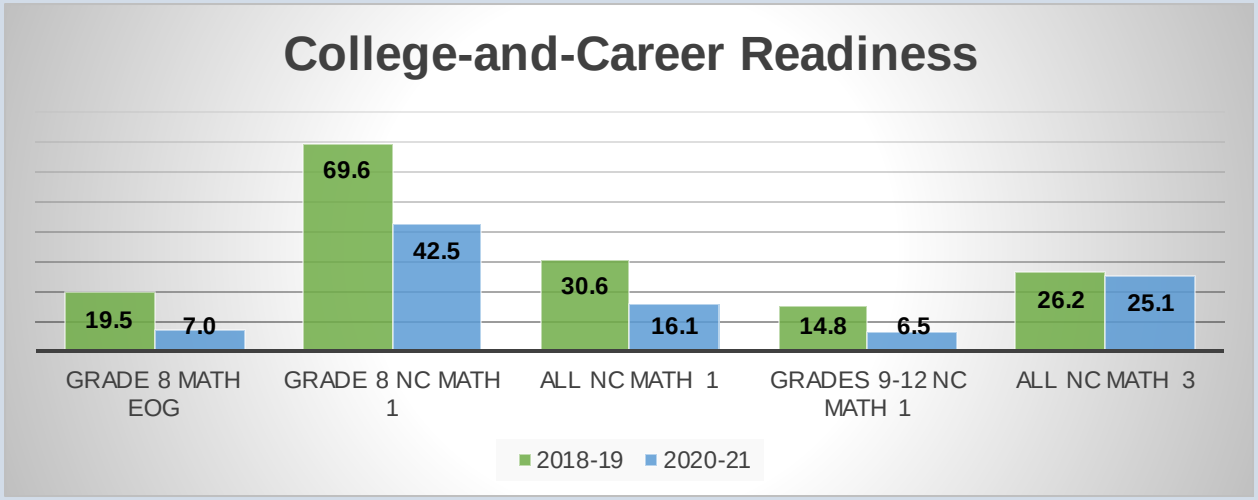


Figure 7. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 4 and above—CCR Standard)

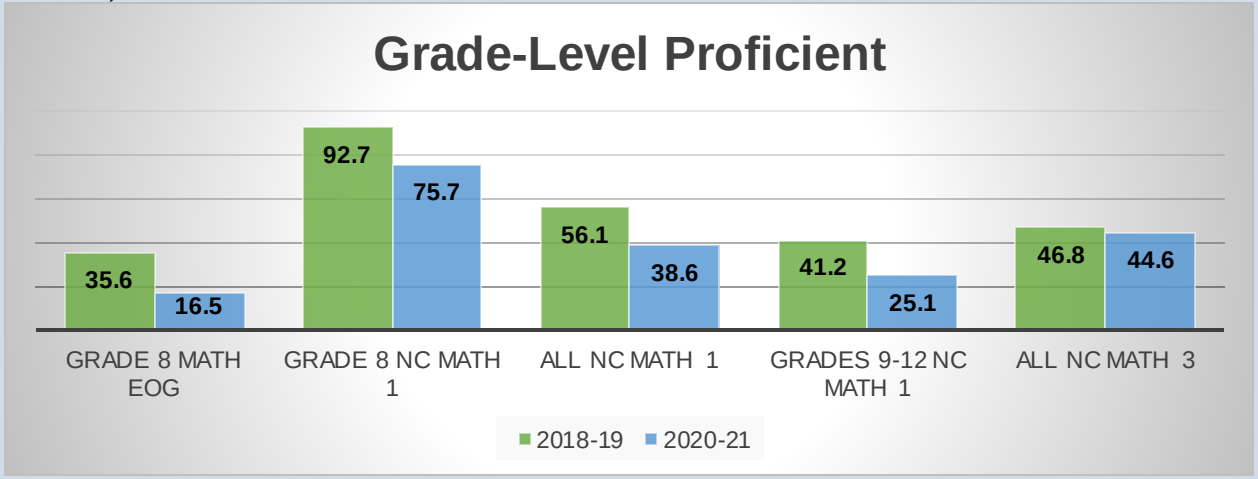


Figure 8. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 3 and above—GLP Standard)

Disaggregated Results: 2018–19 and 2020–21

- For all EOG and EOC assessments, all subgroups had a decrease in the percent meeting GLP and CCR except for the Asian subgroup for three tests
  - Reading Grade 8 GLP
  - NC Math 3 CCR
  - English II GLP

Disaggregated Results by Academic Achievement Level

- The distribution of students across the academic achievement levels has shifted (Tables 12; 22–29)
  - Fewer students at Level 5
  - More students at Not Proficient
- This percentage point change in the distribution of students at each academic achievement level is consistent with the decrease in the percentage of students meeting grade level proficiency or college and career readiness

Other Assessments

- ACT and WorkKeys showed decreases for all subgroups except Asian
  - Not as large differences as EOGs/EOCs
  - WorkKeys had lowest participation at 67%
  - Content for ACT is not as course specific as an EOC but rather cumulative

2020–21 Grade 11 ACT Results

ACT Grade 11	Number Expected to Test	Percent Tested	Percent Not Tested	Met ACT Minimum 2018–19	Met ACT Minimum 2020–21
All Students	103,766	86	14	55.8	55.2
American Indian	1,089	85	15	37.4	36.6
Asian	3,634	88	12	77.9	79.6
Black	24,559	78	22	32.0	30.1
Hispanic	17,806	81	19	40.2	39.6
Two or More Races	4,692	84	16	56.5	54.5
White	51,874	91	9	70.3	68.6
Economically Disadvantaged	31,159	78	22	35.8	34.3
Not Economically Disadvantaged	72,607	89	11	67.9	62.8
English Learners	5,498	73	27	6.9	6.1
Not English Learners	98,268	87	13	57.9	57.0
Students with Disabilities	11,473	76	24	15.3	13.4
Not Student with Disabilities	92,293	87	13	59.1	58.5
Academically or Intellectually Gifted	17,876	94	6	>95	94.7

2020–21 Grade 12 WorkKeys Results

WorkKeys Grade 12	Number Expected to Test	Percent Tested	Percent Not Tested	Silver or Better 2018–19	Silver or Better 2020–21
All Students	44,792	67	33	65.5	63.3
American Indian	570	72	28	61.9	54.0
Asian	1,439	48	52	81.3	82.4
Black	9,772	60	40	47.4	45.7
Hispanic	7,267	66	34	61.9	57.9
Two or More Races	1,803	66	34	63.5	63.0
White	23,893	71	29	73.7	70.2
Economically Disadvantaged	12,201	65	35	54.5	51.6
Not Economically Disadvantaged	32,591	68	32	72.3	67.4
English Learners	1,584	60	40	16.6	15.9
Not English Learners	43,208	67	33	66.4	64.5
Students with Disabilities	2,955	67	33	21.0	18.8
Not Students with Disabilities	41,837	67	33	68.6	66.4
Academically or Intellectually Gifted	7,798	69	31	94.6	94.1

English Learners

- Identified English learners take the English proficiency test annually to monitor progress and to determine if students may exit such status
  - Percentage of students who participate in the tests
    - Second lowest participation of any tests: 84%
  - Qualifying to exit identification as an English learner
    - Percentage of students exiting decreased from 9.2 in 2018–19 to <5 in 2020–21

2020–21 English Learner Exit Results

English Learners Exiting Status	Number Expected to Test	Percent Tested	Percent Not Tested	Percent Exited 2018–19	Percent Exited 2020–21
All English Learners	120,489	84	16	9.2	<5
American Indian	228	85	15	7.1	<5
Asian	10,606	77	23	17.1	10.1
Black	3,876	79	21	8.8	<5
Hispanic	99,488	86	14	7.9	<5
Two or More Races	760	79	21	13.7	7.0
White	5,177	83	17	16.5	8.8
Economically Disadvantaged	58,429	86	14	7.8	<5
Not Economically Disadvantaged	62,060	83	17	12.1	<5
Students with Disabilities	19,981	82	18	<5	<5
Not Students with Disabilities	100,508	85	15	10.9	<5
Academically or Intellectually Gifted	485	82	18	55.4	35.0

Current Status 2021–22

- Not aware of any U.S. Department of Education discussion of a federal waiver for accountability or testing
- There are not plans to expand testing windows
- ACT scores from 2020–21 will be included in the ACT/WorkKeys indicator for accountability in the 2021–22 school year (providing make-up administrations for last year's 11th grade students who did not take the ACT)

Current Status 2021–22

- Setting reported percentiles on the 2020–21 data (Individual Student Reports)
- All grade 3 reading assessments will be reported on the academic achievement levels reported by the SBE in August 2021

Considerations for 2021–22

- No discussion of a federal waiver for accountability or testing
- There are not plans to expand testing windows
- ACT scores from 2020–21 will be included in the ACT/WorkKeys indicator for accountability in the 2021–22 school year (providing make-up administrations for last year's 11th grade students who did not take the ACT)

ESSA Future Considerations (requires an amendment)

- Re-setting long-term goals
  - Grades 3–8 Reading and Mathematics
  - Grade 10 Reading (English II)
  - Grade 11 (Biology and NC Math1/NC Math 3)
- Amending the exit criteria for Targeted Support and Improvement Schools

Innovative Assessment Demonstration Authority (IADA)

Where We are Now



Benefits

- Occurs at the conclusion of instruction
- Is a reliable estimate of students' performance on grade level content
- Provide reliable data for growth and student subgroup performance to support instructional planning



Limitations

- Does not provide actionable data to inform instruction throughout the year
- Estimate is based on a single time point and fixed sets of items/tasks
- Design could be improved to increase classification consistency of students across various academic achievement levels

The Beginning of the Journey

The 2015 Task Force on Summative Assessment led to the development and implementation of NC Check-Ins

Valid and reliable measures of content standards	Assessments throughout the year that inform and guide instruction and that may predict performance on future assessments	A stand-alone summative assessment at the end of the year that may be connected to the interim assessments

Innovative Assessment Demonstration Authority (June 2019)

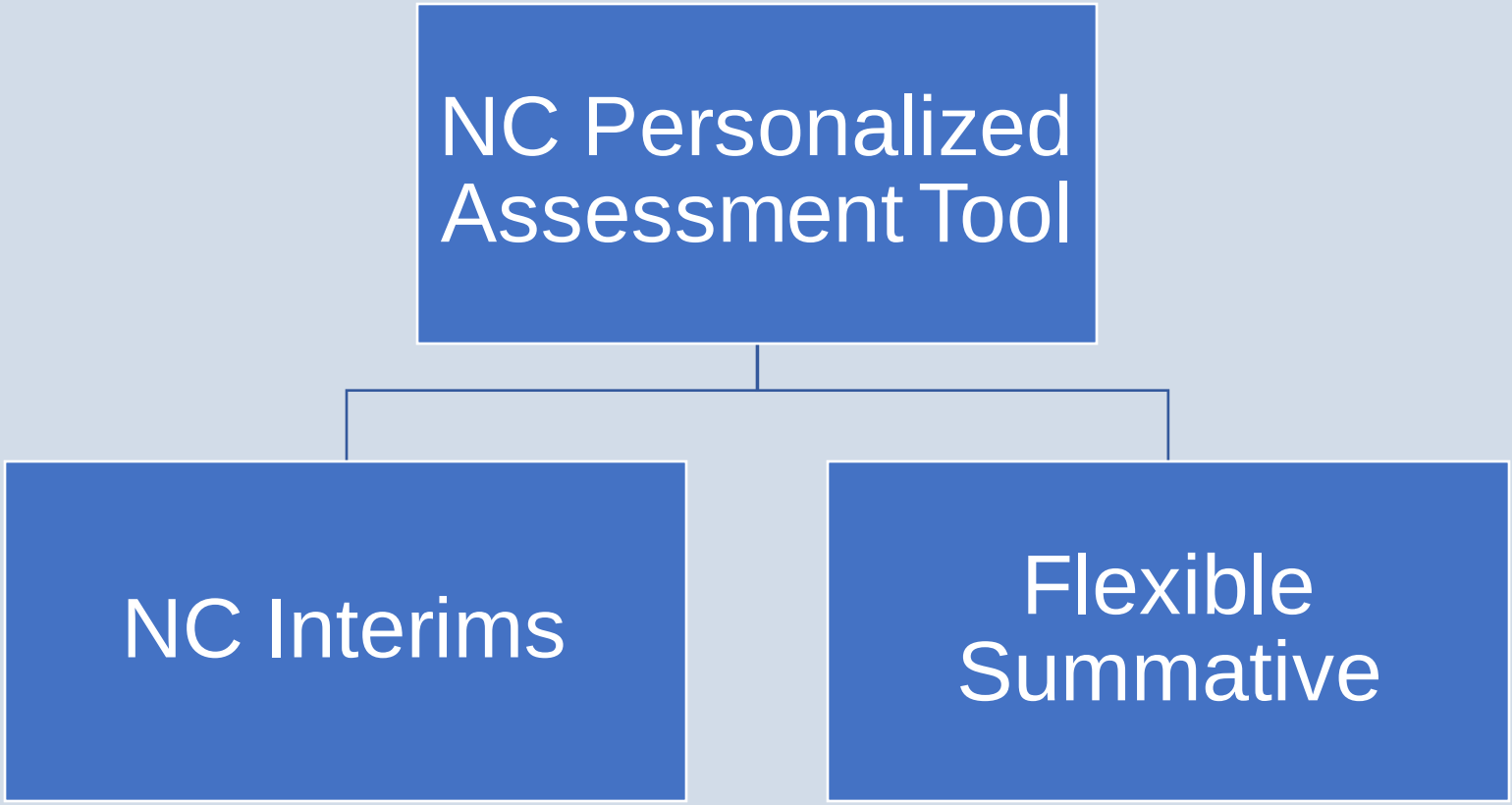
The Journey Continues

- Required by NC General Statute (Senate Bill 621-2019 session)
  - Reading and mathematics grades 3–8
  - Plan for expansion to science and end-of-course after the conclusion of the pilot/study
  - Annual report to the Joint Legislative Education Oversight Committee (each November 2020–2024)

Purpose

- The current design purposes of the North Carolina Personalized Assessment Tool are to:
  - provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to 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 summative assessment experience

North Carolina Personalized Assessment Tool



NCPAT System

NC Interims	Flexible Summative
• Three interim assessments available to districts and schools to provide formative feedback.	• Multistaged-fixed adaptive forms designed to provide optimal measurement precision along the entire grade level scale.
• Single flexible Interim administration window to accommodate for local curriculum.	• Flexible test experience for students based on information gathered from NC Interims throughout the year.
• Interim data will be used to inform most appropriate summative form for each student.	• Flexible summative will sample a broader range of content standards without need to increase test length.
• Updated dynamic formative reports for teachers and students.	
• Interims will provide an estimate of student's grade level performance expectation.	

Research Study

- The NCPAT is a pilot program until North Carolina has evidence and gets approval the system meets all technical requirements.
- During this pilot phase there will be adjustments to the current design primarily based on:
  - feedback from Pilot participants
  - and data review and evidence from technical experts.
- Innovation is a continuous process of change.
  - Through IADA, the department with the support of PSU is committed to systematic transformation of assessment to best support instruction.

Timeline for Pilot

Year	Development Activity
2019–20	Item Development
2020–21	Test Specifications, Item Development, and Professional Development
2021–22	Administer Grades 4 and 7 Mathematics and Reading NC Interims • *NC Check-Ins will run parallel*
2022–23*	Administer Grades 4, 5, 7, and 8 Mathematics and Reading NC Interims and Flexible Summative • *NC Check-Ins will update to NC Interims*
2023–24	Administer Grades 3–8 Mathematics and Reading NC Interims and Flexible Summative

*Possible addition of Grades 5 and 8 Science with standards adoption in June 2022
Field testing in 2022–23, 2023–24 administration

Interim and Summative Availability

	2021–22	2022–23	*2023–24**
Pilot Schools	Grades 4 and 7 Mathematics and Reading • NC Interims • EOGs Grades 3, 5, 6, and 8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 Mathematics and Reading • NC Interims • Flexible Summative Grades 3 and 6 Mathematics and Reading • NC Check-Ins • EOGs	*Grades 3–8 Mathematics and Reading* • *NC Interims* • *Flexible Summative*
All other NC Schools	Grades 3–8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 3–8 Mathematics and Reading • NC Check-Ins (grades 3 and 6) • NC Interims (grades 4, 5, 7, and 8) • EOGs	

*Outcomes of study will affirm feasibility of statewide implementation

2021–22 Reading NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items.
  - Suggested time of 90 minutes

2021–22 Mathematics NC Interims

- Grades 4 and 7 mathematics
  - Interim specifications have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- Format
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items.
    - We have partnered with The Friday Institute to see if we can expand technology-enhanced items to Grade 4.
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

Interim Administrations

- **Interim Administration:**
  - Single or multi-day administration (Local decision)
  - Remote or in-person option (Local decision)
  - No off-grade level administration
  - Order of interim delivery determined by teacher
  - No misadministration form
  - No sample questions
- **Administration and Review Period:**
  - October 1, 2021–May 31, 2022

Next Steps

- Design Individual Student Reports for interims
- Implement professional development courses
- Item development and embedded field test administration
- Administer NC Interims and analyze data
- Development of test specifications for mathematics interims
- Develop NC Interims and Flexible Summative for the 2022–23 school year

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	

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North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 4 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these standards, please visit https://www.dpi.nc.gov/media/7228/open

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

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Operation Polaris: Accountability and Testing

In Closing…

- Operation Polaris addresses accountability and testing
  - Weights for achievement and growth
  - Consideration of other indicators
  - Assessments that support instruction throughout the school year

QUESTIONS



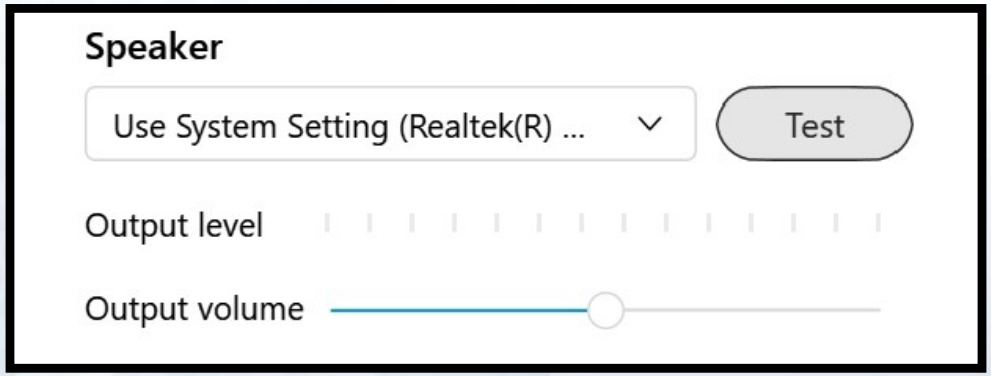
IV-22: State Test Coordinators' Conference Presentation (September 27, 2021)

What does an innovative assessment system look like?

September 27, 2021

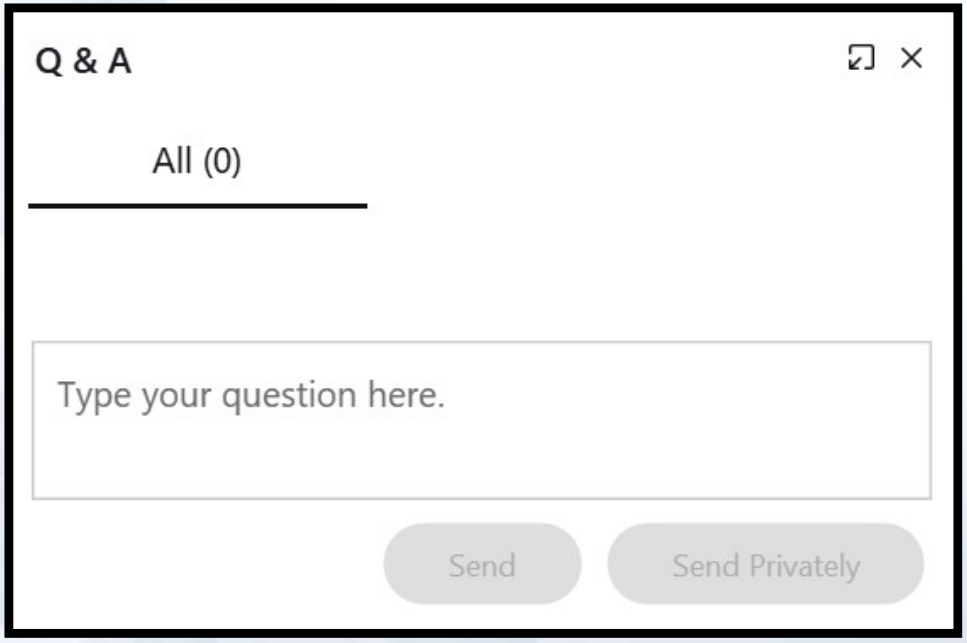
Welcome!

- To check your speakers:
  - Select Audio & Video at the top of the screen in the menu bar.
  - Select Speaker and Microphone Settings...
  - Here you can "Test" your speakers and adjust your volume



Welcome!

- Question and Answer (Q&A):
  - Select  to expand the Q & A box
  - Type your question in the box to send a question to the presenters.



Tech Help…



- If you are having technological difficulties before or during the sessions, please contact Beth Nash:
  - Elizabeth.Nash@dpi.nc.gov

Welcome and Introduction

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director of Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

Maxey Moore
Section Chief, Test Development

Innovation

Where We are Now: Current EOGs



Benefits

- Occurs at the conclusion of instruction
- Is a reliable estimate of students' performance on grade level content
- Provide reliable data for growth and student subgroup performance to support instructional planning



Limitations

- Does not provide actionable data to inform instruction throughout the year
- Estimate is based on a single time point and fixed sets of items/tasks
- Design could be improved to increase classification consistency of students across various academic achievement levels

Stakeholders' Feedback on Current EOGs

Teachers and Administrators

- Would like to get detailed and immediate feedback from assessments highlighting:
  - Skills or content standards students have mastered
  - Skills or content standards in which students need additional support

Parents

- Would like to see the test length shortened, especially in grades 3–5
  - Test administration spread over multiple administrations
  - High stakes nature eliminated to reduce stress
  - Assessments aligned to what is being taught

Considering Innovation within Statewide Summative Assessment

- NCDPI's proposed assessment system for the Innovative Assessment Demonstration Authority (IADA) will:
  - Meet federal requirements for fairness, validity, and reliability
  - Assess grade-level content standards
  - Incorporate interim assessments that provide through-year data on student performance for selected content standards
  - Provide formative student-level and class-level reports for parents and teachers

Q & A

Any questions?

Design

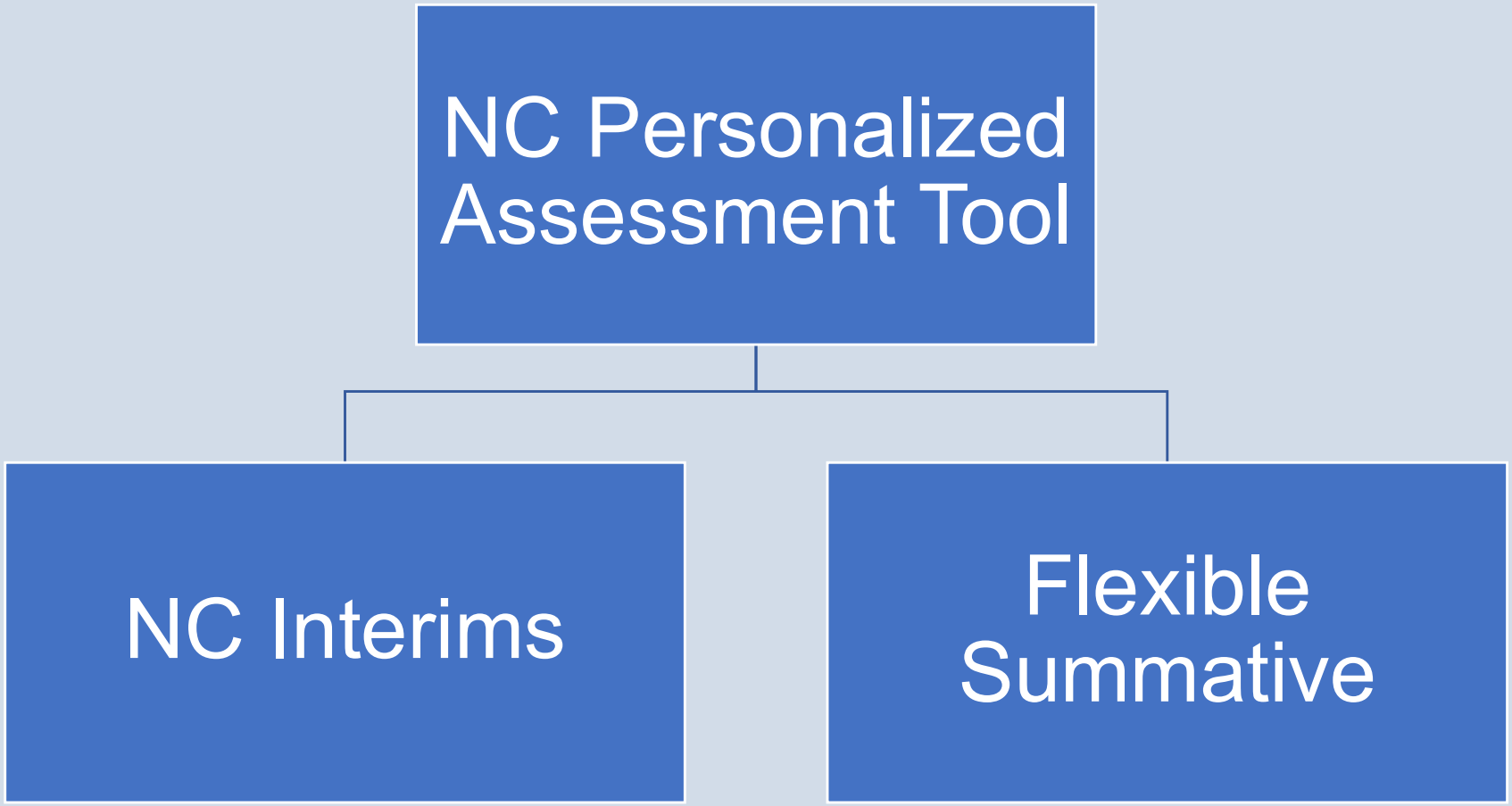
Research Study

- The NCPAT is a pilot program until North Carolina has evidence and receives approval that the system meets all technical requirements.
- During this pilot phase there will be adjustments to the current design primarily based on:
  - feedback from all stakeholders
  - data review and evidence from technical experts
- Innovation is a continuous process of change.
  - North Carolina is committed to systematic transformation of assessment to best support instruction

Purpose

- The current design purposes of the North Carolina Personalized Assessment Tool are to:
  - provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to 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 summative assessment experience.

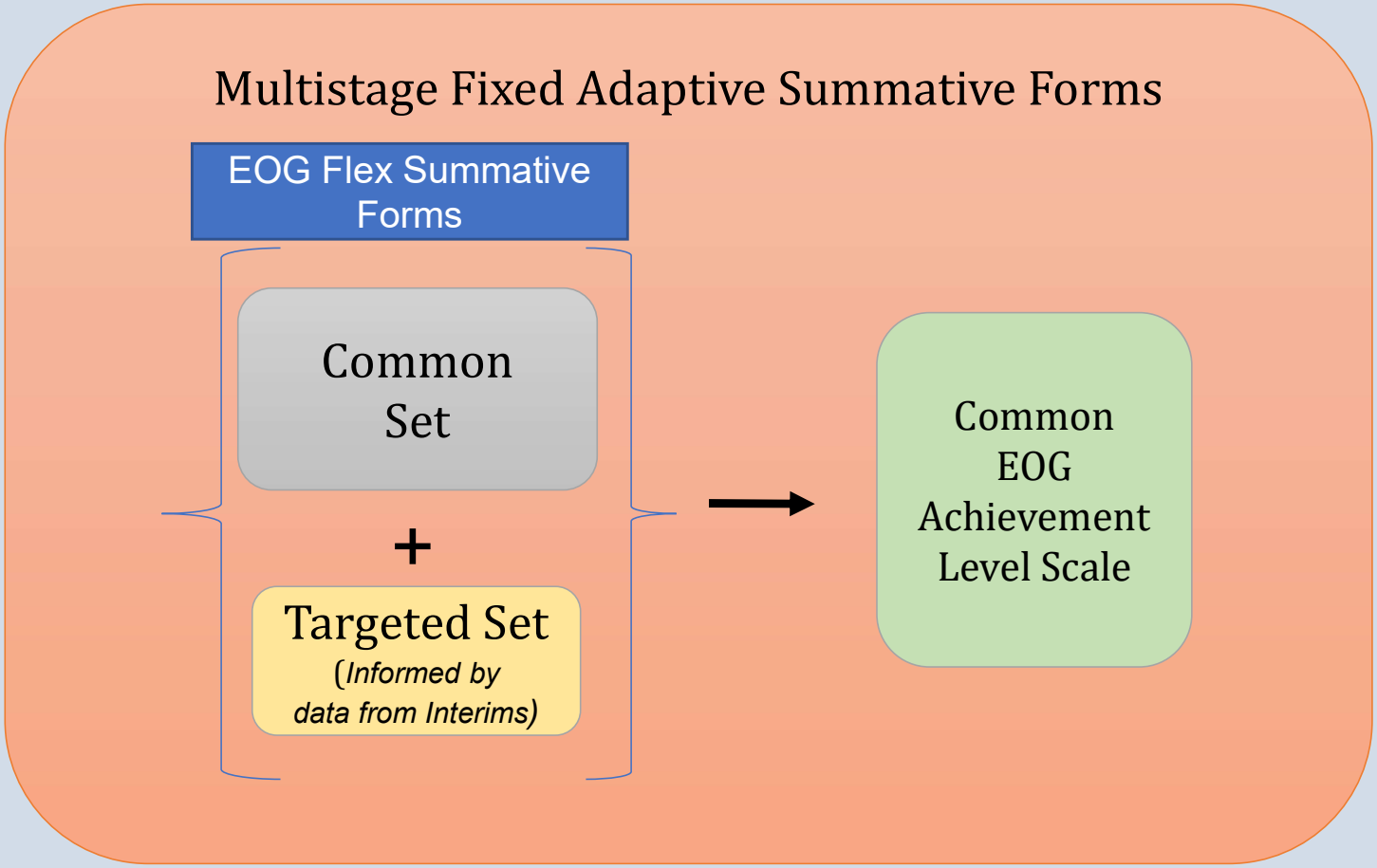
North Carolina Personalized Assessment Tool



NCPAT System

NC Interims	Flexible Summative
• Three interim assessments available to districts and schools to provide formative feedback.	• Multistaged-fixed adaptive forms designed to provide optimal measurement precision along the entire grade level scale.
• Single flexible interim administration window and administering interims in any order to accommodate for local curriculum.	• Flexible test experience for students based on information gathered from NC Interims throughout the year.
• Updated dynamic formative reports for teachers and students.	• Flexible summative will sample a broader range of grade-level content standards without need to increase test length.
• Interims will provide an estimate of student's grade level performance expectation.	• Flexible summative will be on the same scale as the End-of-Grade tests.
• Interim data will be used to inform most appropriate summative form for each student.	• All flexible summative forms will ensure reliable estimate of student achievement levels.

Multistage Fixed Adaptive Summative Design



Q & A

Any questions?

Logistics

Pilot Timeline

Year	Development Activity
2019–20	Item Development
2020–21	Test Specifications, Item Development, and Professional Development
2021–22	Administer Grades 4 and 7 Mathematics and Reading NC Interims Only
2022–23*	Administer Grades 4, 5, 7, and 8 Mathematics and Reading Unified Interim System and Flexible Summative
2023–24	Administer Grades 3–8 Mathematics and Reading Unified Interim System and Flexible Summative

*Possible addition of Grades 5 and 8 Science with standards adoption in June 2022
Field testing in 2022–23, 2023–24 administration

Transition Availability

	2021–22	2022–23	*2023–24**
Pilot Schools	Grades 4 and 7 Mathematics and Reading • NC Interims • EOGs Grades 3, 5, 6, and 8 Mathematics, Reading and Science • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 Mathematics and Reading • Unified Interim System • Flexible Summative Grades 3 and 6 Mathematics, Reading, and Science • NC Check-Ins • EOGs	*Grades 3–8 Mathematics and Reading (Possibly Science Grades 5 and 8)* • Unified Interim System • Flexible Summative
All other NC Schools	Grades 3–8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 3–8 Mathematics and Reading • NC Check-Ins (grades 3 and 6) • Unified Interim System (grades 4, 5, 7, and 8) • EOGs	

*Outcomes of study will affirm feasibility of statewide implementation in 2023-24

NC Interims and Local Control

- **Interim Administration:**
  - Single or multi-day administration
  - In-person or remote option
  - Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- **Interim Administration and Review Period:**
  - October 1–May 31

2021–22 NC Interim Administrations

- **Eligibility:** (2021–22) Pilot school students following the NC *Standard Course of Study* and enrolled in grades 4 and 7 mathematics and reading.
- **Online administration:** *Only* available online. Accommodations available for students who cannot access the online system.
  - No misadministration form
  - No sample questions
- **Number of NC Interims:** Three reading and three math interims at grades 4 and 7.

2021–22 Mathematics NC Interims

- **Grades 4 and 7 Mathematics**
  - Interim specifications for 2021–22 have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

2021–22 Reading
NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes.

Interim Reporting Feedback

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

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Approaching- The student is beginning to understand these concepts; more support is needed.
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Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	Approaching — Satisfactory

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Interim Reporting Feedback

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 3

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 4 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

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For more information regarding these standards, please visit https://www.dpi.nc.gov/media/7228/open

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Determine the theme of two or more central ideas • Provide an objective summary • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Explain how the form or structure of a text contributes to its meaning • Analyze the text's structure (how paragraphs/sections relate to each other, contribute to the whole text, and to the development of ideas) • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

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Test Specification Surveys for Mathematics Unified Interim System

- **Starting in 2022–23, NC will have a unified interim system**
  - All PSUs will be given the opportunity to provide feedback for grades 3–8 mathematics interims this fall
  - Each PSU should submit 1 survey response
- **Two questions will be asked for each standard:**
  - *How important is it for teachers to receive formative data on this standard?*
  - *During which quarter do you completely finish teaching this standard?*

Flexible Summative (Piloting 2022–23)

- **Flexible Summative Administration:**
  - Following EOG administration policies
  - In-person only
- **Data:**
  - Same scale as the EOG
  - Same reporting as the EOG-level
    - Classroom reporting and Individual Student Report
  - Used for accountability purposes
- **Administration Window:**
  - Last ten days

Q & A

Any questions?

IV-23: State Test Coordinators' Conference Audience Questions

Q&A Session for Innovative Assessment

Session number: 1615598890

Date: Monday, September 27, 2021

Starting time: 1:49 PM

Q: So the summative is still going to feel like our current EOG/EOC from a procedural point of view?

Q: Will all PSUs be using the Flexible Summative in 22-23 for grades 4, 5, 7, and 8 or only the districts that are piloting?

Q: Will we still get the all reports like the Class Item report once they're integrated?

Q: Will grades 4, 5, 7, and 8 interims be required for non-pilot schools next year?

Q: Has it been decided if remote administration will be available beyond the pilot or is that still undecided?

Q: Am I understanding the chart shared for 22-23 that NC Check Ins will NOT be available for Reading and Math for 4, 5, 7, and 8?

Q: IEP/504/EL accommodations - Will these be optional on the interims or will they be mandatory?

Q: How will the survey about math pacing be shared with districts/teachers?

Q: Would EOG's as we know it still be an option if we go statewide with the Unified Interims in the future?

Q: Within a PSU, who will receive and submit the survey? For example, will this go to TC's to share with leadership?

Q: If/When will the interims be required for all PSUs?

Q: Will the grade 3 reading interims be usable as assessments for students to demonstrate RtA reading proficiency?

Q: Can we get a copy of the survey questions again so that we can compile answers and/or identify the right person?

Q: Is it correct that NC check ins will NOT be available in 22-23 for grades 4, 5, 7, and 8 in Math and ELA?

Q: Is this survey for all school regardless if you are in the pilot or not?

Q: Is this grades 3-8 math only - for survey?

Q: What about sub-standards?

Q: Will interims be tied to accountability/school report cards? If so, how?

IV-24: AIM Conference Presentation (November 30, 2021)


AIM 2021
Accelerate • Invigorate • Motivate
#NCAIM2021
Nov. 29 - Dec. 1, 2021 • Raleigh Convention Center
North Carolina Department of
PUBLIC INSTRUCTION

Developing an Innovative Assessment

Tammy Howard, Ph.D.
Director, Accountability Services NCDPI

Kinge Mbella, Ph.D.
Lead Psychometrician NCDPI

Shannon Jordan
Section Chief, Testing Policy and Operations

North Carolina Department of PUBLIC INSTRUCTION

Design and Development

North Carolina Department of PUBLIC INSTRUCTION

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interims that lead to a staged adaptive test at the end of the school year

Innovative Assessment

- The USED requires an annual report of progress in the design, development and implementation of the IADA
- Likewise, North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) requires the North Carolina Department of Public Instruction to submit a report by November 15 each year of the pilot
  - USED report attached to the NCGA report

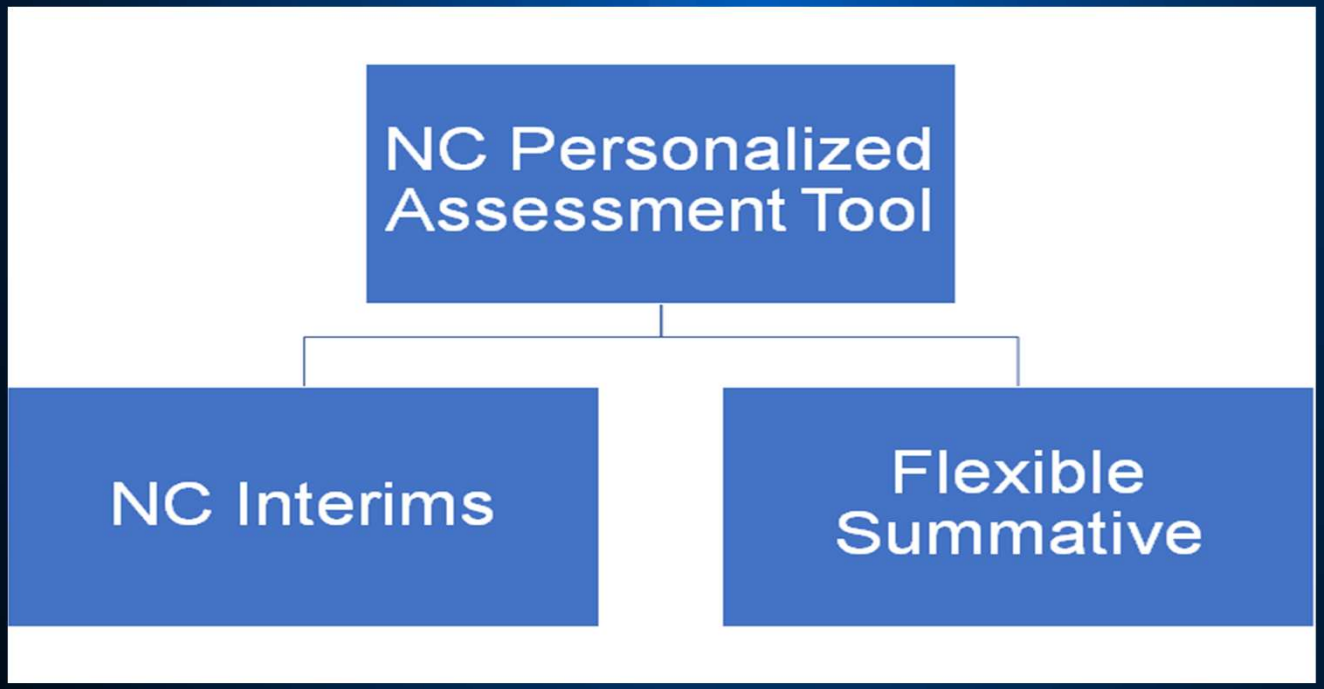
North Carolina Department of PUBLIC INSTRUCTION

IADA Design

- Three interims (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
- End of year flex summative: multistaged fixed adaptive
  - Flex summative forms will use information from NC Interims to improve measurement precision for all students across the different achievement levels
- All designed and administered online

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Personalized Assessment Tool (NCPAT)



North Carolina Department of PUBLIC INSTRUCTION

NCPAT Timeline

Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

The 2020–21 pilot administrations for grade 4 mathematics and grade 7 reading were delayed due to no statewide assessments in the 2019–20 school year. The necessary items to build the 2019–20 pilot assessments would have been embedded in the spring 2020 tests.

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24.

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Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- Currently, there are 59 schools, ten districts and 6 charter schools
  - Also Cherokee Central School

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Stakeholder Input

- Critical to this process
  - Webinars for volunteers and others
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - Exceptional Children's Council (shared draft Individual Student Reports)
  - AND YOU!

So, What Do You Think?

https://bit.ly/3oMWCK6

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NC Interims

- What is needed for this to support instruction?
- How can the interims be positioned as a classroom resource, not another testing event?
- What data from the interims is needed to support public school units?
- How do we approach data on an assessment with a formative purpose and a classroom focus?

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North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

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Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	

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North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 4 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these standards, please visit https://www.dpi.nc.gov/media/7228/open

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

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Individual Student Reports (ISRs)

- Is the needed information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information do parents find useful?

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NC Interims Mathematics

- Is there consistency in how the mathematics standards are taught across districts?
- For some public school units, there may be content standards that have not been taught on an interim.
  - What are your thoughts and how would this affect the use of the data?

Possible Name Changes

- Should we keep the name NC Interims or change to….?
- Should we change the name of the end-of-grade (EOG) or end-of-course (EOC) tests?

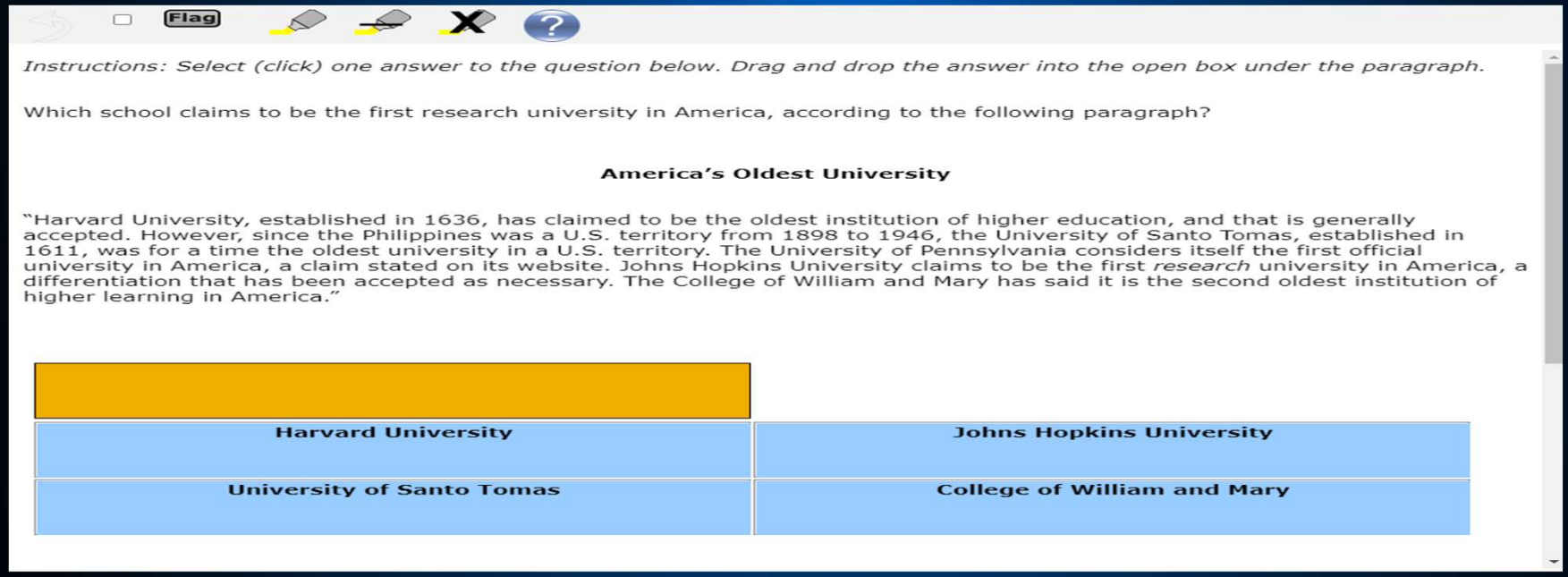
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Accommodated Forms

- With an online design and administration, how do we ensure all students have access?
  - A very small number of students may not be able to access the NC Interims online
  - What are some options and how would this function in a classroom?
    - Mark in Book
    - Read Aloud
    - Manipulatives

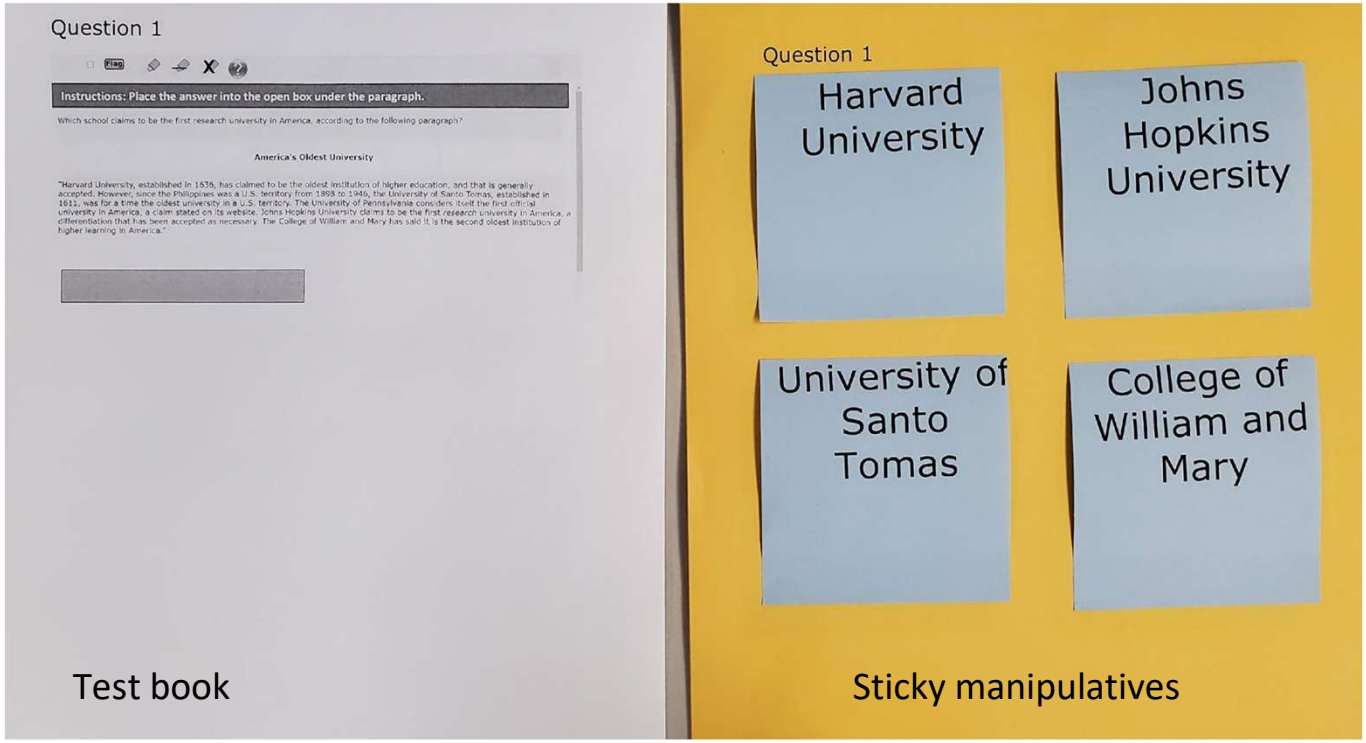
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Drag and Drop



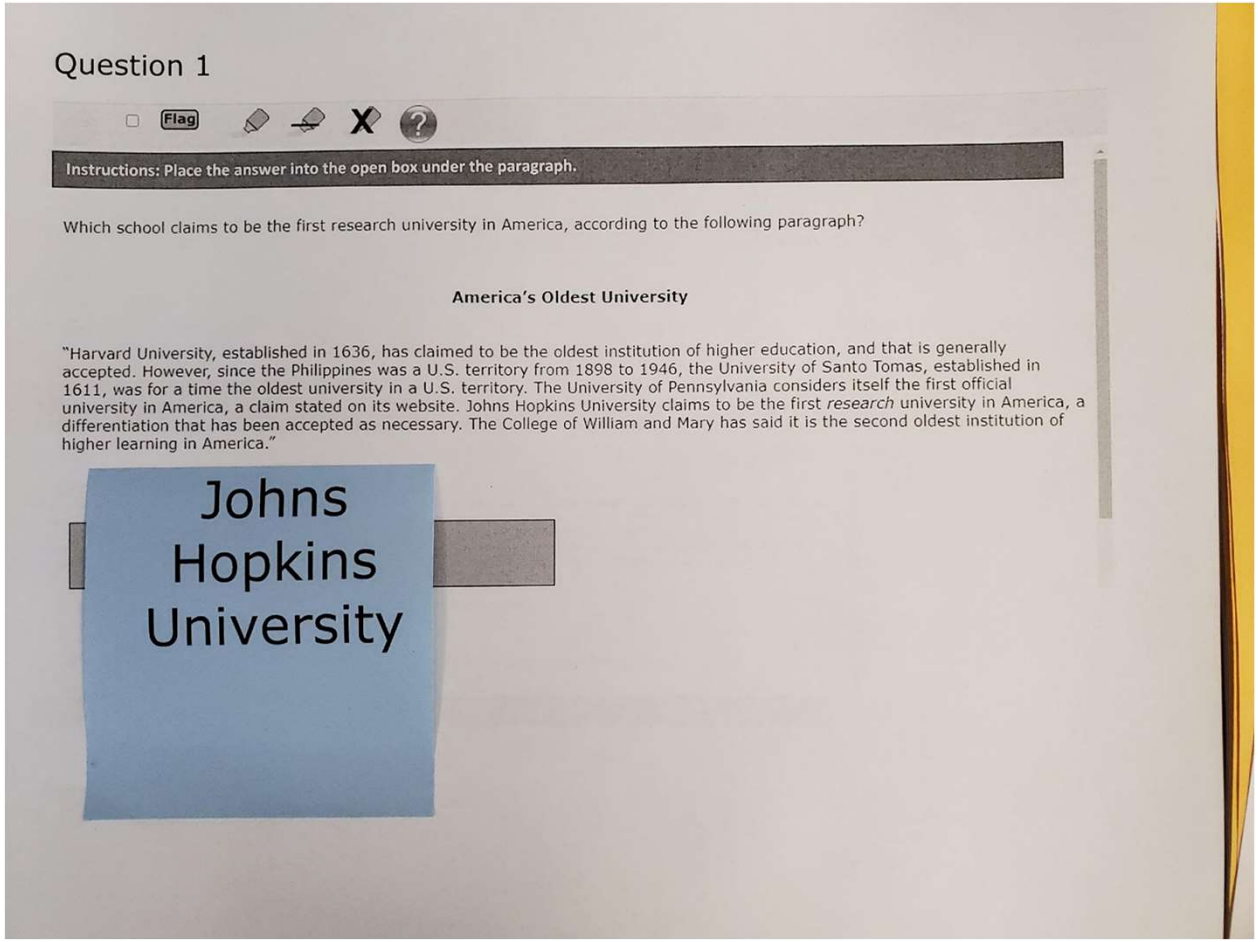
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Manipulatives



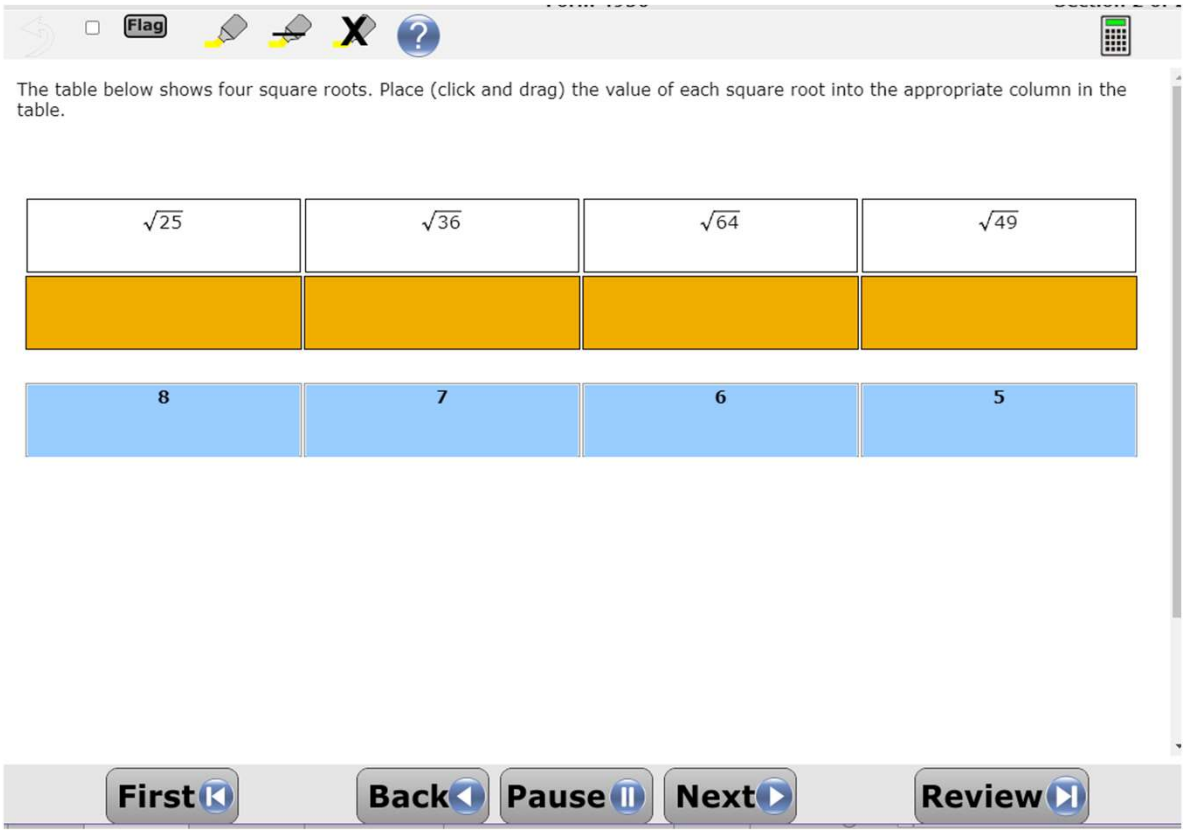
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Answered



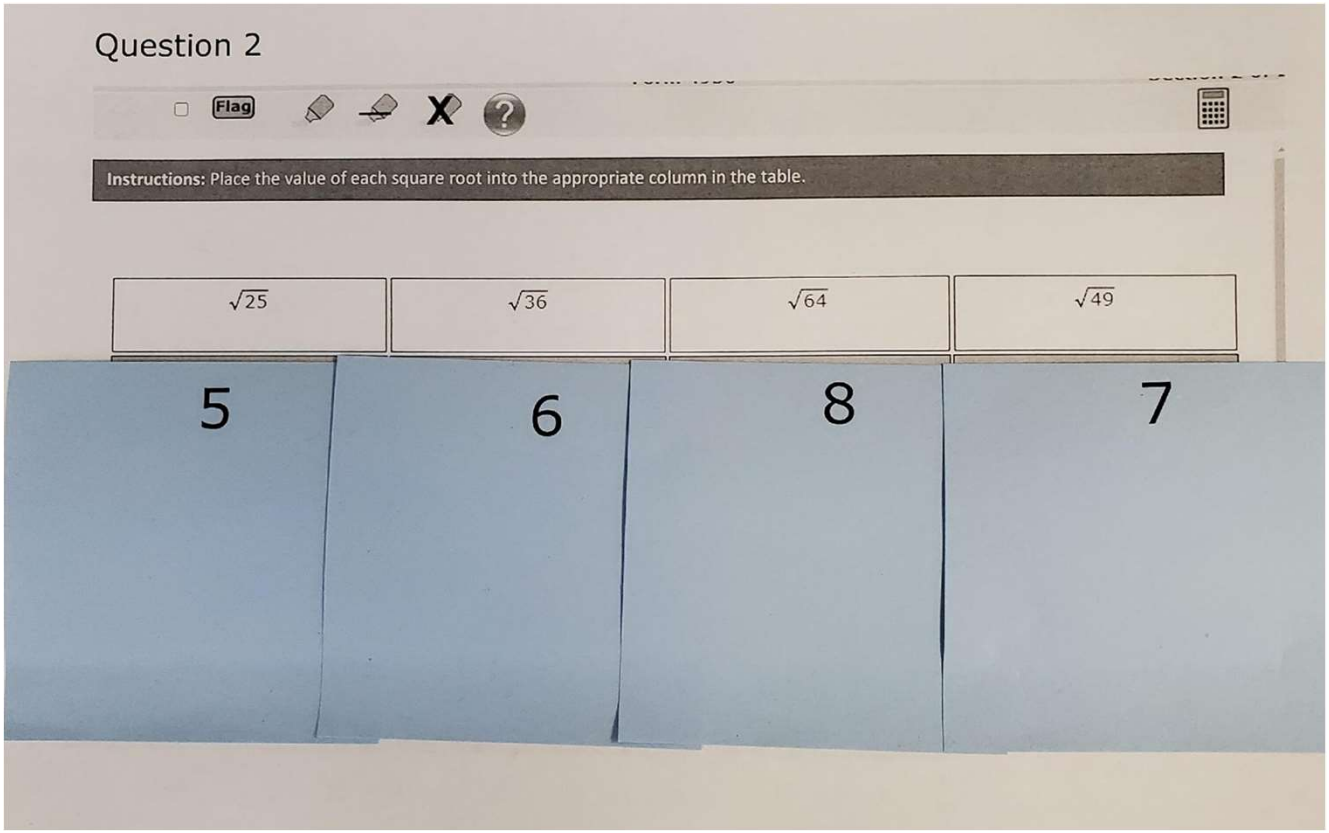
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Drag and Drop



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Drag and Drop Paper



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Target Drop

Place (click and drag) one option from each of the lists below into its corresponding box to create an equation of the line that passes through the point $(1, -10)$ and is perpendicular to $y = -\frac{1}{3}x + 5$.



First Back Pause Next Review

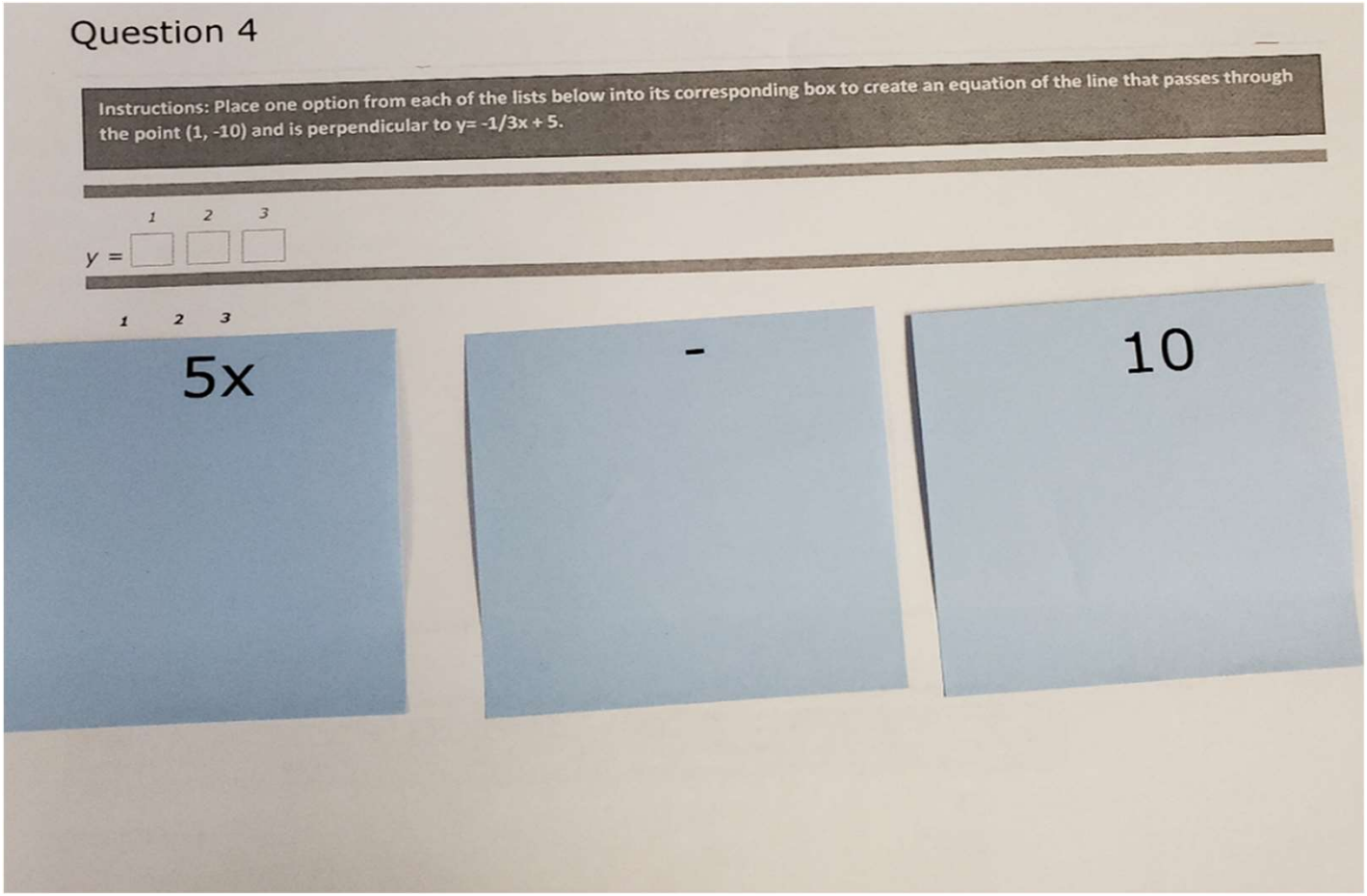
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Target Drop on Paper



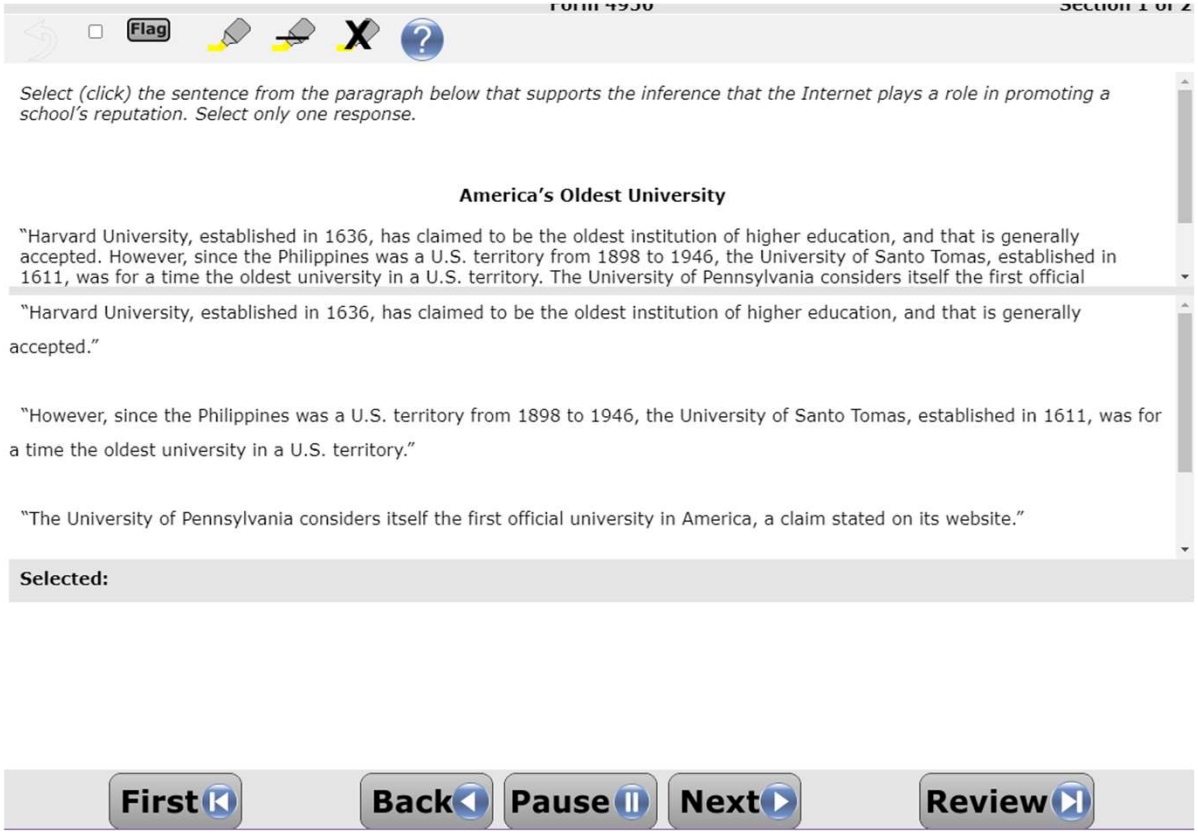
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Targeted Drop on Paper



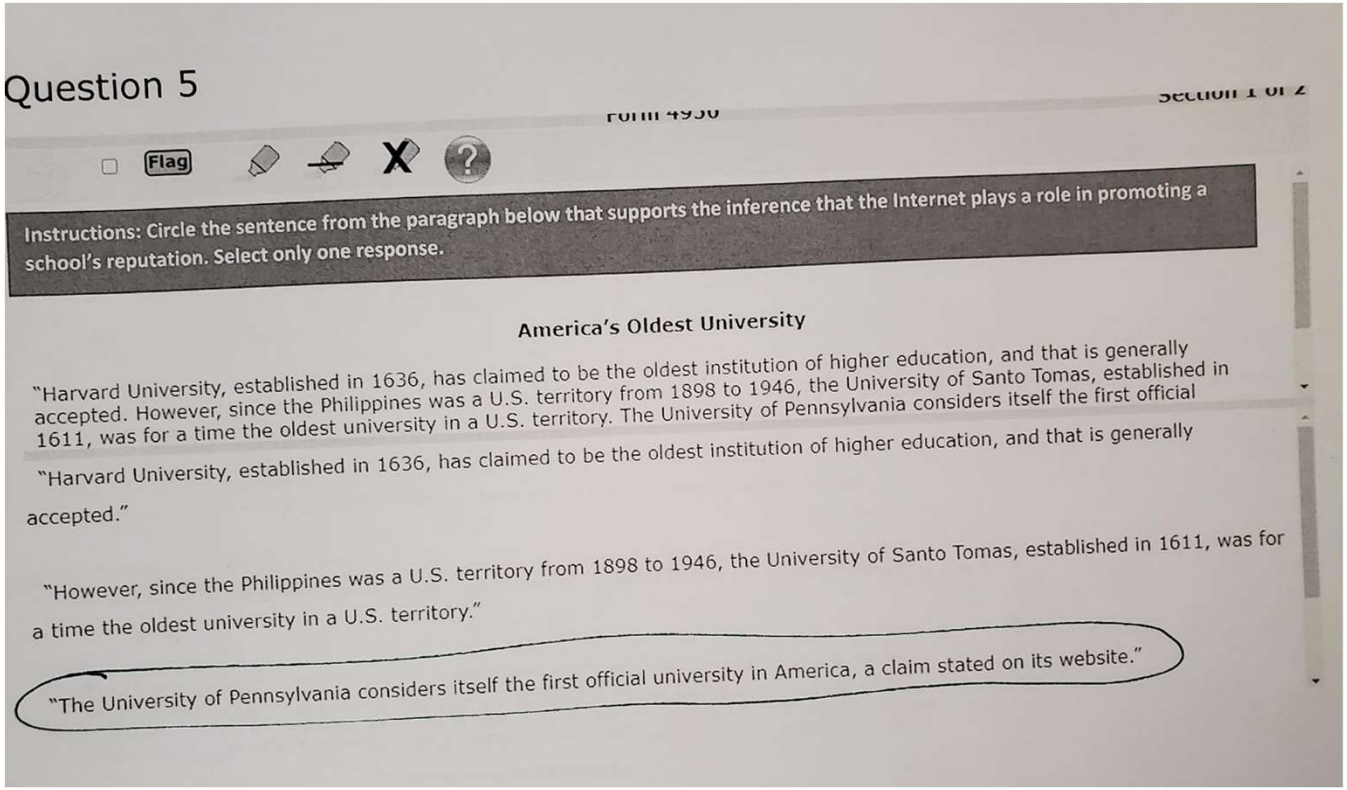
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Text Selection



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Text Selection on Paper



Question 5

Flag

Instructions: Circle the sentence from the paragraph below that supports the inference that the Internet plays a role in promoting a school's reputation. Select only one response.

America's Oldest University

"Harvard University, established in 1636, has claimed to be the oldest institution of higher education, and that is generally accepted. However, since the Philippines was a U.S. territory from 1898 to 1946, the University of Santo Tomas, established in 1611, was for a time the oldest university in a U.S. territory. The University of Pennsylvania considers itself the first official

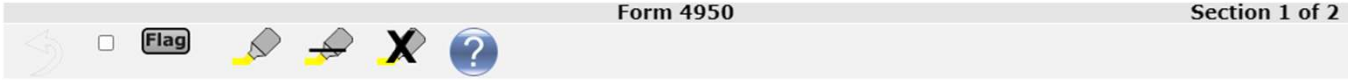
"Harvard University, established in 1636, has claimed to be the oldest institution of higher education, and that is generally accepted."

"However, since the Philippines was a U.S. territory from 1898 to 1946, the University of Santo Tomas, established in 1611, was for a time the oldest university in a U.S. territory."

"The University of Pennsylvania considers itself the first official university in America, a claim stated on its website."

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Text Replace



Select (click) the word that means *diverse* in the paragraph below.

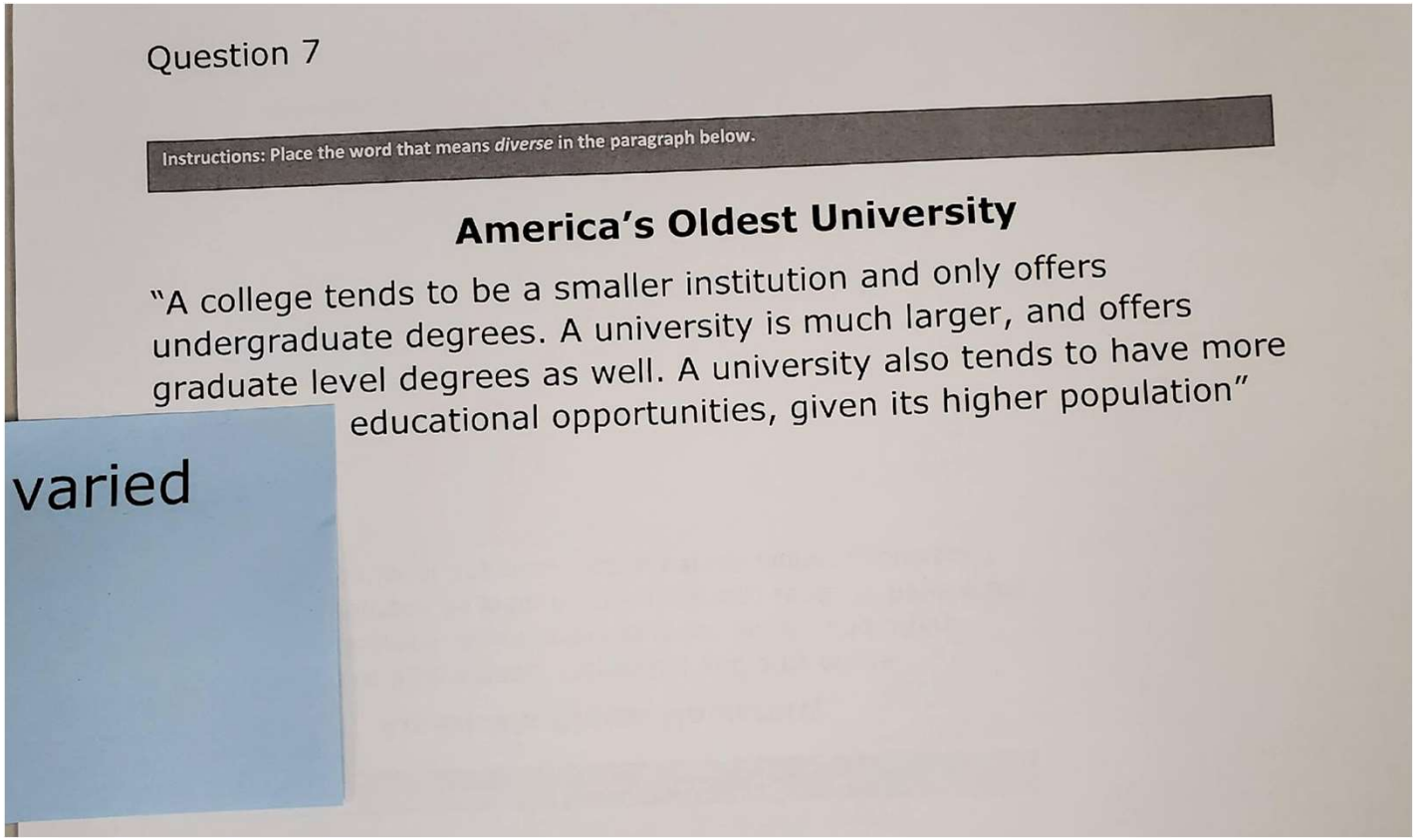
America's Oldest University

"A college tends to be a smaller institution and only offers undergraduate degrees. A university is much larger, and offers graduate level degrees as well. A university also tends to have more **diverse** educational opportunities, given its higher population."

- similar
- parallel
- fixed
- varied

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Text Replace on Paper



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Professional Development

- **Online Professional Development**
  - Audience: Teachers, Coaches, Principals and Directors
  - Format: self-paced, pre-recorded workshops on analyzing and applying formative classroom data collected from NC Interims administrations
  - Availability: 2021–22 school year (pilot schools)
- Communication updates in regional meetings

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Professional Development

- Currently the professional development focuses on data interpretation.
- What else do we need to include in the professional development?

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Questions



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IV-25: AIM Conference Padlet Responses

IADA AIM Conference Presentation

Collecting information about the NC Interims

SHANNONJORDAN3 NOV 19, 2021 02:42PM

So what do you think? General overview and comments?

General Overview

For districts who are already administering check-ins, I don't think they will see much difference. One of the recurring complaints from teachers in my 25 years with my school system has always been around testing kids on a grade level assessment when we know they aren't performing on grade level, not English proficient, etc. Terms like cruel get thrown out. The fact of the matter is the grade level assessment is a federal requirement and isn't changing that we know of. That seriously limits what we can do to address that complaint from teachers. The check-ins have given us the formative information we needed to better prepare our students to be successful on the summative year end assessment.

NC CHECKINS

Is it possible to modify the NC CHECKINS to contain 3 domains with 5 standards....work on fixing the security issues, etc .... seems like we are trying to make something new that is not needed

Correlation

If we are moving to three [2] required interim assessment and a summative ...then, a correlation is needed.

If a student is satisfactory on all interims - then, what does this equate to on a summative??

Still some confusion over the "flexible" nature of the 4th assessment - so a student who comes into that test at a higher level is taking all upper level questions - but the same number of questions as everyone else . . . but a lower level student starts with easier questions ... this seems like a good thing for lower students . . . not that great for higher level students.

I love how the focus is on formative assessment. This can help empower teachers by having more detailed information, and make it feel less stressful for students to help ease the levels of anxiety that has seemed to have risen throughout the years due to testing.

Thank you for this difficult work. I love the focus on formative work that is more meaningful for outcomes for students.

Large numbers of students are not proficient. Since these measures do not indicate how far below grade level the students are, teachers do not really know what to do next for these students. Teachers need to know how far below grade level students are.

The solution is leave the EOGs as is for accountability. Use formative assessments that are truly adaptive and innovative and provide teachers with information about how far above or below grade level students are.

adaptive is being equated to off level grade content -- even though that is not what is meant ....please do not use the adaptive language

Why not just keep the NC CHECKINS? Why the need to develop something different

> *I agree. It would be more appealing to teachers for something to feel like it is staying constant and then use the checkins as a gauge for the flexible summative.* — ANONYMOUS

> *I agree! Not sure what is wrong with the Check-Ins. Our teachers have become accustomed to the Check-Ins and appreciate the data and information they receive from the Check-Ins.* — ANONYMOUS

Thank you for this opportunity to give feedback. I appreciate that the text is "grade-level adaptive." I do appreciate that we do not want these assessments to become more 'high stakes tests.' I also appreciate that testing desires feedback from many involved individuals, including classroom teachers.

I am not thrilled with requiring 4 assessments [3 interims and 1 summative]

What is needed for the interims and flexible summative to support instruction?

interims and flexible summative

The interims and flexible summative needs to be standards aligned and accessible for students with common language. The interims need to have the math standards divided up appropriately with those divisions clearly communicated to districts so they can adjust their pacing guides accordingly. Frankly they need to align to the math frameworks that so much time, effort, and money have been expended on already. The ISR that parents receive at EOY should also be added to student powerschool records or into cumulative folders for next year's teacher to be able to access. I found those extremely helpful in how they broke down the results and showed where the students performed along that continuum.

Break apart the ELA Standards 6.RL/RI.1 (Literature and Informational Text should be reported separate

For the interims to follow a developmental and research-based progression for mathematics learning - to follow the progression of the Math Instructional Frameworks. These interims will determine pacing and progression of instruction in each district. It is vital that the math standards assessed on each interim are purposefully selected and grouped to align with research on learning rather than specific curriculum programs.

Better reports for ELA teachers are needed, and not just by strand. The reports should be by standard, and not just reading for information, reading for information, and language. Reports should include all the standards.

I do not know who determines what standards are covered by the first NC Check-In, but I can speak from the classroom perspective, and the first Check-In (using our current 'interim assessment' as an example,) covers TOO much content in 7th grade math. It's overwhelming!! I know 8th grade math teachers feel the same way in my school. Can this be adjusted? I use the data from the first Check-In, but I have to "understand" that there is content that students have not been exposed to. We are given a date to give the first NC Check-In within a testing window. I'm not familiar with their being a larger scale flexibility - comment below.

> *Are you given a hard date for check in 1? You shouldn't be. The window is open all year long and you should be able to give it when you are ready, not on date X, when you still have 3 objectives to cover.* — ANONYMOUS

> *My experience has always been their is a testing window for the first Check-In, and our school chose a time within that timeframe. In the past, my understanding was that the Check-Ins were taken off the testing system. I have noticed that all of the assessments are on the system this year, but I don't remember seeing this in the past. However, I'm a classroom teacher and not a testing director, etc. So, it is highly likely there is information I don't know.* — ANONYMOUS

Provide a standards report to show student mastery of each grade level standard.

NC CHECKINS are currently used to support instruction but currently the security is open and flexible -- too much pressure to ensure it is not downloaded

Provide information about how far above and below grade level students are.

How can the interims be positioned as a classroom resource, not another testing event?

Is there way that the interims be based more on a continuum of learning (similar to MAPS vs. based on grade-level standards) to better provide data that shows how students are truly performing and growing? Absent of that, some of our EC and AIG students will not be provided with data that can be as useful in meeting them where they are at. Also, you will force districts to continue to have to use a program like MAPS, meaning more testing and loss of instructional time.

classroom resource

Messaging is key - I'm not sure that the state can do more than they already are with Check-ins. People are going to hear what they want to and interpret the same information slightly differently. Once these formative assessments are now tied to a summative at the end the whole tone will change even when the explanations are given. How districts handle this will set it up to succeed or not. . .

There have to be clear expectations that the results be used to re-engage students with the content needed to work towards mastery. This can't just be a compliance check mark!

training

We do not consider it another testing event and we do not use the word test! NCDPI needs to change their verbiage.....but, we also need to look at how the guides are worded
page 5 of the guide - violation of the NC testing code of ethics. Makes it seems like a test

I think if the test are tied to some sort of teacher growth model, then it becomes another testing event. A teacher who cares does not want to "look bad" when their results are compared to another teacher. I think this needs to be viewed as a way to help the kids get where they need to be...and this needs to be emphasized.

That has to come from the Testing Directors - the message coming from them guides the feeling in the district. The security over the items and use of the tests afterward is currently very strict and sends a message of "testing event."

Interims and NC CHECKINS are a classroom resource.....not understanding the need to create something different

Make them truly adaptive and provide “what next” resources.

Protect them from being used for purposes other than informing instruction. They should not be used for growth calculations.

What data from the interims is needed to support public school units?

data from interims

The data we get back from the check-ins is extremely helpful. Being able to get the data in a spreadsheet that can be sorted and filtered would be life changing.

One thing that would be helpful with the ELA results would be to have an explanation about why the answer is what it is and/or why the other choices aren't correct. I think

many teachers struggle with this thought talk and processing that is invaluable for students during next steps.

when a school report is updated with students that test later - can the report have a date so we can see which students were added

How will the standards be selected for each assessment? Too much money has been invested across the state on curricula for reading and mathematics -- what is the pacing of the standards? All are not teaching the standards at the same time

Provide information about how far above and below grade level students are.

Please do not just give data for ELA based upon the strands reading for information, reading for literature, and language. This is a great disadvantage for teachers and students. ELA assessments should provide data reports for teachers, students, and families based on all the standards assessed, just like is given for math reports. Otherwise, the formative assessment data is pointless because teachers cannot pinpoint what students truly need to personalize instruction based on student need.

How do we approach data on an assessment with a formative purpose and a classroom focus?

data from formative purposes

The data HAS to be used to address each students' needs and looking for trends and/or patterns overall. These results can also be used to look for rock stars in our district regarding specific standards and how can those results be replicated in other classrooms for the betterment of the students.

I like the item analysis, like with NC Check-Ins.

currently the way NCCHECKINS must be downloaded by each teacher ....make a way for the test administration can be processed for all similar to the same way the ISR processing occurs ....right not it is way too time consuming ...

Immediate feedback with data reports that are easy to interpret. Data that can be used across students, teachers, grade level and schools. The ability to analyze errors and re-teach based on that.

The same way we are currently using NC CHECKINS -- the item analysis is great! The ability to allow teachers to review questions is excellent ....concern about it being open to all throughout the year -- teachers 'may' use the questions instructionally prior to taking an assessment

Is the information on the Individual Student Reports presented to parents in an understandable way?

ISR for interims

The ISR for the interims look very straight forward. I think "Not Yet" and "Meeting Expectations" would be better for the continuum. It' aligns with growth mindset language and is still clear for parents. I also think that there needs to be an * that says that these specifics listed in each strand is only a part of the total with the curriculum

website address listed in case parents want to get more comprehensive curriculum information.

I like the parent friendly language rather than the standard numbers.

The words “approaching” and “Satisfactory” may not be the words you choose, but they are positive and that is important.

I like the new report that was shown during the presentation. It is more parent friendly using the sliding scale for families.

No... most of them are not teachers. The parents tend to look at one thing - the level. Many may not even understand terms within the standards/content areas listed on the reports.

How could the ISRs be more accessible to parents?

Thank you for loading these into parent portal

Can we add information on how and what parents can to help students once receiving ISR

The new report shows the parent-friendly language is more accessible. The sliding scales also make it more accessible to understand the data.

In your experience, what other information do parents find useful?

parent information

Parent nights, informational videos, streaming events, website posting, etc. what is being measured when and how can they assist their children. That's what they want to know.

How their student is doing in comparison to their class and the school grade/subject as a whole

As a parent, I want it all - the report is currently helpful - but I want access to my child's EVAAS data - projection, history,etc. At the beginning of the year in particular (well - whenever it finally comes out) and with the ISR at the end to see if he/she made that goal.

How their child compares to others

In my experience, the vast majority of parents want to know proficient or not proficient. I've been asked exactly 1 time in 26 years about the specifics of how a child did.

Is there consistency in how the mathematics standards are taught across districts?

math pacing

No - math standards are definitely not being taught in the same order or with the same amount of focus across districts in NC. In my opinion the interims need to be aligned with the math pathways that were designed a few years ago through grant funding and the expert groups who worked on that. If other districts chose not to align with those pathways, that was their choice. There has to be a uniform assessment and that requires a uniform division of those math standards in each grade level.

The selection of standards on the interims will ultimately drive pacing and the progression of math instruction (whether this is intended or not). Teachers want valuable and useful information from the assessments. Therefore, they want to be sure the standards are taught before the assessment. This ultimately drives math pacing and instruction. Even if they can take the assessments at different times, the grouping of the standards is important.

No

deal breaker

There does not seem to be any consistency with mathematics ..... too much money has been spent in districts on math curricula to teach in a different manner

How valid will interims be ....if they cover standards that are grouped together but not taught in a particular time line

How would you address date on standards that have not been taught?

data on standards not taught yet

Messaging is key - Educators have to explain to students and parents that students might see something they haven't taught yet. If there are LOTS of standards that are being tested but not taught in a classroom or grade level, then administrators can intervene in a timely and get things back on track for those students BEFORE it's too late at EOY.

For the data to be useful to teachers and schools, the math standards need to be taught. This influences future instruction and next steps.

Would it be possible to take a survey, checking which standards had been taught prior to taking the assessment. Many students get frustrated over how the assessments cover standards that haven't been covered on the assessments. This is includes ELA.

With flexibility, you shouldn't give a CheckIn or Interim until standards have been taught.

Should we keep the name NC Interims or change to...?

name

Not everyone has received the Check-ins as Pitt County shared during this session. Not to mention, if the check-ins are changed and feeding into the flexible assessment, while 3rd grade is still giving the current version, there will be confusion. I think Interim is better than benchmark and detaches any bad feelings that have been come up regarding check-ins with some districts.

Change it. Interims is too technical. Give it a "fun" name. Also quit saying adaptive. Describe it as starting point flexible. Progression of difficulty...something.

Don't change anything until we know it is going to work....right now, too much unknown

Rename the whole process, make it fresh and do away with the “old”

Change to an adaptive assessment that tells teachers how far above or below grade level students are. Also partner with curriculum and instruction to provide teachers with information about what next steps should be taken.

Ignore the federal accountability with these interims so that you can create a tool that is actually helpful for the ~750,000 students that are above or below grade level.

I think a full rebranding would be helpful- with clear explanation!

Should we change the name of the end-of-grade (EOG) or end-of-course (EOC) tests?

EOG and EOC name

I think the name is easy to understand and fits these summative assessments and they need to remain.

No not until it is a sure thing that interims will work

No?? WhY

No, teachers are being bombarded right now with outrageous amounts of change and requirements. I also would not use the term adaptive in the approach to this testing model. I would just inform teachers/admin of the changes made to the approach and how checkin data will be used to modify the entry level of the test.

Don’t use the word adaptive

We use true adaptive testing (MAP/nwea) as a universal screener to gauge the health of our core instruction. We have worked hard to distinguish the difference in screeners and interim/standards aligned (check ins eogs unit assessments) as part of our mtss work. This plan and terminology needs to be shown in conjunction with the mtss work and assessments used. A comprehensive assessment plan is needed.

Yes- full rebranding to help change opinion, revamp purpose, etc

No. The fewer changes with the whole process the better.

No. But if you do, definitely don't go the route of Virginia and call them the SOL.... :)

With an online design and administration, how do we ensure all students have access? What are some options and how would this function in a classroom?

online design

The pandemic did force the online assessment delivery. Sharing out the results from the comparison study of the P/P vs. online results.

The Testing Students with Disabilities and Testing English Learners documents need to be modified to help staff and parents know how those accommodations look with regards to online testing especially those questions that require drag and drop, etc.

As far as those still needed paper/pencil administration - I don't think the sticky notes will work. Dictation to scribe would be more appropriate with the test administrator putting the answers in the NC Test Platform. There would have to be a proctor required during testing and the need for three staff members during the answers being keyed in like the marks in book answer recording currently requires.

The read aloud capability of the NC Test Platform is extremely helpful. One consideration is the quality of the headphones. Can the state assist with that like they do with ACCESS testing headphones?

I wouldn't over think this part.....too many of us are doing NCCHECKINS and make it work and several of the EOGS are required online...i think this is a moot point

Limit passage length presenting chunks of information similar to third grade tests to limit scrolling. This can affect students of all grades, and creates unequitable access when it comes to online testing. Also, Lexile levels and engaging passages should also be used. If students are given Lexile levels higher than their grade level or at the top of the grade level span for all assessments, this creates an inequitable test when it comes to accessing materials.

Limit passage length to ensure that is does not require scrolling

We are a 1:1 district and all students will access online unless there is a medical need and students cannot access content using device

Is it fair to EC students who have access to a computer but do not test well on the computer to only have the online option for this test?

You answered this in the presentation — ANONYMOUS

Yes. Accommodations are to level the playing field to provide equal access. Regular education students may do "better" paper/pencil also but are not given that option. — ANONYMOUS

What else do we need to include in the professional development?

Other thoughts . . .

What happens when students don't take 2 of the 3 interims?
For those who require p/p - how will the ordering work as we won't know which flexible assessment they are aligned to take?
Another online class may not be well received after the mental health video requirement and the new LETRS training that is coming out. I'd recommend meeting with a core set of CAOs before deciding the plan for this PD.

Don't use word adaptive at all. Student specific start...Differentiated launch.

local analysis

Teachers do not need more PD
any needs for interims - and analysis should be handled at the local level.....NCDPI does not need to come into this lane

making sure NC Test reports the data for each teacher - what is the signal (connection) for NC Test to show an item analysis report for a teacher.

Nothing at this time.....too much unknown.

More details of what interim is compared to summarize. What experiences a student will have, information that will be available to teachers

Clear explanation of adaptive

******

IV-26: NC Council of Teachers of Mathematics Conference Presentation (February 24, 2022)

NCDPI's Innovative Assessment

NCDPI Accountability Services

Maxey Moore
section chief, test development

Beth Nash
test measurement specialist,
middle and high school mathematics and science

Michael Mahoney
test measurement specialist,
elementary

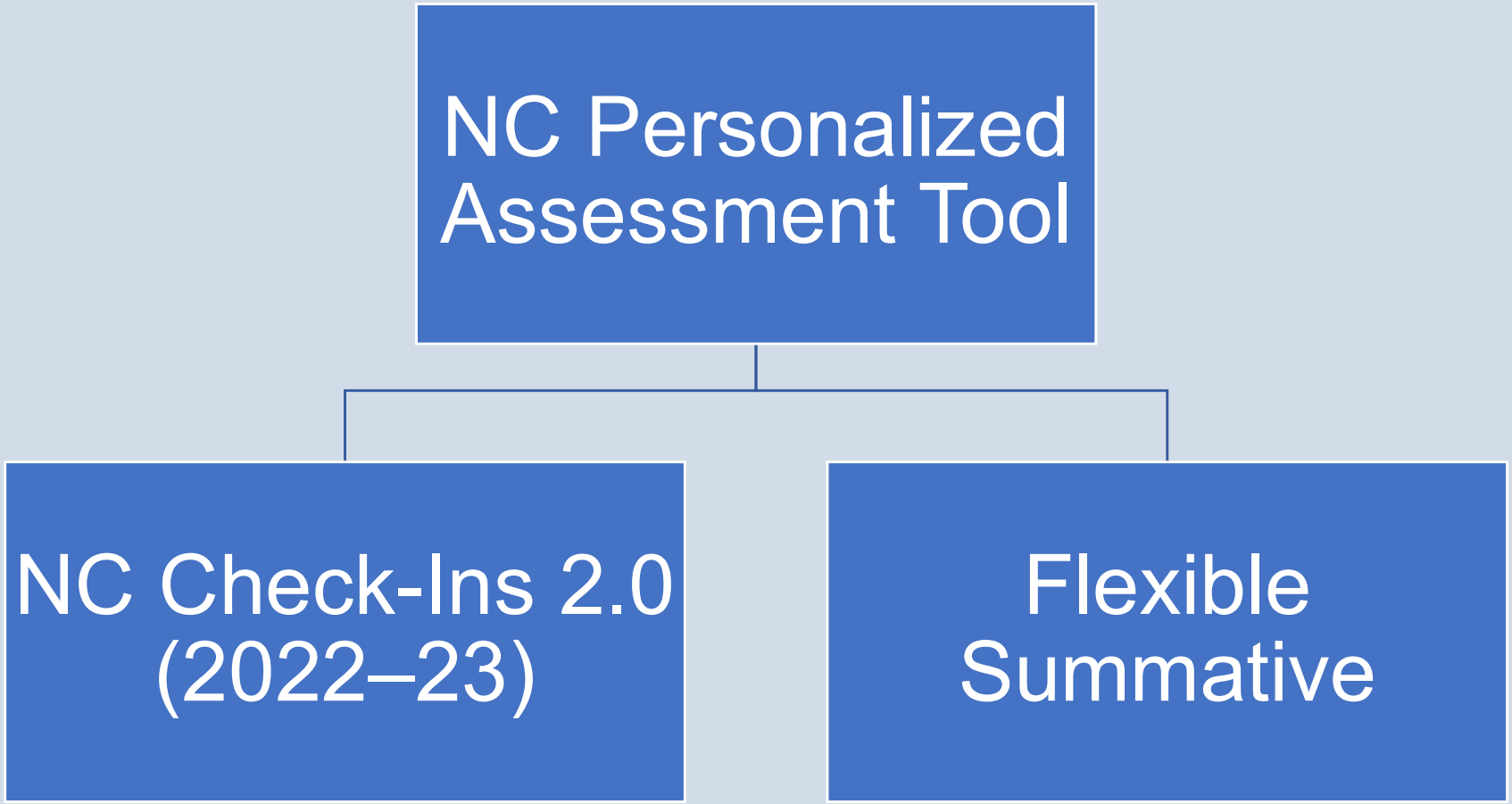
Iris Irving
project coordinator, IADA

Questions?

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three NC Check-In 2.0 resources and a flexible summative test at the end of the school year

North Carolina Personalized Assessment Tool



NC Check-Ins 2.0

- Formative purpose
- Re-engaging students on the same concepts
  - Spiraling of standards
  - Assessing in the middle of instruction
- Data from the NC Check-Ins 2.0 should not be used for grading purposes
- Interims remain voluntary
  - Students participating in the pilot must complete a minimum of two to inform the flexible summative

Mathematics Transition Availability

	2022–23	2023–24
NC Check-Ins 2.0	Grades 4, 5, 7, and 8	Grades 3–8
NC Check-Ins	Grades 3 and 6 NC Math 1 and NC Math 3	NC Math 1 and NC Math 3

2021–22 Pilot

- Test specifications for grades 4 and 7
  - 2019–20: Grade 4 test specifications developed
  - 2020–21: Grade 7 test specifications developed
  - Currently in use for 2021–22 NC Interims
- Ongoing psychometric analysis of test data
- Feedback on initial test specifications is collected as part of an ongoing process
  - Revisiting test specifications for all grade levels before we roll out statewide

Psychometric Considerations for NC Check-Ins 2.0

- The current design for NC Check-Ins 2.0 includes the following content specifications:
  - Maximum of 5 standards
  - Minimum of 3 domains
- NC Check-Ins 2.0 may be given in any order
  - Developmental appropriateness/progression of standards
- Testing window remains open October 1 through May 31 each year
  - Student data on 2 interims is needed for participation in the flexible summative

NC Check-Ins 2.0 Administration

- May be administered in multiple sessions
- Suggested time: 90 minutes
- Online administration required
  - Paper option for students who cannot access online platform
- 25 items
- Item types
  - Four-option multiple-choice items
  - Open-ended numeric entry items
  - Technology-enhanced items
- Calculator active and inactive sections

State vs Local Control

- The North Carolina State Board of Education adopts the *NC Standard Course of Study*

- Public School Units (PSUs) select
  - Curriculum/textbooks
  - Pacing

Mathematics Test Specifications Development Process and Rationale

- Reviewed survey results regarding priority of standards and timing of when standards are taught
- Considered test specifications for the existing NC Check-Ins and EOGs
- Considered the grouping of standards for each NC Check-In 2.0, looking at standards that complement one another
- Included feedback from our partners at NCSU-Technical Outreach for Public Schools (NCSU-TOPS) and NCDPI Academic Standards

NC Check-Ins 2.0 Grade Level Test Specifications

Grade 3 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.3.OA.1	NC.3.OA.3	NC.3.OA.8
NC.3.OA.2	NC.3.OA.8	NC.3.NF.2
NC.3.OA.9	NC.3.NBT.3	NC.3.NF.3
NC.3.NBT.2	NC.3.MD.7	NC.3.NF.4
NC.3.MD.3	NC.3.MD.8	NC.3.G.1

Grade 4 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.4.OA.1	NC.4.OA.3	NC.4.NBT.5
NC.4.NBT.2	NC.4.NBT.5	NC.4.NF.3
NC.4.NBT.4	NC.4.NBT.6	NC.3.NF.4
NC.4.NBT.7	NC.4.NF.1	NC.4.NF.6
NC.4.G.1 NC.4.MD.3	NC.4.NF.2	NC.4.NF.7
		NC.4.G.2 NC.4.MD.4

Grade 5 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.5.OA.2	NC.5.NBT.6	NC.5.NBT.3
NC.5.OA.3	NC.5.NF.1	NC.5.NBT.7
NC.5.NBT.5	NC.5.NF.4	NC.5.NF.3
NC.5.MD.5	NC.5.NF.7	NC.5.NF.4
NC.5.G.1	NC.5.MD.2	NC.5.MD.1

Grade 6 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.6.RP.1	NC.6.RP.4	NC.6.NS.6
NC.6.RP.3	NC.6.NS.1	NC.6.EE.2
NC.6.NS.4	NC.6.NS.2	NC.6.EE.6
NC.6.G.1	NC.6.NS.3	NC.6.EE.7
NC.6.G.4	NC.6.EE.1	NC.6.G.3

Grade 7 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.7.G.1	NC.7.EE.1	NC.7.EE.4
NC.7.NS.3	NC.7.EE.3	NC.7.G.5
NC.7.RP.1	NC.7.EE.4	NC.7.G.6
NC.7.RP.2	NC.7.NS.3	NC.7.SP.7
NC.7.RP.3	NC.7.RP.3	NC.7.SP.8

Grade 8 Math NC Check-Ins 2.0 Test Specifications

Interim A	Interim B	Interim C
NC.8.NS.1	NC.8.EE.7	NC.8.EE.8
NC.8.EE.1	NC.8.F.3	NC.8.F.2
NC.8.EE.7	NC.8.F.4	NC.8.SP.1
NC.8.F.1	NC.8.F.5	NC.8.SP.2
NC.8.G.3	NC.8.G.5	NC.8.SP.3


North Carolina Department of
PUBLIC INSTRUCTION

IV-27: Webinar Presentation (September 30, 2021)

We will begin shortly.

You are currently NOT muted.

Please mute yourself. There will be opportunities during the WebEx to provide feedback.

North Carolina's Innovative Assessment Pilot 2021–22

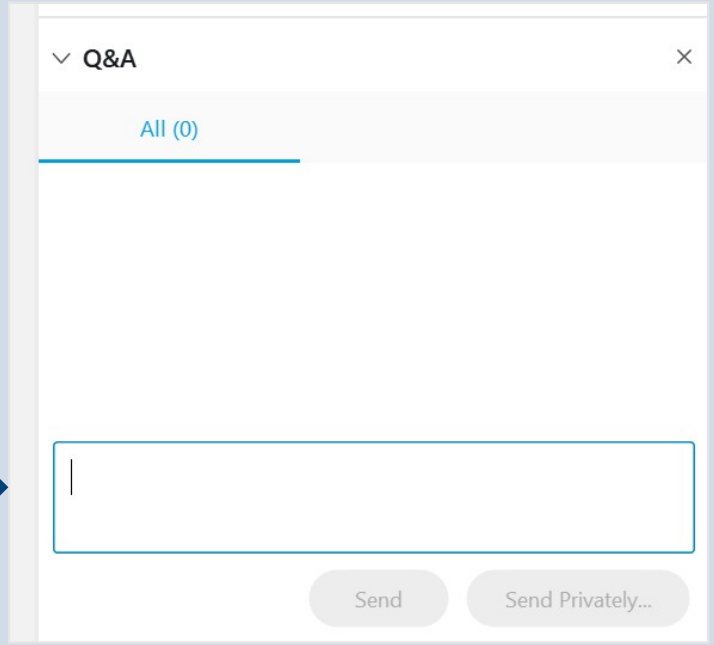
September 30, 2021

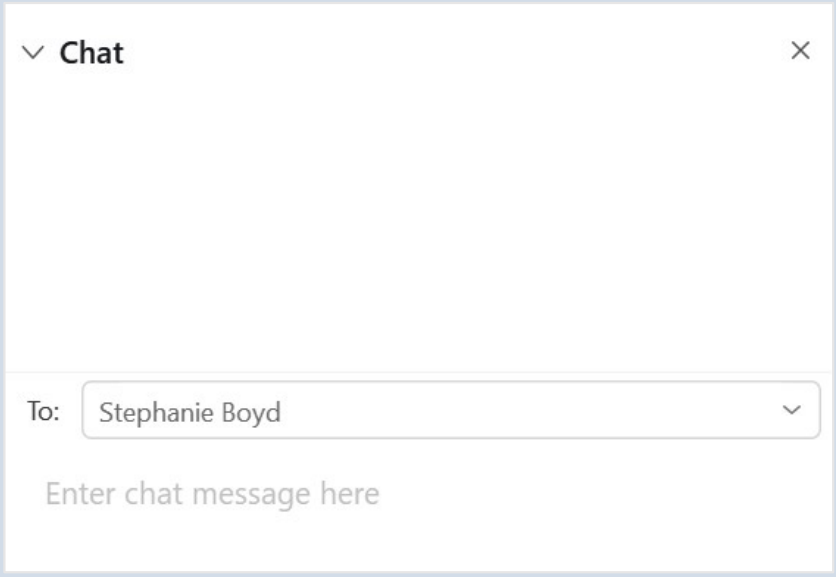
Housekeeping

- Today's WebEx will be recorded. The recording will be posted on TNN tomorrow. This recording can be shared with others.

Technical Issues? Questions?

- Please use the **Q&A feature** to ask questions.
  - We will collect questions throughout and will address as many as we can at the end.





- For technical difficulties, send a private chat to Stephanie Boyd.

Welcome and Introduction

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director of Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

Maxey Moore
Section Chief, Test Development

Shannon Jordan
Section Chief, Testing Policy and Operations

Design

Research Study

- The NCPAT is a pilot program until North Carolina has evidence and receives approval that the system meets all technical requirements.
- During this pilot phase there will be adjustments to the current design primarily based on:
  - feedback from all stakeholders
  - data review and evidence from technical experts
- Innovation is a continuous process of change.
  - North Carolina is committed to systematic transformation of assessment to best support instruction.

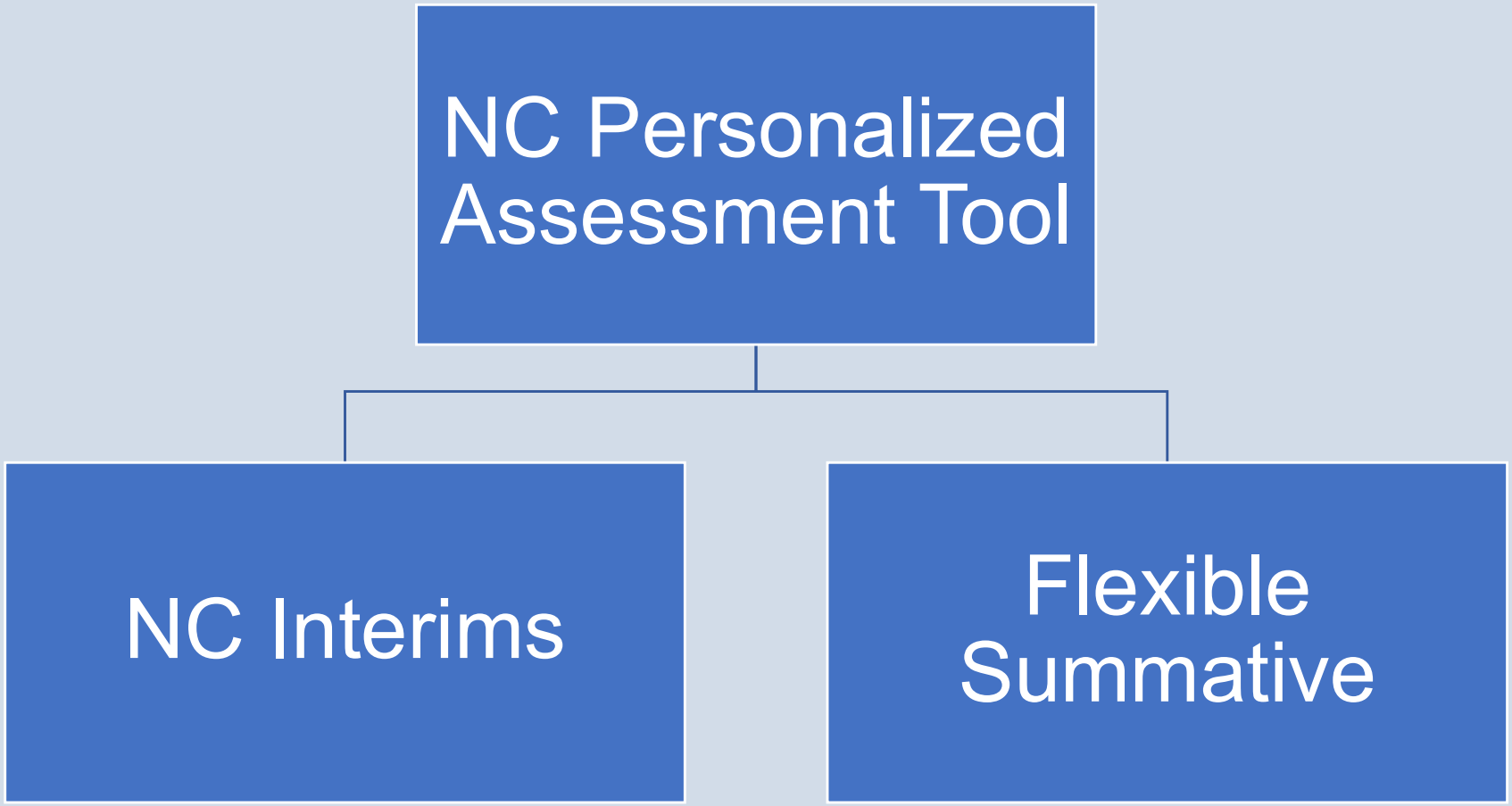
Purpose

- The current design purposes of the North Carolina Personalized Assessment Tool are to:
  - provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to 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 summative assessment experience.

Considering Innovation within Statewide Summative Assessment

- NCDPI's proposed assessment system for the Innovative Assessment Demonstration Authority (IADA) will:
  - Meet federal requirements for fairness, validity, and reliability
  - Assess grade-level content standards
  - Incorporate interim assessments that provide through-year data on student performance for selected content standards
  - Provide formative student-level and class-level reports for parents and teachers

North Carolina Personalized Assessment Tool



NCPAT System

NC Interims	Flexible Summative
• Three interim assessments available to districts and schools to provide formative feedback.	• Multistaged-fixed adaptive forms designed to provide optimal measurement precision along the entire grade level scale.
• Single flexible interim administration window and administering interims in any order to accommodate for local curriculum.	• Flexible test experience for students based on information gathered from NC Interims throughout the year.
• Updated dynamic formative reports for teachers and students.	• Flexible summative will sample a broader range of grade-level content standards without need to increase test length.
• Interims will provide an estimate of student's grade level performance expectation.	• Flexible summative will be on the same scale as the End-of-Grade tests.
• Interim data will be used to inform most appropriate summative form for each student.	• All flexible summative forms will ensure reliable estimate of student achievement levels.

Q & A

Questions on the NCPAT design

Logistics

Pilot Timeline

Year	Development Activity
2019–20	Item Development
2020–21	Test Specifications, Item Development, and Professional Development
2021–22	Administer Grades 4 and 7 Mathematics and Reading NC Interims Only
2022–23*	Administer Grades 4, 5, 7, and 8 Mathematics and Reading Unified Interim System and Flexible Summative
2023–24	Administer Grades 3–8 Mathematics and Reading NC Interims and Flexible Summative

*Possible addition of Grades 5 and 8 Science with standards adoption in June 2022
Field testing in 2022–23, 2023–24 administration

Transition Availability

	2021–22	2022–23	*2023–24**
Pilot Schools	Grades 4 and 7 Mathematics and Reading • NC Interims • EOGs Grades 3, 5, 6, and 8 Mathematics, Reading and Science • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 Mathematics and Reading • Unified Interim System • Flexible Summative Grades 3 and 6 Mathematics, Reading, and Science • NC Check-Ins • EOGs	*Grades 3–8 Mathematics and Reading (Possibly Science Grades 5 and 8)* • Unified Interim System • Flexible Summative
All other NC Schools	Grades 3–8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 3–8 Mathematics and Reading • NC Check-Ins (grades 3 and 6) • Unified Interim System (grades 4, 5, 7, and 8) • EOGs	

*Outcomes of study will affirm feasibility of statewide implementation in 2023-24

Feedback Requested

- What should we call the new unified interim?

2021–22 Mathematics NC Interims

- Grades 4 and 7 mathematics
  - Interim specifications for 2021–22 have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- Format
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items.
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

2021–22 Reading NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items.
  - Suggested time of 90 minutes.

Interim Reporting Feedback

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	Approaching — Satisfactory

DRAFT

Interim Reporting Feedback

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22
Grade 7 Reading | NC Interim 3

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 4 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these standards, please visit https://www.dpi.nc.gov/media/7228/open

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Determine the theme of two or more central ideas • Provide an objective summary • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Explain how the form or structure of a text contributes to its meaning • Analyze the text's structure (how paragraphs/sections relate to each other, contribute to the whole text, and to the development of ideas) • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

DRAFT

Feedback Requested

- Do you have any feedback on the new ISR?

ISR Availability

- Processing interim test data in a new system requires tests to be administered before the quality assurance review can begin

- ISRs will be available once the quality assurance process is complete, and the data processing is verified

NC Interims and Local Control

- **Interim Administration:**
  - Single or multi-day administration
  - In-person (preferred) or remote administration option
  - Allows for local pacing decisions as PSUs determine order of interim delivery within the single window
- **Interim Administration and Review Period:**
  - October 1–May 31

2021–22 NC Interim Administrations

- **Eligibility:** (2021–22) Pilot school students following the NC *Standard Course of Study* and enrolled in grades 4 and 7 mathematics and reading.
- **Online administration:** *Only* available online. Accommodations available for students who cannot access the online system and the accessibility need is documented in an IEP or 504 Plan.
  - No misadministration form
  - No sample questions
- **Number of NC Interims:** Three reading and three math interims at grades 4 and 7.

Professional Development

- **Online Professional Development**
  - Audience: Teachers, Coaches, Principals and Directors
  - Format: self-paced, pre-recorded workshops on analyzing and applying formative classroom data collected from NC Interims administrations
  - Availability: 2021-22 school year (pilot schools)

Communication updates in regional meetings

SB10
II32

Next Steps

- Implement professional development courses
- Item development and embedded field test administration
  - NC is recruiting new item writers
  - bit.ly/WriteForNC
- Administer NC Interims and analyze data
- Develop NC Interims and Flexible Summative for the 2022–23 school year

Comment:
Expanded item writing and reviewing opportunities pathway:

https://docs.google.com/forms/d/e/1FAIpQLSdB9KfOKPI4Fz8SIIRkq0xH4XxrJWX_qhUduMPKxJqdIySdEg/closedform

Test Specification Surveys for Mathematics Unified Interim System

- **Starting in 2022–23, NC will have one unified interim system**
  - All PSUs will be given the opportunity to provide feedback for grades 3–8 mathematics interims this fall
  - Each PSU should submit 1 survey response
- Two questions will be asked for each standard:
  - *How important is it for teacher to receive formative assessment data on this standard?*
  - *During which quarter do you completely finish teaching this standard?*

Feedback Requested

- The mathematic interims are available any time during the window, does that resolve any pacing issues?

Q & A

Any questions for 2021–22?

2022–23

Flexible Summative (Piloting 2022–23)

- **Flexible Summative Administration:**
  - Following EOG administration policies
  - In-person only
- **Data:**
  - Same scale as the EOG
  - Same reporting as the EOG-level
    - Classroom reporting and Individual Student Report
  - Used for accountability purposes
- **Administration Window:**
  - Last ten days

Q & A

Any further questions?

IV-28: September Webinar Audience Questions and Feedback

Q&A Session for Fall 2021 Innovative Assessment Demonstration Authority (IADA) Update webinar

Session number: 24390204411

Date: Thursday, September 30, 2021

Starting time: 1:36 PM

Question: NC Check-Ins or NC Interims?

Q: NC Check-ins because of familiarity

Q: NC Interims

Priority: N/A

Q: Definitely leave the name "NC Check-Ins" in the past....

Q: I suggest Interims so that schools can keep them seperate in their minds.

Q: agree NC Interim

Q: I think calling them interims would help people not carry over any preconceived notions or impressions from the check-ins.

Q: If they are going to be required, I would change the name. Especially since Check Ins have been optional in the past.

Q: NC Interim

Individual Student Report Feedback

Q: The new report looks more family-friendly and growth-mindset oriented.

Q: It would depend on how the interim questions are chunked within each of the Interims as to whether administering in any order would resolve pacing.

Q: It resolved the pacing issues for us with the exception of 2-3 standards.

Q: Will Lexiles and Quantiles be on the reports?

Q: Will the interim assessments be available for teachers to review like the NC Check-Ins are currently?

IV-29: Webinar Presentation (March 7, 2022)

Spring 2022 Innovative Assessment Demonstration Authority (IADA) Update

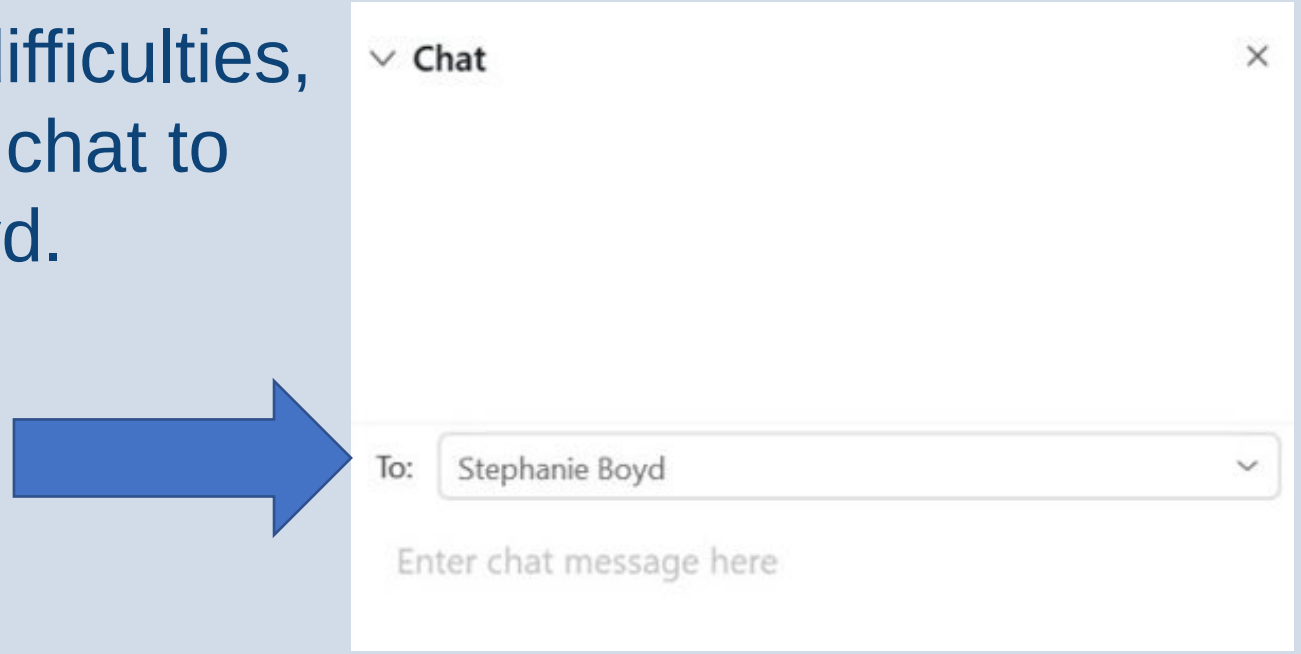
March 7, 2022

Housekeeping

- Welcome!
- The purpose of today's webinar is to provide an update of North Carolina's Innovative Assessment Pilot.
- Today's webinar will be recorded and posted to TNN.

Technical Issues?

- For technical difficulties, send a private chat to Stephanie Boyd.



Padlet Questions

Add questions or comments you have during the presentation into the Padlet:

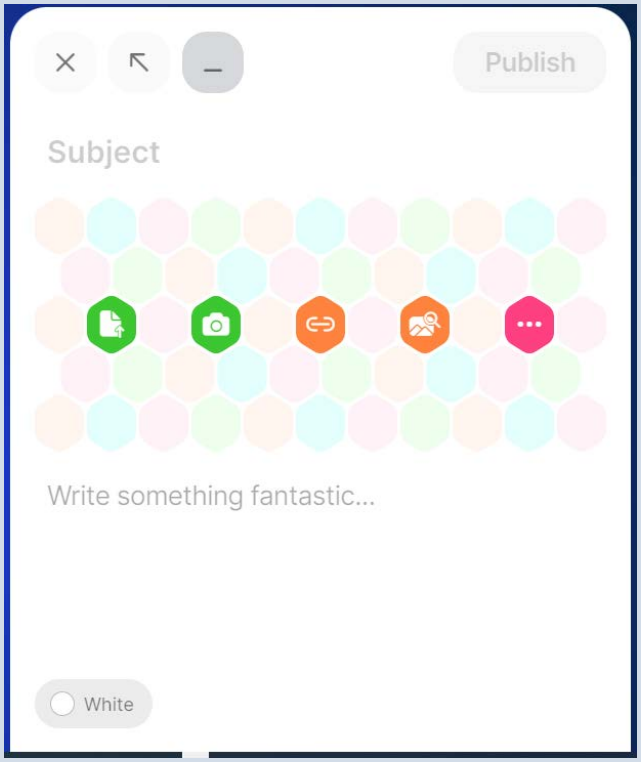
https://bit.ly/Spring2022IADAQuestions



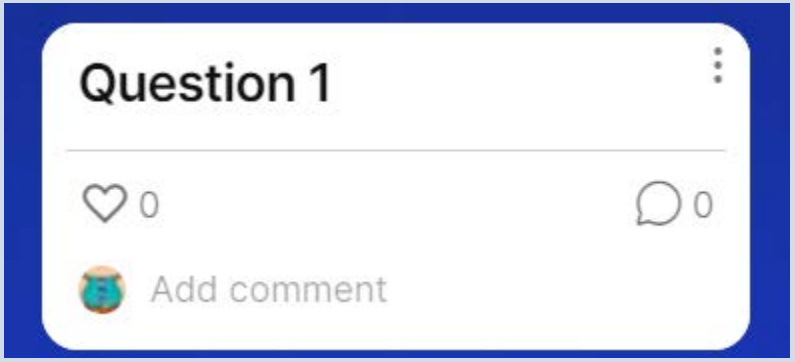
Add a question to the padlet by clicking on the pink circle icon

Padlet Questions

- Enter your question in the pop-up window



- You may also respond to other questions by
  - Liking the question or comment (heart icon)
  - Adding your comment



Welcome and Introductions

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director, Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

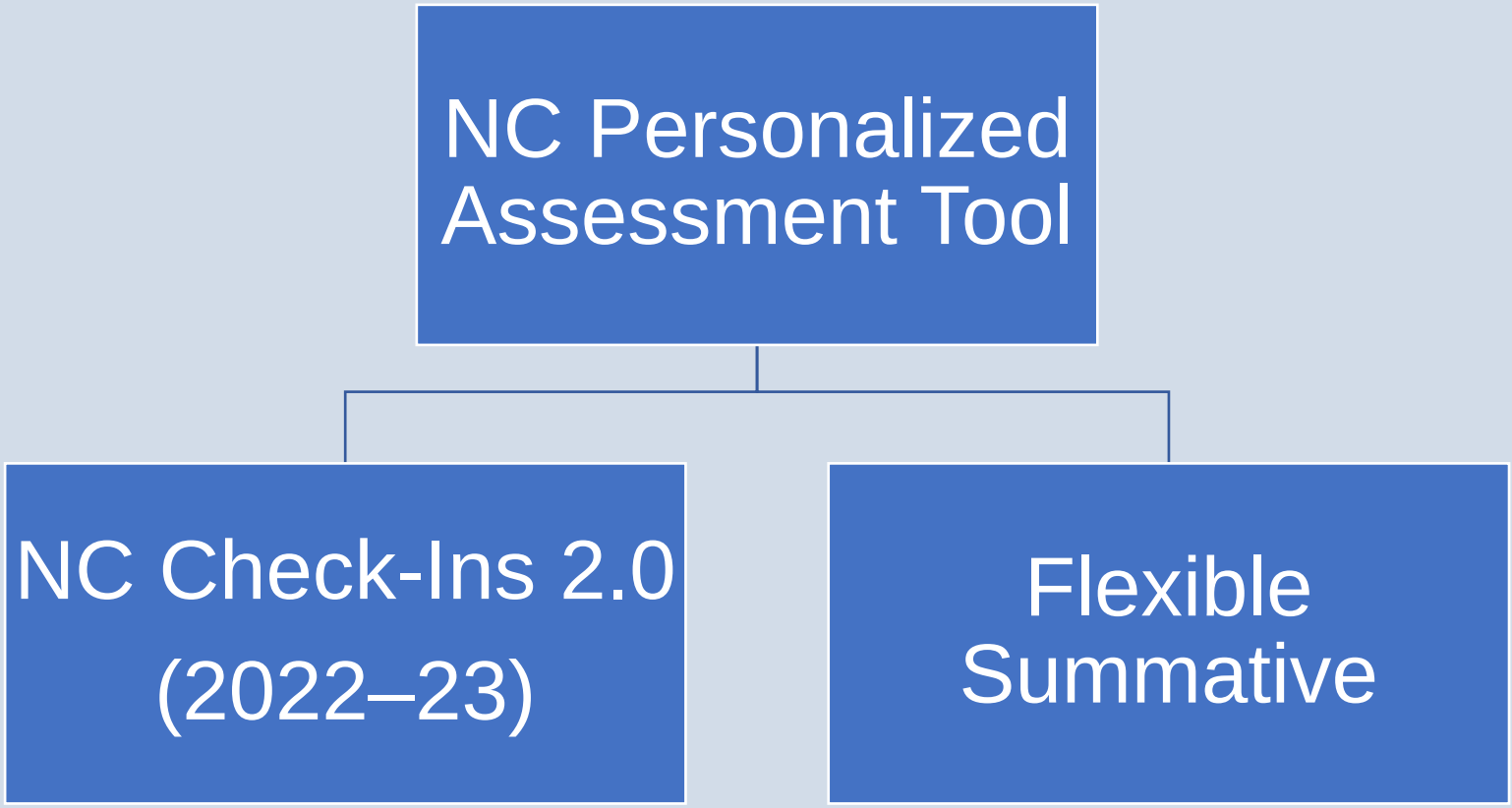
Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Agenda

- NC Personalized Assessment Tool Components
- Timeline and Transition
- Specifications and Individual Student Reports
- Operations, Partnerships, and Stakeholder Input
- Pilot Volunteers

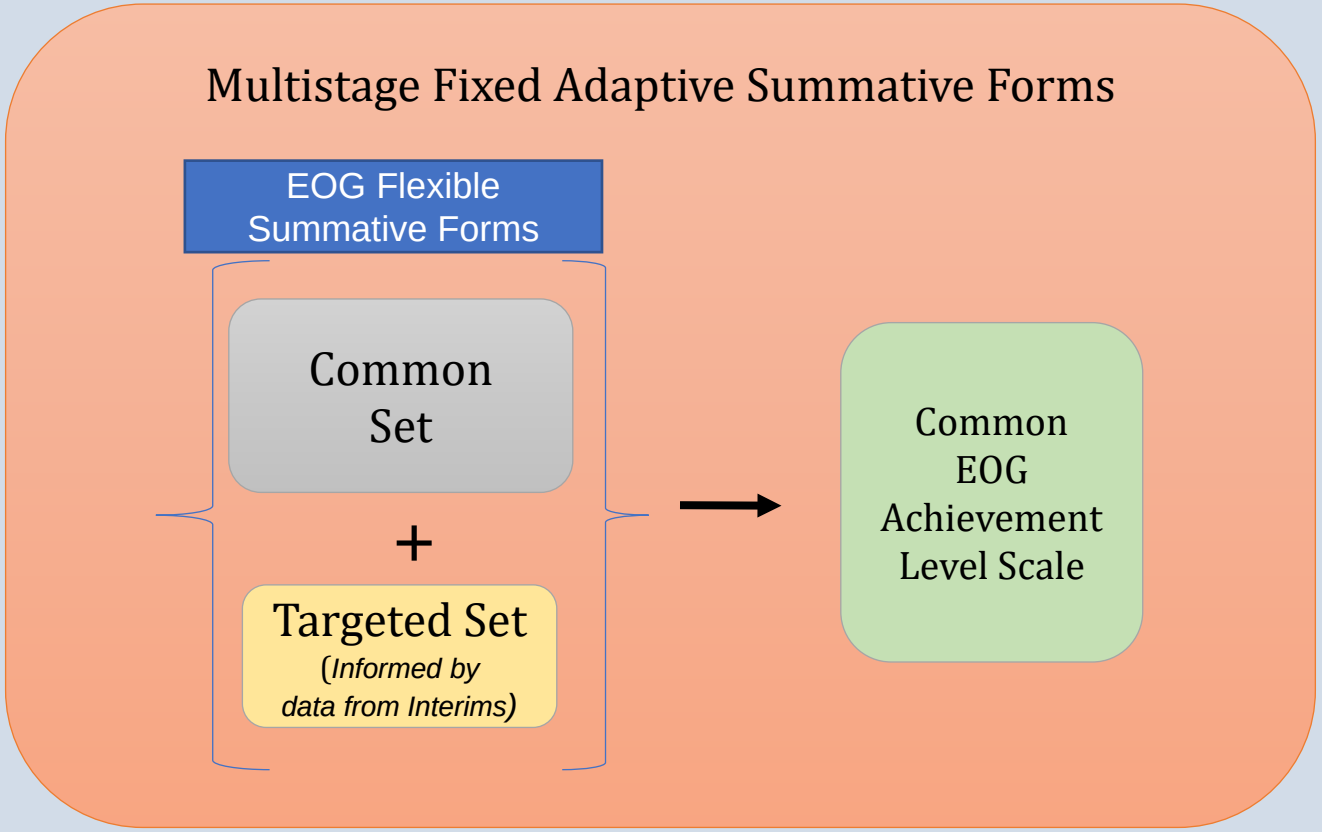
North Carolina Personalized Assessment Tool



NC Check-Ins 2.0 Design

- Designed for online administration
- Three per content area/grade level
- Available for classroom use throughout the school year
- Provide formative feedback data for instructional uses
- May provide a progress indicator for each student in relation to grade-level performance standards

Multistage Fixed Adaptive Summative Design



Timeline and Transition

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interims • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative Grades 3 and 6 • NC Check-Ins 2.0 • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • To Be Determined

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Specifications and Individual Student Reports

2022–23 Mathematics NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

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Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

2022–23 Reading
NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 24 items
    - multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Operations, Partnerships, and Stakeholder Input

NC Check-Ins 2.0 Administration

- Single or multi-day
- In-person
- Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- Administration and Review Period
  - October 1–May 31

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
  - Two training courses

Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- Available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

- Course Competencies
  - Introduce participants in the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Teacher Leadership Council
  - Testing and Growth Advisory
  - Configuration Control Board (group of testing and accountability leaders that provides input to the Division of Accountability Services on stakeholder issues)
  - North Carolina Technical Advisors
  - NCDPI staff members

Pilot Volunteers

Pilot Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central Schools

Pilot Volunteers

- For the 2022–23 school year, pilot volunteer schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment
  - The participating students will not take the current end-of-grade assessment
  - The flexible summative assessment is comparable to the current end-of-grade assessment
    - Students who take one will not have an advantage over students who take the other
    - The study requirement from the U.S. Department of Education is the innovative assessment must be comparable

Pilot Volunteers

- Benefits of volunteering
  - Provide feedback on the development of the NC Check-Ins 2.0 and the flexible summative assessment
  - Provide students with an innovative testing experience

Participation Volunteers

- If interested in joining the pilot in 2022–23, please email Iris.Irving@dpi.nc.gov.
- For all schools participating in the pilot for the 2022–23 school year, a letter of support will be requested in July 2022.

Questions

North Carolina Department of
PUBLIC INSTRUCTION

IV-30: March Webinar Audience Questions

Spring 2022 IADA Update Webinar: Questions

March 7, 2022

IRISIRVING FEB 22, 2022 08:16PM

Is it possible to take the questions from the padlet and provide a Q&A handout....it is getting a bit confusing

Will questions not answered due to time be answered and sent out?

Transfer students?

If a student takes 2 Check-In 2.0 at different schools (possibly in different districts), will this allow them to have flexible summative? I want to know if testing at different schools/different districts will follow the student.

Mandatory vs. Optional

Can you reiterate one more time if/when the Check-ins 2.0 and flexible summative will be required?

More information about the Flexible Summative

Will the flexible summative be a form that has less items or the same number of items as traditional EOGs, but with a more targeted difficulty level? If the item number varies on the flexible summative, how will that impact grouping students for testing?

Flexible Summative vs EOG

How will the Flexible Summative differ from the current EOGs with regards to number of test items, time for testing, retesting, and any other testing parameters we are accustomed to with the EOG.

The targeted portion of the flexible summative. How does it differ from current EOG?

Local Resources

We have spent a great deal of funds for reading and mathematics diagnostic assessments ....and developed pacing guides.

How will this 2.0 provide more information then, what many districts have already invested in resources?

Are the terms NCPAT and NCCI 2.0 interchangeable?

NCCI2.0 is one piece of the NCPAT. THe other piece is the EOY flexible summative — ANONYMOUS

Training Courses

Are the training courses available only to Pilot schools or to everyone? (the 30 min course and 10 hour course)

CONNECTION WITH EOG

How will users know based on 2.0 .....the outcome or starting point on EOGs?

EOG/Flex Sum

If a school has the whole grade level taking the Flexible Summative this year but have students at the end of the year that don't have two interims assessments they will have to take the EOG. Will these students be able to take the test together or in two different sessions?

Check In 2.0

Will teachers have access to Check In 2.0 assessments after administration to support the analysis and action planning process?

Can you give us an explanation of the flexible summative test and how it differs from regular summative tests currently being used in NC public schools?

Determining - EOG outcome

Will the NCCHECKINS 2.0 -- equate to a passing achievement level?? How will we know if students will be proficient on EOGs if only take two out of three benchmarks?

Optional yet Flexible Summ tied to NCCI2.0?

Please clarify if the year-end flexible summative is tied to the 3 NCCI-2.0s. If the check-ins are tied, yet optional, how does that affect the flexible summative?

If schools do not participate in NC Check in 2.0 once the flexible assessment is required, how will that assessment be flexible without prior Check in data.

Flexible Assessment

If student takes one Check-in 2.0 in one district and another one in a different district, will they be eligible to the flexible assessment? IS it 2 in one district?

I thought it was mentioned that students need to take 2 check-ins to take the flexible assessment?

What if a student does not take two Check Ins 2.0 during the year? What will the flexible assessment look like for that student?

Remote Testing

Did I understand correctly that the Check-Ins 2.0 cannot be administered remotely, like the current Check-Ins?

Optional forever... or just during the transition period?

What improvements have been made to NC Test Reporting? Currently, it's not great. Can we expect improvments gong forward? Specifically being able to generate district level reports for interims?

Instructional support and Interpretation

Can a role be created for building level instructional coaches to see assessment data to support teachers using this data to support their instruction and data analysis?

Flexible summative

Your slide towards the beginning suggested that flexible summative testing would only be an option for gr 4 and 7, but slide 29 stated that students would only do flexible summative NOT the EOG. Is this statement just for gr 4 and 7 or 5 and 8 as well?

2022-23

Can you provide a simple breakdown of what options school districts have for participating in testing (pilot or otherwise) for the 2022-23 school year?

Can we choose schools for the pilot or must it be district wide?

Would schools have access to the content as it will be listed on the ISRs prior to the test administration for consistent language & communication with teachers, students, and families?

Struggling with the "WHY"

What is the overall purpose of moving in this direction? Specifically with the mathematics not being taught across the state in a particular manner.

What is the why??

Can any district be a Pilot School in 2022-23 or only those that are the schools who participated this year?

Would schools have access to the content as it will be listed on the ISRs prior to the test administration for consistent language communication with teachers, students, and families?

Remediation/Re-administration

Will students who are not proficient have the opportunity for remediation and re-administration like the students that take the regular EOG test?

Reports

The reports in NC Test Admin are hard to follow and print at the district level. We need more flexibility with options: ex - by semester, school report vs teacher report, need the ability to see the subscore summary for district and each school by semester (if HS)

We need district reports! — ANONYMOUS

Definitly need district Level reports and access for all school - based staff... not just teacher of record — ANONYMOUS

EVAAS Data

Please plan to have something in place to explain to schools/teachers/stakeholders about the difference in testing and how it does or does not impact growth ratings in EVAAS.

Feedback from PSUs about NC Test Admin functionality

Is there a group that is giving feedback on NC Test Admin functions? I feel like this is being overlooked and there are issues. I am afraid this will cause the Check-in 2.0 testing to be difficult and frustrating. The field has concerns and need to be addressed prior to the September state-wide meeting.

Impact on Accountability Scores

Need more information about the potential overall impact on school accountability model....still concerns over no state pacing guide, especially with the survey taken regarding mathematics and how 'None" of us are inline with the pacing of the state math breakdown

ISRs...optional or required?

Will we be required to provide ISRs to families or will they still be optional?

NC Education/NCTest Admin

We need a new role created (other than teacher or school TC) for additional staff that need access to reporting. (EL, AIG, principals, etc.)

Is this already a done deal?

Seems some of the 'improvements' with NCTEST ....are making things a bit more complicated for those actually in the field using the product

Facilitator Access

Will Check-Ins 2.0 have a facilitator access for those district and school-level support facilitators, coaches, etc. who are expected to review data with teachers in PLCs to view the check-ins during the review period? The current check-ins only permit the teachers associated with the course in PowerSchool and the STC to view the check-ins for review.

unfortunately, the process allows any teacher associated with course to access even if they are not administering .... — ANONYMOUS

Using the STC role gives folks access to other things that they don't need associated with NC Education/Test — ANONYMOUS

WinScan v NCAdmin

Will we get scan file through WinScan for matching or will that be handled though NCAdmin in addition to the reporting?

Great question. How will this affect accountability reporting? — ANONYMOUS

Our district exports all the information from winscan to other district applications. Will those be available? — ANONYMOUS

NCPAT Courses

Are these courses available for non-pilot districts?

Actually the "NCPAT Training course and 3 A's of data" course — ANONYMOUS

SECURITY CONCERNS

Concerns regarding security regarding this entire process. Will this be locked down and only available for those administering these assessments?? Right now, every checkin is open and available to anyone with a NCTEST account....really concerning to move forward without addressing this

The current set up is a nightmare. It needs to be better organized! — ANONYMOUS

Agreed -- and printing from NCTEST is awful....too time consuming.... — ANONYMOUS

Remote Access for Check-Ins 2.0

The slide stated that the check-ins would be in-person. Will there be a remote access code available for students learning remoted in virtual academies in Check-Ins 2.0 as there is for the current check-ins?

"IF" the pilot is successful

What are the criteria for the pilot to be successful? So it is possible this would be delayed or not implemented? If so, when?

NC Test Admin security rights

Will we be able to change rights with admins regarding reports? Right now rights are also tied to OTISS access and email notifications.
Would like to designate what reports staff can see who are not teachers or principals.

Will the new Check-Ins 2.0 for NC Math 3 have calculator in active items, as well as the Calculator Active items since the NC Math 3 EOC only has Calculator Active items?

why doesn't text complexity increase in NCCI 2.0 like it did in the original?

NC Check-in 2.0 Data

Will we be able to get raw data with NC Check-in 2.0?

Will the flexible summative tests still be 20% of the student's grade?

State pacing guides

With 2.0 -- and the connection to the summative EOG -- will state pacing guides be provided

Progress Indicator

Very curious as to how the progress indicator will be calculated. Won't the standard vary by NC Check-in?

Progress Indicator

What is meant by progress indicator?

A sliding scale bar will not provide the reporting components that support instructional purposes and parent understanding. This will lead to more confusion rather than understanding. — ANONYMOUS

What does it mean for schools that do not use NC Checkins but use iReady?

Or any other benchmarking system — ANONYMOUS

Many of us have spent $$$ on reading and math assessments .....NCCHECKINS may not be feasible — ANONYMOUS

Requirement? Optional

NCCHECKINS 2.0 - required for all? optional?

Start Date

Will the new NC Check-Ins for English II and Math 3 be available at the start of the school year or will they be brought online later in the year?

Tell me more about the "Progress Indicator."

Really did not understand when explained — ANONYMOUS

Is there a possibility that Check -ins 2.0 will be required for all schools?

22-23

If we use NC Check-Ins, then we'll *have* to use version 2.0 next year for 4, 5, 7, and 8 in Reading and Math - correct?

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IV-31: North Carolina Personalized Assessment Tool Training Course Survey Summary

NC STATE Friday Institute for Educational Innovation

Understanding Reports | NC Check-Ins 2.0

End-of-Module Survey Feedback

Prepared by Kevin Winn, Ph.D. and Rebekah Davis, Ph.D.
September 2022

Overview

To help educators prepare for the NC Check-Ins 2.0, pilot schools in the North Carolina Personalized Assessment Tool (NCPAT) program administered the 30-minute, *Understanding Reports*, training module. This professional development module was created through a partnership between the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation to help educators understand the class item report and individual student report. As a part of the ongoing evaluation, participants responded to a short survey at the end of the module.

Sixty-six representatives from 17 school districts and 10 charter schools completed the survey. Of those, 42 (64%) were administrators, 16 (24%) were teachers, and eight (12%) were coaches. Slightly less than half (47%) of respondents reported taking the training as a requirement. Many who voluntarily completed the training reported being curious about the new assessments, and they wanted to see what they would need to know for the future statewide rollout of the NCPAT.

Closed-Ended Survey Results

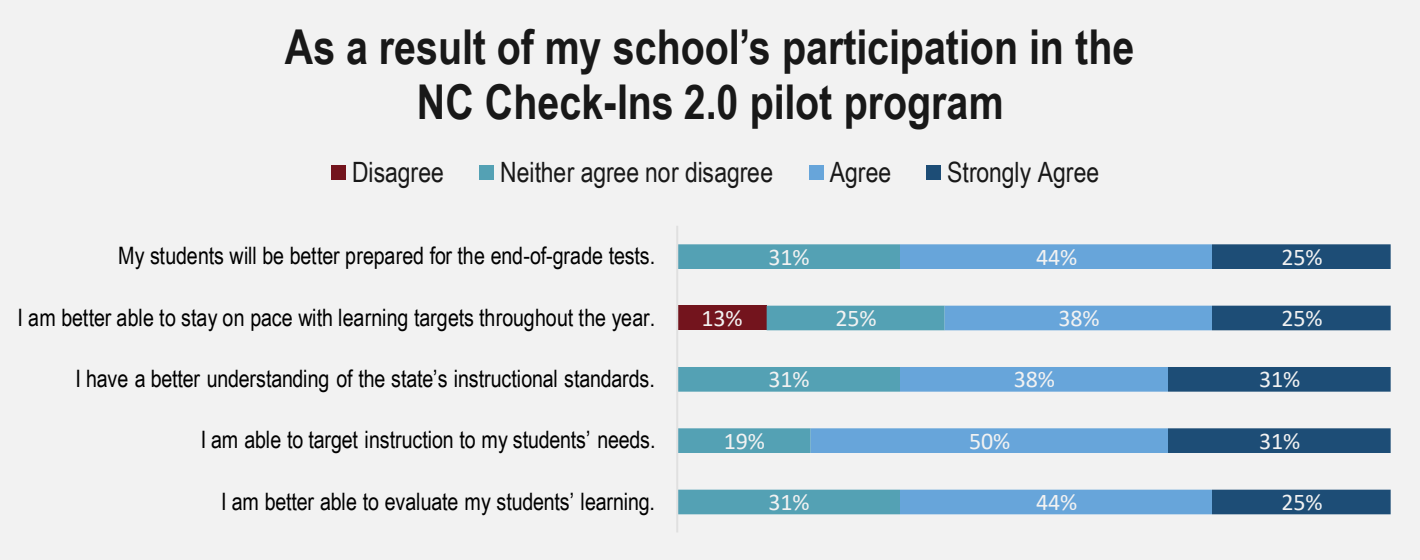
Teachers consistently rated the course higher than administrators and coaches. Responses included 100% of teachers agreeing that they had a better understanding of (1) how Check-Ins data might be used to inform instruction, (2) how they might interpret results in the class item reports, and (3) how to use the individual student reports to interpret student data. Further, all respondents agreed the training was relevant to their professional needs.

	Teachers Strongly Agree and Agree	**Administrators** Strongly Agree and Agree	**Coaches** Strongly Agree and Agree
As a result of my completion of this training, I have a better understanding of…			
how data from the NC Check-Ins 2.0 might be used to inform instruction.	100%	86%	86%
how to interpret the results in the Class Item Reports.	100%	86%	86%
how to use the Individual Student Reports to interpret student performance data.	100%	79%	86%

Ratings by administrators and coaches were also consistently high, with the lowest rated item related to the module meeting their immediate needs for using the NC Check-ins 2.0. The difference between administrator and coach responses compared to teacher responses (both in general, and in this specific area) may be explained by the training's focus on teachers' use of NC Check-Ins 2.0 data in their classrooms.

	Teachers Strongly Agree and Agree	**Administrators** Strongly Agree and Agree	**Coaches** Strongly Agree and Agree
This training…			
was relevant to my professional development needs.	100%	88%	86%
met my immediate needs for using NC Check-Ins 2.0.	94%	69%	72%
provided examples of effective practice I can apply in my professional setting.	88%	79%	86%
will likely contribute to positive changes in my professional practice.	88%	79%	86%
will likely contribute to positive changes in student learning.	82%	79%	86%

Teacher-specific items presented the most variation within teacher responses and may reveal areas where the longer training and ongoing support could fill in gaps and increase teacher satisfaction. The item with the least agreement in the survey data, teachers' response to "I am better able to stay on pace with learning targets throughout the year," could be highly dependent on teachers' contexts and therefore less about the quality of the professional development.



Module Feedback

Analysis of open-ended survey items indicated that respondents had favorable reactions to the 30-minute training module overall. Both teachers and those in leadership roles found the training beneficial to their practice. When asked what the most valuable aspect of the training was, answers tended to focus on gaining an understanding of the reports and seeing real examples of the reports. As one administrator noted, *"For me, this is the first time I have been able to clearly analyze an NC Interim Report."* Leaders also noted how useful the module was for developing an understanding of how to share the information with teachers at their schools. One teacher shared, *"I am both a teacher and the Test Coordinator for our school, and I find this very useful in helping to train our staff on the NC Check-In 2.0 and PATs."*

While the feedback was generally positive, respondents suggested course improvements. Frequent answers included making the course more interactive and adding video/audio. As one administrator noted, *"It would be great if this course could be presented with audio/video format. So many of our younger teachers view and receive information this way due to social media influences that it makes sense to enhance this course in this manner."* Respondents also advocated for more interactive activities. Suggestions included discussion boards, mini quizzes, and the ability to annotate on the report to make the learning more meaningful.

NCPAT Pilot Feedback

When asked to share feedback on participation in the NCPAT pilot, respondents frequently noted how helpful the Check-Ins, or Interims, were for guiding their classroom instruction. They value having formative data at multiple points throughout the year and appreciate how it does not feel like high-stakes testing. One teacher indicated they appreciated the *"more relaxed testing environment for the students as they do not feel the 'stress' like they do on an EOG because it is formatted to be given the same as a classroom assessment."* Further, respondents valued learning how to analyze the reports and appreciated the data points within them, with one teacher writing, *"Item analysis provides specific and useful data."*

Finally, there was a wide variety in answers when respondents were asked how the NC Check-Ins 2.0 could be improved. However, several answers were focused on the timing of the Check-Ins throughout the year, with respondents noting disconnects between when the Check-Ins/Interims took place versus what had been covered in the classroom already. One teacher emphasized this when they explained, *"Please allow adequate time for instruction before giving the interims, especially the first one. It is impossible to get all of that in with truly teaching and make the data more relevant as well as not [to] discourage students."* Other improvements surrounding the NC Check-Ins 2.0 included logistical issues, such as making the data usable in a downloadable CSV/Excel file, improving the ease of signing into the Check-Ins 2.0 system, providing more technology-enhanced (TE) sample questions, and offering more training to teachers before implementation.

Part V Appendices

V.A-01: Elementary Mathematics Webinar Audience Questions

ID	I have a question about the draft test specifications for . . .	Subcategory	Question
4	Grade 3	Test specifications	Interim 1 covers all 4 operations based upon the standards. Will the Interim focus on specific parts of a standard (like the Check In - where it may focus on multiplication instead of multiplication and division) - or - will it be assessing the whole standard?
5	Grade 3	Test specifications	3.oa.1 and 3.oa.2 are both listed... 3.oa.3 is word problem focused.. are we assessing word problems embedded in oa.1 and oa.2 ?
6	Grade 5	Test specifications	Will the DOK levels be similar to the Check-ins on the assessments a? On the Check-Ins this has meant that higher DOK is often an application of several standards with the listed standard as the Priority standard.
7	General question	Check-Ins/Interims	can you explain will teachers get access to the items on these formatives? like the check-ins!
8	General question	Check-Ins/Interims	It is our understanding that these interim assessments have a maximum of 5 standards per assessment. I noticed on the draft for 4th grade that there are 6 standards listed in Interim 1 and 7 listed in Interim 3. Can you provide some explanation?
9	General question	Test specifications	Where do we find the test specifications for 4th grade?
10	General question	Check-Ins/Interims	What is the most significant difference between the interim and the check-ins? Is it the goal of the state to transition to required interims? If we are doing Check-ins now, would we still do interims while voluntary?
11	General question	Leadership	Since this initiative was started under our previous state Superintendent, is there a strong support from our new leadership?
12	General question	Check-Ins/Interims	I have a basic question because I am confused. Are the "Interim Assessments" the same as CheckIns with the exception of the flexibility of choosing what assessment to implement when (due to pacing differences statewide)?
13	General question	Flex Summative	If the interims are optional, what would be the benefit of the flexible summative?
14	Grade 5	Test specifications	Would it be possible to see the DRAFT of the Interim for Grade 5 today?
15	General question	Flex Summative	In the flexible summative, specifically what impact will the interim assessment results have on what questions a student receives? Will it affect the number of questions? The types of questions? The standards assessed? The DOK of the questions?
16	General question	Voluntary/Mandatory	If an LEA chooses to give the three interims, are we simultaneously agreeing to the flexible summative? Is opting into the interim and flexible summative an LEA or individual school decision?
17	General question	Testlets	Would it be possible as you build the test bank from which each interim is built, to give each school the flexibility to select the standards individual in groups of 5 (or 6 or 7 etc) that would be included on that interim for that school? This would put it at the school's discretion to assess the standards that have been taught according to their own pacing. In theory it could look like a "drag and drop" type menu where schools were told to select x number of standards to create the test. The remaining standards would then be available for interims 2 & 3. Any standards already chosen would drop from the menu so they could not be assessed twice.
18	General question	Voluntary/Mandatory	If the interims remain voluntary, what happens if a school opts out of the NC interims? What assessment do students take at the end of the year?
19	General question	Flex Summative	Will the flexible summative replace the EOG? Is the flexible summative optional? What makes the flexible summative flexible? If a school does not give 2 interims by April will they not be able to take the flexible summative?
20	Grade 3	Timeline	At the AIM conference and in Dr. Howard's presentation on Tuesday, she said 3rd grade was not part of NCPAT. She went on to say it was because of all the other stuff, including RTA at 3rd grade. Her slides were specific to 4th-8th. Was this just in reference to the pilot?
21	General question	Flex Summative	How will the Flexible Summative look different for each student? If a student starts at a lower level entry point based on their performance on the Interims, how will they have about the same amount of questions as a student that has a higher level entry point and still test at the same level of rigor?
22	General question	Flex Summative	Will students who take a different assessment (Regular EOG) be compared within the same percentiles as students who take the Flexible Summative?
23	General question	Item type	Will there be a variety of formats for questioning?- Gridded response, multiple-choice, numeric entry? All grades?
24	General question	NC Check-Ins/Interims	If a system opts out of the flexible summative and interims, will the NC Check-ins still be available to them? If yes, will they stay the same or be revised?
25	General question	Flex Summative	Can you explain a little more about the difference in the flexible summative? So are you saying that the ones who struggle will have a lower entry point, but more questions?

26	General question	Timeline	Can you show us the timeline again? When will districts begin to implement the NC Interim/Flexible Summative assessments? I know some are piloting now....
27	General question	Test specifications	Where can I find the test specifications for other grade levels that are already piloting the NC Interims?
28	Grade 5	Test specifications	Would you mind showing the Test Specs for grade 5 one more time?
29	General question	Timeline	are we moving from pilot status to full implementation required for all districts by 2023?
30	General question	Check-Ins/Interims	Please clarify which check-ins will still be available in 22-23? Which grades in math? Will Check-ins still be available in Reading?
31	General question	Voluntary/Mandatory	When this is rolled out state wide, will this be mandatory state wide?
32	Grade 5	Test specifications	I'm wondering about placing adding fractions after multiplying fractions. When students multiply mixed numbers using an array, they need to add with unlike denominators.
33	General question	Pacing	Will the Tools4Teachers site be updated to reflect the testing changes?

V.A-02: Elementary Mathematics Survey Feedback on Interim Test Specifications

Job Title	Please provide your feedback on the groupings of the assessed standards for Grade 3 Math, keeping in mind psychometric considerations (3 domains and 5 standards per interim).	Please provide your feedback on the groupings of the assessed standards for Grade 5 Math, keeping in mind psychometric considerations (3 domains and 5 standards per interim).
Instructional Facilitator	I liked the way you explained it - looks good!	Nice - double checking on NF.7 / like a variety of DOK
Math Instructional Coach	I am concerned with the standards on Interim 1, because this Interim covers addition, subtraction, multiplication, AND division. Since 3rd grade is the initial introduction to both multiplication and division, could you consider moving 3.OA.2 to a later Interim? This would provide more time for teachers to build the critical foundation for these two new operations without rushing to expose before an Interim. If you replaced this with area (because of its direct relationship to multiplication), you would still meet your 3 domain requirement for Interim 1. I appreciate the time that you've taken to carefully consider the standard progression and the opportunity for districts to provide feedback!	This progresses nicely, and I think the timeline is appropriate for instruction. As feedback for the actual assessment, can you ensure that the open response questions are a similar proportion to the EOG? Currently on some Check Ins, there is a much higher percent of open response questions on the Check In when compared to the EOG. This skews scores lower and makes student progress more difficult to compare. (I don't worry as much about Calculator Active/Inactive proportion, as this is more dependent on what standards are being assessed.) Thank you for your consideration!
MATH SUPERVISOR	THESE STANDARDS ARE REASONABLE AND FEASIBLE.	THESE STANDARDS ARE REASONABLE AND FEASIBLE.
Teacher	I like the thought that was put into this grouping. It makes sense and looks doable.	I am not as familiar with 5th grade standards, but from what was said at the meeting these interims look adequate.
K-8 Math Instructional Specialist	The grouping of the standards is reasonable because they are essential for success with learning the other standards contained within each grouping.	The grouping of the standards is reasonable because they are essential for success with learning the other standards contained within each grouping.
K-5 Curriculum Specialist	I think the progression of the third grade standards look good.	I do not like the placement of NF.1. Many of the teachers that I work with have been unhappy about placing this standard after NF.3 and NF.4. It would make more sense to me to move MD.2 to third quarter and NF.1 to second quarter. Thanks for the information today.
Assistant Principal	The overall grouping of the interims are appropriate but would like to see OA9 swapped with MD8 allowing more insight into 2nd grade concepts of polygons and additional principals with perimeter. Not all standards in interim 1 would be completely taught by the first administration but can be used as a pre-assessment for standards to come.	Although this does not necessarily match our pacing, the grouping of standards together and interim 1 not having fractions is appropriate.
Elementary Math Coordinating Teacher		We would like to see the following grouping of standards: Interim 1: OA.2, OA.3, NBT.5, MD.5, MD.2 Interim 2: NBT.3, NBT.6, MD.1, NF.3, NF.4, Interim 3: NBT.7, G.1, NF.7, NF.1, G.3
K-5 Math Curriculum Specialist	We agree with the standards/domains for Interim 1. However, we are concerned with Interim 2 including NF.1 and NF.2 since it is typically not introduced until February or later. Our suggestion is to remove NF.1 and NF.2 from the second assessment. Instead of those standards, we recommend NC.3.OA.2 as well as NC.3.G.1. We agree with the standards/domains for Interim 3.	We agree with all three interim selections.
Director of Curriculum (Math & Science)	Move NF.1 and NF.2 to Interim 3 Move MD.7 to Interim 2 Move OA.3 to Interim 2 Add NBT.2 to Interim 2 Assess MD.5 and MD.7 to Interim 2	This pacing will require extensive revisions to our curriculum documents and will involve reordering many of the units of the published curriculum we use. It's unfortunate that we're required to report out on 4 domains in the first interim. I don't understand the connection of the coordinate plane to the standards in that first interim. Would prefer to have 5.G.1 in a later interim or not at all. Move NF.1 to Interim 2 Move NF.4 to Interim 3 Move NF.3 to Interim 3

District K-5 Math/Science Lead Teacher	I like the groupings of the standards selected for Interim 1. I also like that OA8 is tested twice, over two interims. This is a difficult standard and it will be nice to see students' growth and learning with this standard. I would prefer for MD7 and MD8 (area and perimeter) to be grouped with OA3 and OA8 (multiplication/division) for the Interim 2. Area is an excellent connection to multiplication. I would also like the fraction standards (NF) to be grouped together for Interim 3. Moving these standards would alter the domains for Interim 3. However, another standard such as G1 could be tested in Interim 3 to add another domain. Geometry would fit well here since students are partitioning shapes as they learn about fractions. Another possibility: Interim 2 - OA3, OA8, NBT3, MD7, MD8 Interim 3 - OA8, NF2, NF3, NF4, G1 (removed NF1 since it is connected with NF2)	I like the grouping of standards selected for Interim 1. I think they correlate well together. For Interim 2, I feel like NF4 (multiplication of fractions) should be moved to Interim 3. This is a very difficult standard and takes a long time for students to learn and master. Students must learn to multiply fraction by whole number, whole number by fraction, fraction by fraction, and mixed numbers. It is a very difficult standard. If it does stay in Interim 2, I would suggest testing it again in Interim 3. I would not test NF7 over two interims. This is a pretty easy standard for our students to master since it only involves unit fractions and can be easily modeled. If NF4 is removed from Interim 2, NBT3 (place value) could be moved to Interim 2. Other possibilities: Interim 2: NBT3, NBT6, NF3, NF7, MD2 Interim 3: NBT3, NBT7, NF1, NF4, MD1 Interim 2: NBT6, NF3, NF4, NF7, MD2 Interim 3: NBT3, NBT7, NF1, NF4, MD1
Associate Professor, Mathematics Education	The groupings work well for interim 1. One suggestion is to put MD.7 and MD.8 (area and perimeter) in Interim 2 because area and multiplication are so naturally connected. Then move NF.1 and NF.2 to Interim 3. This means you would need another domain for Interim 3. G.1 would be a good addition there since students spend lots of time partitioning shapes when working with fractions which would again allow for connections to be made across concepts during instruction. Another option would be MD. 5 for the same reason (connection to fractions). Thank you for putting OA.8 across two interim assessments, particularly since this standard has to do with word problems. I was slightly concerned to hear that no word problems would be included in interim 1 because the phrase word problems is not in the standard (maybe I heard this incorrectly in the webinar). First, all concepts should be introduced in context to boost conceptual understanding. Skipping straight to the symbolic often leads to rote use of algorithmic procedures without understanding. Second, if concepts are tested only with calculations and not word problems on the interims and then later with word problems on the EOG, will the interims provide a true indication of a where a student is performing for the flexible summative? Thank you for providing multiple offerings of the webinars and this link for people to give feedback at the conclusion.	during the webinar about teachers wanting multiplication of fractions before addition and subtraction and how that didn't really make sense to you, but you followed what teachers wanted. This issue more nuanced than that. Fraction learning trajectories in research (See Empson, et al. , 2011, as a good resource) suggest that fraction instruction begins and ends with multiplication and division with equivalence, addition and subtraction coming in the middle. Therefore, while we would want some multiplication and division to come before addition and subtraction, mastery of multiplication of fractions as described in 5.NF.4 would come at the end of that process and take a good part of the year. The trajectory suggests that students need to start by engaging in fair-sharing problems to see the relationship between fractions and division (first whole number division--2 people sharing 8 cookies; then division which results in a whole number and a fraction—2 people sharing 5 cookies; then problems which result in a fraction less than 1 – 2 people sharing 3 cookies) – described in NC.5.NF.3. Another first step in understanding fractions is the multiplication of a whole number by a unit fraction to make the connection to repeated addition (2/3 is the same as 1/3 + 1/3 which is 2 groups of 1/3). In NC this is covered in grade 4 (4.NF.4) and can be solidified in grade 5 in standards like NBT.1 where students look at digits in one place being 1/10 the value of the place to the left and 10 times the value of the place to the right, allowing students to make meaningful connections between fractions and decimals (metric measurement is a good connection here, too). The learning trajectories then move to equivalence and comparison, and addition and subtraction with unlike denominators before circling back to multiplication of fractions by a fraction. For this reason, NF.4 in Interim 2 is too early. Finally, in general, I would like to comment on the issue of flexibility in pacing. While you have made very clear the interims can be given in any order and at any time at the teacher's choosing, the sequential nature of mathematics (as noted in the above discussion of fractions, for example) means that interims really can't be given in any order.
Lead Elementary Math Teacher		Move 5.NBT.5 from Interim 1 to Interim 3. Move 5.NF.7 from Interim 3 to Interim 3 to Interim 1.

K-12 Mathematics Specialist	It seems like a whole lot to test 3rd graders on these three AND the required RTA test(ing) that occurs. This is a LOT for a 3rd grader - it's also worth pointing out that while our students do see the OA in the first quarter this work is going throughout the year and is strongly embedded with the NBT and MD standards for the grade level. These standards build over the year - we would have to wait to give all three of these in the early spring due to the spiraling nature of these standards and the validity of the data they could produce.	No feedback on the order but again the 5.OA.3 traverses the year as does the NBT and NF work. These standards are addressed in units of study but are continually refined within and across units. While I understand the flexibility in assessing the interims to be completely effective we don't reach the depth of standards until the end of the year due to a deep spiral that exist in our instruction.
Instructional Coach	Is the psychometric decision final (as far as mandating 3 domains/5 standards in each Interim)? Is it possible to provide a bank of standards based questions, to allow districts more flexibility with their own pacing? With this option, each district could align the Interims to their current pacing guides and curriculum. We agree with moving 3.NF.1 and 3.NF.2 to the 2nd Interim.	Is the psychometric decision final (as far as mandating 3 domains/5 standards in each Interim)? Is it possible to provide a bank of standards based questions, to allow districts more flexibility with their own pacing? With this option, each district could align the Interims to their current pacing guides and curriculum. We feel that 5.NF.1 should be taught before 5.NF.4 and/or 5.NF.7 (we think they should learn to add/subtract fractions before multiplying/dividing fractions). The proposed sequence would be acceptable if students come to fifth grade with a firm foundation of fractions. We often have to back up and solidify foundational fractional understanding.
Interim Assistant Principal	Our 3rd Grade teachers were pleased with the specifications. Many of the standard's placement aligned with how they had filled out the survey.	Our 5th Grade teachers were pleased with the specifications.

V.A-03: Middle School Mathematics Webinar Audience Questions

ID	I have a question about the draft test specifications for . . .	Subcategory	Question
1	General question	Housekeeping	Can you please provide a link to the slides for today? It took a long time for the webex to open on my computer, sorry.
2	General question	Flex Summative	A school must use interims in order to participate in the flexible summative. For schools that do not use any interims what is their end of year assessment opt
3	General question	Test specifications	You mentioned that these tests were not bound by the calculator use as the check ins. Can you speak more on this? Or is there more to come at a later time?
4	General question	Flex Summative	When the flexible summative is available, will proficiency be based on an average of the interims and flexible summative, or will proficiency just be measured flexible summative at the end of the year? Can you provide more clarity on the term "flexible summative?" How is it different than the current EOG?
5	General question	NC Check-Ins/NC Interim	Will we receive data back after each Interim or after two Interims?
6	General question	Pacing	What about the grouping of the standards within the interim: What if they don't match? What if there is a standard that won't be taught until another quarte is included in that grouping. Partnership with Friday's Institute: The Friday's institute suggested pacing does not align with the grouping of standards on the NC Checkin, is this being considered when developing the groupi standards for NC Interims?
7	General question	NC Check-Ins/NC Interim	Can you explain the difference between the Check-ins and Interims?
8	General question	Test specifications	Will you be able to share the state data with us that you are sharing in this webinar. I would really like to be able to share some of this with teachers to help t understand why certain standards are grouped together.
9	General question	Test specifications	How many items per interim? How much time should be allotted per interim?
10	General question	NC Check-Ins/NC Interim	We are unable to pull data by class this year, we can only pull as a large group. Can we get this updated to pull reports like we have in the past?
11	General question	NC Check-Ins/NC Interim	Will the current NC Interim for Grade 7 Math being used by pilot schools replace the NC Check In for Grade 7 math next year (2022-2023) for districts who are the pilot but want to continue with NC Check-Ins?
12	General question	Mandatory/Voluntary	Are these interims going to be mandatory once the researchers finish? And, how will the data from these interims be used by DPI and by the researchers? Wi messaging be coming from DPI Assessment division to help administrators know how and how not to use the data (especially punitively towards teachers)?
13	General question	Flex Summative	How is it okay if students haven't covered a standard on an interim yet their Formative Summative is based on the Interims?
14	General question	Pacing	On the NCDPI website there is a partnership for Secondary Math, North Carolina Collaborative for Mathematics Learning (NC2ML). This partnership has a sug instructional framework that does not align with the grouping of standards on the NC Check ins. Will this be considered when grouping of standards for NC In - my previous questions said partnership with Friday Institute. I looked on NCDPI for the correct name of the partnership.
15	General question	Flex Summative	How is the coming summative assessment that the interims tie into different from EOGs?
16	General question	Flex Summative	How does the Flexible Summative differ from the EOG's
17	General question	NC Check-Ins/NC Interim	Will Interim test items be pulled from the same bank as NC Check-ins?
18	General question	NC Check-Ins/NC Interim	Will we still be able to give Check-ins (old standard alignment) or will they be replaced by Interims? This will take place in 2023-2024, correct?
19	General question	Mandatory/Voluntary	Are students required to complete two assessments prior to mid April?
21	General question	Test specifications	How is it determined which standards will be CI versus CA?
22	General question	NC Check-Ins/NC Interim	Just want to be sure I understood this correctly - Did you say that next year, Grades 4, 5, 7, and 8 will transition to NC Interims - but 3, 6 will continue Check In
23	General question	Test specifications	Do you have the Grade 7 Interim Specs that you could show?
24	General question	NC Check-Ins/NC Interim	Currently, the NC Check In questions remain the same from year to year. Will this be true for Interims as well?
25	General question	NC Check-Ins/NC Interim	If schools are currently piloting grade 4 and 7 Interims, and we have feedback for grade 6 and 8 interims, then why are we transitioning to grades 4, 5, and 7,8 year and not grades 4,6,7,8?
26	General question	Flex Summative	I just want to be sure I understood this correctly.... This will not be a required statewide system in 2 years? Up until this point, it has been the message that we are moving the entire state to this system of inter assessments and a flexible summative. However, that is not the case? To help me understand the flexible summative, what will the difference be in the summatives two students who have had different math performance on the interims. Will one be shorter than another? Different language? Different numbers to make questions on different levels? I don't understand what will be "fle with this summative.
27	General question	NC Check-Ins/NC Interim	Did I hear correctly that next year, all schools will give the NC Interims for grades 4, 5, 7, 8?

28	General question	Participation	I appreciate the timeline slide you added about when resources will rollout. If we are not a pilot school district, can we opt-in at any time over the next few s years, or did we already have to make that election?
29	General question		When will NC Interims be available for district leaders to view?
30	General question		1.) What are the advantages of using the Interims vs. continuing the Check-ins? 2.) Are all schools automatically going to make these changes to Interim or do we have to request the change?
31	General question		Is it an expectation that everyone will be giving the NC Interims and Flexible assessments by 2024? And is it possible for this information to also be shared with CAOs? Sometimes information regarding content and testing gets lost.
32	General question		Will the flexible summative EOG be available for non-pilot schools who participate in the Interim Assessments?
33	General question		Does the whole district need to buy-in or can individual schools choose to join?
34	General question		Does the whole district need to opt in or can a single school opt in for interims next year?
35	General question		On a spectrum of availability to review the test with the students, we currently have quite a bit of openness with the check-ins but a lot of security with the E Where will the NC Interims fall on this spectrum?
36	General question		So each student could possibly have different flexible summaries within the same class, right?
37	General question		Is it reasonable to state that "Flexible Summatives" are a form of differentiated EOG's based on Interim data?
38	General question		Are charter schools allowed to participate in the pilot program?
39	General question		Will teachers and schools get student specific data from the Flexible Summative? In other words, we there be a data breakdown of how the students did on t common item set AND the customized item set? And are those customized item sets still grade-level aligned, or do they assess above/below grade level?
40	General question		Do you have to opt in as a pilot for every grade level that is available. (i.e. could we opt in for every grade level except for 3rd).
41	General question		If our system wanted to "volunteer" to be a part of the study where do we fit in? Go straight into 2022-2023 plan with 4th and 7th taking flexible summative year?
42	General question		I am still confused on the flexible summative. There are 30 or so different versions...if we have students from all levels NP through Level 5 in our class - will al students in that class take the same version? If so, is this really flexible? Obviously the EL's and EC students could benefit flexibility, but they are mixed in wit students causing differentiation to be a necessity daily.
44	General question		Where could we see the draft specifications for grade 7?
45	General question		Have there been any conversations around different groupings for Accelerated Middle School courses that may have some major differences in groupings wh compared to grade level courses?
47	General question		Appreciate the flexibility on which order we give the tests! Is there any chance that schools can reorganize the standards on each test as well to fit local curric
48	General question		Are there plans to follow this new framework for Math 1?
49	General question		When do you expect to release the final drafts of the standards covered on the interims?
50	General question		What is the deadline for deciding if our PSU will participate in the NC Interim process? Cost? Sorry if I missed this earlier...
51	General question		Are there any plans for the interims OR flexible summative to become mandatory?
52	General question		Will this order/interim process remain optional after the 23-24 school year? If it becomes required, it feels a lot like the state mandating a pacing order/curric
53	General question		Will we receive any information about the summative?

V.A-04: Middle School Mathematics Survey Feedback on Interim Test Specifications

Job Title	Please provide your feedback on the groupings of the assessed standards for Grade 6 Math, keeping in mind psychometric considerations (3 domains and 5 standards per interim).	Please provide your feedback on the groupings of the assessed standards for Grade 8 Math, keeping in mind psychometric considerations (3 domains and 5 standards per interim).
8th Grade Math Teacher	N/A	Why are 8.G.3 & 8.G.5 being tested on separate interims? These two standards tend to lend themselves to being taught together well, particularly after an emphasis on 8.EE.7. Please consider revision.
6th grade Math teacher	Looks good. Wondering why RP.2 was taken out.	Looks good
teacher	Where is RP.2?	Looks good.
Teacher	Where is 6.RP.2?	Looks good.
6th Grade Teacher	Where will 6.RP.2 come into pacing? Why are area, surface area, and volume still separated?	n/a
8th Grade Math	N/A	Disregard my previous Question, I was mistaken on my Standards!
Math Instructional Coach	I appreciate the shift in EE standards that provides formative assessment on skills that will impact instruction in subsequent years. Thanks for your hard work! As feedback for the actual assessment, can you ensure that the open response questions are a similar proportion to the EOG? Currently on some Check Ins, there is a much higher percent of open response questions on the Check In when compared to the EOG. This skews scores lower and makes student progress more difficult to compare. (I don't worry as much about Calculator Active/Inactive proportion, as this is more dependent on what standards are being assessed.) Thank you!	Progression of standards looks great on this one! As feedback for the actual assessment, can you ensure that the open response questions are a similar proportion to the EOG? Currently on some Check Ins, there is a much higher percent of open response questions on the Check In when compared to the EOG. This skews scores lower and makes student progress more difficult to compare. (I don't worry as much about Calculator Active/Inactive proportion, as this is more dependent on what standards are being assessed.) Thank you!
MATH CURRICULUM SUPERVISOR	THIS SEEMS REASONABLE AND FEASIBLE.	WE WILL NEED TO ALTER OUR PACING A LITTLE, BUT THIS WILL WORK.
District Math Specialist	These are closely aligned to the Check-Ins already in place. I appreciate the similarity for pacing purposes.	Interim 1 is TOO packed! Why do we have to have 5 standards tested? Didn't you say that we had to test between 3 and 5? There is no flow to these standards, not to mention the number of additional standards that must be taught in conjunction with these standards. Teachers will be OVERWHELMED at the beginning of the school year with this looming over them.
K-8 Math Instructional Specialist	The grouping of the standards is reasonable because they are essential for success with learning the other standards contained within each grouping.	The grouping of the standards is reasonable because they are essential for success with learning the other standards contained within each grouping.
Secondary Curriculum & Instruction and Professional Learning Specialist	These align with our current units and I think these groupings make sense and emphasize what's really important for algebra moving forward.	The groupings for interims 2 and 3 make sense, but I do not think having 8.F.1 in Interim 1 will be helpful data. It is the only standard in the grouping that includes two quantities/variables. The other work being done on the coordinate plane in this grouping is dilations, translations, etc. and I could see it being confusing for students to study shapes on the coordinate plane so closely to defining functions on the coordinate plane. Because the grouping already has three domains, and because we do not introduce functions (8.F.1) in the context of any of those other standards, it stands out as one that doesn't belong in that grouping. It also tends to lock us in to a certain order by putting F1 in Interim 1, then F3-5 in Interim 2, then 8F2 and EE8 in Interim 3. It would force more of a change of sequence for us.
Secondary Math Curriculum Specialist	Concerns about the selection of standards for 6th grade. Did input from each district have the same weight? Ex: districts with 5,000 students and districts with 50,000 students. Many of the large districts are using a curriculum and NC2ML scope and sequence that allows the concepts to be developed and the listings for 6th grade are different than what we will cover.	Will there be opportunities to revisit the standards that are assessed and when? Many of the large districts are using a curriculum and NC2ML scope and sequence that allows the concepts to be developed and the listings for 8th grade are extremely different than what we will cover.
Middle School Math Teacher	No Comments at this time. I am still processing a lot of it. Your logic makes sense.	The previous alignment was difficult. Splitting the functions standards are going to help a lot. Thank you!
Math Specialist	No concerns this looks appropriate.	Will the website Tools 4 NC teachers be updated to match the new interims? Some schools offer a compacted 7/8 grade math course will this be addressed or adjusted to meet the new interims?

Professor of Mathematics Education		the data on 8th grade made it difficult to come to agreement. For example, it was said that a majority of those surveyed say they teach G.2 and G.4 in first quarter but do not need to get data reports on them. Therefore, the decision was made not to include them on interim one. We know from NC district leaders that the interims (or check ins) dictate pacing in this state, even though the NC Assessment representatives continue to disregard this feedback. Since the interims will be used as a default pacing guide, I worry that G.2 and G.4 will not be taught until last quarter but should be taught earlier. Also, EE.1 is a conceptually difficult standard to master in 8th grade and takes all year. It absolutely should not appear on interim 1. And related to the interims becoming pacing guides, they become so because administrators often use results from assessments in harmful ways, harmful to both students and teachers. While NC Assessment representatives can say that they are only to be used for formative assessments, we know that this will not be the case everywhere and we will be doing damage to students. What supports are being put into place now to keep the results from interims from doing damage? We were told that the Friday Institute is putting together classes, but what are they about, when are they and who attends? How will these be advertised and how can you ensure that the right people get the right message? We have been told that the interims can be given in any order and that districts can choose two of the three. Much of mathematics has an order to it, so how is it possible to take interims out of order? Research has revealed learning progressions for each grade level that specify the order that content should be taught. I have a feeling that research backed learning progressions were not used to create these interims. Rather, we are letting psychometrics dictate learning in NC, not research about students' learning of mathematics. This is unethical. And if districts can choose 2 of 3 interims, then why have 3? Why not just have 2 interims with longer space between them? And why must there be 3 domains tested psychometrically? That has not been made transparent. Why won't DPI release the survey results that led to these clusterings? Why can't this be made transparent? Who were the pilot districts? If this is a research project, what if the research shows it is not working for our students? Will these interims stay, despite a failed research project? I know that it has been said that these interims are not mandatory, but that statement is always followed by "at this time." That usually means that they will become mandatory down the line. What if they are not sound? A very likely scenario is that students will not have learned a standard (maybe two) by the time interim 1 is to be implemented. If
Middle School Math Instructional Coach	Interim 1-Beginning the school year with NS.1-4 and EE.1 may be a better start to the year. Many skills in 6th grade involve fractions, dividing, and decimals. By beginning this way, you could then be reviewing these standards when teaching the rest of the 6th grade curriculum. Then move into RP1 and 3. Interim 2-Next do RP.4 & 2. Then move into all things G. Interim 3-Finish G and EE.	Interim 1-Beginning with rational/irrational numbers and exponents is a great start to the school year. The other standards seem to jump around and not have consistent flow from one standard to the next. Transformations should be moved from Interim 1 to Interim 2 and added with G.5. Interim 2-EE.7-8 together Interim 3-All things Functions.
Sr. Admin MS Math	We have no concerns for the groupings of the Grade 6 standards on each of the Interims. However, we do have concerns about the pacing. Based on our pacing, if we do decide to participate in the Interims, this will push administering Interim 3 close to EOG time. There won't be a lot of time to use the data to inform/adjust instruction.	Based on the grouping of the standards and our pacing, we would have to give Interim 2 and 3 after quarter 3 and Interim 1 in quarter 4. If the configuration doesn't change, we can't use this at all.
Middle Grade Instructional Coach	These groupings seem logical. Teachers are concerned about pacing and finishing teaching material prior to NC Interim being administered. This is a question about the process, not the grouping of standards, but will PSUs have flexibility with scheduling interims to fit their pacing?	No concerns about this pacing for 8th grade.
Math Supervisor	NC.6.NS.4 should not be on interim 1. Please move this until Interim 2 (or even 3). I do not understand why this standard is grouped with the others in this grouping. We teach NS.2 and 3 after second quarter is over, but I am not concerned because we can late until later to give Interim 2. I am a little concerned over NC.6.EE.1.	These grouping for 8th Grade are ridiculous. They do not match any guidance given by any NC groups or any of the curriculum options we have for NC. I would not even know at what point in the year any of these interims would make sense to administer. I understand what you were saying about needing some sort of standards for Interim 1 and the whole state had said those Geometry standards shouldn't be tested, however, that doesn't mean you should just pick standards that we teach later in the year and move them up. NC.8.F.1 is not taught in many district until after Christmas. It doesn't even make sense for Interim 2 much less Interim 1. With the groupings as they stand now we would have to wait and give all three of these interims as late in the year as possible, back to back. NS.1 and EE.1 are some of the very last standards we teach in all of 8th grade. But then you have EE.7 and F.1 that are mid to late year and G.3 which is the only standard we actually teach in the beginning of the year. For Interim 2, F.3 is the only standard taught mid year. G.5 is beginning of the year and all the other F standards are after second quarter is over. I say all of this to say, I understand we have flexibility in how we give interims, but there are no options that would make this a productive use of class time in 8th grade. They would all have to be given at the very last possible moment right before end-of-year testing which is not going to helpful for teachers and will create a stressful testing situation for students.

k-12 math specialist	No feedback, other than things I think are out of your control. Forcing 3 domains on these is artificial - the depth of the domain across the grade level needs to be considered but I understand that is not up for discussion.	The first interim is completely useless and the justification given for this sequencing is not consistent with any research or major work of the grade for 8th grade learning trajectories. NS.1 is artificially placed here - first of all we do not need feedback on this standard. But more importantly we would never separate this from the pythagorean theorem work of 8th grade. The is a supporting standard to understanding the types of numbers that you arrive at from pythagorean theorem calculations - teaching this before or even outside of the pythagorean theorem is artificial and not at all connected to learning progressions of an 8th grade student. We do start the year with transformational geometry and build slope from there. This entire sequencing is odd of order and quite frankly pretty useless. You could build a check in with linear and a check in with functions and then another one the supporting work of the grade but then you wouldn't have your 3 domain rule. 8th grade is a very different grade level from the other grades - it does shift into a large focus on the EE and F standard with a few supporting standard in the SP and G domains. Forcing 3 domains onto the interims makes this artificial. At what point can you look at the value and depth of the domains? In 8th grade especially they are not treated equal and therefore 3 domains is artificial and will cause all kinds of problems. I don't have a better suggestion - you're going to have the same trouble with Math One as well. My only suggestion would be to build a Function (Function or not, interpreting functions, input/output/domain) and a Linear (solving linear equations, linear concepts of functions, understanding slope - you could easily put transformations on this as well) and a leftover (that hopefully we could get the other 2 in and not have to worry about). Or perhaps you could split the linear concepts into a linear function work (include the slope interpretation which is an SP standard) and the algebraic work (solving equations).
Secondary Math Coach	According to Achieve the Core (https://achievethecore.org/category/774/mathematics-focus-by-grade-level) which our district uses to prioritize standards across the middle school curriculum - 6.G.1, 6.G.4, and 6.G.3 are all part of a support cluster that is only specifically taught for a short amount of time. Also, 6.NS.2, 6.NS.3, and 6.NS.4 are part of an additional cluster which again is only explicitly taught for a short amount of time. We feel it might be more beneficial to replace some or all of these standards with standards from the major clusters (according to Achieve the Core) that aren't present on the Interim Specifications List - 6.RP.2, 6.RP.4, 6.NS.5, 6.NS.7, 6.NS.8, 6.NS.9, 6.EE.3, 6.EE.4, 6.EE.5, 6.EE.8, 6.EE.9. Overall, we would like to see more major cluster standards assessed.	Interim 1 - There are 4 different strands when only 3 are required. Our district currently teaches 8.NS.1 and 8.EE.1 towards the end of the year so we would prefer these to be replaced with standards that more align with solving equations for example - 8.G.5. We would also like to point out that 8.NS.1 is from a supporting cluster according to Achieve the Core (https://achievethecore.org/category/774/mathematics-focus-by-grade-level) which our district uses as a tool to prioritize standards for our middle school math curriculum. Interim 2 - We would suggest replacing 8.EE.7 with 8.EE.8 because systems fits nicely with the functions standards, and 8.EE.7 would have already been assessed in interim 1. 8.G.5 also fits better with material in interim 1 so 8.G.5 could be replaced with a Statistics standard (8.SP.1, 8.SP.2, or 8.SP.3 - since this is an additional cluster according to Achieve the Core it would make sense to not assess all 3 of them). This would also fulfill the need for 3 different domains. Interim 3 - If 8.SP.1, 8.SP.2, and 8.SP.3 could be moved to Interim 2 we think 8.G.6, 8.G.7, and 8.G.8 are very important standards in the 8th grade curriculum. 8.EE.3 or 8.EE.4 would also be beneficial in this Interim. Note: 8.EE.2 is the only major standard that isn't included in our suggestions that we feel would be beneficial to add to the interims.

V.A-05: NC Check-Ins 2.0 Grades 3–8 Mathematics Specifications

Innovative Assessment Demonstration Authority (IADA)
North Carolina Personalized Assessment Tool (NCPAT) Pilot
Grades 3–8 Mathematics Specifications
NC Check-Ins 2.0

Purpose and Overview

The North Carolina Personalized Assessment Tool is a system of through-course assessment opportunities aimed toward 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 study under the U.S. Department of Education's Innovative Assessment Demonstration Authority (IADA) and includes three interim resources (NC Check-Ins 2.0) and a flexible summative assessment. At the conclusion of the pilot phase in 2024, adjustments based on feedback may be made before statewide implementation.

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

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

Content Specification Development

The NCDPI Accountability Services/Test Development Section used a combination of in-person and online surveys and webinars to gather feedback from educators across the state.
The following outlines the development of content specifications for NC Check-Ins 2.0:

- To address the main purposes of NC Check-Ins 2.0, the content design was expanded to include at least three domains with a minimum of five standards.
- North Carolina does not have a state-adopted pacing guide and curriculum organization is a local decision. Thus, the criteria for groupings of content standards were based on reviewing feedback gathered from participants.
- In January 2019, the NCDPI Accountability Services/Test Development Section facilitated an in-person NC Check-Ins 2.0 specification workshop for grade 4. Teachers and educators, with the majority representing IADA pilot schools, recommended possible groupings of standards. Groupings for each grade 4 NC Check-In 2.0 were later summarized and are currently being used during this pilot phase (see Table 2).
- In October of 2020, a series of surveys was used to gather input on recommended groupings for grade 7 from educators participating in the IADA pilot. Feedback was

reviewed and groupings for each grade 7 NC Check-In 2.0 were summarized and are currently being used during this pilot phase (see Table 5).

- In the fall of 2021, statewide surveys were used to gather feedback to guide recommended groupings of grade-level content standards for NC Check-Ins 2.0. In December 2021, staff from the Test Development Section facilitated eight statewide webinars to present draft content specifications for grades 3, 5, 6, and 8. At the conclusion of each webinar, a follow-up survey was shared with webinar participants to gather additional feedback. The NCDPI Accountability Services/Test Development Section collaborated with mathematics content staff from the Academic Standards Section at NCDPI and Technical Outreach for Public Schools (TOPS) at North Carolina State University to review feedback and summarize groupings (see Tables 1, 3–4, 6).

Table 1. Content Specifications NC Check-Ins 2.0 Math Grade 3

Grade 3 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.3.OA.1	NC.3.OA.3	NC.3.OA.8
NC.3.OA.2	NC.3.OA.8	NC.3.NF.2
NC.3.OA.9	NC.3.NBT.3	NC.3.NF.3
NC.3.NBT.2	NC.3.MD.7	NC.3.NF.4
NC.3.MD.3	NC.3.MD.8	NC.3.G.1

Table 2. Content Specifications NC Check-Ins 2.0 Math Grade 4

Grade 4 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.4.OA.1	NC.4.OA.3	NC.4.NBT.5
NC.4.NBT.2	NC.4.NBT.5	NC.4.NF.3
NC.4.NBT.4	NC.4.NBT.6	NC.4.NF.4
NC.4.NBT.7	NC.4.NF.1	NC.4.NF.6
NC.4.G.1 and NC.4.MD.3	NC.4.NF.2	NC.4.NF.7
		NC.4.G.2 and NC.4.MD.4

Table 3. Content Specifications NC Check-Ins 2.0 Math Grade 5

Grade 5 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.5.OA.2	NC.5.NBT.6	NC.5.NBT.3
NC.5.OA.3	NC.5.NF.1	NC.5.NBT.7
NC.5.NBT.5	NC.5.NF.4	NC.5.NF.3
NC.5.MD.5	NC.5.NF.7	NC.5.NF.4
NC.5.G.1	NC.5.MD.2	NC.5.MD.1

Table 4. Content Specifications NC Check-Ins 2.0 Math Grade 6

Grade 6 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.6.RP.1	NC.6.RP.4	NC.6.NS.6
NC.6.RP.3	NC.6.NS.1	NC.6.EE.2
NC.6.NS.4	NC.6.NS.2	NC.6.EE.6
NC.6.G.1	NC.6.NS.3	NC.6.EE.7
NC.6.G.4	NC.6.EE.1	NC.6.G.3

Table 5. Content Specifications NC Check-Ins 2.0 Math Grade 7

Grade 7 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.7.G.1	NC.7.EE.1	NC.7.EE.4
NC.7.NS.3	NC.7.EE.3	NC.7.G.5
NC.7.RP.1	NC.7.EE.4	NC.7.G.6
NC.7.RP.2	NC.7.NS.3	NC.7.SP.7
NC.7.RP.3	NC.7.RP.3	NC.7.SP.8

Table 6. Content Specifications NC Check-Ins 2.0 Math Grade 8

Grade 8 Mathematics NC Check-Ins 2.0 Assessed Standards		
A	**B**	**C**
NC.8.NS.1	NC.8.EE.7	NC.8.EE.8
NC.8.EE.1	NC.8.F.3	NC.8.F.2
NC.8.EE.7	NC.8.F.4	NC.8.SP.1
NC.8.F.1	NC.8.F.5	NC.8.SP.2
NC.8.G.3	NC.8.G.5	NC.8.SP.3

NC Check-Ins 2.0 Format

The NC Check-Ins 2.0 are being developed currently as online resources with twenty-five total items each. Each of the three mathematics interim resources will include four-option multiple-choice items, open-ended numeric response items, and technology-enhanced items. For all grade levels, the NC Check-Ins 2.0 will have calculator inactive and calculator active sections.

Administration and Review

To accommodate local control of curriculum, the NCDPI will offer a flexible administration and review window for all interim resources that will open October 1 and close May 31. 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 a twenty-five-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 mini-sessions.

The interim item-review window for teachers will also be available from October 1 to May 31. Like NC Check-Ins, 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 grade-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 grade-level-specific content standards.

IADA Pilot Timeline

- During the 2022–23 school year, IADA pilot schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment. Students must complete at least two NC Check-Ins 2.0 interims by April 15, 2023, for their data to be used to determine an informative start point on the flexible summative. During the 2022–23 school year, all NC schools may choose to participate in the reading and mathematics NC Check-Ins 2.0 at grades 4, 5, 7, and 8. Only pilot schools will participate in the flexible summative assessment for grades 4 and 7.
- NC Check-Ins will be available only for grades 3 and 6 reading and mathematics, and grades 5 and 8 science.
- Beginning with the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8. NC Check-Ins will no longer be available for grades 3–8 in reading and mathematics. The plan for 2024 is to administer the flexible summative statewide following review of the IADA pilot.

V.A-06: NC Check-Ins 2.0 Grades 3–8 Reading Specifications

Innovative Assessment Demonstration Authority (IADA)
North Carolina Personalized Assessment Tool (NCPAT) Pilot
Grades 3–8 Reading Specifications
NC Check-Ins 2.0

Purpose and Overview

The North Carolina Personalized Assessment Tool is a system of through-course assessment opportunities aimed toward 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 study under the U.S. Department of Education's Innovative Assessment Demonstration Authority (IADA) and includes three interim resources (NC Check-Ins 2.0) and a flexible summative assessment. At the conclusion of the pilot phase in 2024, adjustments based on feedback may be made before statewide implementation.

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

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

Content Specification Development

The NCDPI Accountability Services/Test Development Section facilitated a specification workshop in January 2020 as part of the process to gather input from relevant stakeholders. The goal of the 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 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 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 grade standards assessed on the End-of-Grade assessment be included on NC Check-Ins 2.0.

Table 1. Content Specifications NC Check-Ins 2.0 Reading Grades 3 –8

Domain	Grade 3*	Grade 4	Grade 5	Grade 6*	Grade 7	Grade 8
Reading for Literature						
RL.1	✓	✓	✓	✓	✓	✓
RL.2	✓	✓	✓	✓	✓	✓
RL.3	✓	✓	✓	✓	✓	✓
RL.4	✓	✓	✓	✓	✓	✓
RL.5				✓	✓	
RL.6			✓	✓	✓	✓
RL.7						
RL.8						
RL.9						
RL.10						
Reading for Information						
RI.1	✓	✓	✓	✓	✓	✓
RI.2	✓	✓	✓	✓	✓	✓
RI.3	✓	✓	✓	✓	✓	✓
RI.4	✓	✓	✓	✓	✓	✓
RI.5		✓		✓	✓	✓
RI.6				✓	✓	✓
RI.7						
RI.8	✓	✓	✓	✓	✓	✓
RI.9						
RI.10						
Language						
L.4	✓	✓	✓	✓	✓	✓
L.5.a	✓	✓	✓	✓	✓	✓

*****Available beginning with the 2023-24 school year

NC Check-Ins 2.0 Format

The NC Check-Ins 2.0 for reading are currently being developed as online, fixed-form interims 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 (grades 6-8 only)). Each reading selection will have six to nine multiple-choice or technology enhanced items.

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 October 1 and close May 31. 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 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 mini-sessions.

The interim item-review window for teachers will also be available from October 1 to May 31. Like NC Check-Ins, 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 grade-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 grade-level-specific content standards.

IADA Pilot Timeline

- During the 2022–23 school year, IADA pilot schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment. Students must complete at least two NC Check-Ins 2.0 interims by April 15, 2023, for their data to be used to determine an informative start point on the flexible summative. During the 2022–23 school year, all NC schools may choose to participate in the reading and mathematics NC Check-Ins 2.0 at grades 4, 5, 7, and 8. Only pilot schools will participate in the flexible summative assessment for grades 4 and 7.
- NC Check-Ins will be available only for grades 3 and 6 reading and mathematics, and grades 5 and 8 science.
- Beginning with the 2023–24 school year, all NC schools may choose to participate in the NC Check-Ins 2.0 at grades 3–8. NC Check-Ins will no longer be available for grades 3–8 in reading and mathematics. The plan for 2024 is to administer the flexible summative statewide following review of the IADA pilot.

V.A-07: Item Writer and Reviewer Demographic Information for Mathematics and Reading at Grades 3–8 for 2021–22

Reviewers			
	Gender		
		Female	64
		Male	5
	Ethnicity		
		African American	10
		Asian	1
		Caucasian	56
		Hispanic	1
		Multi-Racial	1
		Native American	0
		Other	0
	Eth		
		Black	10
		Hispanic	1
		Other	2
		White	56
	Degree		
		BA	9
		Ed.D	1
		BS	11
		MA	23
		MLS	1
		MS	20
		Other	4
	Deg		
		Graduate	45
		Other	2
		Undergraduate	22
	Exp		
		0-5	0
		6-10	9
		11-15	12
		16-20	15
		20+	33
Writers			
	Gender		
		Female	152
		Male	24
	Ethnicity		
		African American	20
		Asian	1

		Caucasian	142
		Hispanic	3
		Multi-Racial	2
		Native American	6
		Other	2
	Eth		
		Black	20
		Hispanic	3
		Other	11
		White	142
	Degree		
		6-Year Degree	1
		BA	21
		BS	44
		Ed.D	6
		MA	60
		MLS	3
		MS	37
		Other	4
	Deg		
		Graduate	108
		Other	3
		Undergraduate	65
	Exp		
		0-5	5
		6-10	21
		11-15	31
		16-20	43
		20+	76

V.A-08: Test Development Process

Assessment Development Process
End-of-Grade, End-of-Course, NC Check-ins, and Grade 3 Portfolio

The test development process is a complex process that involves multiple checks and balances guided by testing experts and professionals. This process begins after new content standards are adopted by the North Carolina State Board of Education. This process includes multiple stakeholders who serve in advisory roles to the test development process including

- North Carolina Educators and Administrators;
- North Carolina Department of Public Instruction (NCDPI)–Standards, Curriculum, and Instruction Specialists;
- North Carolina State University–Technical Outreach for Public Schools (NCSU-TOPS) Content;
- NCSU-TOPS Exceptional Children, English Learners, and Visually Impaired Specialists;
- NCSU-TOPS Production, Editing, and Copyright Staff; and
- Outside Content-Specific Experts.

Prior to the test development process, the standards to be measured are defined during test specification meetings. North Carolina educators collaborate and develop recommendations for a prioritization of standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test design for each content area. Subsequently, test development staff from the NCDPI meet with various advisors to review the recommendations from the teacher panels and to adopt final weight distributions across the domains for each grade level.

Once test specifications are adopted, item writers and reviewers complete training on the new subject-specific content standards. The training also includes an overview of item writing, sensitivity, and bias guidelines. North Carolina educators start the item development process by creating new items with various advisors (see bulleted list above) providing feedback on item quality throughout the 18-step test development process. The development process concludes with the NCDPI Test Measurement Specialist evaluating the recommendations from all advisors then finalizing and approving the item, reading selection, or test form.

Item Review Process

Step 1: Item Created

Test items are written by trained item writers, including North Carolina teachers, educators, curriculum specialists, and content specialists at Technical Outreach for Public Schools (TOPS) at North Carolina State University. All items are submitted through an online test development system. The item writer assigns the item

- a Clarifying Objective/Standard,
- a secondary Clarifying Objective/Standard (when appropriate),
- a Depth-of-Knowledge (DOK) rating (if applicable),
- a knowledge type and cognitive category (if applicable), and
- an Achievement Level Descriptor (ALD).

The item writer is also responsible for citing sources of any stimulus material used for an item.

Step 2: Item Evaluation
TOPS Content Specialists review the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), adherence to item writing guidelines, and sensitivity and bias concerns. All content specialists look for contexts that might elicit an emotional response and inhibit a student's ability to respond as well as contexts that students may be unfamiliar with for cultural or socioeconomic reasons. The specialists review the item's assigned

- Clarifying Objective/Standard,
- Secondary Clarifying Objective/Standard (if applicable),
- DOK rating (if applicable),
- Achievement Level Descriptor,
- Key/Distractors, and
- Knowledge type and cognitive category (if applicable) with the following possible results:
    - If the content of the item is not accurate or does not match an objective/standard, or if the DOK of the item is not appropriate, the item is revised or deleted.
    - If necessary, the specialist should edit the stem and foils of the items for clarity and adherence to established item writing guidelines.
    - If there are necessary revisions outside the technical scope of the specialist (such as artwork, graphs, or edits to reading selections), the item is moved to **Step 3** for edits by Production staff.
    - If the item contains stimulus material, the item is moved to **Step 3** for copyright checks by Copyright staff.

Once the item is accepted, the item is sent to **Step 4** (Teacher Content Review).

Step 3: Production Edits/Copyright Checks
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Items with stimulus materials are reviewed by Copyright staff for copyright concerns and proper citation. Once the item is revised by Production staff or reviewed for copyrights, it is moved back to **Step 2** for another review by a Content Specialist.

Step 4: Teacher Content Review
Teacher item content reviewers are required to undergo the same training as item writers and must have content-specific knowledge. Two North Carolina trained item reviewers look for any quality issues or bias/sensitivity issues and suggest improvements, if necessary. The item writer at **Step 1** cannot review their items at **Step 4**. These trained reviewers evaluate the item in terms of

- alignment to grade-level content standard;
- content of item: accurate content, there is one and only one correct answer, appropriate and plausible context;
- cognitive category;
- being clearly written;
- motivated and plausible distracters;
- appropriate assigned achievement level descriptor;
- appropriate assigned depth of knowledge;
- design conforming to North Carolina item writing guidelines;
- appropriate language for the academic content area and age of students; and
- bias or sensitivity concerns.

Step 5: Content Review and Reconcile Teacher Content Reviews
A Content Specialist re-reviews the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), and checks to make sure the item is correctly keyed. The Content Specialist also reviews all comments/suggestions from the teacher reviewers and makes any appropriate revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 6** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 7** (EC/EL/VI) if the item is ready for the next stage of review.
- Send the item back to **Step 4** (Teacher Review) if major revisions are made to item for a new review.
- Delete the item.

Step 6: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 5** for review by a Content Specialist.

Step 7: Exceptional Children (EC), English Learners (EL), and Visually Impaired (VI) Review
The EC/EL/VI specialist reviews the item for accessibility concerns for EC, EL, and VI students, such as accessibility of graphics for student with or without vision, and also considers accessibility in Braille. This review addresses concerns arising from bias or sensitivity issues, such as contexts that might elicit an emotional response and inhibit a student's ability to respond or contexts that students may be unfamiliar with for cultural or socioeconomic reasons. Review of reading level of the item is considered along with stem and foil quality (stem is a clear and complete question; foils are straightforward; no repetitive words; the grammar of the stem agrees with the foils; review modifying words and make suggestions for bold print and italics or removal; look for idioms and two-word verbs that may provide an accessibility issue for EL students). For Grade 3 Portfolio Items, a Literacy specialist evaluates each item for grade-level appropriateness.

Step 8: Reconcile EC/EL/VI Review
A Content Specialist reviews comments/suggestions from the EC/EL/VI reviewer and the Literacy reviewer for Grade 3 Portfolio, and makes any necessary revisions. The Content Specialist should indicate in the comments whether any comments/suggestions from the reviewer were not approved and incorporated. The Content Specialist may choose one of the following options:

- Send the item to **Step 9** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 10** (Grammar Review) for review.
- Send the item back to **Step 4** (Teacher Review) if major revisions are made to item for a new review.
- Delete the item.

Step 9: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 8** for another review by a Content Specialist.

Step 10: Grammar Review
Professional editors review items for grammar, punctuation, and spelling. If the item had previously been sent back to **Step 8** by Editing, the editor should check that the suggested revisions were addressed. If the editor suggests revisions to the item, the item will move back to **Step 8** for review by a Content Specialist. If the editor approves the item as is, the item proceeds to **Step 11** (Security Check).

Step 11: Security Check
Production staff checks to make sure no duplicate copy of the item exists in the test development databases. If there is a duplicate copy of the item or a requested revision was not made, then the item is sent back to **Step 8**.

Step 12: Content Lead Review and Reconcile
Content Lead reviews the item and makes any necessary revisions and also reviews the item comment history to ensure all comments have been addressed. The Content Lead may choose one of the following options:

- Send the item to **Step 13** (Production) if there are revisions required that are outside the technical scope of the Content Lead.
- Move the item to **Step 14** (If approved, move item to **Step 14** NCDPI/Standards, Curriculum, and Instruction Review).
- Send the item back to **Step 4** (Teacher Review) or **Step 2** if major revisions are needed or made to an item.
- Delete the item.

Step 13: Production Edits
Items needing revisions outside the technical scope of the Content Lead (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 12** for review by the Content Lead.

Step 14: NCDPI/Standards, Curriculum, and Instruction Review
NCDPI/Standards, Curriculum and Instruction Specialists review the item and confirms a clarifying objective or a content standard. The reviewer evaluates the item in terms of

- alignment to grade-level content standard;
- presence of one and only one correct answer;
- the assigned Cognitive Process and Knowledge Type or Depth of Knowledge;
- the assigned Achievement Level Descriptor; and
- bias, sensitivity, or accessibility issues.

Step 15: Reconcile Standards, Curriculum, and Instruction Review
A Content Specialist reviews comments/suggestions from the NCDPI/Standards, Curriculum, and Instruction Specialist, and makes any necessary revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 16** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 17** (Grammar Review) for review.
- Send it back to **Step 2** if major revisions are needed or made to item.
- Delete the item.

Step 16: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 15** for review by a Content Specialist.

Step 17: Grammar Review
Professional editors review items for grammar, punctuation, and spelling. If the item had previously been sent back to **Step 15** by Editing, the editor should check that the suggested revisions were addressed. If the editor suggests revisions to the item, the item will move back to **Step 15** for review by a Content Specialist. If the editor approves the item as is, the item proceeds to **Step 18** for the Test Measurement Specialist (TMS) review.

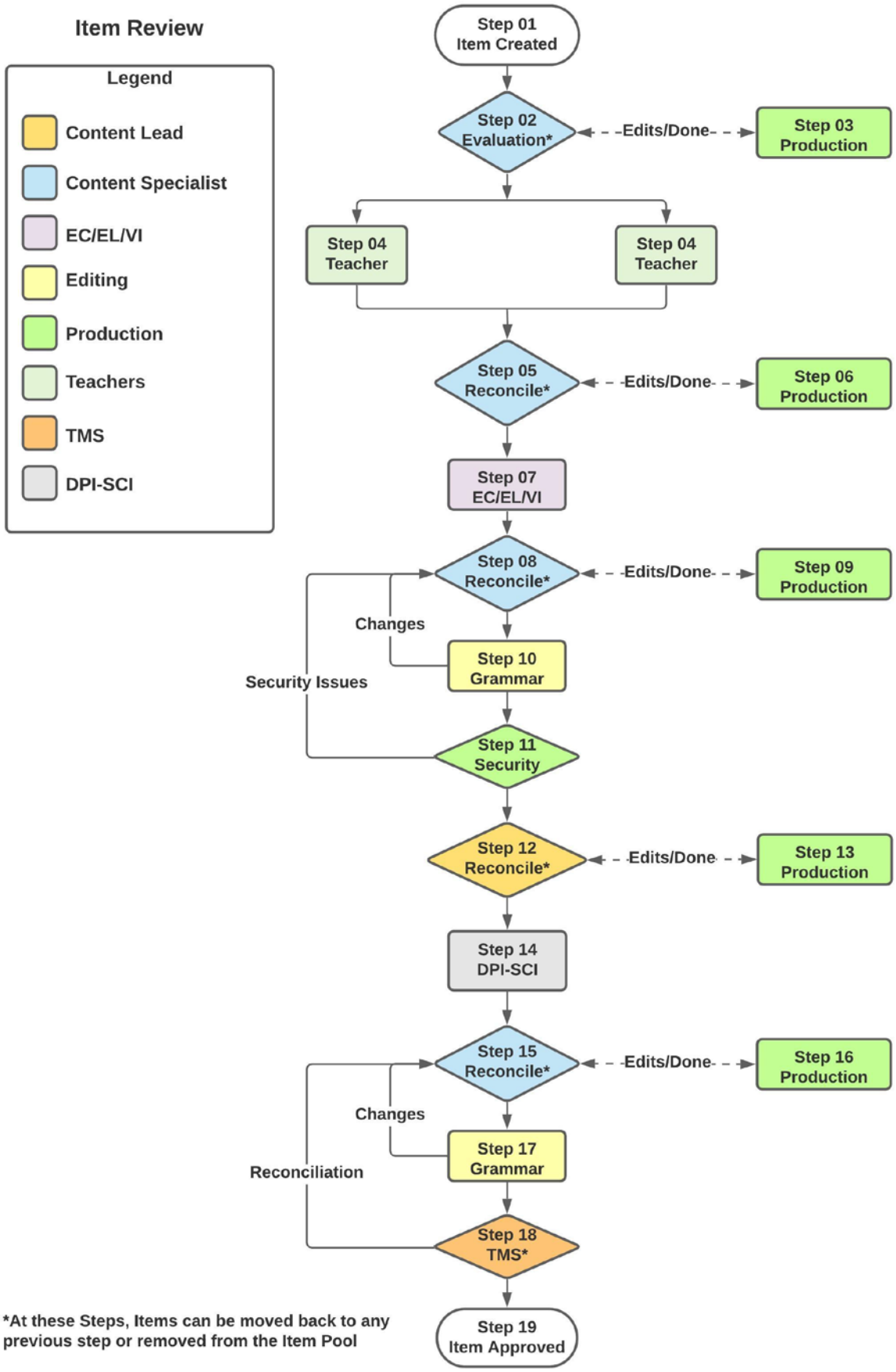
Step 18: NCDPI/Test Measurement Specialist Review
A NCDPI/TMS reviews for overall item quality. The TMS also checks that quality control measures have been followed by reading the comments from all previous reviews and verifying that the comments have been addressed by the Content Specialists. The TMS evaluates the item for

- alignment to grade-level content standard;
- verification there is one and only one correct answer;
- assigned Cognitive Process and Knowledge Type or Depth of Knowledge;
- bias, sensitivity, or accessibility issues;
- appropriate assigned achievement level descriptor; and
- the overall item quality.

The TMS has four options when submitting the review:

- If the TMS approves the item as is, the item proceeds to **Step 19** (Item Approved).
- If the TMS indicates edits are needed, the item is moved back to **Step 15** for review by a Content Specialist.
- If TMS wants Standards, Curriculum, and Instruction to see the item again, the TMS moves the item back to **Step 14**.
- The TMS can delete the item.

Step 19: Item Approved
The item is now ready for placement on a form.


Item Review
Legend
Content Lead
Content Specialist
EC/EL/VI
Editing
Production
Teachers
TMS
DPI-SCI
Step 01
Item Created
Step 02
Evaluation*
Edits/Done
Step 03
Production
Step 04
Teacher
Step 04
Teacher
Step 05
Reconcile*
Edits/Done
Step 06
Production
Step 07
EC/EL/VI
Step 08
Reconcile*
Edits/Done
Step 09
Production
Changes
Step 10
Grammar
Security Issues
Step 11
Security
Step 12
Reconcile*
Edits/Done
Step 13
Production
Step 14
DPI-SCI
Step 15
Reconcile*
Edits/Done
Step 16
Production
Changes
Step 17
Grammar
Reconciliation
Step 18
TMS*
Step 19
Item Approved
*At these Steps, Items can be moved back to any previous step or removed from the Item Pool

Selection Review Process for
End-of-Grade, End-of-Course, NC Check-ins, and Grade 3 Reading Portfolio

Prior to Step 1, the Reading Content Specialist searches for appropriate selections for each assigned grade using criteria from NCDPI/Test Development staff, NCDPI/Standards, Curriculum, and Instruction staff, and the North Carolina *Standard Course of Study*. The Reading Content Specialist also reviews the selections for any bias and sensitivity concerns.

Offline

Step 1: Folder Created
The Content Specialist creates a review folder for the selection. A Selection Form Submission tracking form is completed with the necessary copyright information (Content Specialist's name, date, title, author, source, excerpts, photographs, etc., as well as copyright date and ISBN, if applicable, and the selection's readability score), and is attached to the inside of the review folder. Any suggested edits are noted on the selection. A selection routing sheet is attached (includes grade level and title of selection) to the outside of the folder.

Step 2: Copyright Approval & Title/Author Search
Editing staff determines if the selection is public domain, gratis, or copyrighted (if copyrighted, determine whether the publisher may be used or if there is a concern, such as excessive expense) and searches all selection databases to determine if the selection is already in use.

Step 3: Content Approval
The Content Lead evaluates the selection in terms of

- alignment to grade-level expectations,
- content and length of the selection,
- readability of the selection,
- achievement level descriptors,
- bias or sensitivity concerns, and
- issues brought up by copyright review.

Based on review, the Content Lead can

- approve the selection as is,
- approve the selection with edits or additions (including edits to or addition of artwork), or
- delete the selection.

NOTE: If selection is included in the form, the Content Lead sends a new copy to the Copyright Staff so they can seek permission from the publisher.

Step 4: Exceptional Children (EC), English Learner (EL), and Visually Impaired (VI) Review
The EC/EL/VI reviewer evaluates the selection for accessibility concerns for EC, EL, and VI students in terms of

- concerns because of bias or sensitivity issues, such as contexts that might elicit an emotional response and inhibit a student's ability to respond and contexts that students may be unfamiliar with for cultural or socioeconomic reasons;
- accessibility of graphics for students with or without vision;
- appropriateness for Brailling;

- prior knowledge required to understand the selection; and
- unfamiliar vocabulary that cannot be understood from the surrounding context.

Based on review, the EC/EL/VI reviewer can recommend to

- use the selection,
- use the selection with suggested edits, or
- not use the selection.

Step 5: NCDPI/Test Measurement Specialist Review
The NCDPI/Test Measurement Specialist (TMS) evaluates the selection in terms of

- alignment to grade-level expectations;
- content and length of the selection;
- readability of the selection;
- achievement level descriptors;
- any bias or sensitivity concerns including any raised by the EC/ESL/VI reviewer; and
- edits made by content at **Steps 1 and 3** or edits suggested in the **Step 4** review.

If the TMS rejects the selection, it is deleted from the pool. If the TMS approves the selection, it is moved to **Step 6**.

Step 6: Prepare for Online
Issues noted in EC/EL/VI and TMS reviews are reconciled by a Content Specialist, and the selection is sent to production to be entered into the online test development system.

NOTE: If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted should the selection be designated for inclusion in a test form.

——————————Online Test Development System——————————

Step 1: Selection Created
Production staff performs another selection security check and enters the selection into the test development system.

Step 2: Compare Original
Editing staff compares the original copy of the selection to what has been entered into the test development system and indicates any necessary corrections. The corrections may arise from discrepancies between the TDS and the original or from correctable errors in the original, such as grammatical errors, misspellings, or archaic/foreign spelling of words.

Step 3: Creation Reconcile
A Content Specialist resolves corrections indicated in **Step 2**.

Step 4: Creation Edits
Production makes requested changes and selection is sent back to **Step 3** for a Content Specialist to confirm requested changes have been made to selection.

Step 5: NCDPI/Standards, Curriculum, and Instruction Review
A NCDPI/Standards, Curriculum, and Instruction Specialist reviews the selection. The reviewer evaluates the selection in terms of

- alignment to grade-level expectations;
- content and length of the selection;
- readability of the selection; and
- bias or sensitivity concerns.

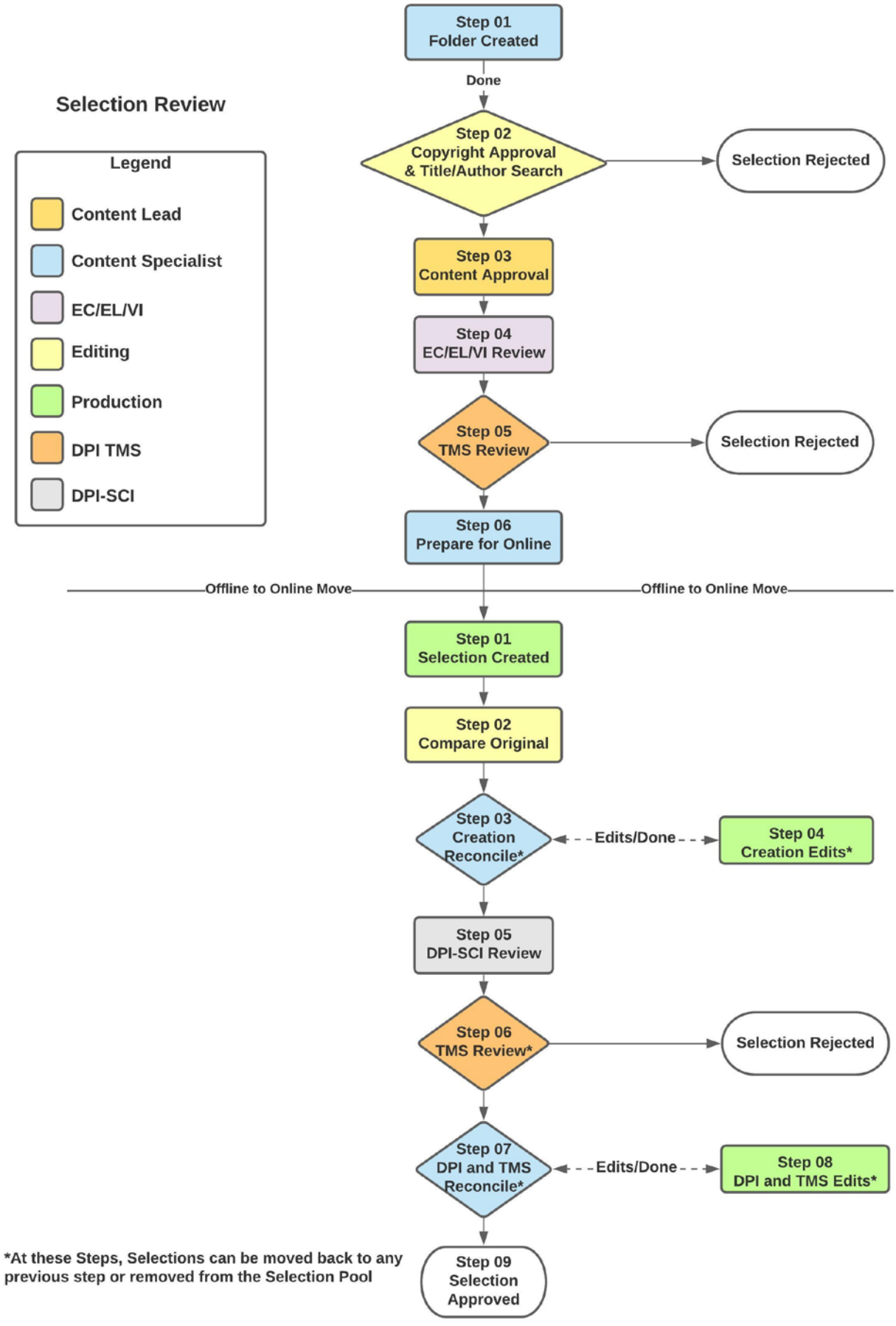
Step 6: NCDPI/Test Measurement Specialist Review
The NCDPI/Test Measurement Specialist (TMS) does a final review on the selection and reviews all comments from the NCDPI/Standards, Curriculum, and Instruction Specialist. The TMS either approves the selection (with comments regarding revisions, if any) or deletes the selection from the pool.

Step 7: Reconcile Curriculum and Instruction Review and Test Measurement Specialist Review
A Content Specialist reviews any comments/changes requested by Standards, Curriculum, and Instruction or by the Test Measurement Specialist and sends changes to **Step 8** (Production) to be made, if necessary. Once any changes are made, the selection is sent to **Step 9**.

NOTE: If the selection is designated for inclusion on a test form, any edits or additions are made to the selection (including edits to or addition of artwork). The Content Specialist then sends a new copy to the Copyright Staff if permission is needed from the publisher.

Step 8: Production Edits
Production makes requested changes and selection is sent back to **Step 7** for a Content Specialist to confirm requested changes have been made.

Step 9: Selection Approved
Selection is now ready to have items written.


Selection Review
Legend
Content Lead
Content Specialist
EC/EL/VI
Editing
Production
DPI TMS
DPI-SCI
Step 01
Folder Created
Done
Step 02
Copyright Approval
& Title/Author Search
Selection Rejected
Step 03
Content Approval
Step 04
EC/EL/VI Review
Step 05
TMS Review
Selection Rejected
Step 06
Prepare for Online
Offline to Online Move
Offline to Online Move
Step 01
Selection Created
Step 02
Compare Original
Step 03
Creation
Reconcile*
Edits/Done
Step 04
Creation Edits*
Step 05
DPI-SCI Review
Step 06
TMS Review*
Selection Rejected
Step 07
DPI and TMS
Reconcile*
Edits/Done
Step 08
DPI and TMS Edits*
*At these Steps, Selections can be moved back to any previous step or removed from the Selection Pool
Step 09
Selection
Approved

Form Review Process for End-of-Grade, End-of-Course, NC Check-ins, and Grade 3 Reading Portfolio

Prior to Step 1, a NCDPI/Psychometrician chooses the test items for the initial placement of the preliminary base form, taking key balance into consideration.

Step 1: Upload Form
A Psychometrician creates the form, and uploads a file listing the Item IDs to populate the form. The form is sent to **Step 3** for form review. Forms can come back to this step from **Step 3** with suggestions for replacements, or from **Step 4** with suggestions for replacements or revisions (either concerning the content of the item or for key issues). The Psychometrician can replace items or incorporate revisions. The Psychometrician sends the form to **Step 2** (Production Edits) for revisions to artwork, graphs, or reading selections.

Step 2: Production Edits
Revisions to operational items such as artwork, graphs, and reading selections are made by Production staff. If any revisions are made, the form is sent back to **Step 1** for review by a Psychometrician.

Step 3: Form Review
A Content Specialist reviews the items on the form for content alignment and quality of content and reviews the form for conflicts or repetition of content.

If any items are replaced because of concerns regarding conflicts or repetition of content among items, or for quality concerns, the Content Specialist sends the form back to **Step 1** with comments for the Psychometrician. Otherwise, the form is sent to **Step 4** for Test Measurement Specialist Review.

Step 4: NCDPI/Test Measurement Specialist Review/Key Balance
This review step is conducted to ensure that the form is ready for Outside Content-Specific Expert Review and Key Check (i.e., the form is ready to send to printer) and considers both item- and form-level quality as follows:

- The Test Measurement Specialist (TMS) reviews each item, including any comments. Suggestions for revisions to items are made as needed.
- After reviewing the quality of each item, the form is evaluated in terms of cueing, repetition, content coverage, and balance across Depths of Knowledge and Types/Cognitive Processes.
- The key balance of the form is checked. If the key balance needs adjusting, these suggestions are made by the NCDPI/TMS and the form is returned to **Step 1**.

After reviewing each item, the TMS adds any form-level comments and suggested improvements, and they can

- send the form back to **Step 1** with suggestions for replacements or revisions,
- move the form to **Step 5** (Reconcile), or
- delete the form from the pool.

Step 5: Reconcile by Content Specialist
The Content Specialist reviews the form comments to ensure any suggested replacements or revisions have been addressed and that any approved replacements or revisions have been made correctly. If any replacements or revisions need adjusting, the Content Specialist moves the form back to **Step 1** with comments. Otherwise, the form moves to **Step 6** (Outside Content-Specific Expert Review and Key Check).

Step 6: Outside Content-Specific Expert Review and Key Check
At this step, the form is sent for Outside Content-Specific Expert Review and Key Check. Outside Content-Specific Experts review the form by answering each item, selecting the correct answer and providing any comments and/or suggestions about the item. They verify that the item is presented correctly and that the answer to the item is correct and they provide overall suggestion about item quality. (Outside content-specific experts are not involved in creating any item. They are not affiliated with NCDPI or NCSU-TOPS agencies and serve as objective, independent reviewers. These experts must have verified credentials and experience in their subject matter area and be approved by NCDPI as content experts.)

Step 7: Reconcile Outside Content-Specific Expert Review
A Content Specialist checks the keyed response from the Outside Content-Specific Expert Review against the key for each item and reviews all comments and/or suggestions from the Outside Content-Specific Expert. Any key disagreements are reconciled, and any comments and/or suggestions from the Outside Content-Specific Expert are addressed.

Step 8: NCDPI/Psychometric Review/Key Balance
A Psychometrician performs the following:

- reviews comments/suggestions from the Outside Content-Specific Expert and from Editing staff, with consultation with the TMS and Content Specialists;
- checks key agreement with the Outside Content-Specific Experts and resolves any disagreements through consultation with the TMS and Content Specialists;
- makes any approved revisions, or indicates revisions for Production staff to make, and sends the form to **Step 9** (Production Edits); and
- reloads the form if any items are replaced at **Step 8**.

Step 9: Production Edits
Revisions to items outside the technical scope of the Psychometrician (items such as artwork, graphs, and reading selections) are made by Production staff. Once the revisions are made, the form is sent back to **Step 8** for review by a Psychometrician.

Step 10: Grammar Review
Two editors independently review the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 11: Content Lead Review/Finalize Form
The Content Lead reviews the form comment history to ensure all comments have been addressed and consults with VI specialist regarding accessibility issues. After reviewing the form, the Content Lead

- moves the form back to **Step 8** if any edits to operational items need review or
- approves the form and moves it to **Step 12** (Item Placement) for cloning and embedding or

- approves the form and moves it to **Step 21** (Final Manager Review) when the form is not being cloned or embedded.

Step 12: Item Placement
A Content Specialist places approved items in the embedding slots. The Content Specialist needs to check that

- the placed items match the layout files for the version of the base form;
- the quality of items embedded is appropriate for experimental use;
- the items do not cue operational items or other embedded items;
- the items diversify topic coverage across content;
- the keys of the embedded items do not create an unbalanced key for the overall form and the overall difficulty level of the items; and
- the Achievement Level Descriptor and Depth of Knowledge or Knowledge Type/Cognitive Process are consistent with the surrounding base form.

After placing the items, the Content Specialist may choose one of the following options:

- Send the form to **Step 13** (Production Edits) for revisions to artwork, graphs, or reading selections.
- Send the form to **Step 14** (Cueing Check).
- Delete the form.

Step 13: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 12** for review by a Content Specialist.

Step 14: Cueing Check
The Content Specialist and TMS review the entire form to check that the embedded items do not create cueing or repetition issues, the embedded items diversify topic coverage across content, and that the embedded items' quality is acceptable. The TMS also makes sure the key balance is adequate. TOPS EC/EL/VI also looks over the embedded items to make sure that there are not any accessibility issues. TOPS EC/EL/VI makes a recommendation whether the form should be used for Braille. After the review, the Content Specialist can replace or revise embedded items based on the review. The Content Specialist then moves the form to **Step 15** for Outside Content-Specific Review/Grammar check.

Step 15: Outside Content Expert Review Key Check and Grammar Check
An Outside Content-Specific Expert and Editing staff member each review the embedded items. The Outside Content-Specific Expert reviews the embedded items by working and answering each item and providing any comments or suggestions as needed. Editing staff reviews the items for any grammar, punctuation, spelling issues, and/or formatting issues, providing comments and/or suggestions as needed.

Step 16: Reconcile by Content Specialist
A Content Specialist checks the keyed response from the Outside Content-Specific Expert Review against the key for each item and reviews all comments and/or suggestions from the Outside Content-Specific Expert. Any key disagreements are reconciled and any comments and/or suggestions from the Outside Content-Specific Expert are addressed. The Content Specialist also reviews suggestions from Editing staff and makes any necessary revisions.

If any items require substantial revisions, the item should be replaced and the form sent back to **Step 15**.

The Content Specialist can

- send the form to **Step 17** (Production Edits) for needed revisions,
- send the form to **Step 18** (TMS Final Review), or
- delete the form.

Step 17: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 16** for review by a Content Specialist.

Step 18: Test Measurement Specialist Final Review
The TMS reviews the form, considering the comments from the **Step 15** reviews to ensure all comments have been addressed properly. The key balance of the form is checked. The TMS makes any needed edits to items. The TMS sends the form to **Step 19** (Production Edits) if any revisions are needed to artwork, graphs, or reading selections. Then the TMS sends the form to **Step 20** (Final Grammar).

Step 19: Production Edits
Revisions to operational items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 18** for review by the TMS.

Step 20: Final Grammar Review
An Editor reviews the entire form for grammatical and/or formatting issues, providing comments and suggestions as needed.

Step 21: Final Manager Review
A Content Manager reviews comments/suggestions from the Final Grammar Review or **Step 24** (Compare) and makes any necessary revisions to embedded items. The Manager checks the form for overall quality and reviews the form comment history to ensure all comments have been addressed. The Content Manager ensures that the VI review was completed at **Step 11.**

After reviewing the form, the Content Manager may choose one of the following options:

- Approve the form and send it to **Step 23** (Audio Approval) if the form will be administered online.
- Approve the form and send it to **Step 24** (Compare) if the form will be administered on paper.
- Send the form to **Step 20** (Psychometrician) if there are suggested revisions to operational items for the Psychometrician to consider.
- Send the form to **Step 22** (Production Edits) for revisions to artwork, graphs, or reading selections.
- Reject the form.

Step 22: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 21** for review by a Content Manager.

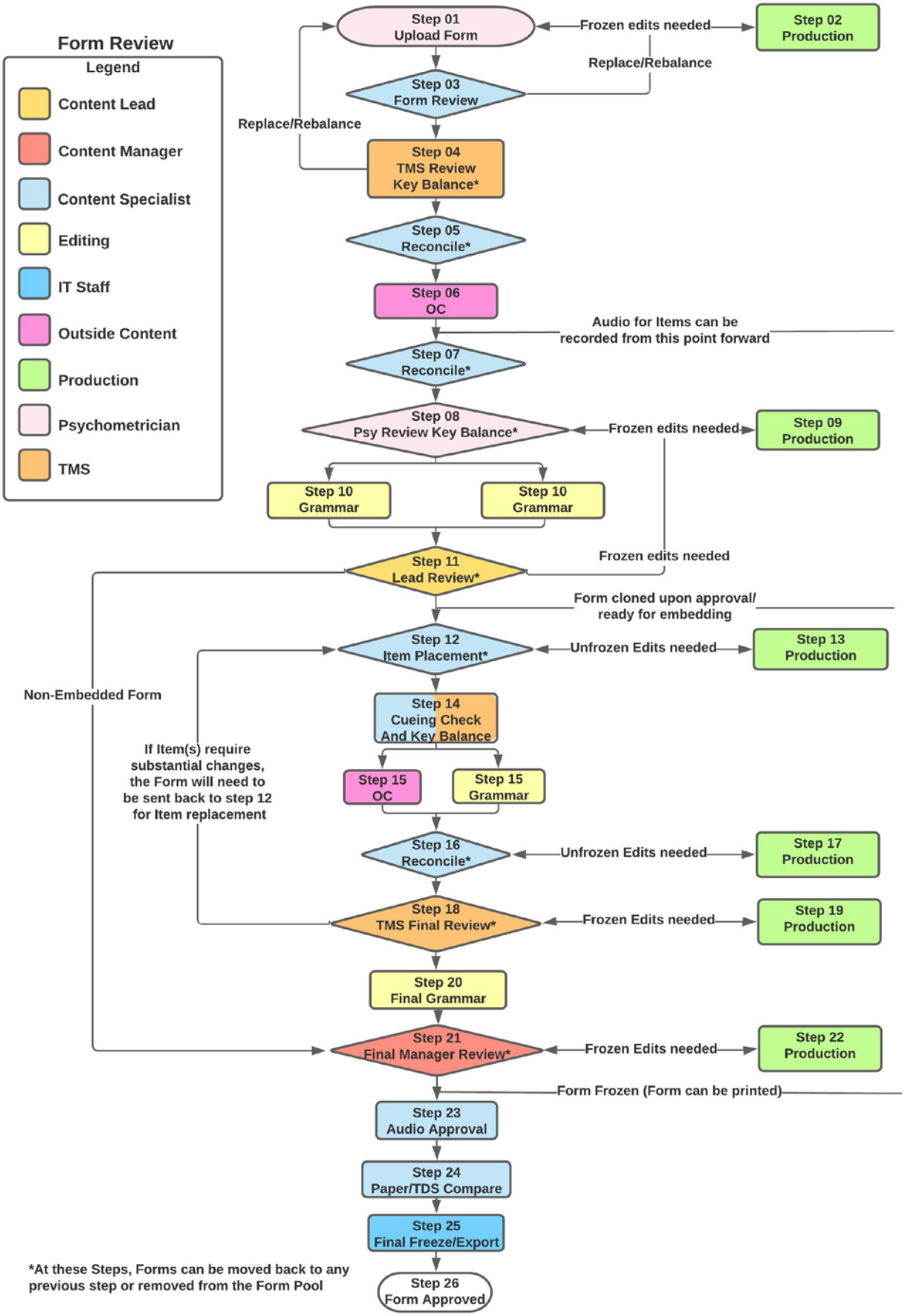
Step 23: Audio Approval
Content Specialists review the audio for each item and either approves the audio or indicates it needs a correction. After the audio for all items have been approved, the form is sent to **Step 24** (PDF/Online Check).

Step 24: PDF/Online Check
At this step, Production staff exports the form as a document and formats the document per formatting guidelines. The form is placed in a folder with a signoff sheet for the following tasks:

- Two Editors review the form for formatting concerns as well as any grammatical issues.
- A Content Specialist reviews the form for content and evaluates any comments and or suggestions from Editing reviews. If there are any edits to embedded items to execute in the online test development system, the Content Specialist indicates with each item what edits are approved and sends the form back to **Step 21**. Any suggestions that are rejected should be noted in the form comments. Any suggested edits to operational items that Content staff feel warrant consideration are directed to the TMS and Psychometrician for consideration.
- A Content Manager makes any approved edits in the online test development system and sends the form to **Step 23** for recorded online forms or **Step 24** for unrecorded or paper-only forms.
- After production staff makes corrections to the paper copy, the file is converted to a PDF and printed. The printed copy undergoes the same review as bullets 1–3 above.
- After the PDF of the form is approved, the form is sent to **Step 25** (Final Freeze/Export). If the forms are also offered online, the online forms will also be sent to **Step 25**.

Step 25: Final Export
The form, all items, and any selections are operationally locked to prevent any revisions. This is to ensure that the published versions of the form, items, and selections are preserved electronically. Any online forms undergo checks in a variety of platforms to ensure that each item's content displays correctly and audio files for non-reading subjects read correctly.

Step 26: Form Approved
The form is approved for administration.


Form Review
Legend
Content Lead
Content Manager
Content Specialist
Editing
IT Staff
Outside Content
Production
Psychometrician
TMS
Step 01 Upload Form
Frozen edits needed
Step 02 Production
Replace/Rebalance
Step 03 Form Review
Replace/Rebalance
Step 04 TMS Review Key Balance*
Step 05 Reconcile*
Step 06 OC
Audio for Items can be recorded from this point forward
Step 07 Reconcile*
Step 08 Psy Review Key Balance*
Frozen edits needed
Step 09 Production
Step 10 Grammar
Step 10 Grammar
Step 11 Lead Review*
Frozen edits needed
Form cloned upon approval/ ready for embedding
Step 12 Item Placement*
Unfrozen Edits needed
Step 13 Production
Non-Embedded Form
Step 14 Cueing Check And Key Balance
If Item(s) require substantial changes, the Form will need to be sent back to step 12 for Item replacement
Step 15 OC
Step 15 Grammar
Step 16 Reconcile*
Unfrozen Edits needed
Step 17 Production
Step 18 TMS Final Review*
Frozen Edits needed
Step 19 Production
Step 20 Final Grammar
Step 21 Final Manager Review*
Frozen Edits needed
Step 22 Production
Form Frozen (Form can be printed)
Step 23 Audio Approval
Step 24 Paper/TDS Compare
Step 25 Final Freeze/Export
*At these Steps, Forms can be moved back to any previous step or removed from the Form Pool
Step 26 Form Approved

Item Development Process for the NCEXTEND1 Alternate Tests

Prior to **Step 1**, the standards to be measured must be defined. The test development process begins after new content standards are adopted by the North Carolina State Board of Education. All item writers and reviewers are required to complete training modules. The training includes a general course on item writing guidelines, including lessons on sensitivity and bias concerns.
The writers and reviewers must also complete subject-specific courses on the Extended Content Standards.

Step 1: Item Created
Test items are written by trained item writers, including North Carolina teachers, educators, curriculum specialists, and content specialists at Technical Outreach for Public Schools (TOPS) at North Carolina State University. All items are submitted through an online test development system. The item writer assigns the item

- an Extended Content Standard,
- a secondary Clarifying Objective/Standard (when appropriate),
- a Depth-of-Knowledge (DOK) rating (if applicable),
- a knowledge type and cognitive category (if applicable), and
- an Achievement Level Descriptor (ALD).

The item writer is also responsible for citing sources for any stimulus material used for an item.

Step 2: Item Evaluation
Content Specialists review the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), adherence to item writing guidelines, and sensitivity and bias concerns. All Content Specialists (subject and the EC/EL/VI specialist) look for contexts that might elicit an emotional response and inhibit students' ability to respond as well as contexts that students may be unfamiliar with for cultural or socioeconomic reasons. The specialists review the item's assigned

- Clarifying Objective/Standard,
- Secondary Clarifying Objective/Standard (if applicable),
- DOK rating (if applicable),
- Achievement Level Descriptor,
- Key/Distractors, and
- Knowledge type and cognitive category (if applicable) and consider the following options:
  - If the content of the item is not accurate or does not match an objective/standard, the item is revised or deleted.
  - If necessary, the specialist should edit the stem and foils of the items for clarity and adherence to established item writing guidelines.
  - If there are necessary revisions outside the technical scope of the specialist (such as artwork, graphs, or edits to reading selections), the item is moved to **Step 3** for edits by Production staff.
  - If the item contains stimulus material, the item is moved to **Step 3** for copyright checks by Copyright staff.

Once the content specialist has spent the needed time on the item and certifies that it is ready to be on a form, the items is sent to **Step 4** (Teacher Content Review).

Step 3: Production Edits/Copyright Checks
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production. Items with stimulus materials are reviewed by Copyright staff for copyright concerns and proper citation. Once the item is revised by Production or reviewed for copyrights, it is moved to **Step 2** for another review by a Content Specialist.

Step 4: Teacher Content Review
Teacher item reviewers are required to undergo the same training as item writers. At this step, two North Carolina trained item reviewers look for any quality issues or bias/sensitivity issues and suggest improvements, if necessary. One of the teacher reviewers is an exceptional children's teacher, and the other is a general education teacher. The exceptional education teacher pays particular attention to the item's appropriateness for student populations with moderate to severe intellectual disabilities. Both trained reviewers evaluate the item in terms of

- alignment to grade-level content standard;
- content of item: accurate content, there is one and only one correct answer, appropriate and plausible context;
- cognitive category;
- being clearly written;
- motivating and plausible distracters;
- appropriate assigned achievement level descriptor;
- appropriate assigned depth of knowledge
- design conforming to North Carolina item writing guidelines;
- appropriate language for the academic content area and age of students; and
- bias or sensitivity concerns.

Step 5: Reconcile Teacher Content Reviews
A Content Specialist carefully reviews all comments/suggestions from the content reviewers and makes any appropriate revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 6** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 7** (EC/EL/VI) if the item is ready for the next stage of review.
- Send it back to **Step 4** (teacher review) if major revisions are made.
- Delete the item.

Step 6: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 5** for review by a Content Specialist.

Step 7: Exceptional Children (EC), English Learner (EL), and Visually Impaired (VI) Review
The EC/EL/VI Specialist reviews the item for accessibility concerns for students with significant cognitive disabilities along with concerns for EL and VI students, such as accessibility of graphics for students with or without vision and also considers Brailling accessibility. This review addresses bias or sensitivity issues such as contexts that might elicit an emotional response and a inhibit

student's ability to respond and contexts that students may be unfamiliar with for cultural or socioeconomic reasons. Review of reading level of the item is considered along with stem and foil quality (stem is a clear and complete question, foils are straightforward, no repetitive words, the grammar of the stem agrees with the foils, idioms do not provide an accessibility issue).

Step 8: Reconcile EC/EL/VI Review
A Content Specialist reviews comments/suggestions from EC/EL/VI Specialist and makes any necessary revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 9** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 10** (Grammar Review) for review.
- Send it back to **Step 4** (teacher review) if major revisions are made.
- Delete the item.

Step 9: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 8** for another review by a Content Specialist.

Step 10: Grammar Review
Professional editors review items for grammar, punctuation, and spelling with the following possible results:

- If the item had previously been sent back to **Step 8** by Editing, the editor should check that the suggested revisions were addressed.
- If the editor suggests revisions to the item, the item will move back to **Step 8** for review by a Content Specialist.
- If the editor approves the item as is, the item proceeds to **Step 11** (Security Check).

Step 11: Security Check
Production staff checks to make sure no duplicate copy of the item exists in previous test forms or released items. If there is a duplicate copy of the item, then the item is returned to **Step 8** and removed from the item pool.

Step 12: Alternate Test Lead Review
The Alternate Test Lead reviews the comment history to ensure all comments have been addressed in terms of assessing students with significant cognitive disabilities. The Alternate Test Lead may choose one of the following options:

- Approve the item and move it to **Step 13** (Content Lead Review).
- Send it back to **Step 8** (Content Specialist Review) if revisions are requested.

Step 13: Content Lead Review and Reconciliation
The Content Lead reviews the item and makes any necessary revisions and also reviews the item comment history to ensure all comments have been addressed. The Content Lead may choose one of the following options:

- Send the item to **Step 14** (Production) if there are revisions required that are outside the technical scope of the Alternate Test Lead.
- Approve the item and move it to **Step 15** (Test Measurement Specialist (TMS) Review).

- Send it back to **Step 2** if major revisions are made to the item.
- Delete the item.

Step 14: Production Edits
Items needing revisions outside the technical scope of the Content Lead (such as artwork, graphs, and reading selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 13** for review by the Content Lead.

Step 15: Test Measurement Specialist Final Review
A TMS reviews for overall item quality and alignment. The TMS also checks that quality control measures have been followed by reading the comments from all previous reviews and verifying that the comments have been addressed by the Content Specialists.

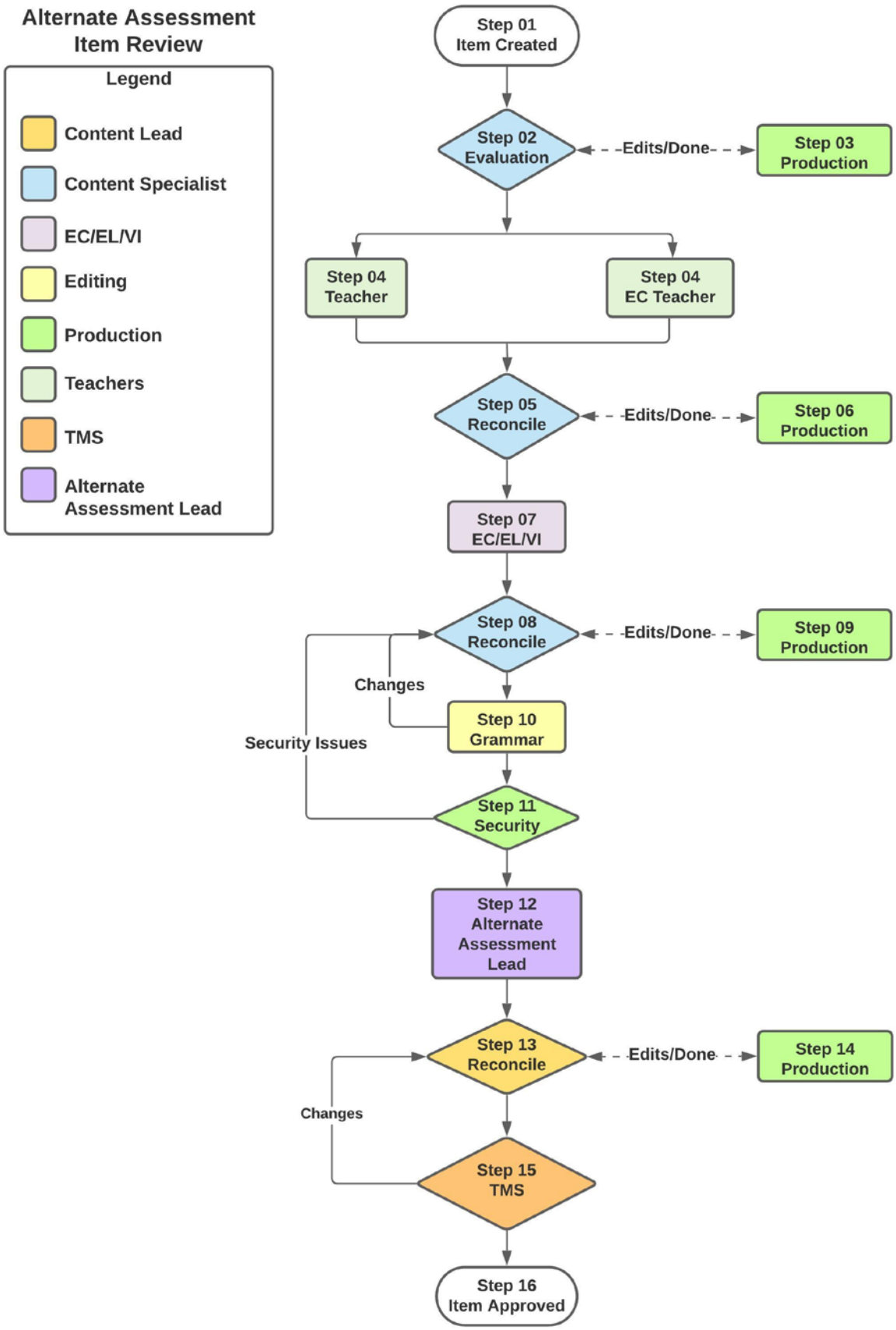
The TMS evaluates the item for

- alignment to grade-level content standard;
- verification there is one and only one correct answer;
- appropriate assigned achievement level descriptor;
- appropriate cognitive category;
- bias, sensitivity, or accessibility issues; and
- the overall item quality.

The TMS has these options when submitting the review:

- If the TMS approves the item as is, the item proceeds to **Step 16** (Item Approved).
- If the TMS indicates edits are needed, the item is returned to **Step 13** for review by a Content Specialist.
- The TMS can also choose to **delete** the item.

Step 16: Item Approved
The item is now ready for placement on a form.


Alternate Assessment Item Review
Legend
Content Lead
Content Specialist
EC/EL/VI
Editing
Production
Teachers
TMS
Alternate Assessment Lead
Step 01 Item Created
Step 02 Evaluation
Edits/Done
Step 03 Production
Step 04 Teacher
Step 04 EC Teacher
Step 05 Reconcile
Edits/Done
Step 06 Production
Step 07 EC/EL/VI
Step 08 Reconcile
Edits/Done
Step 09 Production
Changes
Step 10 Grammar
Security Issues
Step 11 Security
Step 12 Alternate Assessment Lead
Step 13 Reconcile
Edits/Done
Step 14 Production
Changes
Step 15 TMS
Step 16 Item Approved

Selection Review Process for the *NCEXTEND1* Alternate Tests

Prior to Step 1, a Reading Content Specialist searches for appropriate selections for each assigned grade using criteria from Test Development staff and the North Carolina Extended Content Standards. The Reading Content Specialist also reviews the selections for any bias and sensitivity concerns. The Content Specialist creates a folder (color-coded by genre) for the selection. A Selection Form Submission slip is completed with the necessary copyright information (specialist's name, date, title, author, source, excerpts, etc., as well as copyright date and ISBN, if applicable) and the selection's readability score, and this is attached to the inside of the folder. Any suggested edits are noted on the selection. On the outside of the folder, a selection routing sheet is attached (includes grade level and title of selection). The Content Specialist also works with Production to create graphics to illustrate content in the selections.

Step 1: Selection Entered
Production staff enters the selection into the test development system. Graphics are inserted into the selection as well.

Step 2: Grammar Check and Copyright Approval & Title/Author Search
The editing staff performs the following:

- reviews selections for grammar, punctuation, and spelling;
- determines if the selection is public domain, gratis, or copyrighted (if copyrighted, determine whether the publisher may be used or if there is a problem, such as excessive expense); and
- searches all selection databases to determine if the selection is already in use.

Step 3: Content Reconcile
Issues noted in Copyright reviews are reconciled by a Content Specialist. The Content Specialist reviews once more to ensure that the selection has

- alignment to grade-level expectations;
- appropriate content, selection length, readability; and
- contains no bias or sensitivity or copyright concerns.

Based on review/reconciliation, the Content Specialist can

- approve the selection as is and move to **Step 5** or
- send the selection to **Step 4 Production** for edits or additions, including artwork. (If any edits or additions are made to the selection including edits to or addition of artwork, the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted.)

Step 4: Production Edits
Production staff makes edits to artwork. Once revisions are made, the selection is sent back to **Step 3** for another review by a Content Specialist.

Step 5: Alternate Test Lead Review
The Alternate Test Lead evaluates the selection for accessibility concerns for EC, EL, and VI students in terms of

- accessibility for students with significant cognitive disabilities;
- content and length of the selection;
- readability of the selection;
- bias or sensitivity issues, such as contexts that might elicit an emotional response and inhibit students' ability to respond and contexts that students may be unfamiliar with for cultural or socioeconomic reasons;
- accessibility of graphics for students with or without vision;
- appropriateness for Brailling;
- prior knowledge required to understand the selection; and
- unfamiliar vocabulary that cannot be understood from the surrounding context.

Any suggested edits are noted on the selection. Based on the review, the Alternate Test Lead can recommend to

- use the selection,
- use the selection with suggested edits, or
- not use the selection.

Step 6: Content Reconcile
Any issues noted in the Alternate Test Lead review are reconciled by a Content Specialist.

NOTE: If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted. Selections needing revision outside the technical scope of the Content Specialist are revised by Production Staff at **Step 7**.

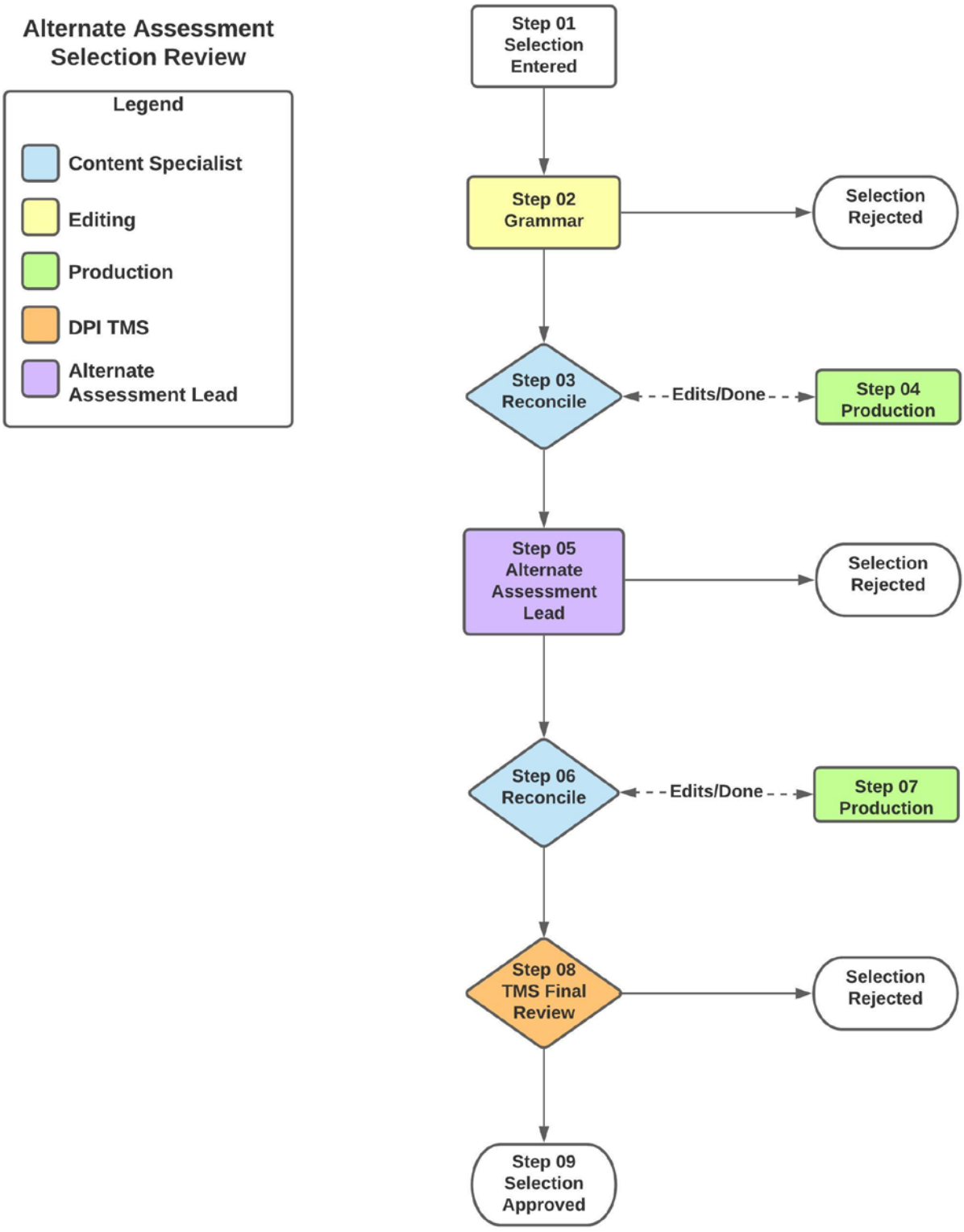
Step 7: Production Edits
Production staff makes edits to artwork. Once revisions are made, the selection is sent back to **Step 6** for another review by a Content Specialist.

Step 8: Test Measurement Specialist Final Review
The Test Measurement Specialist (TMS) evaluates the selection for

- alignment to grade-level expectations,
- content and length of the selection,
- readability of the selection, and
- bias or sensitivity concerns.

The TMS also evaluates any bias or sensitivity concerns raised by the Alternate Test Lead review and edits made by Content at **Steps 1 and 3.** If the TMS rejects the selection, it is deleted from the pool. If the TMS approves the selection, then it moves to **Step 9**.

Step 9: Selection Approved Selection is now ready to have items written to it.


Alternate Assessment Selection Review
Legend
Content Specialist
Editing
Production
DPI TMS
Alternate Assessment Lead
Step 01 Selection Entered
Step 02 Grammar
Selection Rejected
Step 03 Reconcile
Edits/Done
Step 04 Production
Step 05 Alternate Assessment Lead
Selection Rejected
Step 06 Reconcile
Edits/Done
Step 07 Production
Step 08 TMS Final Review
Selection Rejected
Step 09 Selection Approved

Form Review Process for the *NCEXTEND1* Alternate Tests

Prior to Step 1: Psychometrician reviews the test items for the initial placement in the form, taking key balance into consideration.

Step 1: Select Item Numbers
A Psychometrician selects/approves the items to populate the form. The Psychometrician can send the form to **Step 2** (Production Edits) for revisions to artwork, graphs, or reading selections, if needed, or sends the form to **Step 3** for content review. If needed, the Psychometrician approves any item replacement or revisions.

Step 2: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 1** for review by the Psychometrician.

Step 3: Form Review/Reconciliation
A Content Specialist reviews the items on the form for content alignment and quality of content, and reviews the form for conflicts or repetition of content.

If any items need to be replaced due to concerns regarding conflicts or repetition of content among items, or for quality concerns, the Content Specialist sends the form back to **Step 1** with comments for the Psychometrician. If revisions are needed to items such as artwork, graphs, and reading selections, the form is sent to **Step 4** for production edits. Otherwise, the form is sent to **Step 5**, Test Measurement Specialist (TMS) review.

Step 4: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 3**.

Step 5: Test Measurement Specialist Review
This review step is conducted to ensure that the form is ready for Outside Content Key Check (i.e., the form is ready for students) and considers both item- and form-level quality with the following sequence:

- The TMS will submit a review for each item, including any comments. Suggestions for revisions to items should be made only when necessary.
- After reviewing the quality of each item, the form should be evaluated in terms of cueing, repetition, and content coverage.
- The key balance of the form is checked. If the key balance is poor, the TMS will suggest which items' foils to reorder and what the key ought to be. Any suggestions for key balance edits must be approved by the Psychometrician. The form is then returned to **Step 1**.

After reviewing each item, the TMS can add form-level comments and suggested improvements, and can

- send the form back to **Step 1** with suggestions for replacements or revisions,
- move the form to **Step 6** (Reconcile), or
- delete the form from the pool.

Step 6: Reconcile
At this step, the form is ready for Outside Content Key Check. The Content Specialist should review the form comments to ensure any suggested replacements or revisions have been addressed and that any approved replacements or revisions have been made correctly. If any replacements or revisions were made incorrectly, the Content Specialist moves the form back to **Step 1** with comments. If any revisions are needed to artwork, graphs, or reading selections the form is sent to **Step 7** (Production Edits). Otherwise, the form moves to **Step 8** (Outside Content Key Check).

Step 7: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 6** for review by a content specialist.

Step 8: Outside Content-Specific Expert Review and Key Check
An Outside Content Specialist reviews the form by answering each item and providing any comments and/or suggestions. (Outside content-specific experts are not involved in creating any item. They are not affiliated with NCDPI or NCSU-TOPS agencies and serve as objective, independent reviewers. These experts must have verified credentials and experience in their subject matter area and be approved by NCDPI as content experts.).

Step 9: Reconcile Outside Content-Specific Expert Review
Content Specialist checks the keyed response from the Outside Content-Specific Expert Review against the key for each item and reviews all comments and/or suggestions from the Outside Content-Specific Expert. Any key disagreements are reconciled, and comments and/or suggestions from the Outside Content-Specific Expert are addressed. Forms needing revision outside the technical scope of the Content Specialist are revised by Production at **Step 10**.

Step 10: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 9** for review by a Content Specialist.

Step 11: Psychometric Review/Key Balance
A Psychometrician performs the following:

- reviews comments/suggestions from the Outside Content-Specific Expert and from Editing staff, with consultation with the TMS and Content Specialists;
- checks key agreement with the Outside Content-Specific Expert and resolves any disagreements through consultation with the TMS and Content Specialists;
- makes any approved revisions, or indicates revisions for Production staff to make, and sends the form to **Step 12** (Production Edits); and
- checks the key balance.

Step 12: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 11** for review by the Psychometrician.

Step 13: Grammar Review
An editor reviews the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 14: Reconcile Grammar Review

A Content Specialist reviews the form and reviews all comments from Editing staff and addresses any suggestions. Forms needing revision outside the technical scope of the Content Specialist are revised by Production at **Step 15**. If no corrections are need, the form moves to **Step 16** for review by the Alternate Test Lead.

Step 15: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 14** for review by a Content Specialist.

Step 16: Alternate Test Lead Review
The Alternate Test Lead reviews the comment history to ensure all comments have been addressed in terms of assessing students with significant cognitive disabilities. The Alternate Test Lead may choose one of the following options:

- Approve the form and move it to **Step 17** (Test Measurement Specialist Final Review).
- Send the form back to **Step 14** (Content Specialist Review) if revisions are requested.

Step 17: Test Measurement Specialist Final Review
The TMS reviews the form, considering the comments from the **Step 16** review to ensure all comments have been addressed properly. The key balance of the form is checked. The TMS makes any needed edits to items. Then the TMS sends the form to **Step 19** (Final Grammar). Forms needing revisions to artwork, graphs, and reading selections are sent to Production at **Step 18**.

Step 18: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 17**.

Step 19: Final Grammar Review
An editor reviews the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 20: Final Manager Review
A Content Manager reviews comments/suggestions from the Grammar Review and makes any necessary revisions. The Manager checks the form for overall quality and reviews the form comment history to ensure all comments have been addressed. After reviewing the form, the Content Manager may choose one of the following options:

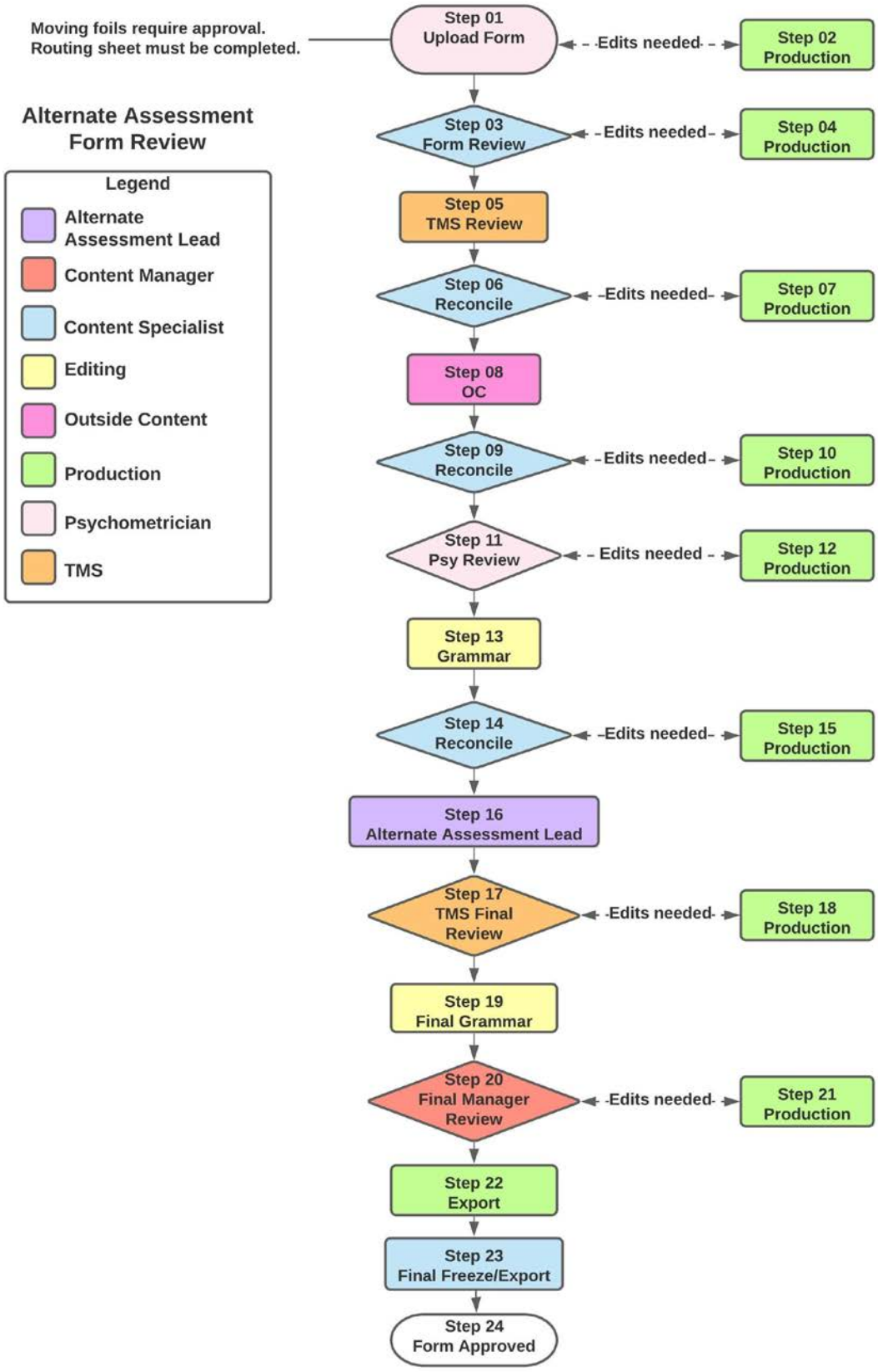
- Approve the form and send it to **Step 22**.
- Send the form to **Step 11** (Psychometrician) if there are suggested revisions to operational items for the Psychometrician to consider.
- Send the form to **Step 21** (Production Edits) for revisions to artwork, graphs, or Reading selections.
- Reject the form.

Step 21: Production Edits
Revisions to items such as artwork, graphs, and reading selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 20**.

Step 22: Export and Step 23: Final Freeze
The form is exported to paper. The form, all items, and any selections are operationally locked to prevent any revisions. This is to ensure that the published versions of the form, items, and selections are preserved electronically.

Step 24: Form Approved
The form is approved for administration.

Last Revised: February 8, 2021


Moving foils require approval.
Routing sheet must be completed.
Step 01
Upload Form
Edits needed
Step 02
Production
Alternate Assessment
Form Review
Step 03
Form Review
Edits needed
Step 04
Production
Legend
Alternate
Assessment Lead
Content Manager
Content Specialist
Editing
Outside Content
Production
Psychometrician
TMS
Step 05
TMS Review
Step 06
Reconcile
Edits needed
Step 07
Production
Step 08
OC
Step 09
Reconcile
Edits needed
Step 10
Production
Step 11
Psy Review
Edits needed
Step 12
Production
Step 13
Grammar
Step 14
Reconcile
Edits needed
Step 15
Production
Step 16
Alternate Assessment Lead
Step 17
TMS Final
Review
Edits needed
Step 18
Production
Step 19
Final Grammar
Step 20
Final Manager
Review
Edits needed
Step 21
Production
Step 22
Export
Step 23
Final Freeze/Export
Step 24
Form Approved

V.A-09: Online Item Writer Training Sample

TD101A: Test Development Basics

Your progress

Introduction

The design of these courses is generally linear, requiring the online trainee to step through each resource (Web page, PDF, etc.) in a structured sequence. At the end of most topic areas, trainees are required to take a short quiz to demonstrate understanding of the presented material before moving to the next topic area. All online quizzes may be taken as many times as needed in order to meet the requirements for moving forward in the course. Once trainees have viewed a resource, they are able to return to it for reference at any time.

This course provides an overview of the test development process and the basic rules and structures of item formats allowed by the North Carolina Testing Program.

Upon completion of this short course, those interested in item writing and/or reviewing should complete the sequence of one of the B-level courses covering cognitive taxonomies used in writing and reviewing assessment items. Finally, trainees will need to complete one or more of the C-level, subject-specific courses that provide an overview of the individual subject standards. After completion of the required courses, trainees can submit an application to be an item writer/reviewer for the NCDPI.

The TD101A self-directed course should take approximately one (1) hour to complete. Upon successful completion, trainees will be provided enrollment keys for the B-level courses on cognitive taxonomies.

The Test Development Process

- Test Development Overview
- Multiple-Choice Test Development Process
- Test Design and Item Types
- System for Submitting/Reviewing Items

Multiple-Choice Item Writing

- Multiple-Choice Item Writing Guidelines
- Universal Design for Learning and Assessment
- Basic Terminology
  - Test Item Format - Question Format
  - Test Item Format - Best Answer Format
  - Stem
  - Foils
  - Charts and Graphs
  - Avoid Complexity
  - Minimize Wording
  - Use of Third Person
  - Positive Wording
  - "Of the following . . ."
  - Use Correct Language Conventions
  - Do Not Use Contractions or Abbreviations
  - Avoid Misleading Items and Clang Association
  - Do Not Use Humor
  - Diversity
  - Considerations for Students with Disabilities
  - Considerations for Students Who Are English Learners
- Content Guidelines
- Item Writing & General Guidelines Quiz

Fairness and Sensitivity

- Guidelines for Bias/Sensitivity in Item Writing
- Questions to Ask Before Submitting An Item
- Common Language
- Avoid Stereotypes
- Avoid Offensive Content
- Socioeconomic/Family Sensitivity
- Artwork

Security and Copyrights

- Security and Copyrights
- About the Testing Code of Ethics
- North Carolina Testing Code of Ethics
- Test Security Agreement
- Ownership of Items Authored
- Avoid Trademarks
- Work Site Security Issues
- Security and Copyrights Quiz

Next Steps

- Accessing the TD101B Series Courses

  Restricted Not available unless: You achieve a required score in **Security and Copyrights Quiz**
- Certificate of Completion

TD101A: Test Development Basics

Test Development Overview

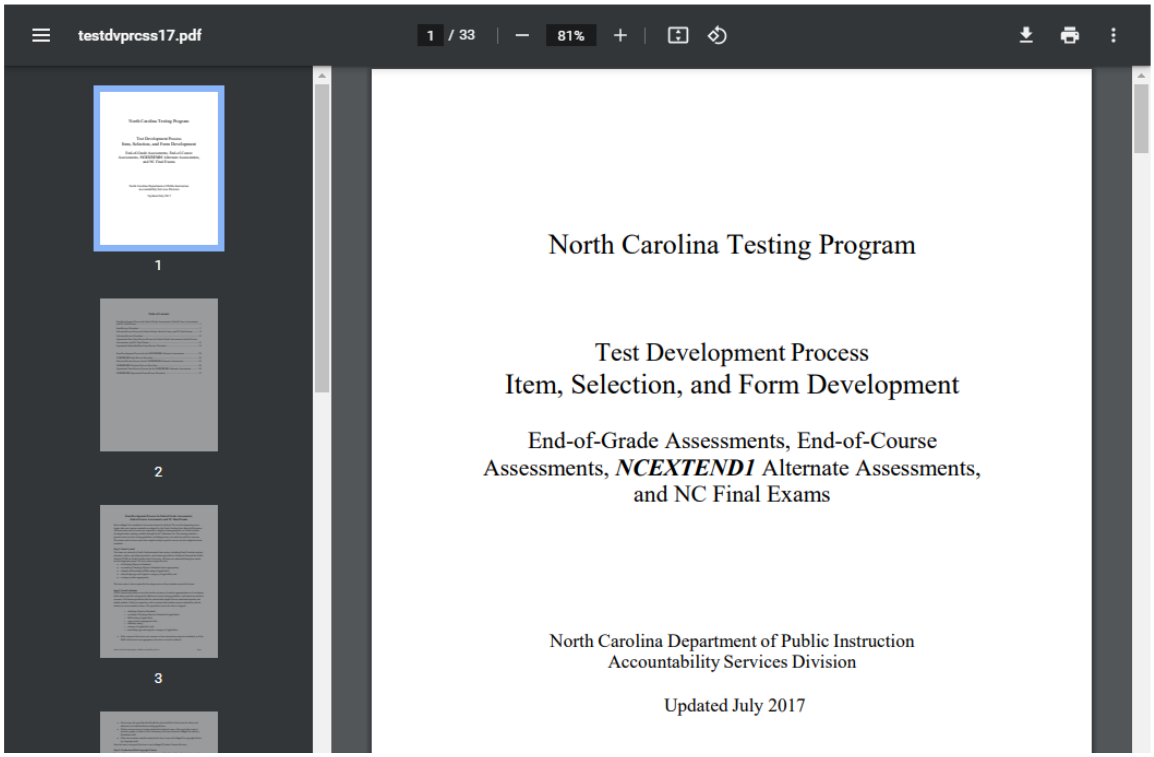
North Carolina tests are standards-based, criterion-referenced achievement tests designed to measure student performance with respect to the North Carolina *Standard Course of Study*. Whenever content standards are created or revised and then adopted and approved by the North Carolina State Board of Education (SBE), the test development process begins.The test development process consists of six phases, beginning with the development of test specifications and ending with the reporting of operational test results at the student, school, district, and state levels.

Last modified: Friday, March 29, 2019, 2:19 PM

Previous:

Next: Multiple-Choice Test Development Process

Multiple-Choice Test Development Process



TD101A: Test Development Basics

Test Design and Item Types

As North Carolina periodically revises the *Standard Course of Study* and Essential Standards, stakeholders and leaders reflect on the knowledge and skills necessary for student success in each content area and grade. Once the new standards are adopted by the State Board of Education, new assessments are designed to effectively measure what students know and are able to do.

Last modified: Friday, March 3, 2017, 8:01 AM

Previous: Multiple-Choice Test Development Process

Next: System for Submitting/Reviewing Items

TD101A: Test Development Basics

System for Submitting/Reviewing Items

Items are submitted through an online platform known as the Test Development System, or TDS for short. Item writers are assigned contracts through the TDS. The contract will consist of the standards or selections assigned to the writer and the number of items per standard/selection. All items written for the North Carolina Testing Program are submitted through the TDS.

The item review process for teachers also takes place within the TDS. Item reviewers have a secure login to access item queues for each subject and/or grade level. Each item recieves an independent review from multiple reviewers who answer a checklist of questions.

Last modified: Tuesday, June 23, 2020, 7:58 AM

Previous: Test Design and Item Types

Next: Multiple-Choice Item Writing Guidelines

TD101A: Test Development Basics

Multiple-Choice Item Writing Guidelines

The North Carolina Testing Program has created test item guidelines to ensure uniformity and application that falls within the scope of high-stakes testing programs to which item writers must adhere. The information presented in this training addresses these item writing guidelines as they apply to the North Carolina Testing Program.

The following resources (1) explain the guidelines for writing items and (2) provide examples of weak items and improved items.

At the conclusion of this topic, there will be a quiz to assess understanding and application of the guidelines.

This topic content was adapted from *Developing and Validating Multiple-Choice Test Items* by Thomas M. Haladyna, 1994, 1999, 2004.

Last modified: Friday, March 29, 2019, 2:27 PM

Previous: System for Submitting/Reviewing Items

Next: Universal Design for Learning and Assessment

TD101A: Test Development Basics

Universal Design for Learning and Assessment

What is Universal Design?

The concept of Universal Design originated in architecture with the goal to provide maximum accessibility and usability of buildings, outdoor spaces, and living environments. This concept is centered on the belief that our environments should be accessible and usable by everyone, regardless of their age, ability, or circumstance. When applied to learning and assessment, Universal Design centers around development and creation of learning environments and assessments that are accessible and usable by all students, including students with disabilities and students who are English Learners.

The North Carolina Department of Public Instruction (NCDPI) is committed to the creation of summative assessments that incorporate Universal Design principles.

Why is this important?

North Carolina's student population is diverse. Students have varied life experiences; economic and family situations; religions; dietary preferences and restrictions; recreational opportunities; and exposure to popular culture and consumer products. Assessments that incorporate Universal Design principles allow students to demonstrate proficiency on tested content regardless of the students' background, gender, race, disability, etc.

Last modified: Wednesday, May 24, 2017, 10:32 AM

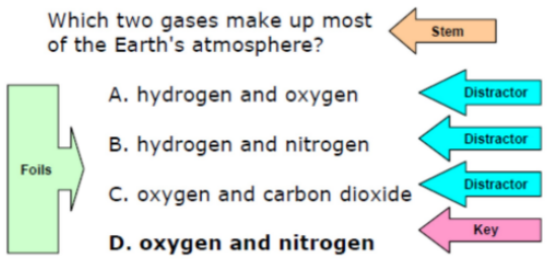
Previous: Multiple-Choice Item Writing Guidelines

Next: Basic Terminology

TD101A: Test Development Basics

Basic Terminology

- Stem - the question, including text, charts/graphs,
- Foils - the answer choices
- Distractors - the incorrect answer choices
- Key - the correct answer



Last modified: Tuesday, June 23, 2020, 8:06 AM

Previous: Universal Design for Learning and Assessment

Next: Test Item Format - Question Format

Test Item Format - Question Format

- All multiple choice items must be written in question format (not fill-in-the-blank or completion).
- What is being asked must be clear to the student.
- Any directions must be simple and clear.

Weak Item	Improved Item
The first permanent English settlement in North America was	Which was the first permanent English settlement in North America?
A. St. Augustine	A. St. Augustine
B. Santa Fe	B. Santa Fe
C. Jamestown	**C. Jamestown**
D. New Amsterdam	D. New Amsterdam

Last modified: Tuesday, June 23, 2020, 8:07 AM

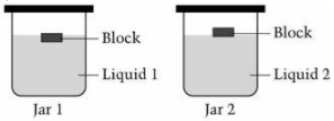
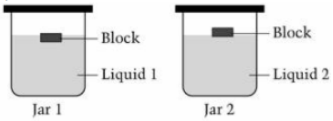
Previous: Basic Terminology

Next: Test Item Format - Best Answer Format

TD101A: Test Development Basics

Test Item Format - Best Answer Format

- There must be one correct response.
- Distractors (incorrect answer choices) must be incorrect, but plausible.

Weak Item	Improved Item
Look at the diagrams below. They show what happened when two solid blocks were each put in a jar containing a liquid. 	Look at the diagrams below. They show what happened when two solid blocks were each put in a jar containing a liquid. 
Based on the diagrams, what can be concluded?	Based on the diagrams, what can be concluded?
A. The block in jar 1 is heavier than the block in jar 2.	A. The blocks in both jars are made of wood.
B. The blocks in both jars are about the same size.	B. The blocks in both jars are made of plastic.
C. The block in jar 1 is floating lower in its liquid than is the block in jar 2.	**C. The block in liquid 1 has almost the same density as the liquid.**
D. The block in jar 1 must be made of metal, and the block in jar 2 must be made of wood.	D. The block in liquid 2 is more dense than the liquid.

In the weak item, distractor B is also arguably a correct response. Also in the weak item, distractors A and D are implausible. In the improved item, distractors A, B, and D are all incorrect responses but are plausible in that they represent common student errors.

Last modified: Wednesday, February 22, 2017, 1:34 PM

Previous: Test Item Format - Question Format

Next: Stem

Stem

- Write the items so that the central idea and any common elements are included in the stem instead of the foils.
- Place the question sentences in as close proximity to the foils as possible.
- Use qualifying words in a stem when they are needed to emphasize the "best answer." Words such as "best" and "most likely," should appear in bold italics. Reading items should ***not*** use qualifying words.

Weak Item	Improved Item
Which shape will always have at least one right angle?	Which shape will ***always*** have at least one right angle?
A. A square will always have at least one right angle.	**A. square**
B. A triangle will always have at least one right angle.	B. triangle
C. A trapezoid will always have at least one right angle.	C. trapezoid
D. A quadrilateral will always have at least one right angle.	D. quadrilateral

In the weak item, the qualifying words are not bolded and italicized, and the central idea in the stem is repeated in the foils. The improved item bolds and italicizes the qualifying words and removes the repeated central idea from the foils.

Last modified: Tuesday, June 23, 2020, 8:10 AM

Previous: Test Item Format - Best Answer Format

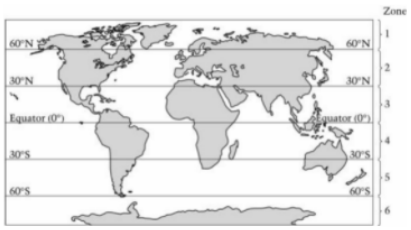
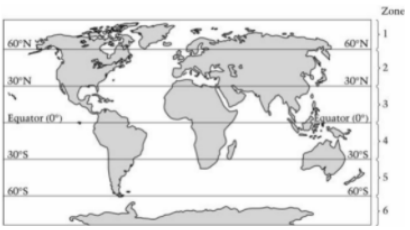
Next: Foils

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Multiple-Choice Item Writing ▶ Foils

Foils

- Multiple-choice items for general assessments must contain four foils (A, B, C, D).
- Multiple-choice items for NCEXTEND1 assessments must contain three foils (A, B, C).
- Answer choices should be ordered logically, such as ascending or descending value for numbers; the order in which the words appear in a chart; chronological order; etc.
- Foils that use quotes from a selection should be ordered as presented in the selection.
- If the foils are fragments, please do not capitalize or use end marks. If the foils are sentences, please use a capital letter to start the sentence, and finish it with an end mark.
- Foil length must be balanced. At least two foil lengths must be nearly the same so that one of the four foils does not stand out. The lengths do not need to be exactly the same, but if one is extremely long or short, it can cause the student to choose the answer for that reason alone.

Weak Item	Improved Item
This map represents different zones of the world based on latitudes. 	This map represents different zones of the world based on latitudes. 
Which zones in the map ***most likely*** have warm summers and cold winters?	Which zones in the map ***most likely*** have warm summers and cold winters?
A. 2 and 4	A. 1 and 4
B. 2 and 5	B. 2 and 4
C. 3 and 6	**C. 2 and 5**
D. 1 and 4	D. 3 and 6

In the improved item, the foils follow the order in which the zones appear in the map.

- Foils should be independent and not overlapping.

Weak Item	Improved Item
How much does a Channel Bass usually weigh? A. up to 75 pounds B. less than 100 pounds **C. between 30 and 40 pounds** D. more than 30 pounds	How much does a Channel Bass usually weigh? A. over 100 pounds B. between 60 and 80 pounds **C. between 30 and 40 pounds** D. less than 20 pounds

In the weak item, a fish that weighed 35 pounds would be the correct response for A, B, C, and D.

- To the extent possible, foils for an item should be homogeneous in content and length.
- *All of the above, none of the above, I don't know* are not used as foils.
- Word the foils positively; avoid any negative phrasing.
- Avoid providing clues to the correct response.
- Avoid writing items in which phrases in the stem are repeated in the foils.
- Avoid specific determiners because they are so extreme that they are seldom the correct response. To the extent possible, specific determiners such as ALWAYS, NEVER, TOTALLY, and ABSOLUTELY should not be used when writing items.

Weak Item	Improved Item
What ***most likely*** happens when consumers increase their purchases of goods and services? A. **Businesses will increase production, and workers will receive more income.** B. Businesses will never increase production, and workers will receive less income. C. Businesses will decrease production, and workers will always receive more income. D. Businesses will decrease production, and all workers will receive less income.	What ***most likely*** happens when consumers increase their purchases of goods and services? A. **Businesses will increase production, and workers will receive more income.** B. Businesses will increase production, and workers will receive less income. C. Businesses will decrease production, and workers will receive more income. D. Businesses will decrease production, and workers will receive less income.

The weak item has specific determiners in distractors B, C, and D ("never," "always," and "all" respectively). The improved item eliminates these errors.

Last modified: Tuesday, June 23, 2020, 8:17 AM

Previous: Stem

Next: Charts and Graphs

TD101A: Test Development Basics

Charts and Graphs

- Charts and graphs should be clearly marked and labeled to ensure the necessary information is accessible to all students.
- Do not use the letters A, B, C, or D on charts and graphs (these letters are reserved to identify foils).
- When labeling artwork or graphics, do not spell words (such as F, L, A, and G to label the points of a rectangle).
- Refer specifically to the chart/graph that is included in an item. For example, "Bob made this chart . . ."
- Introductory information should appear above the chart/graph. The sentence asking the question should appear below the chart/graph.
- Charts and graphs should be original or copyright free.

Last modified: Tuesday, June 23, 2020, 8:19 AM

Previous: Foils

Next: Avoid Complexity

Avoid Complexity

Avoid writing complexly formatted items. Item structure should not be confusing to students.

Weak Item

Which are symbols of North Carolina?

I. cardinal **II. honeybee**
III. Boykin spaniel **IV. dogwood**

A. I and III only

B. II and III only

C. III and IV only

D. I, II, and IV only

Improved Item

Which are symbols of North Carolina?

A. cardinal and fire ant

B. Boykin spaniel and shad boat

C. dogwood and soda

D. honeybee and Plott hound

In the weak item, the foils require the student to translate the Roman numerals to the information in the stem. This item format can cause the student to process complex information unrelated to the content. The improved item tests the student's knowledge directly.

Last modified: Tuesday, June 23, 2020, 8:20 AM

Previous: Charts and Graphs Next: Minimize Wording

TD101A: Test Development Basics

Minimize Wording

- Avoid excessive wordiness and use of irrelevant information.
- Use simple or compound sentences.
- Avoid unusual or low frequency words and replace them with common words.

Weak Item

Newspaper classified ads usually contain three types of information: phone number, item description, and item cost. What is the role of classified advertising in market economies?

A. to increase competition between imports and local goods and services
B. to inform consumers of available products and services
C. to convert production costs into corporate profits
D. to enhance spending and nationwide consumption

Improved Item

What is the role of classified advertising in market economies?

A. to increase competition between imports and local goods and services
B. to inform consumers of available products and services
C. to convert production costs into corporate profits
D. to enhance spending and nationwide consumption

The weak item provides information in the stem that is unnecessary to answer the question.

Last modified: Friday, March 3, 2017, 8:08 AM

Previous: Avoid Complexity Next: Use of Third Person

Use of Third Person

Items should be written in third person (he/she/it).

Weak Item	Improved Item
Why do you think the author included the quotation from the city manager complimenting Ellen's report?	Why did the author include the quotation from the city manager complimenting Ellen's report?
A. to show how Ellen saves money	A. to show how Ellen saves money
B. to describe Ellen's feelings	B. to describe Ellen's feelings
C. to emphasize Ellen's achievement	**C. to emphasize Ellen's achievement**
D. to explain why Ellen lives in the city	D. to explain why Ellen lives in the city

The weak item contains the pronoun "you" in the stem. The improved item removes this pronoun.

Last modified: Wednesday, February 22, 2017, 1:44 PM

Previous: Minimize Wording

Next: Positive Wording

TD101A: Test Development Basics

Positive Wording

Items should be worded positively. Avoid using negative words such as "not" and/or "except."

Weak Item	Improved Item
Which is not a part of Darwin's Theory of Evolution by natural selection?	Which is a part of Darwin's Theory of Evolution by natural selection?
A. Individuals in a population vary in many ways.	A. There is almost no variance among individuals in a population.
B. Some individuals possess features that enable them to survive better than individuals lacking those features.	B. **Some individuals possess features that enable them to survive better than individuals lacking those features.**
C. More offspring are produced than can generally survive.	C. Less offspring are produced than can generally survive.
D. **Changes in an individual's genetic material are usually harmful.**	D. Changes in an individual's genetic material are usually harmful.

Notice that in order to provide a single correct answer, the foils above required rewording when changed from negative to positive phrasing.

Last modified: Tuesday, December 6, 2016, 10:17 AM

Previous: Use of Third Person

Next: "Of the following . . ."

"Of the following . . ."

"Of the following" should only be used when the best possible answer is not available as a foil. This question type is not used in Reading items.

Weak Item	Improved Item
Which of the following is an example of genetic engineering? A. growing a whole plant from a single cell B. finding the sequences of bases in plant DNA **C. inserting a gene into plants that makes them resistant to insects** D. attaching the root of one type of plant to the stem of another type of plant	Which choice is an example of genetic engineering? A. growing a whole plant from a single cell B. finding the sequences of bases in plant DNA **C. inserting a gene into plants that makes them resistant to insects** D. attaching the root of one type of plant to the stem of another type of plant

In the improved item above, "of the following" is simply removed from the stem because it is unnecessary. BUT "of the following" may be appropriate for certain items. Compare this item to one *with* and *without* the best possible answer (Fluorine):

Weak Item	Improved Item
Which of the following elements is the ***most*** electronegative? A. **Fluorine** B. Chlorine C. Carbon D. Sodium	Which of the following elements is the ***most*** electronegative? A. **Chlorine** B. Carbon C. Sodium D. Gold

In the weak item, "of the following" is not needed and should be removed from the stem because the best possible answer, fluorine, is available as a foil. In the improved item, the best possible answer, fluorine, is not made available. Therefore, "of the following" should be used to clarify that the focus of the item is the most electronegative element — *from those available*.

Last modified: Tuesday, June 23, 2020, 8:22 AM

Previous: Positive Wording

Next: Use Correct Language Conventions

TD101A: Test Development Basics

Use Correct Language Conventions

- Use correct grammar, punctuation, and spelling.
- Make pronoun references clear.

Weak Item	Improved Item
Maria had 5 bags of marbles. Each bag had 12 marbles. She gave 2 of them to Joe. How many marbles did Maria have left? A. 60 **B. 36** C. 24 D. 19	Maria had 5 bags of marbles. Each bag had 12 marbles. She gave 2 bags of marbles to Joe. How many marbles did Maria have left? A. 60 **B. 36** C. 24 D. 19

In the weak item, it is unclear whether 2 of them refers to 2 marbles or 2 bags of marbles. An answer of 58 would also be reasonable for the weak item. The improved item makes it clearer that Maria is giving 24 marbles to Joe.

Last modified: Friday, March 3, 2017, 8:10 AM

Previous: "Of the following . . ."

Next: Do Not Use Contractions or Abbreviations

Do Not Use Contractions or Abbreviations

Contractions and abbreviations limit accessibility for students who are English Learners and students with disabilities. Contractions and abbreviations are not used in formal writing.

For example, use

"I cannot see you" instead of "I can't see you."

"We will not go home" instead of "We won't go home."

"We will visit the United States" instead of "We will visit the U.S."

Contractions may be found in Reading items in which quotes from the selection are used. The contractions are used to match the wording of the selection and follow copyright permissions.

Last modified: Tuesday, June 23, 2020, 8:25 AM

Previous: Use Correct Language Conventions

Next: Avoid Misleading Items and Clang Association

TD101A: Test Development Basics

Avoid Misleading Items and Clang Association

Weak Item	Improved Item
What is the state bird of North Carolina?	What is the state bird of North Carolina?
A. Carolina wren	A. hummingbird
B. seagull	B. seagull
C. blue jay	C. blue jay
D. **cardinal**	D. **cardinal**

In the weak item, Distractor A is misleading because it repeats a word in the stem. The use of "Carolina" in both the stem and the distractor may mislead students into selecting "A" as the correct answer. When foils have wording that resembles or is identical to the wording in the stem, it is referred to as **clang association**.

Weak Item	Improved Item
From what location was the Union Jack originally flown?	From what location was the Union Jack originally flown?
A. the jack staff of a ship B. the roof of Buckingham Palace C. the top of the Big Ben clock D. the caboose on a train	**A. the staff at the rear of a ship** B. the roof of Buckingham Palace C. the top of the Big Ben clock D. the caboose on a train

In the weak item, the use of "jack" in both the stem and the correct response may lead students to select "A" as the correct answer. In this example, the **clang association** helps the student who otherwise might not know the correct answer.

Last modified: Tuesday, June 23, 2020, 8:26 AM

Previous: Do Not Use Contractions or Abbreviations

Next: Do Not Use Humor

TD101A: Test Development Basics

Do Not Use Humor

Avoid the use of humor in the stem and foils. Humor may be distracting and is an accessibility concern for English Learners.

Last modified: Friday, March 3, 2017, 8:12 AM

Previous: Avoid Misleading Items and Clang Association

Next: Diversity

Diversity

To reflect an awareness of the diversity of the student population:

- Use names from a variety of ethnic groups, such as José, Min, or Susie.
- Do not present stereotypical images of cultures, religions, ethnic groups, or gender groups. For example: "Girls do not like sports" or "Boys are better at math." Not all girls dislike sports, and not all boys are good at math.

Last modified: Friday, March 29, 2019, 2:39 PM

Previous: Do Not Use Humor

Next: Considerations for Students with...

Considerations for Students with Disabilities

Organization
Consider how words, charts, and other visuals are arranged.

- Stems should begin with a sentence before any graphic or chart is presented.
- Graphics and charts should have a title.
- Avoid long stems by breaking up the sentences into list form (use bullets).
- Paragraph references should be placed as close to the end of the stem as possible.

Vocabulary

- Use the easiest, shortest words to convey the meaning.
- Avoid confusing names and unusual spellings.
- Use clear and concise language.
- Use short, common names from various cultures.

Sentence Structure

- Use simple sentences.
- Avoid complex sentences.
- Break ideas down into their simplest units.

Unusual Formats

- Try to be as clear and straightforward as possible.
- Could the arrangement confuse someone? Do the visuals make sense? Is there enough space around visuals so that they are easy to keep separate?

Use of Numbers and Letters in Responses
Be sure that it is clear which numbers and letters are part of the stem and which are part of the foils when using graphs or charts.

Specific things to remember:
a) Avoid using the phrase "of the following." The phrase can be troublesome for students with disabilities, especially students who are deaf. Try to use "Which _____ is . . ." or "Which is . . ." rather than "Which of the following is . . ." or "Which of the following ____ is . . ."

b) Avoid using the phrase "According to the chart . . ." A phrase such as "using the _____ . . ." should be used to direct the student to use a particular chart/graph when answering a question.

c) Refer to a chart/graph that is included in an item. For example, use "Bob made this chart . . .".

Last modified: Tuesday, June 23, 2020, 8:30 AM

Previous: Diversity

Next: Considerations for Students Who Are...

Considerations for Students Who Are English Learners

- Avoid words or phrases that do not have a clear translation: "get along."
- Avoid confusing student names: "April," "May," "June," "Paris," "Drew," etc.
- Avoid multimeaning words: "fair" (okay, just, light, good weather, State Fair), "make" (create, earn, brand of car, cause to happen, prepare).
- Avoid local and regional expressions such as "put down" (insult), "put up with" (preserve/endure), "put off" (delay), etc. These are colloquial and are deceptively easy to read but difficult to understand. If a student who is an English Learner were to look up each word separately in most bilingual dictionaries, he/she would not find an accurate definition of the term.
- Avoid verbs with two parts: "make up", "sit down", "take off", etc.
- Avoid using the passive voice, which can pose a challenge for English-learners. The passive voice means that the subject is a recipient of the verb's action. (The game of tag was played by Christopher and his friends.) Instead, use the active voice. The active voice means that a sentence has a subject that performs the action of the verb. (Christopher played tag in the playground.)

Weak item:	Improved item:
Tyrone made $85 Monday. He made $75 Tuesday.	Tyrone earned $85 Monday. He earned $75 Tuesday.
How much money did he make altogether?	How much money did he earn altogether?

In the weak item, the meaning of "made $85" may be unclear to some students. Using "earned" instead of "made" is more precise and is easier for the student to understand.

What to avoid:

Generalizing Not all students who are English Learners are Spanish speakers.

Confusing student names "April," "May," "Drew," etc.

Complex sentences Several simple sentences are better.

Confusing modifiers "hardly" (hard/soft), "scarcely"

Contractions "would've," "could've," "should've," "didn't"

Sports references Sports vocabulary often includes common words with specialized meanings. The terminology is so much a part of our culture that we fail to recognize that an understanding of American sports is not universal. Some examples include: "home plate," "base hit," "ball", "strike," "foul ball," "strike out," "run," "pitcher," "fly ball," "back," "end," "out," "down," "rebound," etc.

Less common names for foods and flavors Rocky road, moose tracks, and cookies and cream may not be understood. Use common flavors instead – chocolate, vanilla, etc.

Misleading names for businesses Flying Pizza, Super Wheels, and Joe's Eats will be confusing. Use the words "restaurant," "company," "shop," "store," etc. whenever possible.

Implied understanding Example: the Constitution — which country's constitution?

Value judgments and customs Perceptions may depend on the student's customs and circumstances. Which is better — to earn a certain amount of interest in a savings account or to loan money to a family member? What clothing would be worn at 50 degrees Fahrenheit?

References to holidays and celebrations that may not be universal

Date and time Use the full names or proper abbreviations for days of the week and not just the first letters. When referencing time of day, specify a.m. or p.m.

Last modified: Tuesday, June 23, 2020, 8:55 AM

Previous: Considerations for Students with... Next: Content Guidelines

TD101A: Test Development Basics

Content Guidelines

- Item writers must be knowledgeable in the content area for which they are writing.
- Items must be aligned to the North Carolina *Standard Course of Study* or North Carolina Essential Standards and written for the appropriate grade level or course.
- The vocabulary in the items and the reading level must be consistent either with the expected grade level or within a 1 or 2 grade level range of the students tested.
- Use content-specific words that are directly related to content the student is expected to know.
- Incorrect answer choices (distractors) must be plausible choices.
- Item writers must be familiar with common misconceptions and mistakes students may make and use these to create plausible distractors.

Last modified: Tuesday, June 23, 2020, 8:57 AM

Previous: Considerations for Students Who Are... Next: Item Writing & General Guidelines Quiz

TD101A: Test Development Basics

Item Writing & General Guidelines Quiz

For review purposes, this quiz covers content presented in this topic. Trainees have unlimited attempts to complete this quiz. Once they score well enough, they will get a link that allows them to move to the next course topic.

ONLY click the Previous Page and Next Page buttons while in the quiz. **DO NOT** click the Previous or Next links at the bottom of the page until the quiz has been successfully completed.

Grading method: Highest grade

TD101A: Test Development Basics

Home ► Courses ► Accountability ► Test Development ► TD101A ► Multiple-Choice Item Writing ► Item Writing & General Guidelines Quiz

Question 1

Not complete

Points out of 1.00

Flag question

Using the number designations in the example item below, answer the three questions.

Which is the state bird of North Carolina? (1)

(6)
- A. bluebird (2)
- B. robin (3)
- C. cardinal (4)
- D. sparrow (5)

Which is the stem? Choose...

Which is the key? Choose...

Which are the foils? Choose...

Check

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

Next page

TD101A: Test Development Basics

Question 2
Not complete
Points out of 1.00
Flag question

Which type of test item format presents [or has] only one correct response?

Select one:

- a. Rubric Format
- b. Best Answer Format
- c. General Format
- d. Depth of Knowledge Format

Check

Previous page

Next page

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Multiple-Choice Item Writing ▶ Item Writing & General Guidelines Quiz

Question 3
Not complete
Points out of 1.00
Flag question

When can above-grade-level vocabulary be used in an item?

Select one:

- a. when it is appropriate to assess difficult content required by the standard
- b. when content language is used
- c. when students need to use complex reasoning strategies
- d. when students demonstrate advanced skills

Check

Previous page

Next page

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

TD101A: Test Development Basics

Question 4
Not complete
Points out of 1.00
Flag question

Where is the ***best*** place to put the central idea and any common elements?

Select one:

- a. in the foils
- b. close to the interrogative
- c. in the stem
- d. along with qualifying words

Check

Previous page

Next page

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

TD101A: Test Development Basics

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Question 5
Not complete
Points out of 1.00
Flag question

Identify whether the words or phrases below are allowed or not allowed in foils.

none of the above	Choose...
I don't know	Choose...
always	Choose...
all of the above	Choose...
all but a and c	Choose...

Check

Previous page

Next page

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

TD101A: Test Development Basics

Question 6
Not complete
Points out of 1.00
Flag question

Why should the use of specific determiners in the foils be avoided?

Select one:

- a. They make the distractors confusing.
- b. They require italics when used.
- c. They are seldom the correct answer.
- d. They can create overlapping distractors.

Check

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Next page

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Multiple-Choice Item Writing ▶ Item Writing & General Guidelines Quiz

Question 7
Not complete
Points out of 1.00
Flag question

Why is it important to avoid "clang associations" when developing a multiple-choice item?

Select one:

- a. to prevent the use of implausible foils
- b. to avoid having overlapping foils
- c. to prevent revealing the answer to the question
- d. to avoid asking negative questions

Check

Previous page

Finish attempt ...

Previous: Content Guidelines

Next: Fairness, Bias and Sensitivity

Fairness, Bias and Sensitivity

It is expected that groups of students with the same ability will have a similar probability of answering items correctly. Requiring specialized knowledge to answer a test item correctly is unfair.

Item development should ensure that industry standards for fairness, bias, and sensitivity are met so that the students, regardless of age, gender, disability, race, ethnicity, national origin, religion, linguistic background, or other characteristics (such as socioeconomic, regional, or cultural experiences), have equal opportunity for accessing the test items and that no child has an advantage or disadvantage because of the presentation or content of an item.

Items are reviewed for fairness, bias, and sensitivity before field testing. After field testing, statistical analysis of student performance with respect to gender, ethnicity, and socioeconomic background provides data to identify items for external bias review. If the review determines that an item is biased, it will be eliminated from the test item pool.

Bias is present in an item when

- an item measures membership in a group more than it measures content standards;
- an item contains information or ideas that are unique to the culture of one group or a particular socioeconomic background and are not part of the content standards;
- the item can be answered by a student who possesses certain background knowledge unrelated to the content standards.

Sensitivity issues occur when

- an item contains information that some students will find objectionable or will possibly produce a strong emotional response and/or is not part of the content standards such as blood, magic, snakes, spiders, death, etc.;
- an item contains contexts that students may be unfamiliar with because of cultural or socioeconomic reasons.

Last modified: Tuesday, June 23, 2020, 9:07 AM

Previous: Item Writing & General Guidelines Quiz

Next: Guidelines for Bias/Sensitivity in Item...

TD101A: Test Development Basics

Guidelines for Bias/Sensitivity in Item Writing

- Avoid stereotypical references such as those related to gender, age, race, ethnicity, religion, physical ability, or geographic location (e.g., use “firefighter” instead of “fireman”).
- Avoid jargon, slang, buzz words, idioms, or clichés.
- Refer to ethnicity, marital status, or gender only when necessary.
- Consider carefully any references that may give an advantage or disadvantage to students depending on their geographic location. Include the reference only if part of the content standards; otherwise, examine for bias.
- Avoid language that may be considered demeaning and/or offensive.
- Avoid requiring knowledge of words, activities, or events that may be limited to a region of the state of certain regions of the country and words that carry different meanings in different regions (e.g., barbecue, toboggan, hoagie, and silo).
- Avoid references to holidays and personal events such as birthday parties.
- Avoid catastrophic environmental events such as hurricanes, tornadoes, forest fires, and floods if this information is not part of the content standards being assessed.
- Avoid words with multiple meanings (e.g., bark, rails, jam, pool, squash, park).

Last modified: Friday, March 3, 2017, 8:23 AM

Previous: Fairness, Bias and Sensitivity

Next: Questions to Ask Before Submitting An Item

Questions to Ask Before Submitting An Item

After having written a test item, it is important to reread what is written and ask each of these questions regarding fairness, bias, and sensitivity:

1. Does any element of the item contain any content that can result in a disadvantage for a student because of personal characteristics (such as race, gender, cultural background, or socioeconomic background)?
2. Does the language used in the item result in a disadvantage for a student because of personal characteristics?
3. Does the item contain language that is not commonly used statewide or has different connotations in different parts of the state or in different cultural or gender groups?
4. Does the item contain any local references that are not part of the content standards being assessed?
5. Does the item assume that all students come from the same socioeconomic background (e.g., suburban house with two-car garage)?
6. Is any element of the item presented in such a way as to offend a student because of personal characteristics?
7. Does the item have offensive, stereotyping, derogatory, or proselytizing religious references?
8. Does any element of the item contain language or content that reflects a stereotypical view of a group based on personal characteristics?
9. Does the item portray anyone in a stereotypical manner in regard to activities, occupations, emotions, etc.?

If the answer to any of the above questions is "yes," please revise the item and ask the questions again.

Once able to answer "no" to all of the above questions, ask these final two questions:

Fairness–Taken as a whole, is the item fair to all students, regardless of personal characteristics?
Diversity–Does the item appropriately include content that reflects a diverse population?

If the answer to these is "yes," then the item is ready to be submitted.

Last modified: Friday, March 3, 2017, 8:26 AM

Previous: Guidelines for Bias/Sensitivity in Item...

Next: Common Language

TD101A: Test Development Basics

Common Language

Items should only contain language that is commonly used. Do not use language that may have different meanings in different areas of the state, different regions of the country, or for different cultural or gender groups.

Examples

'toboggan" – may be reference either a sled or a hat

"pop" – can be referencing a soda or one's father or be used as a verb

"barbecue" – can be referencing an appliance used to cook food, a gathering at which food is cooked outdoors, or slow-cooked pork or beef that is pulled, chopped, or sliced

"dressing" – can be referencing a condiment for salads, a side item for an entree, or various materials used to cover a wound

"raining clams" – phrase used when sea gulls pick up and drop clams to try to crack them open; only people in the coastal/tidewater areas would know what this means

Last modified: Monday, April 1, 2019, 8:58 AM

Previous: Questions to Ask Before Submitting An Item

Next: Avoid Stereotypes

TD101A: Test Development Basics

Avoid Stereotypes

Items should avoid portraying anyone in a stereotypical manner, including his or her activities, occupations, or emotions. Remember that even positive stereotypes are still stereotypes.

Last modified: Friday, March 3, 2017, 8:42 AM

Previous: Common Language

Next: Avoid Offensive Content

Avoid Offensive Content

Items must not contain any stereotypical, derogatory, or proselytizing references. However, items should maintain historical, scientific, or literary integrity.

Last modified: Friday, February 24, 2017, 12:44 PM

Previous: Avoid Stereotypes

Next: Socioeconomic/Family Sensitivity

Socioeconomic/Family Sensitivity

Items should not assume that all students come from the same socioeconomic or family background.

Last modified: Tuesday, December 6, 2016, 9:39 AM

Previous: Avoid Offensive Content

Next: Artwork

Artwork

Artwork should be used only when needed to respond to the item and should conform to the bias/sensitivity guidelines previously discussed. Artwork should adequately reflect the diversity of the student population.

Last modified: Friday, March 3, 2017, 8:29 AM

Previous: Socioeconomic/Family Sensitivity

Next: Security and Copyrights

Security and Copyrights

The North Carolina Testing Program consists of high-stakes assessments used to report student achievement at the school, district, state, and federal levels. Security must be maintained at all times, from the initial stages of test development (item writing) to the final delivery of the assessment (test administration). Compromised security of a single item on a test form invalidates the entire form, resulting in a significant financial loss for the state of North Carolina.

All items written and submitted for use in the North Carolina Testing Program are secure property of the state of North Carolina, regardless of whether the item is actually used on an assessment. Contracted item writers and reviewers for the North Carolina Testing Program must thoroughly understand and sign the *Test Security Agreement*, which affirms compliance with the North Carolina *Testing Code of Ethics* (16 NCAC 6D .0306).

There will be a brief quiz at the completion of this topic.

Last modified: Tuesday, June 23, 2020, 9:09 AM

Previous: Artwork

Next: About the Testing Code of Ethics

About the Testing Code of Ethics

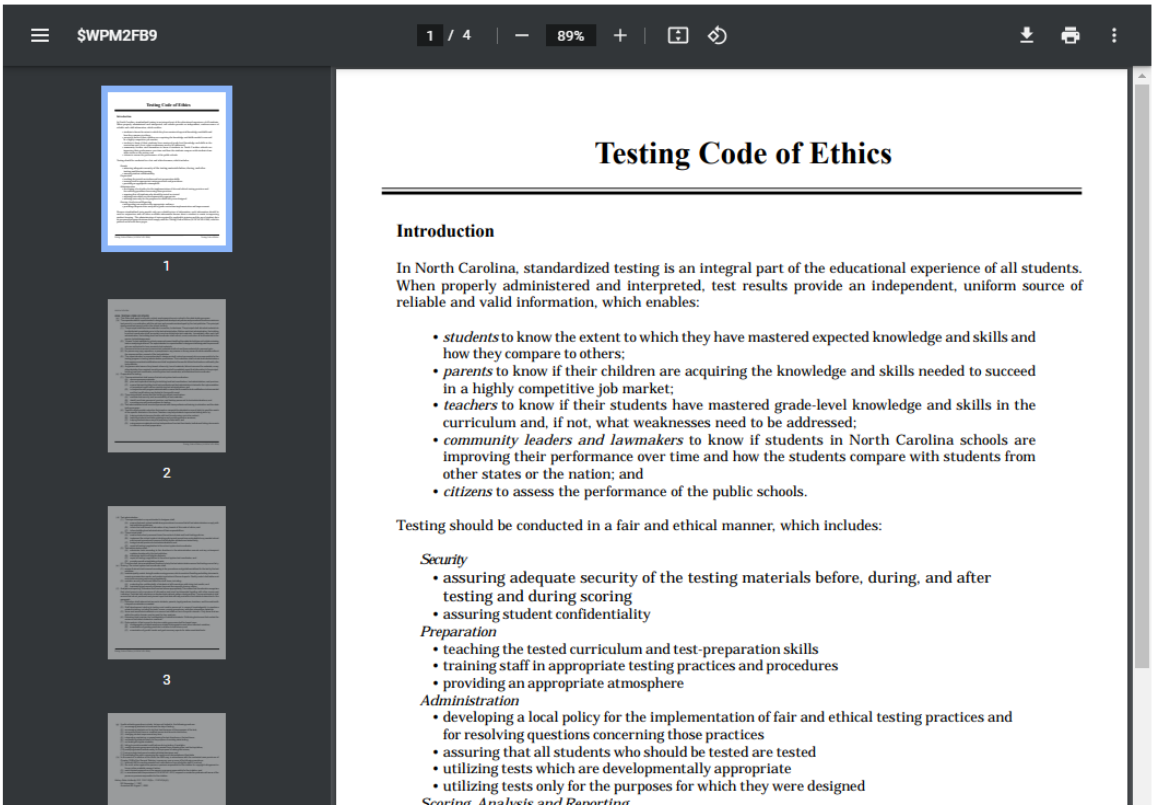
The North Carolina *Testing Code of Ethics* (16 NCAC 6D .0306) is a codified security policy relating to the North Carolina Testing Program. Items written and submitted to the North Carolina Testing Program are subject to all aspects of the *Testing Code of Ethics* and must not be shared with anyone for any reason. The items are the sole property of the North Carolina Testing Program and thus security violations are considered violations of the *Testing Code of Ethics*. All contracted item writers and reviewers must sign the *Test Security Agreement* form before beginning contractual services.

Last modified: Tuesday, June 23, 2020, 9:11 AM

Previous: Security and Copyrights

Next: North Carolina Testing Code of Ethics

North Carolina Testing Code of Ethics



Testing Code of Ethics

Introduction

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

Security
- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

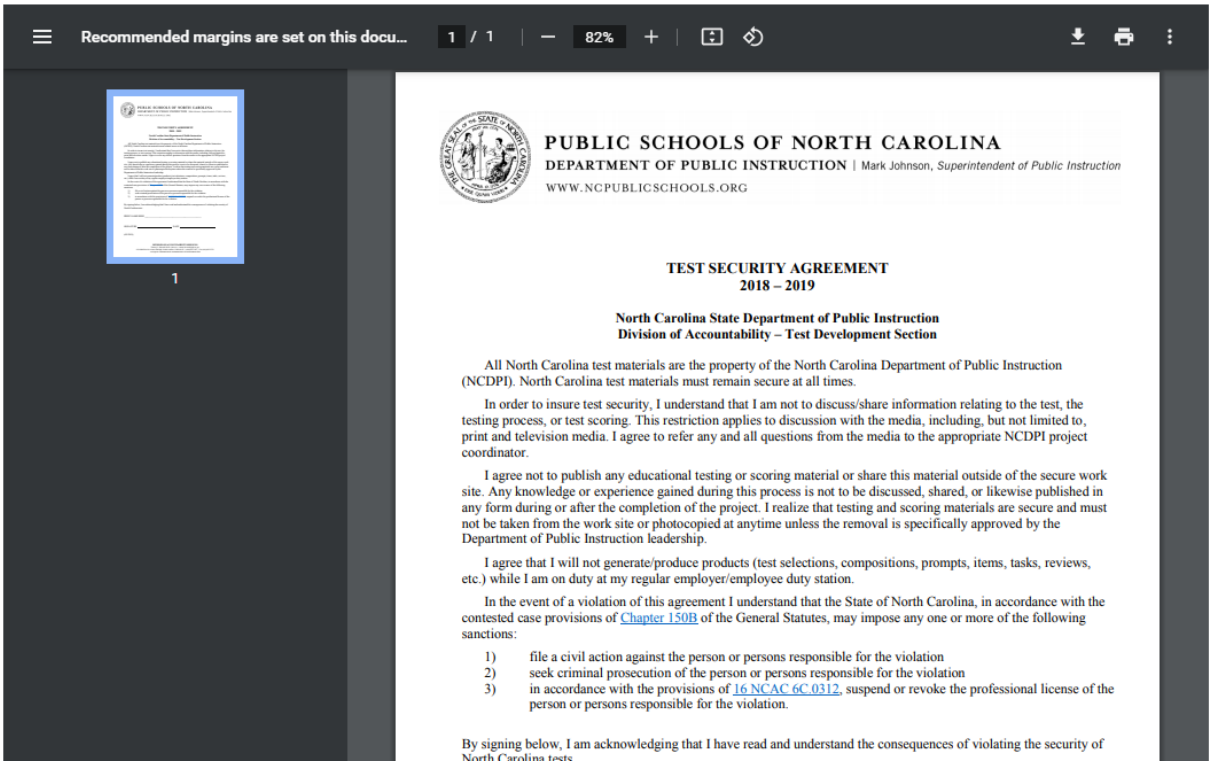
Preparation
- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration
- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring that all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis and Reporting

TD101A: Test Development Basics

Test Security Agreement



PUBLIC SCHOOLS OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*
WWW.NCPUBLICSCHOOLS.ORG

TEST SECURITY AGREEMENT
2018 – 2019

North Carolina State Department of Public Instruction
Division of Accountability – Test Development Section

All North Carolina test materials are the property of the North Carolina Department of Public Instruction (NCDPI). North Carolina test materials must remain secure at all times.

In order to insure test security, I understand that I am not to discuss/share information relating to the test, the testing process, or test scoring. This restriction applies to discussion with the media, including, but not limited to, print and television media. I agree to refer any and all questions from the media to the appropriate NCDPI project coordinator.

I agree not to publish any educational testing or scoring material or share this material outside of the secure work site. Any knowledge or experience gained during this process is not to be discussed, shared, or likewise published in any form during or after the completion of the project. I realize that testing and scoring materials are secure and must not be taken from the work site or photocopied at anytime unless the removal is specifically approved by the Department of Public Instruction leadership.

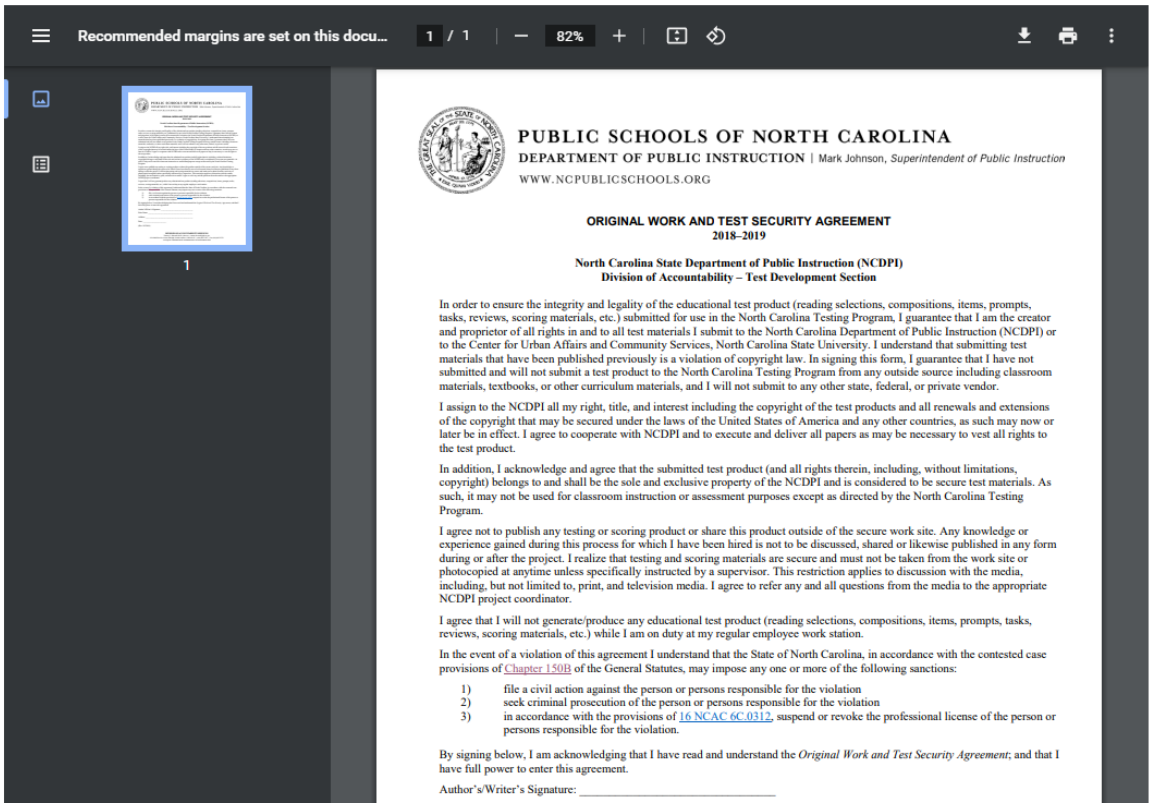
I agree that I will not generate/produce products (test selections, compositions, prompts, items, tasks, reviews, etc.) while I am on duty at my regular employer/employee duty station.

In the event of a violation of this agreement I understand that the State of North Carolina, in accordance with the contested case provisions of Chapter 150B of the General Statutes, may impose any one or more of the following sanctions:

1) file a civil action against the person or persons responsible for the violation
2) seek criminal prosecution of the person or persons responsible for the violation
3) in accordance with the provisions of 16 NCAC 6C.0312, suspend or revoke the professional license of the person or persons responsible for the violation.

By signing below, I am acknowledging that I have read and understand the consequences of violating the security of North Carolina tests

Ownership of Items Authored



Items authored and submitted to fulfill a contractual agreement in support of the North Carolina Testing Program are required to be original works and become secure test materials and the property of the North Carolina Department of Public Instruction.

Once an item writer has submitted an item, that item or even a close facsimile of that item cannot be used for instruction or for any other purpose.

In order to ensure the integrity and legality of the educational test product (reading selections, new items, prompts, tasks, item reviews, etc.) submitted for use in the North Carolina Testing Program, item writers must guarantee that they are the creator of all test materials they submit.

Item writers must agree that they understand that submitting test materials that have been published previously is a violation of copyright law. Item writers guarantee that they will not submit a test product to the North Carolina Testing Program from any outside source, including classroom materials, textbooks, or other curriculum materials.

In addition, item writers must acknowledge and agree that the submitted test product (and all rights therein, including, without limitation, copyright) belongs to and shall be the sole and exclusive property of the North Carolina Department of Public Instruction and is considered to be secure test material. As such, it may not be used for classroom instruction or assessment purposes except as directed by the North Carolina Testing Program.

Item writers must agree not to publish any testing or scoring product or share this product. Any knowledge or experience gained during this process for which the writer has been hired is not to be discussed, shared, or likewise published in any form.

If you are hired as an item writer, you will be required to read and sign an Original Work and Test Security Agreement form. When you have finished reviewing the Original Work and Test Security Agreement form, move to the next course resource (click next).

Previous: Test Security Agreement

Next: Avoid Trademarks

TD101A: Test Development Basics

Avoid Trademarks

A trademark includes any word, name, symbol, device, or any combination thereof used, or intended to be used, in commerce to identify and distinguish the goods of one manufacturer or seller from goods manufactured or sold by others and to indicate the source of the goods. In short, a trademark is a brand name.

Because trademarks are brand names, avoid using them in any test items you write.

For example, use:

"tissue" instead of "Kleenex®"

"soda" instead of "Coca-Cola®"

"hamburger" instead of "Big Mac®"

"truck" instead of "Ford F-150®"

Last modified: Monday, April 1, 2019, 9:01 AM

Previous: Ownership of Items Authored

Next: Work Site Security Issues

TD101A: Test Development Basics

Work Site Security Issues

Item writers must take special care when using computing systems to author items. The use of computers to draft items is encouraged as long as security can be maintained. Drafting items before submitting their final versions using the online Test Development System (TDS) is preferred and sometimes is required. If using a computer to create draft versions of items, the source files that contain the drafts and final work must be kept secure.

When drafting items, either on a computer or on a pad of paper, consider who is able to observe the work. A spouse, friend, child, or coworker must not be able to observe the work or access the drafts on a shared computer. Only the writer should have access to these secure files.

It is best to store these files in a removable storage device such as a disk or flash/USB drive. This allows one to draft items on a computer and store notes about the work, while saving the information where others cannot access it.

Any notes or items stored either on paper or electronically ***MUST*** be shredded or deleted upon completion of a contract.

If it is suspected that items that the item writers have authored or reviewed may have been compromised by unauthorized access, they ***MUST IMMEDIATELY*** contact the Help Desk (ncdesk@ncsu.edu or 919-515-1320 and provide details of the potential security breach.

Last modified: Friday, March 3, 2017, 8:34 AM

Previous: Avoid Trademarks

Next: Security and Copyrights Quiz

TD101A: Test Development Basics

Security and Copyrights Quiz

For review purposes, this quiz covers content presented in this topic. Trainees have unlimited attempts to complete this quiz. Once successfully completed a link will allow the trainee to move to the next course topic.

Grading method: Highest grade

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Security and Copyrights ▶ Security and Copyrights Quiz

Question 1
Not yet answered
Points out of 1.00
Flag question

Which ***best*** describes items written and submitted to the North Carolina state testing program?

Select one:

- a. specially ordered or commissioned work
- b. original work that is property of the North Carolina Department of Public Instruction
- c. original work created for educational purposes
- d. original work in joint ownership between the author and the North Carolina Department of Public Instruction

Previous: Work Site Security Issues

Next: Accessing the TD101B Series Courses

Next page

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Security and Copyrights ▶ Security and Copyrights Quiz

Question 2
Not yet answered
Points out of 1.00
Flag question

What ***must*** be done to notes and drafts when an item writer has completed an assignment?

Select one:

- a. keep them in a secure location
- b. shred or delete all files
- c. mail them to the content contact
- d. make copies for instruction

Previous page

Next page

Previous: Work Site Security Issues

Next: Accessing the TD101B Series Courses

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Security and Copyrights ▶ Security and Copyrights Quiz

Question 3
Not yet answered
Points out of 1.00
Flag question

Items authored and submitted are considered secure test materials.

Select one:

- True
- False

Previous page

Next page

Previous: Work Site Security Issues

Next: Accessing the TD101B Series Courses

TD101A: Test Development Basics

Question 4
Not yet answered
Points out of 1.00
Flag question

Under what circumstances is using a computer to draft items acceptable?

Select one:

- a. when the computer used is located at a school or place of work
- b. when a computer is in a public place
- c. when users have a shared account
- d. when files can be kept secure and work cannot be accessed or observed by others

Previous page | Next page

Previous: Work Site Security Issues | Next: Accessing the TD101B Series Courses

TD101A: Test Development Basics

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101A ▶ Security and Copyrights ▶ Security and Copyrights Quiz

Question 5
Not yet answered
Points out of 1.00
Flag question

Item writers should make and keep copies of items written after completion of the contract.

Select one:

- True
- False

Previous page | Finish attempt ...

Previous: Work Site Security Issues | Next: Accessing the TD101B Series Courses

TD101B2: Webb's Depth of Knowledge (DOK)

Introduction

This course is designed for anyone interested in learning how to write and review assessment items for the North Carolina Testing Program based on the North Carolina *Standard Course of Study* and North Carolina Essential Standards.

In order to provide more rigor and increase the higher-order thinking skills required for student success, the North Carolina Department of Public Instruction adopted frameworks for identifying cognitive demand.

The North Carolina Testing Program requires items written to be tagged with the appropriate cognitive load designation that has been modeled to each standard. Because of different thinking skill taxonomies that were desired by the department at the time standards were revised, some standards have learning resources and test items tagged to Webb's Depth of Knowledge (DOK), others are tagged to Revised Bloom's Taxonomy (RBT); while even others are tagged to Marzano's Thinking Skills (TS). Whichever case is required for the standard, item writers and reviewers need to have a basic understanding of the taxonomies that are covered for the standards that they are writing to or reviewing.

This self-directed course should take approximately thirty (30) minutes to complete. Upon successful completion, enrollment keys for the associated subjects/standards are provided.

Webb's Depth-of-Knowledge (DOK)

- Introduction to Webb's Depth of Knowledge
- Webb's Depth of Knowledge (DOK) Levels Chart
- Level 1 - Recall and Reproduction
- Level 1 - Recall and Reproduction - Example Items
- Level 2 - Skills and Concepts
- Level 2 - Skills and Concepts - Example Items
- Level 3 - Strategic Thinking
- Level 3 - Strategic Thinking - Example Items
- Level 4 - Extended Thinking
- Level 4 - Extended Thinking - Example Items
- Quiz

Next Steps

- Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Webb's Depth of Knowledge

This section of the tutorial provides an overview of Webb's Depth of Knowledge (DOK). According to Webb's alignment model, the test questions developed need to agree with the standards in terms of content and DOK. Each item has been classified into one of three DOK levels; item writers are tasked with writing test questions that match each standard in content and to a DOK level. The document posted in this section of the tutorial will provide definitions and examples of each DOK level.

Read the overview of Webb's DOK alignment model, study the example items provided, and take the quiz to check for understanding.

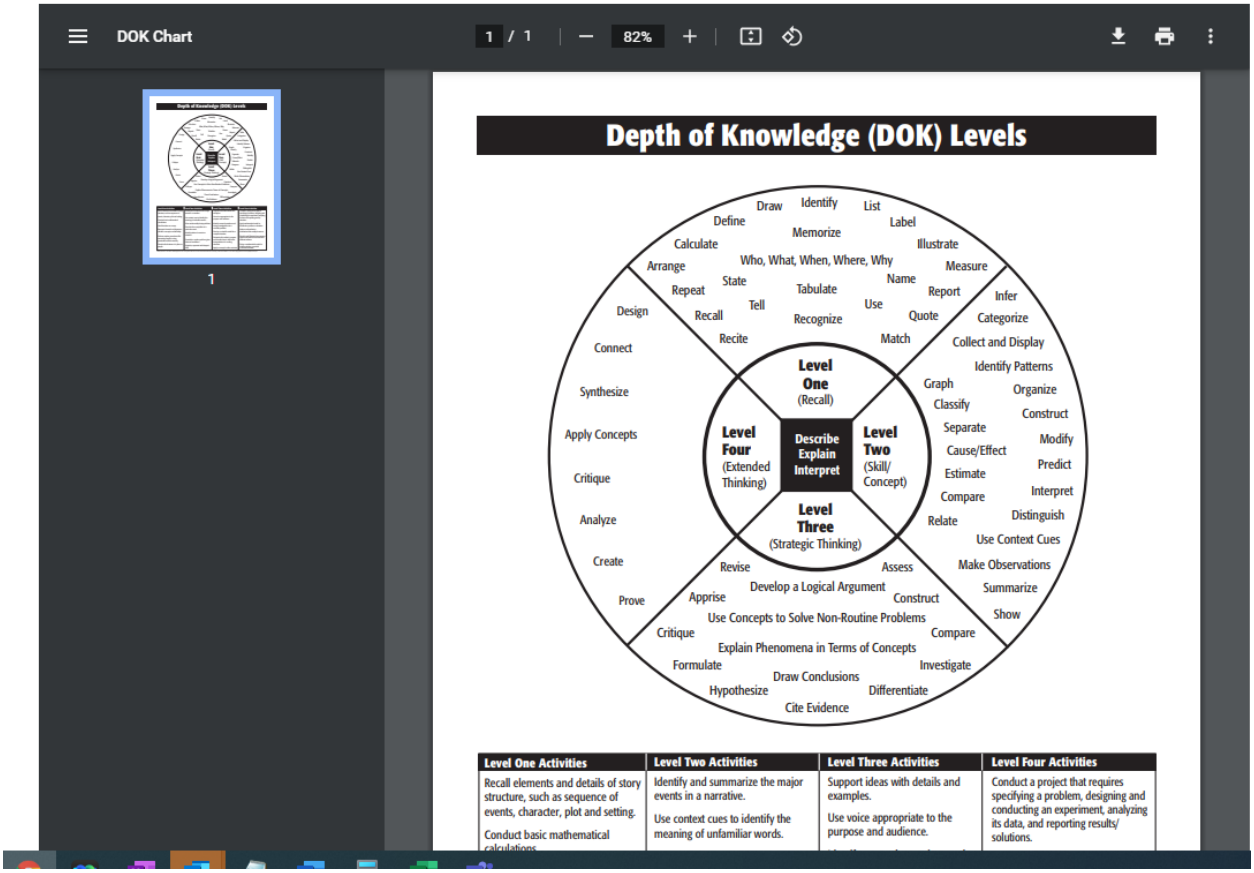
Last modified: Monday, July 13, 2020, 10:04 AM

Previous: Announcements

Next: Webb's Depth of Knowledge (DOK) Levels Chart

TD101B2: Webb's Depth of Knowledge (DOK)

Webb's Depth of Knowledge (DOK) Levels Chart



TD101B2: Webb's Depth of Knowledge (DOK)

Level 1 - Recall and Reproduction

Level 1 - Recall and Reproduction:

- includes the recall of information, such as a fact, definition, term, or a simple procedure
- recounts information specifically stated in a text
- conducts basic mathematical calculations, such as a one-step, well-defined, and straight algorithmic procedure
- includes key words such as "identify," "recall," "recognize," "use," and "measure."
- demonstrates a rote response, performs a well-known algorithm, follows a set procedure, or performs a clearly defined set of steps

Note: Reading assessments only include Level 1 items in elementary grade levels.

Last modified: Monday, July 13, 2020, 10:08 AM

Previous: Webb's Depth of Knowledge (DOK) Levels Chart

Next: Level 1 - Recall and Reproduction -...

TD101B2: Webb's Depth of Knowledge (DOK)

Level 1 - Recall and Reproduction - Example Items

Level 1 Item Example for Math

From any vertex of a 4-sided polygon, 1 diagonal can be drawn.

From any vertex of a 5-sided polygon, 2 diagonals can be drawn.

From any vertex of a 6-sided polygon, 3 diagonals can be drawn.

From any vertex of a 7-sided polygon, 4 diagonals can be drawn.

How many diagonals can be drawn from any vertex of a 20-sided polygon?

Explanation: The first thing to note is that this is not really a geometry item. Rather, it simply requires students to notice an easy, routine pattern. DOK levels are difficult to assign for many pattern-recognition problems, because they depend on how routine the pattern is. This particular pattern is immediately recognizable and requires no processing, but a more complex pattern could make this item Level 2 or even Level 3.

Level 1 Item Example for ELA

When Lisa and Henry walked into the cave, they were surprised to see how bright it was. Light from a large crack in the ceiling made the water flowing through the trough in the floor shine. Lisa reached down to touch it, but Henry stopped her...

Why was Lisa able to see the water in the cave?

Explanation: Despite not being a word-for-word item, the answer is found directly in the text. There is no interpretation required to answer the item.

Last modified: Monday, February 27, 2017, 3:17 PM

Previous: Level 1 - Recall and Reproduction

Next: Level 2 - Skills and Concepts

TD101B2: Webb's Depth of Knowledge (DOK)

Level 2 - Skills and Concepts

Level 2 Skills and Concepts:

- includes the engagement of some mental processing beyond a habitual response
- requires students to contrast or compare people, places, events and concepts; analyze meaning of events in a text
- describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes
- requires students to make some decisions as to how to approach the problem
- includes words such as “classify,” “organize,” ”estimate,” “make observations,” “collect and display data,” and “compare data” (These actions imply more than one step. For example, to compare data requires first identifying characteristics of objects or phenomena and then grouping or ordering the objects.)
- includes some action verbs, such as “explain,” “describe,” or “interpret (For example, interpreting information from a simple graph, or reading information from the graph, also are at Level 2.)
- includes activities such as noticing or describing nontrivial patterns; explaining the purpose and use of experimental procedures; carrying out experimental procedures; making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts

Last modified: Monday, July 13, 2020, 10:16 AM

Previous: Level 1 - Recall and Reproduction -...

Next: Level 2 - Skills and Concepts - Example...

Level 2 - Skills and Concepts - Example Items

Level 2 Item Example for Math

A triangle has 0 diagonals, a quadrilateral has 2 diagonals, a pentagon has 5 diagonals, and a hexagon has 9 diagonals. If the pattern continues, how many diagonals will an octagon have?

A 11

B 14

C 18

D 20

Explanation: Pattern recognition is required to solve this item, but the nonroutine nature of this pattern brings this up to a higher DOK level. Some analysis and generalization is required in order to understand and extend this pattern.

Level 2 Item Example for ELA

There are three main points of focus when learning to take a beautiful photograph. These are aperture, shutter speed, and ISO. No one aspect is more important than the others, but photographers will often make one a priority, depending on the subject of the photo. For example, in sports, shutter speed is of special interest to photographers...

Why is it important for photographers to understand all three elements of photography before taking pictures?

Explanation: This item requires the student to take the information from the text and apply it to the item.

Last modified: Friday, March 3, 2017, 1:40 PM

Previous: Level 2 - Skills and Concepts

Next: Level 3 - Strategic Thinking

TD101B2: Webb's Depth of Knowledge (DOK)

Level 3 - Strategic Thinking

Level 3 Strategic Thinking:

- requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels
- requires students to explain their thinking
- requires students to make conjectures
- requires cognitive demands to be complex and abstract
- requires more demanding reasoning
- includes drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and deciding which concepts to apply in order to solve a complex problem
- includes interpreting information from a complex graph that requires some decisions on what features of the graph need to be considered and how information from the graph can be aggregated

Last modified: Friday, March 3, 2017, 1:41 PM

Previous: Level 2 - Skills and Concepts - Example...

Next: Level 3 - Strategic Thinking - Example Items

TD101B2: Webb's Depth of Knowledge (DOK)

Level 3 - Strategic Thinking - Example Items

Level 3 Item Example for Math

$S = w/x + y/z$.

If $0 < w < x < y < z$ in the equation above, then the greatest increase in S would result from adding 1 to the value of which variable?

A w

B x

C y

D z

Explanation: If a multiple-choice item is Level 3, often it is because the multiple choices do not constrain or guide the possible solutions. The choices here allow for all possible responses to this item.

Level 3 Item Example for ELA

There is much controversy surrounding the topic of indoor/outdoor cats. Allowing cats to run loose poses a grave risk to the songbird population. That being said, a strong feline presence in one's yard can keep a garage (and the house!) free from mice. However, while there are valuable points on both sides, one indisputable fact remains: even the strongest, fiercest cat is no match for passing cars, big dogs, and other dangers.

Which quote from the text supports the author's claim that pet cats should be kept indoors?

Explanation: In this item, the student needs to decide which parts of the text are appropriate to the item. This is especially important when there is information from both sides of a topic.

Last modified: Friday, March 3, 2017, 1:41 PM

Previous: Level 3 - Strategic Thinking

Next: Level 4 - Extended Thinking

TD101B2: Webb's Depth of Knowledge (DOK)

Level 4 - Extended Thinking

Level 4 Extended Thinking:

- requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time
- requires taking into consideration a number of variables when doing a study
- requires the cognitive demands of the task to be high and the work very complex
- requires students to make several connections—relate ideas within the content area or among content areas—and to select one approach among many alternatives on how the situation should be solved
- includes activities such as designing and conducting experiments and projects; developing and proving conjectures; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs

Level 4 Extended Thinking cannot be reached in traditional standardized testing. This level requires long term assignments/projects that are great for classroom use. A feedback and revision process is a key component of Level 4. As a result, Level 4 Extended Thinking items do not appear on North Carolina EOG or EOC assessments.

Last modified: Monday, July 13, 2020, 10:20 AM

Previous: Level 3 - Strategic Thinking - Example Items

Next: Level 4 - Extended Thinking - Example Items

TD101B2: Webb's Depth of Knowledge (DOK)

Level 4 - Extended Thinking - Example Items

Level 4 Item Example for Math

Sam, Tetsuo, and Kim each own some baseball cards that Ted is willing to trade them for. Here is what they are worth:

Sam's Cards: Boone - $0.80, Galarraga - $0.40, McGee - $1.50

Tetsuo's Cards: Smith - $1.30, Jones - $1.00

Kim's Cards: Johnson - $0.70, Carter - $2.20

Ted will trade his Wilson card for $6.75 worth of cards. What is the best trade that Sam, Tetsuo, and Kim can make for Ted's Wilson card?

What trade could Sam, Tetsuo, and Kim offer Ted that would be the most fair between Sam, Tetsuo, and Kim? Explain your thinking and show all your work.

Explanation: This is a complex, open-ended problem requiring students "to make several connections and apply one approach among many." It requires the students to plan and organize, and to weigh solutions based on different kinds of criteria. Students should be allowed an extended period of time to complete this item.

Level 4 Item Example for ELA

A term paper that requires students to complete the tasks of reviewing, critiquing, and rewriting.

Last modified: Monday, July 13, 2020, 10:22 AM

Previous: Level 4 - Extended Thinking

Next: Quiz

TD101B2: Webb's Depth of Knowledge (DOK)

Quiz

This quiz will assess understanding of Depth of Knowledge (DOK) levels. In order to be an item writer or reviewer a minimum score of 80% is required and an unlimited number of attempts to achieve the minimum score.

Click **ONLY** the Previous Page and Next Page buttons while in the quiz. **DO NOT** click the Previous or Next links at the bottom of the page until having successfully completed the quiz.

Grading method: Highest grade

TD101B2: Webb's Depth of Knowledge (DOK)

Question 1

Not yet answered

Points out of 1.00

Flag question

What depth-of-knowledge (DOK) level requires the simple recall of information such as a fact, definition, term, or simple procedure?

Select one:

- a. DOK 1
- b. DOK 2
- c. DOK 3
- d. DOK 4

Previous: Level 4 - Extended Thinking - Example Items

Next: Next Steps

Next page

TD101B2: Webb's Depth of Knowledge (DOK)

Question 2
Answer saved
Points out of 1.00
Flag question

- What depth-of-knowledge (DOK) level includes recounting explicit information or performing a well-known algorithm?

Select one:

- (●) a. DOK 1
- ( ) b. DOK 2
- ( ) c. DOK 3
- ( ) d. DOK 4

Previous page | Next page

Previous: Level 4 - Extended Thinking - Example Items | Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101B2 ▶ Webb's Depth-of-Knowledge (DOK) ▶ Quiz

Question 3
Not yet answered
Points out of 1.00
Flag question

What depth-of-knowledge (DOK) level cannot be reached using multiple choice items?

Select one:

- ( ) a. DOK 1
- ( ) b. DOK 2
- ( ) c. DOK 3
- ( ) d. DOK 4

Previous page | Next page

Previous: Level 4 - Extended Thinking - Example Items | Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Question 4
Not yet answered
Points out of 1.00
Flag question

What depth-of-knowledge (DOK) level requires students to analyze a text or make some decisions as to how to approach a problem or activity?

Select one:

- a. DOK 1
- b. DOK 2
- c. DOK 3
- d. DOK 4

Previous page

Next page

Previous: Level 4 - Extended Thinking - Example Items

Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101B2 ▶ Webb's Depth-of-Knowledge (DOK) ▶ Quiz

Question 5
Not yet answered
Points out of 1.00
Flag question

What depth-of-knowledge (DOK) level requires students to support information given in a text or take more than one step to solve a problem, such as when they are asked to compare data?

Select one:

- a. DOK 1
- b. DOK 2
- c. DOK 3
- d. DOK 4

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Next page

Previous: Level 4 - Extended Thinking - Example Items

Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Question 6
Not yet answered
Points out of 1.00
Flag question

What depth-of-knowledge (DOK) level requires students to make conjectures about validity of claims or use higher level thinking to solve non-routine problems?

Select one:

- a. DOK 1
- b. DOK 2
- c. DOK 3
- d. DOK 4

Previous page | Next page

Previous: Level 4 - Extended Thinking - Example Items | Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101B2 ▶ Webb's Depth-of-Knowledge (DOK) ▶ Quiz

Question 7
Not yet answered
Points out of 1.00
Flag question

What depth-of-knowledge (DOK) level requires students to analyze the effect of point of view or reason, plan, and use evidence when problem solving?

Select one:

- a. DOK 1
- b. DOK 2
- c. DOK 3
- d. DOK 4

Previous page | Finish attempt ...

Previous: Level 4 - Extended Thinking - Example Items | Next: Next Steps

TD101B2: Webb's Depth of Knowledge (DOK)

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101B2 ▶ Webb's Depth-of-Knowledge (DOK) ▶ Quiz

Quiz

This quiz will assess understanding of Depth of Knowledge (DOK) levels. In order to be an item writer or reviewer a minimum score of 80% is required and an unlimited number of attempts to achieve the minimum score.

Click **ONLY** the Previous Page and Next Page buttons while in the quiz. **DO NOT** click the Previous or Next links at the bottom of the page until having successfully completed the quiz.

Grading method: Highest grade

TD101B2: Webb's Depth of Knowledge (DOK)

Next Steps

Continue training by selecting the course that relates to concepts found in the DOK:

TD101C1_ELA: English Language Arts Standards Grade 3-8

TD101C2 ELA: English Language Arts Standards High School

TD101C1_MAT: NC Math Standards Grades 3-8

TD101C2 MAT: NC Math Standards High School

Use the enrollment key "webb" to self-enroll in the course.

Last modified: Monday, July 13, 2020, 10:56 AM

TD101E: Plain English Strategies

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101E

Your progress

Plain English Overview

- Language and Assessment
- What is Plain English in Assessment?
- Accessibility in Assessment
- Why Use Plain English in Assessment?

Plain English Research and Application

- Plain English Strategies
- Synonyms and Pronouns
- Negation and Long Noun Phrases
- Verb Tense and Passive Voice
- Sentence Length
- Complex Sentence Structure
  - Construct and Complexity

Sample Items

- Sample Item 1
- Sample Item 2
- Sample Item 3
- Sample Item 4
- Sample Item 5
- Sample Item 6

Plain English Quiz

- Pre Quiz Warning
- Plain English Quiz

Next Steps

- Certificate of Completion

TD101E: Plain English Strategies

Language and Assessment

- Language is an essential part of any assessment.
- While rich language can make assessment more interesting for some students, it can also cause confusion and misunderstanding for others.
- Jamal Abedi, a leading researcher in the assessment of English Learner (EL) students, points out ". . .it is of paramount importance to distinguish between language that is a natural part of an assessment and the language that is unrelated to the assessment process" (Elliot, Ryan, Beddow & Kurtz, 2011, p. 219).

Last modified: Monday, August 24, 2020, 10:58 AM

Previous:

Next: What is Plain English in Assessment?

TD101E: Plain English Strategies

What is Plain English in Assessment?

- Plain English is a viable, research-supported process for helping to reduce the complexity of language on an assessment in order to improve clarity without altering the constructs targeted for measurement.
- Plain English improves accessibility for EL students and non-EL students who are not proficient in English Language Arts.

Last modified: Monday, August 24, 2020, 10:56 AM

Previous: Language and Assessment

Next: Accessibility in Assessment

TD101E: Plain English Strategies

Accessibility in Assessment

- Accessibility refers to ". . . the degree to which a test and its constituent item set permit the test taker to demonstrate knowledge of the target construct of a test" (Beddow et al., 2010, p. 2).
- Unnecessary and complex language may affect the overall accessibility of an assessment.

Last modified: Thursday, September 3, 2020, 8:16 AM

Previous: What is Plain English in Assessment?

Next: Why Use Plain English in Assessment?

TD101E: Plain English Strategies

Why Use Plain English in Assessment?

- Assessments should provide valid and reliable information about what students know and can do.
- Research on the assessment of EL students clearly and consistently shows a large performance gap between EL and non-EL students in all content areas.
- There is no evidence to suggest that EL students have less ability to learn than non-EL students.
- Legislation requires fair assessment and accountability for all students.
- Section 1005 of the Every Student Succeeds Act (ESSA) of 2015 instructs states to implement high-quality assessments that shall "be developed, to the extent practicable, using the principles of universal design for learning."
- In other words, North Carolina's assessments should be designed so that its students can access and understand them to the greatest extent possible.
- Variables such as linguistic and cultural biases may be responsible for performance gaps.

Last modified: Wednesday, July 7, 2021, 11:20 AM

Previous: Accessibility in Assessment

Next: Plain English Strategies

TD101E: Plain English Strategies

Plain English Strategies

- The following slides list the linguistic features on assessments that research has shown to have an effect on the performance of EL students along with Plain English strategies for addressing them.
- These strategies are ***NOT*** strict rules. It is always important to first consider whether the language used in an item is relevant to the construct being measured.

Linguistic Feature	Plain English Strategies	Examples
Unfamiliar words	Use simple, high-frequency words. Exception: vocabulary directly related to the content students are expected to know Use generic terms and contexts familiar to diverse backgrounds.	Ex. Use the word dog instead of canine. Ex. Use the word tree instead of oak. Ex. Use "grocery store" instead of "Food Lion"
Words/phrases that do not have a clear translation	Avoid verbs that consist of two words and idioms. Avoid words with multiple meanings.	Ex. Use the word cancel instead of call off. Ex. Use the phrase "It's too late" instead of "You missed the boat."

Last modified: Thursday, September 3, 2020, 8:43 AM

Previous: Why Use Plain English in Assessment?

Next: Synonyms and Pronouns

TD101E: Plain English Strategies

Synonyms and Pronouns

Linguistic Feature	Plain English Strategy	Examples
Overuse of Synonyms	Use the same word to describe a single concept or thing in an item.	Ex. Synonyms like table, chart, and matrix should not be used to describe the same thing in an item.
Overuse of Pronouns	Use pronouns when the noun they are used to replace is in close proximity.	Ex. "Maria had 10 marbles in a bag. It weighed 1 pound. Then she added some more until it weighed two pounds." vs. "Maria had 10 marbles in a bag. The bag weighed 1 pound. Then, she added more marbles until the bag weighed 2 pounds."

Last modified: Wednesday, July 7, 2021, 11:20 AM

Previous: Plain English Strategies

Next: Negation and Long Noun Phrases

TD101E: Plain English Strategies

Linguistic Feature	Plain English Strategy	Examples
Negation Sentences containing negations (e.g., no, not, none, never) are harder to comprehend than affirmative sentences.	Use affirmative statements when appropriate.	Ex. "Jane is gone." vs. "Jane is not here."
Long Noun Phrases	Only include adjectives that are essential to an item.	Ex. "A loaded tractor-trailer truck weighs..." vs. "A loaded truck weighs . . . "

Last modified: Wednesday, July 7, 2021, 11:21 AM

Previous: Synonyms and Pronouns

Next: Verb Tense and Passive Voice

TD101E: Plain English Strategies

Verb Tense and Passive Voice

Linguistic Feature	Plain English Strategy	Examples
Verb Tense	Use simple present tense when appropriate. The present tense is easiest to understand.	Ex."Aaron goes to the store." vs. "Aaron is going to the store."
Passive Voice The Passive voice occurs when the subject of a sentence is the recipient of the verb's action.	Use the active voice. The active occurs when a sentence has a subject that acts on its verb. It is easier for readers to understand.	Ex. "The dog chased the squirrel." vs. "The squirrel was chased by the dog."

Last modified: Wednesday, July 7, 2021, 11:21 AM

Previous: Negation and Long Noun Phrases

Next: Sentence Length

TD101E: Plain English Strategies

Sentence Length

Linguistic Feature	Plain English Strategies	Examples
Sentence Length Longer sentences tend to be complex and harder to understand.	Break long sentences into shorter ones. Remove unnecessary detail. Use bullets to list an item's details. This is especially helpful in math and science.	Ex. "There are 136 students in a school cafeteria. There are 8 students sitting at each table." vs. "There are 136 students eating lunch in an elementary school cafeteria with 8 students sitting at each table."

Last modified: Wednesday, July 7, 2021, 11:22 AM

Previous: Verb Tense and Passive Voice

Next: Complex Sentence Structure

TD101E: Plain English Strategies

Complex Sentence Structure

Linguistic Feature	Plain English Strategies	Examples/Recommendations
Complex sentence structure Complex sentences tend to be more difficult to understand than simple and compound sentences.	Use a subject-verb-object sentence structure for statements. Begin questions with a question word. Use present tense and the active voice. Avoid starting a question with a dependent clause. Avoid "if" statements. Use multiple short sentences vs. one long sentence.	Ex. "Evan delivers the newspaper to 100 people a day. How many people does Evan deliver the newspaper to in 5 days?" vs. "If Evan delivers the newspaper to 100 people a day, how many people does Evan deliver to in 5 days?" Ex. "What does 'hold your horses' mean in paragraph 4?" vs. "In the selection, what is meant by the phrase "hold your horses"?

Last modified: Thursday, September 3, 2020, 9:01 AM

Previous: Sentence Length

Next: Construct and Complexity

TD101E: Plain English Strategies

Construct and Complexity

- Questions to consider when applying Plain English strategies:
  - What are the skills and content targeted for measurement?
  - What is the level of cognitive complexity that needs to be assessed

* An item's targeted construct and its cognitive complexity should not be altered. Plain English strategies are designed to simplify the wording of an item without altering the construct and complexity required in the standards.
Last modified: Thursday, September 3, 2020, 9:07 AM

Previous: Complex Sentence Structure

Next: Sample Item 1

TD101E: Plain English Strategies

Sample Item 1

Sample Item - Math, Grade 3

ORIGINAL VERSION Sam walks 4 miles a day. His goal is to walk 36 miles. After 6 days, how many miles does Sam have left to accomplish his goal? Which equation below represents this problem? A) 3 × 5 + n = 36 B) 4 × 6 + n = 36 C) 4 × 6 × n = 36 D) 9 × 4 + n = 36	Standard 3.OA.8: Solve two-step problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number. Cognitive Complexity: Skill/Concept (DOK)

Accessibility Issues:

- The third sentence has a complex structure: "After 6 days, how many miles does Sam have left to accomplish his goal?"
- The third sentence also uses a word that could be unfamiliar to some students: "accomplish."
- The item asks two questions.

IMPROVED VERSION Sam's goal is to walk 36 miles. • He walks 4 miles each day. • He has walked for 6 days. Which equation can be used to find how many more miles Sam needs to walk to reach his goal? A) 3 × 5 + n = 36 B) 4 × 6 + n = 36 C) 4 × 6 × n = 36 D) 9 × 4 + n = 36	Standard 3.OA.8: Solve two-step problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number. Cognitive Complexity: Skill/Concept (DOK)

Plain English Strategies:

- "Accomplish" is replaced with an easier word ("reach").
- Bullets are used to list an item's details.
- Item uses multiple short sentences.
- Sentences follow a subject-verb-object structure.

*Note: Alignment to the standard and cognitive complexity did not change.
Last modified: Friday, September 11, 2020, 10:59 AM

TD101E: Plain English Strategies

Sample Item 2

Sample Item - Math, Grade 3

ORIGINAL VERSION	
Logan is setting up a produce stand. Each basket can hold a maximum of 6 plums. If he has 348 plums, what is the fewest number plum baskets Logan can prepare and still use all the plums? A) 56 B) 57 C) 58 D) 59	Standard 4.NBT.6: Find whole number quotients and remainders with up to three-digit dividends and one-digit divisors with place-value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division. Cognitive Complexity: Recall

Accessibility Issues:

- The first sentence has a verb consisting of two words: "setting up."
- Item contains words with multiple meanings: "stand" and "produce."
- "Maximum" might be an unfamiliar word (grade 6).
- The question has a complex sentence structure: "If he has 348 plums..."

IMPROVED VERSION	
A farmer has 348 apples, and he wants to put them into baskets. He will put 6 apples into each basket. How many baskets will the farmer use? A) 56 B) 57 C) 58 D) 59	Standard 4.NBT.6: Find whole number quotients and remainders with up to three-digit dividends and one-digit divisors with place-value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division. Cognitive Complexity: Recall (DOK)

Plain English Strategies:

- Item was edited to avoid using a verb consisting of two words, words with multiple meanings, and unfamiliar words.
- Sentences follow a subject-verb-object structure.
- The question starts with a question word.

*Note: Alignment to the standard and cognitive complexity did not change.

Last modified: Friday, September 11, 2020, 11:00 AM

Previous: Sample Item 1 Next: Sample Item 3

TD101E: Plain English Strategies

Sample Item 3

Sample Item - Science, Grade 5

ORIGINAL VERSION	
A food chain in an ecosystem includes blueberry bushes, rabbits, and owls. • The rabbits eat the blueberry bushes. • The owls eat the rabbits. If the population of owls decreases, how will this affect the population of blueberry bushes?	Standard 5.L.2.3: Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem. Cognitive Complexity: Understanding/Conceptual (Bloom's)

Accessibility Issues:

- Item contains unnecessary detail ("blueberry") and is wordy.
- The question has a complex sentence structure: "If the population of owls decreases..."

IMPROVED VERSION	
This shows a food chain. bush → rabbit → owl The population of owls decreases in the food chain. What will most likely happen to the population of bushes?	Standard 5.L.2.3: Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem. Cognitive Complexity: Understanding/Conceptual (Bloom's)

Plain English Strategies:

- Unnecessary detail was removed ("blueberry").
- A simple diagram replaced some of the text.
- A subject-verb-object sentence structure is used.
- Previous question is broken up into two short sentences.
- Question starts with a question word.

*Note: Alignment to the standard and cognitive complexity did not change.

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Previous: Sample Item 2 Next: Sample Item 4

Sample Item 4

Sample Item - Science, Grade 5

ORIGINAL VERSION Water droplets forming on grass during a cool summer night is an example of which part of the water cycle? A) condensation B) transpiration C) evaporation D) precipitation	Standard 5.P.2.1: Explain how the sun impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff). Cognitive Complexity: Remember/Factual (Bloom's)

Accessibility Issues:

- The question is lengthy and does not begin with a question word.

IMPROVED VERSION Water droplets often form on grass at night when the temperature cools. Which part of the water cycle is this? A) condensation B) transpiration C) evaporation D) precipitation	Standard 5.P.2.1: Explain how the sun impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff). Cognitive Complexity: Remember/Factual (Bloom's)

Plain English Strategies:

- Question is broken into two short sentences.
- Question now begins with a question word.

*Note: Alignment to the standard and cognitive complexity did not change.
Last modified: Friday, September 11, 2020, 11:03 AM

Previous: Sample Item 3

Next: Sample Item 5

Sample Item 5

Sample Item - Reading, Grade 4

ORIGINAL VERSION: Which statement from the text supports the idea that chefs do not have much free time? A) "It's a lot of planning." B) "Every day it's something different." C) "When everybody is playing, you're working." D) "We're going to have a wide variety of things."	Standard RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Cognitive Complexity: Skill/Concept (DOK)

Accessibility Issues:

- The question uses negation ("do not have").
- "Free time" does not have a clear translation.

IMPROVED VERSION: Which statement from the text supports the idea that chefs have unusual hours? A) "It's a lot of planning." B) "Every day it's something different." C) "When everybody is playing, you're working." D) "We're going to have a wide variety of things."	Standard RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Cognitive Complexity: Skill/Concept (DOK)

Plain English Strategies:

- The negation is reworded to use an affirmative phrase.
- "Free time" is reworded to use the more accessible phrase, "unusual hours."

*Note: Alignment to the standard and cognitive complexity did not change.
Last modified: Friday, September 11, 2020, 11:04 AM

Previous: Sample Item 4

Next: Sample Item 6

TD101E: Plain English Strategies

Sample Item 6

Sample Item - Reading, Grade 4

ORIGINAL VERSION: According to the information in the text, how does the author show that being an executive chef is hard work? A. by showing the many different duties of an executive chef every day B. by describing the many recipes that an executive chef can make each season C. by explaining the different classes that an executive chef must complete D. by talking about the people who have eaten in his restaurant recently	Standard RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. Cognitive Complexity: DOK--Strategic Thinking

Accessibility Issues:

- The question is wordy and contains unnecessary detail ("According to the information in the text".)

IMPROVED VERSION: How does the author show that being an executive chef is hard work? A) by showing the many different duties of an executive chef every day B) by describing the many recipes that an executive chef can make each season C) by explaining the different classes that an executive chef must complete D) by talking about the people who have eaten in his restaurant recently	Standard RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. Cognitive Complexity: DOK--Strategic Thinking

Plain English Strategies:

- The unnecessary detail in the stem was removed.

*Note: Alignment to the standard and cognitive complexity did not change.
Last modified: Friday, September 11, 2020, 11:05 AM

Previous: Sample Item 5 Next: Pre Quiz Warning

TD101E: Plain English Strategies

Pre Quiz Warning

The quiz that follows this page (Qualification Quiz) is a graded quiz. It is recommended that trainees review any content that was covered in this course before beginning this quiz.

Trainees will now be presented with a set of 10 questions. This quiz is not timed, but it does count. Trainees may use any notes they may have made.

Trainees must pass with a minimum score of 90% and are permitted to take the quiz multiple times.

Last modified: Thursday, September 3, 2020, 2:28 PM

Previous: Sample Item 6 Next: Plain English Quiz

TD101E: Plain English Strategies

Plain English Quiz

Grading method: Highest grade

Attempt quiz now

Previous: Pre Quiz Warning Next: Certificate of Completion

TD101E: Plain English Strategies

Question 1
Not yet answered
Points out of 1.00
Flag question

Which statement provides an accurate description of Plain English in assessment?

Select one:

- a. Plain English is a viable process for altering the construct targeted for measurement in an assessment item.
- b. Plain English is an evidence-based approach for ensuring students perform well on an assessment.
- c. Plain English is a research-supported process for reducing the complexity of language on an assessment.
- d. Plain English is a team-oriented approach for reducing the cognitive complexity of items on an assessment.

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Next: Certificate of Completion

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TD101E: Plain English Strategies

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Question 2
Not yet answered
Points out of 1.00
Flag question

What is the purpose of designing assessments with accessibility in mind?

Select one:

- a. to help ensure that an assessment and its item set permit a student to demonstrate his or her knowledge of constructs targeted for measurement
- b. to help ensure students perform well on assessments and answer test items correctly
- c. to help determine the targeted construct and cognitive complexity an item is intended to measure on an assessment
- d. to help determine the conditions of the environment in which the assessment will be taken

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Next: Certificate of Completion

TD101E: Plain English Strategies

Question 3
Not yet answered
Points out of 1.00
Flag question

What is most likely responsible for performance gaps between EL and non-EL students on assessments?

Select one:

- a. unnecessary cognitive complexity
- b. altered constructs targeted for measurement
- c. differentiated instruction
- d. linguistic and cultural biases

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Next: Certificate of Completion

TD101E: Plain English Strategies

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Question 4
Not yet answered
Points out of 1.00
Flag question

Which linguistic feature has research shown to improve the accessibility of a test item for EL students?

Select one:

- a. verbs that consist of two words
- b. the active voice
- c. the use of pronouns
- d. negation

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Next: Certificate of Completion

TD101E: Plain English Strategies

Question 5
Not yet answered
Points out of 1.00
Flag question

Which sentence uses the passive voice?

Select one:

- a. The lesson was taught by an English teacher.
- b. The English teacher wanted to be sure students understood the lesson.
- c. English is not hard if you have a good teacher.
- d. When in doubt, the English teacher told students to use a dictionary.

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TD101E: Plain English Strategies

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Question 6
Not yet answered
Points out of 1.00
Flag question

Which choice is a Plain English strategy for addressing complex sentence structures?

Select one:

- a. using multiple adjectives to describe a noun
- b. using the same word to describe a single concept or thing in an item
- c. using generic terms and contexts familiar to diverse backgrounds
- d. using a subject-verb-object pattern for statements

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Next: Certificate of Completion

TD101E: Plain English Strategies

Question 7
Not yet answered
Points out of 1.00
Flag question

Below are two sentences. There is a linguistic feature in the second sentence that presents an accessibility issue.

"Sally and Jane were sitting at the kitchen table. Sally wanted to talk about her day, but she seemed only interested in eating her lunch."

What is the linguistic feature in the second sentence that presents an accessibility issue?

Select one:

- a. The second sentence begins with a dependent clause.
- b. The second sentence contains unclear pronouns.
- c. The second sentence uses the passive voice.
- d. The second sentence contains words with multiple meanings.

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TD101E: Plain English Strategies

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Question 8
Not yet answered
Points out of 1.00
Flag question

Below is a question aligned to a third-grade mathematics standard. There are multiple linguistic features in the wording of the question that present accessibility issues.

"If a shape is divided into halves, how many equal parts are there?"

Which Plain English strategy would address the accessibility issues found in the wording of the question?

Select one:

- a. using the active voice and present tense
- b. removing unnecessary detail
- c. breaking long sentences into shorter ones
- d. using bullets to list an item's details

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TD101E: Plain English Strategies

Question 9
Not yet answered
Points out of 1.00
Flag question

Below is a question aligned to an eighth-grade science standard. There are multiple linguistic features in the wording of the question that present accessibility issues.

"Which of the following would most likely result in a decrease in the diversity of organisms in a community by disturbing the balance of tolerant and intolerant organisms?"

What are the linguistic features in the wording of the question that present accessibility issues?

Select one:

- a. the question is wordy and uses the passive voice.
- b. The question uses negation and long noun phrases.
- c. The question uses verbs that consist of two words and words with multiple meanings.
- d. The question uses different words to describe a single concept and contains unclear pronouns.

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TD101E: Plain English Strategies

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Question 10
Not yet answered
Points out of 1.00
Flag question

Below is a question aligned to an eighth-grade reading standard. There are multiple linguistic features in the wording of the question that present accessibility issues.

"Using the information in the text, what is the meaning of the word rerouted as used in paragraph 5?"

Which Plain English strategies would address the accessibility issues found in the wording of the question?

Select one:

- a. using the active voice and the present tense
- b. replacing unfamiliar words with simple, high-frequency words and avoiding idioms
- c. using only necessary adjectives and avoiding words with multiple meanings
- d. beginning the question with a question word and removing unnecessary detail

Previous page | Finish attempt ...

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TD101E: Plain English Strategies

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Plain English Quiz

Summary of attempt

Question	Status
1	Answer saved
2	Answer saved
3	Answer saved
4	Answer saved
5	Answer saved
6	Answer saved
7	Answer saved
8	Answer saved
9	Answer saved
10	Answer saved

Return to attempt

Submit all and finish

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Successful completion of the activities of this course allows students to be eligible to receive a PDF certification of contact hours completed.

Summary of previously received certificates

Issued
Thursday, April 20, 2017, 5:11 PM

Click the button below to open your certificate in a new browser window.

Get your certificate

Previous: Plain English Quiz

Next: Glossary

TD101C1_MAT: NC Math Standards Grades 3-8

Your progress

Introduction

The purpose of this course is to review the content standards to which test items must be aligned. This course will first present North Carolina's standards for this content area and then introduce their properties through the cognitive framework used to create the standards and the items.

At the end of each segment below, trainees will be asked to complete a short practice set that will prepare them for the Qualifying Quiz. Trainees may attempt each practice set an unlimited number of times.

It should take approximately one (1) hour to complete this online, self-directed course.

Grades 3–8 Mathematics Item Writing

- North Carolina Mathematics Standards
- North Carolina Standard Course of Study for Mathematics Grades 3–8
  - Alignment of Sample Item to Standard - Sample 1
  - Alignment of Sample Item to Standard - Sample 2
  - Alginment of Sample Item to Standard - Sample 3
  - Alignment of Sample Item to Standard - Sample 4
- Math Grades 3–8 Alignment Practice Set
- What Makes a Strong Item
  - Item Improvement - Sample 1
  - Item Improvement - Sample 2
  - Item Improvement - Sample 3
  - Item Improvement - Sample 4
- Item Improvement Practice Set
- Achievement Level Descriptors
- ALD Sample Items

  Restricted Not available unless: The activity **Achievement Level Descriptors** is marked complete
- Prequiz Warning

  Restricted Not available unless: The activity **ALD Sample Items** is marked complete
- Qualification Quiz

Next Steps

- Next Steps
- Certificate of Completion

North Carolina Mathematics Standards

North Carolina *Standard Course of Study* for Mathematics Grades 3 - 8

HOW TO READ THE GRADE-LEVEL STANDARDS

The North Carolina *Standard Course of Study* for Mathematics is organized by domain, cluster, and individual standard.

The domain is a larger group of related standards. Within a domain, the standards are grouped into clusters. A cluster is a smaller group of related standards. The standard defines what students should understand and be able to do. Below is an example from grade 3:

[**DOMAIN**] Operations and Algebraic Thinking (OA)
[**CLUSTER**] Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- [**STANDARD**] 3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.
- [**STANDARD**] 3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table.

DOMAINS

Domains for Math Grades 3–5

1 - Operations and Algebraic Thinking (OA)

2 - Number and Operations in Base Ten (NBT)

3 - Number and Operations - Fractions (NF)

4 - Measurement and Data (MD)

5 - Geometry (G)

Domains for Math Grades 6–7

1 - Ratios and Proportional Relationships (RP)

2 - The Number System (NS)

3 - Expressions and Equations (EE)

4 - Geometry (G)

5 - Statistics and Probability (SP)

Domains for Math Grade 8

1 - The Number System (NS)

2 - Expressions and Equations (EE)

3 - Functions (F)

4 - Geometry (G)

5 - Statistics and Probability (SP)

ABBREVIATIONS

Each standard is presented using abbreviations.

An example is 3.OA.8:

3: Grade Level 3

OA: Operations and Algebraic Thinking domain

8: The 8th standard within the Operations and Algebraic Thinking domain for grade 3.

Some standards have associated substandards. An example is 6.NS.6.a.

6: Grade Level 6

NS: The Number System domain

6: The 6th standard within the Number System domain for grade 6.

a: The first substandard under 6.NS.6.

REVIEW THE STANDARDS

Please visit the North Carolina Department of Public Instruction (NCDPI)/ K–12 Math Curriculum and Instruction google site to review the North Carolina *Standard Course of Study* for Mathematics.

Last modified: Wednesday, July 22, 2020, 11:23 AM

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North Carolina Standard Course of Study for Mathematics Grades 3–8

North Carolina *Standard Course of Study* for Mathematics Grades 3–8

STANDARDS FOR MATHEMATICAL PRACTICE

In addition to the content grade-level specific standards, the Standards for Mathematical Practice are expected to be integrated into every mathematics lesson for all students grades K–12. The Standards for Mathematical Practice describe varieties of expertise that mathematical educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently, and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

The following Standards of Mathematical Practice should be incorporated into items when appropriate.

The eight Standards of Mathematical Practice are:

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

4 - Model with mathematics.

5 - Use appropriate tools strategically.

6 - Attend to precision.

7 - Look for and make use of structure.

8 - Look for and express regularity in repeated reasoning.

Last modified: Monday, April 1, 2019, 11:44 AM

Previous: North Carolina Mathematics Standards

Next: Alignment of Sample Item to Standard -...

Alignment of Sample Item to Standard - Sample 1

Assigned Standard: 3.NBT.2

Add and subtract whole numbers up to and including 1,000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

Sample Item

School X used 488 pencils last year. School Y used 375 pencils last year. What is the total number of pencils the two schools used last year?

A. 753

B. 763

C. 853

D. 863

Explanation: This item aligns to the assigned standard.

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Previous: North Carolina Standard Course of Study...

Next: Alignment of Sample Item to Standard -...

TD101C1_MAT: NC Math Standards Grades 3-8

Alignment of Sample Item to Standard - Sample 2

Assigned Standard: 5.NF.7

Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.

Sample Item - Does Not Align

A group of four friends will equally share $\frac{3}{4}$ of a cake. How much of the cake will each friend get?

A. $\frac{3}{16}$

B. $\frac{1}{3}$

C. $3\frac{1}{5}$

D. $5\frac{1}{3}$

Explanation: This item **does not align** to the assigned standard. The standard evaluates the division of unit fractions by whole numbers and whole numbers by unit fractions. This item however, involves dividing a a nonunit fraction by a whole number.

Sample Item - Does Align

A group of four friends will equally share $\frac{1}{2}$ of a cake. How much of the cake will each friend get?

A. $\frac{1}{2}$

B. $\frac{1}{4}$

C. $\frac{1}{6}$

D. $\frac{1}{8}$

Explanation: By changing the fraction from $\frac{3}{4}$ to $\frac{1}{2}$, the item now aligns to the assigned standard.

Last modified: Wednesday, July 22, 2020, 11:23 AM

Previous: Alignment of Sample Item to Standard -...

Next: Alignment of Sample Item to Standard -...

Alignment of Sample Item to Standard - Sample 3

Assigned Standard: 6.EE.1

Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.

Sample Item

What is the value of $2^3 + 8^2$?

A. 22

B. 24

C. 72

D. 105

Explanation: This item aligns to the assigned standard.

Last modified: Wednesday, July 22, 2020, 11:24 AM

Previous: Alignment of Sample Item to Standard -...

Next: Alignment of Sample Item to Standard -...

TD101C1_MAT: NC Math Standards Grades 3-8

Alignment of Sample Item to Standard - Sample 4

Assigned Standard: 8.G.9

Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.

Sample Item - Does Not Align

A rectangular sandbox is 48 inches long, 36 inches wide, and 12 inches deep. What is the volume of the sandbox?

A. 96 cubic inches

B. 192 cubic inches

C. 10,368 cubic inches

D. 20,736 cubic inches

Explanation: This item **does not align** to the standard. The standard states to use the formulas for volumes of cones, cylinders, and spheres.This item involves finding the volume of a rectangular prism.

Sample Item - Does Align

A cylindrical tube has a diameter of 5 inches and a height of 25 inches. What is the ***approximate*** volume of the tube?

A. 196 cubic inches

B. 393 cubic inches

C. 491 cubic inches

D. 1,963 cubic inches

Explanation: In order to meet the assigned standard a completely new item needed to be developed. Notice that the item now involves determining the volume of a cylinder, which aligns to the assigned standard.

Last modified: Wednesday, July 22, 2020, 11:24 AM

Previous: Alignment of Sample Item to Standard -...

Next: Math Grades 3–8 Alignment Practice Set

Math Grades 3–8 Alignment Practice Set

This practice will help trainees identify any aspects of item writing in which they might need reinforcement. It is scored, but it doesn't count; and trainees can take it as many times as they want.

Trainees may use the standards and any notes they may have taken while completing the activity.

Grading method: Highest grade

TD101C1_MAT: NC Math Standards Grades 3-8

What Makes a Strong Item

When writing items, be aware of the following concerns. Attending to these concerns will make stronger items.

1. Items should not be overly wordy. They should contain only pertinent information.
2. Choose the wording of the items carefully. Avoid wording that gives context clues to what the key will be (e.g. 'the smallest amount').
3. Answer choices should contain common student errors.
4. Answer choices should contain only one correct answer.
5. Answer choices should not give away the key (e.g., be the only large number).
6. Answer choices should not have overlapping ranges. Answer choices should be mutually exclusive (e.g., use 1–2, 3–4, 5–6, 7–8 instead of 1–2, 2–3, 3–4, 4–5.)
7. Avoid teaching in the stem (e.g. providing information that teaches students material about a specific topic.)
8. Make sure that the item is realistic, both in context and mathematically.
9. Keep units consistent within the item.
10. Make sure the item is not ambiguous. Be precise about what is being described.
11. Do not create an item that can be solved correctly by using incorrect reasoning or by applying wrong methods.
12. Avoid clang association.

The next few pages will present weak items based on some of the issues stated above and will show how to make the items stronger.

Last modified: Wednesday, March 15, 2017, 7:34 AM

Previous: Math Grades 3–8 Alignment Practice Set

Next: Item Improvement - Sample 1

Item Improvement - Sample 1

Weak Item

Marilyn and Linda work in a computer factory. Marilyn works Monday through Friday. Linda works Tuesday through Saturday. Marilyn packages 10 computers an hour. Linda packages 4 more computers an hour than Marilyn. How many computers can the two package in 6 hours?

A. 64

B. 84

C. 124

D. 144

Explanation

The item has a lot of unnecessary wording. By removing the unnecessary wording, we are able to create an item that is easier to read.

Improved Item

Marilyn and Linda work in a computer factory. Marilyn packages 10 computers an hour. Linda packages 4 more computers an hour than Marilyn. How many computers can the two package in 6 hours?

A. 64

B. 84

C. 124

D. 144

Last modified: Wednesday, July 22, 2020, 11:24 AM

Previous: What Makes a Strong Item

Next: Item Improvement - Sample 2

TD101C1_MAT: NC Math Standards Grades 3-8

Item Improvement - Sample 2

Weak Item

What is the value of $\frac{3}{2} \times \frac{2}{5}$?

A. $\frac{6}{10}$

B. $\frac{5}{7}$

C. $\frac{6}{7}$

D. $\frac{3}{5}$

Explanation

The item has two correct answers. Foil A and Foil D are equivalent forms of the same fraction. Every item should have only one correct answer.

Improved Item

What is the value of $\frac{3}{2} \times \frac{2}{5}$?

A. $\frac{6}{5}$

B. $\frac{5}{7}$

C. $\frac{6}{7}$

D. $\frac{3}{5}$

Explanation

The item now has only one correct answer.

Last modified: Monday, March 6, 2017, 9:19 AM

Previous: Item Improvement - Sample 1

Next: Item Improvement - Sample 3

Item Improvement - Sample 3

Weak Item

A rectangle has a perimeter of 48 cm. The length of the rectangle is twice the width. What is the length of the rectangle?

A. 96 cm

B. 50 cm

C. 24 cm

D. 16 cm

Explanation

Foils A and B are poor answer choices. The perimeter of the rectangle is 48 cm, so without doing any work, a student can eliminate choices A and B because they are both larger than the perimeter. Foils A and B should be revised so a student is unable to easily eliminate the foils based on the information given in the stem of the item.

Improved Item

A rectangle has a perimeter of 48 cm. The length of the rectangle is twice the width. What is the length of the rectangle?

A. 8 cm

B. 12 cm

C. 16 cm

D. 24 cm

Explanation

With all the foils being less than 48, the student can no longer rule out answer choices as being obviously incorrect. Secondarily, the revised foils are common mistakes. Foil B is 48 divided by 4. Foil A is the width of the rectangle.

Last modified: Wednesday, July 22, 2020, 11:24 AM

Previous: Item Improvement - Sample 2

Next: Item Improvement - Sample 4

TD101C1_MAT: NC Math Standards Grades 3-8

Item Improvement - Sample 4

Weak Item

Carter recorded the daily high temperature for seven days in the table below.

Day	Temperature (°F)
1	31°
2	34°
3	22°
4	17°
5	16°
6	12°
7	22°

What is the mean temperature for his data?

A. 16°

B. 17°

C. 22°

D. 31°

Explanation

For these data, the mean, median, and mode all equal 22. A student does not have to distinguish between the different measures of central tendency. The item does not assess a student's knowledge of mean.

Improved Item

Carter recorded the daily high temperature for seven days in the table below.

Day	Temperature (°F)
1	30°
2	34°
3	22°
4	17°
5	16°
6	12°
7	16°

What is the mean temperature for his data?
A. 16°

B. 17°

C. 21°

D. 31°

Explanation

By changing the first and last temperature in the table, the mean, median, and mode are now all different. The item better assesses a student's knowledge of mean.

Last modified: Wednesday, July 22, 2020, 11:24 AM

Previous: Item Improvement - Sample 3

Next: Item Improvement Practice Set

TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Item Improvement Practice Set

Item Improvement Practice Set

This practice set will help trainees identify any aspects of item writing in which they might need reinforcement. It is scored, but it doesn't count; and trainees can take it as many times as they want.

Trainees may use the standards and notes they may have taken while completing the activity.

Grading method: Highest grade

TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Item Improvement Practice Set

Item Improvement Practice Set

This practice set will help trainees identify any aspects of item writing in which they might need reinforcement. It is scored, but it doesn't count; and trainees can take it as many times as they want.

Trainees may use the standards and notes they may have taken while completing the activity.

Grading method: Highest grade

TD101C1_MAT: NC Math Standards Grades 3-8

Question 1

Not complete

Points out of 1.00

Flag question

Which statement is true about the item shown below?

Frank is having a sleepover and invites 6 friends. In the morning, they eat cereal for breakfast. A serving of the cereal is $\frac{3}{4}$ cup. They eat a total of 12 servings. How many total cups of cereal did they eat?

A. 12 cups

B. 9 cups

C. 4.5 cups

D. 1.5 cups

Select one:

- a. The item has unnecessary wording.
- b. There is nothing wrong with this item.
- c. The item does not have realistic data.
- d. The item foils give away the correct answer.

Check

Previous: Item Improvement - Sample 4

Next: Achievement Level Descriptors

Next page

TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Item Improvement Pra

Question 2

Not complete

Points out of 1.00

Flag question

An item is shown below.

A rectangle has a width of 3 meters and a length of 6 meters. What is the area of the rectangle?

A. 9 square meters

B. 12 square meters

C. 15 square meters

D. 18 square meters

Which statement is true about the item?

Select one:

- a. The item is ambiguous.
- b. The answer choices give away the key.
- c. The item can be solved correctly using incorrect reasoning.
- d. There is nothing wrong with this item.

Check

Previous page

Next page

Previous: Item Improvement - Sample 4

Next: Achievement Level Descriptors

TD101C1_MAT: NC Math Standards Grades 3-8

Question 3

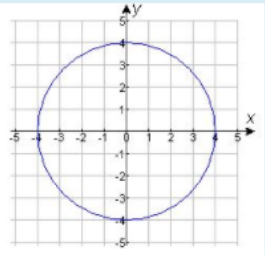
Not complete

Points out of 1.00

Flag question

An item is shown below.

A circle is is drawn in the coordinate plane as shown below.



Which statement is true about the point (3, 2)?

A. The point lies outside the circle.

B. The point lies inside the circle.

C. The point is on the circle.

D. The point is the center of the circle.

Which statement is true about the item?

Select one:

- a. This item contains wording in the stem that gives away the correct answer.
- b. This item contains foils that do not include common errors.
- c. The item contains foils that are overlapping.
- d. This item contains teaching within the stem.

Check

Previous page

Next page

TD101C1_MAT: NC Math Standards Grades 3-8

Question 4

Not complete

Points out of 1.00

Flag question

Which statement is true about the item below?

Mrs. Kramer records the time, in seconds, of eight of her students in the 100 meter run. The times are displayed in the table below.

14.8	6.9
12.3	7.1
10.9	10.9
11.4	11.3

What is the median time for the eight students?

A. 11.40 seconds

B. 11.20 seconds

C. 11.10 seconds

D. 10.90 seconds

Select one:

- a. The item contains foils that do not contain common student mistakes.
- b. The item does not have realistic data.
- c. The item contains answer choices that give away the correct answer.
- d. The item can be solved by using incorrect mathematical reasoning.

Check

Previous page

Finish attempt ...

Previous: Item Improvement - Sample 4

Next: Achievement Level Descriptors

Achievement Level Descriptors

An Achievement Level Descriptor is used to explain the knowledge, skills, and processes that students display on the EOG or EOC. There are 4 Achievement Level Descriptors:

Achievement Level	Meets On-Grade-Level Proficiency Standard	Meets Career-and-College Readiness Standard
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

Not Proficient - Students who are Not Proficient demonstrate inconsistent understanding of grade level content standards and will need support.

Level 3 - Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.

Level 4 - Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college.

Level 5 - Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

Item writers and item reviewers will be asked to assign an Achievement Level Descriptor (ALD) to the content and skill level of each item. Ensuring that our items are aligned to our standards as well as our ALDs will help us better understand student performance and ensure the appropriate depth and rigor for all assessments.

The following links contain the achievement level descriptors for Mathematics. Please print the documents and keep them as a reference when writing and reviewing items.

Mathematics EOGs

NC Math 1 and NC Math 3 EOCs

Last modified: Wednesday, July 22, 2020, 11:20 AM

Previous: Item Improvement Practice Set

Next: ALD Sample Items

TD101C1_MAT: NC Math Standards Grades 3-8

ALD Sample Items

ALD Level 3 Sample Grade 3

Standard: 3.NF.3.

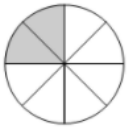
ALD Level 3: Represent equivalent fractions using area models.

Which figure shows a shaded amount that is equivalent to the fraction $\frac{2}{6}$?

A



B

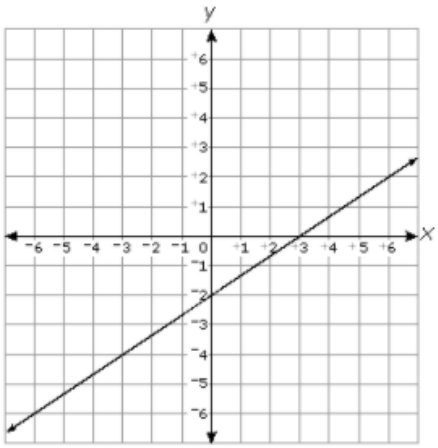


ALD Level 3 Sample Grade 8

Standard: 8.F.4

ALD Level 3: Write an equation in slope-intercept form given a graph.

What is the equation of the line graphed below?



A $y = \frac{2}{3}x - 2$

B $y = \frac{2}{3}x + 3$

C $y = \frac{3}{2}x - 2$

D $y = \frac{3}{2}x + 3$

ALD Level 4 Sample Grade 5

Standard: 5.NBT.5

ALD Level 4: Multiply a three-digit number by a two-digit number using the standard algorithm in real-world word problems.

A supermarket has 238 large boxes of cereal. Each large box holds 32 small bags of cereal. How many small bags of cereal are in the supermarket?

A 6,506 bags

B 6,616 bags

C 7,506 bags

D 7,616 bags

ALD Level 4 Sample Grade 7

Standard: 7.EE.1

ALD Level 4: Add, subtract, and expand linear expressions with rational coefficients.

Which expression is equivalent to $\frac{1}{2}(2n + 6)$?

A $\frac{1}{2} + 2n + 6$

B $2\frac{1}{2}n + 6\frac{1}{2}$

C $n + 6$

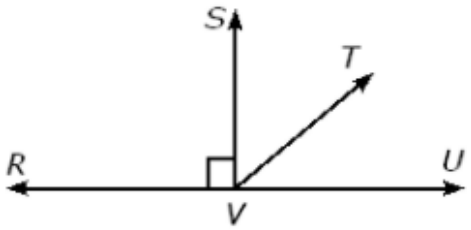
D $n + 3$

ALD Level 5 Sample Grade 4

Standard: 4.MD.6

ALD Level 5: Solve multistep problems involving the addition and subtraction of angle measurements."

RVU is a straight line and $\angle TVU$ has a measure of 40° in this figure.



What is the measure of $\angle SVT$?

A 40°

B 45°

C 50°

D 90°

ALD Level 5 Sample Grade 6

Standard: 6.RP.3

ALD Level 5: Solve multiple unit conversions of different quantities in the ratio (converting and multiplying measurements).

A motorcycle can go 50 miles using one gallon of gas. ***About*** how many gallons of gas will be used to go 150 kilometers?

(Note: 1 mile is approximately 1.6 kilometers.)

A 5 gallons

B 3 gallons

C 2 gallons

D 1 gallon

Last modified: Monday, July 12, 2021, 12:08 PM

Previous: Achievement Level Descriptors

Next: Prequiz Warning

Prequiz Warning

The quiz that follows this page (Qualification Quiz) is a graded quiz. It is recommended that trainees review any content that was covered in this course or any previous course including the content standards before beginning this quiz.

Trainees will now be presented with a set of 10 questions. This quiz is not timed, but it does count; whereas the practice set did not. Trainees may use any notes they may have made.

To qualify for an initial item writing or reviewing contract, trainees must pass with a minimum score of 80%.

Last modified: Wednesday, July 22, 2020, 11:22 AM

Previous: ALD Sample Items

Next: Qualification Quiz

Qualification Quiz

This quiz will assess trainees' understanding of the standards and item writing practices for Mathematics Grades 3–8. In order to be an item writer or reviewer, trainees must achieve a minimum score of 80% [8/10]. This quiz can be attempted as many times as necessary to achieve a minimum score.

Click **ONLY** the Previous Page and Next Page buttons while in the quiz. **DO NOT** click the Previous or Next links at the bottom of the page until the quiz has been successfully completed.

Grading method: Highest grade

TD101C1_MAT: NC Math Standards Grades 3-8

Question 1

Not yet answered

Points out of 1.00

Flag question

The item shown below was written to assigned standard 3.OA.7.

Jane bought 8 packages of markers. Each package held 6 markers. How many total markers did Jane buy?

A. 14

B. 24

C. 46

D. 48

Which statement is true about the item?

Select one:

- a. The item matches the assigned standard.
- b. The item aligns to 3.OA.8.
- c. The item aligns to 4.OA.3.
- d. The item aligns to 4.OA.5.

Previous: Prequiz Warning

Next: Next Steps

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TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Qualification Quiz

Question 2

Not yet answered

Points out of 1.00

Flag question

The item shown below was written to assigned standard 4.NF.4.

Jorge poured 38 gallons of water into 6 buckets. He poured the same amount of water into each bucket. How much water did Jorge pour into each bucket?

A. $6\frac{4}{6}$

B. $6\frac{1}{2}$

C. $6\frac{1}{3}$

D. $6\frac{1}{6}$

Select one:

- a. The item matches the assigned standard.
- b. The item aligns to 5.NF.3.
- c. The item aligns to 5.NF.4.
- d. The item aligns to 5.NF.7.

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Previous: Prequiz Warning

Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Question 3

Not yet answered

Points out of 1.00

Flag question

The item shown below was written to assigned standard 7.EE.1.

What is the value of x in the equation $3(2x + 10) = 60$?

A. 5

B. $8\frac{1}{3}$

C. $11\frac{2}{3}$

D. 15

Which statement is true about the item?

Select one:

- a. The item matches the assigned standard.
- b. The item aligns to 7.EE.2.
- c. The item aligns to 7.EE.4
- d. The item aligns to 8.EE.7.

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Previous: Prequiz Warning | Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Question 4

Not yet answered

Points out of 1.00

Flag question

The item shown below was written to assigned standard 7.G.4.

A circular pond has a radius of 20 feet. What is the ***approximate*** distance around the pond?

A. 63 feet

B. 126 feet

C. 1,257 feet

D. 5,027 feet

Which statement is true about the item?

Select one:

- a. The item matches the assigned standard.
- b. The item aligns to 7.G.2.
- c. The item aligns to 7.G.5.
- d. The item aligns to 7.G.6.

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Previous: Prequiz Warning | Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Question 5

Not yet answered

Points out of 1.00

Flag question

An item is shown below.

Kylie finished $\frac{1}{2}$ of her class assignment. She finished $\frac{1}{4}$ of her homework assignment. How much of her total assignment has she finished?

A. $\frac{1}{8}$

B. $\frac{1}{4}$

C. $\frac{1}{2}$

D. $\frac{3}{4}$

Which statement is true about the item?

Select one:

- a. There is nothing wrong with this item.
- b. The item creates ambiguity with the way it is written.
- c. There is teaching taking place within the stem of the item.
- d. The answer choices do not include any common student mistakes.

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TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Qualification Quiz

Question 6

Not yet answered

Points out of 1.00

Flag question

An item is shown below.

What is the value of m when $6 + m = 8$?

A. 2

B. 4

C. 12

D. 14

Which statement is true about the item?

Select one:

- a. There is nothing wrong with this item.
- b. The answer choices have more than one correct answer.
- c. The item creates ambiguity with the way that it is written.
- d. The answer choices has choices that give away the correct answer.

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TD101C1_MAT: NC Math Standards Grades 3-8

Question 7

Not yet answered

Points out of 1.00

Flag question

An item is shown below.

James is working on a project. He finished $\frac{2}{3}$ of the project in class. He finished $\frac{1}{2}$ of the project at home. How much of the project does he have left to finish?

A. $\frac{1}{6}$

B. $\frac{1}{4}$

C. $\frac{2}{6}$

D. $\frac{3}{5}$

Which statement is true about the item?

Select one:

- a. The answer choices give away the correct answer.
- b. There is an excessive amount of wording in the stem.
- c. There is nothing wrong with this item.
- d. The item is not realistic.

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Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Question 8

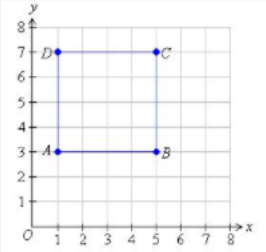
Not yet answered

Points out of 1.00

Flag question

An item is shown below.

A figure is shown below.



Which describes the figure?

A. parallelogram

B. rectangle

C. square

D. trapezoid

Which statement is true about the item?

Select one:

- a. There is one answer choice that is very different then the other answer choices.
- b. There is nothing wrong with this item.
- c. There is teaching taking place within the stem of the item.
- d. The item contains overlapping answer choices.

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Previous: Prequiz Warning

Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Question 9

Not yet answered

Points out of 1.00

Flag question

An item is shown below.

The Pythagorean Theorem, $a^2 + b^2 = c^2$, can be used to determine the third side of a right triangle given the first two sides. The legs of a right triangle are 9 inches and 40 inches. What is the length of the hypotenuse?

A. 1,681 inches

B. 360 inches

C. 49 inches

D. 41 inches

Which statement is true about the item?

Select one:

- a. The student can correctly solve the item using the wrong reasoning.
- b. There is nothing wrong with this item.
- c. The answer choices do not include common student mistakes.
- d. There is unnecessary teaching taking place within the stem of the item.

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Previous: Prequiz Warning

Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Home ▶ Courses ▶ Accountability ▶ Test Development ▶ TD101C1_MAT ▶ Grades 3–8 Mathematics Item Writing ▶ Qualification Quiz

Question 10

Not yet answered

Points out of 1.00

Flag question

An item is shown below.

What is the greatest common factor of 8 and 50?

A. 400

B. 200

C. 58

D. 2

Which statement about the item is correct?

Select one:

- a. There is teaching taking place within the stem of the item.
- b. The item has answer choices that do not contain common student mistakes.
- c. There is nothing wrong with this item.
- d. The item has answer choices that cue the correct answer.

Previous page

Finish attempt ...

Previous: Prequiz Warning

Next: Next Steps

TD101C1_MAT: NC Math Standards Grades 3-8

Next Steps

Congratulations!

Upon completion of this course, trainees are invited to continue learning on the other B level course or other C level courses. Additionally, and most importantly, trainees can apply to be an item writer or reviewer by completing an online interest form.

If trainees would like to obtain a PDF certificate indicating completion of this course for their records, please click the Next link below or navigate back to the course outline and click the Certificate of Completion resource.

[Click this link to go to the online application for item writing and reviewing]

[Click here to navigate back to the list of courses in the Test Development training series]

Last modified: Wednesday, July 22, 2020, 12:58 PM

Previous: Qualification Quiz

Next: Certificate of Completion

Part VI Appendices

VI-01: NC Interims Teachers' Handbook

NC Interims Teacher's Handbook

Part of the North Carolina Personalized Assessment Tool



August 2021

North Carolina Department of PUBLIC INSTRUCTION

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to No. 23316

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Overview of the North Carolina Personalized Assessment Tool System and the NC Interims

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What is the North Carolina Personalized Assessment Tool (NCPAT) system?
In 2015 the Task Force on Summative Assessment recommended the North Carolina Department of Public Instruction's (NCDPI) Division of Accountability Services develop and implement a through-grade assessment to measure content standards validly and reliably. The resulting NC Check-Ins were implemented in volunteer public school units with participation and available assessments increasing each school year. With the success of NC Check-Ins and with the opportunity for an Innovative Assessment Demonstration Authority (IADA) from the United States Education Department, NCDPI is developing the NCPAT assessment system. Begun in the 2019–20 school year, the IADA is a five-year research study with the intention of implementing the NCPAT system statewide in the final year. The first step in this development process is the piloting of NC Interims this school year.

The NCPAT includes three NC interims and a flexible summative assessment aligned to North Carolina grade-level content standards for reading and mathematics. In 2021–22, schools participating in the NCPAT pilot will administer NC interims for reading and mathematics at grades 4 and 7. The NC Interims administered in the 2021–22 school year will provide data and information for the development of a flexible adaptive summative assessment to be piloted with voluntary schools in the 2022–23 school year.

What are the NC Interims?
The NC Interims are a component of the NCPAT System and are intended to support formative instructional practices. The NC Interims provide students, teachers, parents, and other stakeholders with immediate feedback on students' current performance on the content standards. With the NC Interims information, teachers and parents will be able to identify which content standards students will need remediation or enrichment. To support this, teachers and schools will receive dynamic formative reports.

The NC Interims are designed to be incorporated into a teacher's classroom assessment practices—given as part of a regular class day to reduce possible student test anxiety.

Are schools required to give the NC Interims?
For the 2021–22 school year, participation in the NC Interims is voluntary. Participating schools are discouraged from administering other interim or benchmark assessments for reading and mathematics in grades 4 and 7.

Which students are eligible to take the NC Interims?
For the 2021–22 school year, all students in the voluntary pilot schools following the North Carolina *Standard Course of Study* and enrolled in grades 4 and 7 reading and mathematics are eligible to take the NC Interims.

What are the NC Interims administration and review period windows?
The NC Interims administration window is open from October 1, 2021, through May 31, 2022. The NC interims may be administered at any time during the administration window. The review period is open during the entire administration window.

How many NC interims are available?
At grades 4 and 7, there are three reading and three mathematics NC Interims available. Test specifications are available at https://www.dpi.nc.gov/media/9884/open.

What types of questions are included on NC Interims?
The reading NC Interims at grades 4 and 7 will include twenty-four questions. The grade 4 reading NC Interims will have multiple-choice questions only, and the grade 7 reading NC Interims will have both multiple-choice and technology-enhanced questions.

The mathematics NC Interims at grades 4 and 7 will include twenty-five questions. These questions will be multiple-choice, numeric entry, and technology-enhanced.

Must all three NC Interims be administered for each subject?
No, all three NC Interims do not have to be administered for each subject. However, students must take at least two NC Interims in the same subject area prior to April 15th, 2022. Teachers will have the flexibility to determine which NC Interim assessments to administer.

Do all three NC interims be administered in the same order?
Since NC Interims do not increase in complexity, schools do not have to administer them in a particular order.

Which formats are available for the NC Interims?
The NC Interims are delivered online. Accommodated versions (braille, large print, and paper) will be available for students with a documented need for accessibility.

How much time does it take to complete an interim?
The NC Interims are not timed assessments. However, the estimated and recommended timing for most students to complete an interim is about ninety minutes. The teacher should use professional judgement to determine the appropriate length of time for each student.

Do teachers have to complete the NC Interims in one day?
No, teachers have the option to administer an interim in one school day or over multiple school days. For multiple school days, the total administration time can be divided into mini sessions as determined by the teacher.

Note: The *Multiple Testing Sessions* accommodation option is set automatically for all NC Interims; therefore, this option does not need to be marked in the Student Interface Questions (SIQ) section of NCTest.

Are students permitted to take the NC Interims remotely?
Students receiving instruction one-hundred percent virtual may take the NC Interims remotely.

Can teachers give an NC Interim that is not on grade-level?
The NC Interims are designed to assess the student's current grade-level understanding only. Teachers may not administer an NC Interim that is not on grade level.

When giving the NC Interims does the classroom need to be set-up as if the teacher is giving a state test?
No, the teacher should not alter the regular classroom setting for administrations of the NC Interims. For example, there is no need to cover bulletin boards or to post a "Testing" sign on the door. NC Interims are classroom assessments for formative information, not a standardized state test for accountability.

Preparation

Training

Before permitting access to the NC Interims, teachers and all other school personnel must receive training at least once annually if (a) administering interims, (b) reviewing results with students, and/or (c) providing professional development utilizing the interims. Teachers and other school personnel are expected to review the following publications before administering the NC Interims.

- this *NC Interims Teacher's Handbook,*
- the *Testing Code of Ethics* (see Appendix C), and
- the *Testing Security Protocol and Procedures for School Personnel* publication (see https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-security).

Before attending the training session, teachers should thoroughly read this handbook and bring it to training for reference.

Previewing Assessment Content and Use

Teachers should not preview NC Interim assessments before administration. The intended use of the NC Interims is to provide data to inform classroom instruction.

Security of Test Materials and Online Content

NC Interims contain secure copyrighted information; therefore, certain security procedures must be followed to ensure content is not made available to anyone for any other purposes than to administer the NC interims to students and to conduct review sessions with the students afterward. Users must not access the online NC interims and then leave a device unsupervised. Locally stored off-line content (e.g., cookies, caches) must be cleared or secured.

Teachers accessing these materials online may not make copies of the assessment or use the assessments for anything other than instructional purposes. While the functionality to "right-click" and use the "save as" option to download the file is available, this action is a violation of the *Testing Code of Ethics*. Downloading, printing, or copying NC Interims is not allowed. The NC Interims can only be reviewed through NC Education. Additionally, the files should not be shared with or used by individuals who do not have a legitimate right to use them for instructional purposes. Individuals are not permitted to create, save, or post, electronic files of the NC Interims through Google drive, email, social media, web posting, or any other method.

Materials

Teachers utilizing the NC Interims are responsible for all materials in their care. Following the administration of an NC Interim, teachers will have access to an electronic copy of the NC Interim. All administrations and reviews must be completed by the close of the window. NC Interim materials are expected to be returned by the first business day following the close of

the window to the district test coordinator or to Technical Outreach for Public Schools (TOPS) (for charter, lab, regional, residential, and Innovative School District [ISD] schools).

The school test coordinator will provide each teacher with the following materials for administrations of the NC Interims:

General Materials	• this *NC Interims Teacher's Handbook* • extra, sharpened No. 2 pencils with erasers • device(s) meeting all technical requirements (For technical updates, periodically review the technical requirements for NCTest located at http://center.ncsu.edu/nct/.)
Reading	• a supply of scratch paper (i.e., may include blank, lined, or colored paper)
Mathematics	• a supply of graph paper • a supply of scratch paper (i.e., may include blank, lined, or colored paper) • a handheld and/or online calculator for each student (Students may use a handheld calculator, the online calculator, or both. It is recommended that students use the same calculator they use in the classroom for instructional purposes.)
Notes	• Use of graph paper routinely used by students in the classroom setting is permitted. Annual Testing Program graph paper is available for use, but not required.

Online Assessment Tutorial
As a best practice, it is recommended that students complete an online assessment tutorial before taking an NC Interim. Online assessment tutorials are available through the NCTest Secure Browser, NCTest Chrome App for Chromebooks, and NCTest iPad App. Note: The apps must meet the technical requirements and setup guidelines posted at NCTest: Technical Requirements for NCTest for 2021-22 (ncsu.edu).

Irregularities
During training, details regarding what constitutes an administration violation or irregularity and information concerning how to report incidents should be discussed. On the day of the occurrence, the teacher must report any alleged violation or irregularity to the school test coordinator, who will determine possible next steps. Examples of irregularities that should be documented in the Online Testing Irregularity Submission System (OTISS) include:
Security Issues

- Missing NC Interim materials
- Reproducing questions from the NC Interims in any manner or form
- Failing to maintain security of NC Education usernames and passwords
- Failing to store secure NC Interim materials in a secure, locked facility that is not accessible to students

Monitoring Issues

- Leaving the room unmonitored when students and secure materials were present
- Failing to prevent students from cheating by copying, using cheat sheets, or asking for information

Procedural Issues

- Reading or tampering with (e.g., altering, changing, modifying, erasing, entering, deleting, or scoring) student responses to the NC Interim questions

Technical Issues

- Online test items not displaying properly

Accommodations

Accommodations that are specified on students' current Individualized Education Programs (IEPs), Section 504 Plans, English Learner (EL) Plans or transitory impairment documentation and used during instruction and classroom assessments may be used for the NC Interims.

Complete Student Interface Questions (SIQ)

Schools will need to complete SIQs on days before an online administration. Either the school test coordinator or the classroom teacher can enter the following interface options or documented accommodations:

Student Interface Options

- Alternate Background Color
- Large Font

Accommodations Required by Student

- *Test Read Aloud (in English)*—for mathematics NC Interims only
- Other Required Accommodations

Online NC Interim Administration Overview

Steps to Complete before Beginning an Online Interim Administration

The Annual Testing Program recommends teachers begin setting up devices approximately thirty to forty minutes before the students are to begin. The teacher should perform the following:

1. Launch the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the NCTest LOGIN button.
   - Ensure Chromebooks are managed with settings and login processes that restrict a student's ability to access additional resources. Directions for Chromebooks can be found in the Technical Requirements for NCTest at https://center.ncsu.edu/nct.
   - Ensure iPads are in Automatic Assessment Configuration (AAC).
2. The administrator chooses one of the following options for student log in.
   - If the teacher logs into the interim:
     A. Enter a valid NC Education username and password and click LOGIN.
     B. Choose the NC Interim subject (Reading or Math) from the drop-down menu.
     C. Choose the appropriate NC Interim name from the drop-down menu and click CONTINUE.
     D. Select the student from the list presented on the screen.
   - If the student logs into the interim:
     A. Enter the student ID and access code provided by the teacher. Access codes for in-school administrations begin with an "S."
3. After facilitating either log in option, the teacher should ensure the screen is set to the START page with the correct student's name, NC Interim name, and school name near the top of the screen.
4. The student clicks START. After the START button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks OK to begin.

During the NC Interim clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally, click "cancel" to continue.

Clicking the EXIT button will result in a caution message. If the EXIT button is clicked accidentally during testing, click "cancel" to continue the online interim.

IMPORTANT:

- The teacher should ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Interim early and are waiting for other students to complete the NC Interim. The teacher should follow the same procedures used typically for classroom assessments.
- *For reading*. Reading aloud or signing/cueing the selections, assessment questions, or answer choices from a reading NC Interim for any students, including students with disabilities and students identified as ELs, invalidates results because the test measures

reading skills. Only the *test directions* may be read aloud or signed/cued to students during a reading NC Interim.

- *For mathematics*. For the calculator active section of the NC Interims, students may use a handheld calculator provided by the teacher, the online calculator, or both. Note: Teachers should not pass out handheld calculators until students finish the calculator inactive section of the mathematics NC Interim. It is recommended that students use the same calculator they use in the classroom for instructional purposes.

Return of Materials

Teachers follow local procedures for the return of all test materials to the school test coordinator.

Responsibilities for concluding the NC Interims also include

- ensuring any information from the NC Interim saved or cached on any network device is purged or deleted immediately following the completion of the test administration session; and
- immediately following the NC Interim administration, the teacher or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration.

Student Review Sessions

Student Review Sessions

Teachers are encouraged to use the students' assessment results to inform and guide instruction around the standards. NC Interim materials (e.g., questions, content) cannot be shared with other schools. Parents can view the students' scores and responses through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

Online Review Sessions

- For online review sessions, teachers and students will not have access to the students' original online assessments that contained their answers. Instead, a PDF form (read only) of the same assessment administered to students will be provided.
- Teachers will need to rely on score reports to inform and guide reviews and instruction for the standards.
- To access the online review form
  1. go to https://center.ncsu.edu/ncinterims/;
  2. log in to NC Education; (Note: All teacher NC Education accounts must be given the role of teacher.)
  3. click *Review*, located at the top of the page; and
  4. next to the appropriate NC Interim (grade level and subject), click the *View* box. (Note: Any information from an online assessment saved or cached on any network appliance or device must be purged or deleted immediately following the completion of each review session.)

Remote Online Administrations

Whenever possible, the Annual Testing Program recommends that the NC Interims be administered in schools under secure conditions. In-school administrations ensure assessment materials are kept secure, student performance is measured using standardized conditions, and students' performances accurately reflect their abilities.

In some cases, it may be necessary to administer the NC Interims to students who are receiving instruction one-hundred percent remotely. When assessing students remotely, schools are reminded that all materials are considered secure, and every effort should be made to ensure materials are collected from students' homes.

Communication to Parents
Using the normal means of communication (e.g., school phone messenger, email), school officials should alert parents, guardians, and students that the NC Interim will be administered remotely before administration materials are sent home. Parents, guardians, and students should be advised of the following:

1. the administration of the NC Interim will take place at home,
2. the school requires NC Interim materials to remain secure at all times; secure materials must not be reproduced in any manner,
3. the NC Interim will be administered online,
4. instructions will be provided for how students can access and complete the NC Interim online while working remotely, and
5. a contact will be provided at the school if there are questions about the remote administration of the NC Interim.

Acceptable Devices for Remote Online Administrations
The Annual Testing Program recommends that students use a device that is issued by the school with NCTest already loaded. When necessary, schools may permit students to use personal devices.

Directions for downloading NCTest to student-owned devices can be located via https://center.ncsu.edu/ncinstruct/. This link may be shared with parents, guardians, and students. After the student will no longer need to access the NC Interims online, a parent or student should be advised to clear locally stored off-line content (e.g., cookies, cache) to ensure the security of the NC Interims.

Technical support must be provided locally. It is not permissible to share the Help Desk phone number for TOPS with individuals outside of the school system.

Access Code Delivery Options for Remote Online Administrations
Schools that administer the NC Interims remotely online to students will need to ensure the individual student access codes are delivered to either the parent, guardian, or student (if grade

appropriate.) Each individual access code has been created specifically for the NC Interim, the student, and the subject area. Access codes for remote administrations begin with the letter "*R*". The following lists possible delivery methods for schools to utilize when sharing the individual student access codes:

- include the access code in a packet of online testing materials (e.g., scratch paper, calculator) that can be picked up by the parent, guardian, or student at the school
- email the access code to the parent, guardian, or student
- use an online portal or gradebook to deliver the access code
- use the U.S. mail service to deliver the access code
- send a text message (using a locally approved texting app) to deliver the access code
- make a telephone call to the parent, guardian, or student to deliver the access code
- use ConnectEd (or another parent communication tool) to deliver the access code
- use Canvas (or another learning management system) to deliver the access code

Guidance for Remote Online Administrations

The following guidance is provided to support schools with remote online administrations of the NC Interims.

School Responsibilities	Guidance
Online Tutorial	Schools are encouraged to share online tutorial access information with parents, guardians, and students. Students can either complete the online tutorial in the NCTest app or access the online tutorials at https://data.ncsu.edu/nctest/Destination.html.
Materials	Schools will provide each student with the required materials found in this handbook. Students will have access to an online calculator during the calculator active portion of the mathematics NC Interims. Note: If handheld calculators are available, students may use the online calculator, a handheld calculator, or both during the calculator active portion of the mathematics assessments.
Student Login Access	The school will provide each student with a student ID and an access code. Each student ID and access code is unique to the individual administration. Note: All remote access codes begin with the letter "*R*".
Accommodations	Students will be able to utilize the accommodations built into the online testing program (e.g., *Test Read Aloud [in English]*) when enabled in the SIQ by the school. Parents may provide student accommodations in the same manner that accommodations are provided for remote instruction.

School Responsibilities	Guidance
Entry of SIQ in NCTest	A student's accommodation(s) (indicated by a current IEP, Section 504 Plan, EL Plan, or transitory impairment documentation) are entered by the district test coordinator, school test coordinator, or principal's designee.
Technical Support	Schools should advise students who experience technical difficulties to contact their teacher for help. If the teacher is unable to help the student resolve the technical issue, the school test coordinator will then need to follow the local procedures for troubleshooting the technical issue.

Paper Administrations

Paper Testing

The NC Interims are intended to be administered online. During the pilot phase of the NC Interims, the Division of Accountability Services is reviewing the need for paper administrations and intends to provide school staff with support to enable as many students participate online as possible. During the 2021–22 school year, paper testing is available for students with an accessibility need and must be supported with proper documentation as part of an IEP, Section 504 plan, or transitory impairment documentation. All paper orders must be approved by the Regional Accountability Coordinator (RAC) before paper testing materials will be distributed to schools.

Paper Administration Guidance

Teachers should follow the steps below before administering a NC Interim.

- The teacher must ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Interim early and are waiting for other students to complete the NC Interim. The teacher should follow the same procedures used typically for classroom assessments.
- *For reading*. Reading aloud or signing/cueing the selections, test items, or answer choices from the reading NC Interim for any students, including students with disabilities and students identified as ELs, invalidates results because the test measures reading skills. Only the *test directions* may be read aloud or signed/cued to students during the reading NC Interim.
- *For mathematics*. When each student completes the calculator inactive questions, the teacher should
    - paper clip the student's assessment book so that he or she will not be able to go back and work on questions in the calculator inactive part of the NC Interim, and
    - give the student a calculator to use for the calculator active part of the NC Interim.

Paper Material Return

Count, Return, and Secure All Test Materials
Teachers must follow local procedures for the return of all test materials to the school test coordinator. Following the test administration, the teacher or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the NC Interim administration.

Finalizing Answer Sheets
Teachers or school test coordinators are expected to record or transcribe to the appropriate NC Interim answer sheet responses for students who used certain testing accommodations (i.e., *Student Marks Answers in Test Book, Braille Edition, Braille Writer/Braille Paper, Slate and Stylus/Braille Paper, Electronic Braille Notetaker, Assistive Technology Devices, Large Print Edition, One Test Item Per Page Edition, Large Print/One Test Item Per Page Edition,* and *Dictation to a Scribe*) for scoring purposes.

Check for missing or incorrect QR codes with student's name, grade, PowerSchool Student Number, and school on SIDE 1 of the answer sheets. Report any corrections needed for precoded (QR) responses to the principal or school test coordinator.

Check to be sure paper clips, sticky notes, rubber bands, and staples are *not* used when returning testing materials.

Bent, folded, stapled, torn, or damaged answer sheets cannot be scored. The teacher should notify the school test coordinator if answer sheets are not properly marked and suitable for scoring. Procedures established by the school system test coordinator should be followed for handling unscorable answer sheets.

Remote Paper Administrations

Whenever possible, the Annual Testing Program recommends that the NC Interims be administered in schools under secure conditions. In-school administrations ensure assessment materials are kept secure, student performance is measured using standardized conditions, and students' performances accurately reflect their abilities.

In some cases, it may be necessary to administer the NC Interims to students who are receiving instruction one hundred percent remotely. When assessing students remotely, schools are reminded that all materials are considered secure, and every effort should be made to ensure materials are collected from students' homes.

Communication to Parents
Using the normal means of communication (e.g., school phone messenger, email), school officials should alert parents, guardians, and students that the NC Interim will be administered remotely before materials are sent home. Parents, guardians, and students should be advised of the following:

1. the administration of the NC Interim will take place at home,
2. the school requires NC Interim materials to remain secure at all times; secure materials must not be reproduced in any manner,
3. the NC Interim will be administered in the paper mode,
4. instructions will be provided on how the NC Interim will be delivered to the home and returned to the school, and
5. a contact will be provided at the school if there are questions about the remote administration of the NC Interim.

Guidance for Remote Paper Administrations
The following guidance is provided to support schools with remote paper administrations of the NC Interims.

School Responsibilities	Guidance
Delivery and Collection of Materials	• Delivery and collection of NC Interim materials should occur in the same manner in which instructional materials are delivered and collected. • Materials must be packaged for delivery in one container (e.g., large manila envelope, large vinyl bag). • The container should be labeled as secure and include either the Annual Testing Program's instructions for return or instructions for return that were created locally (a sample of this form is included in this handbook). The instructions should be clearly visible and placed on top of the materials in the container. • Schools are encouraged to document which students receive materials by using the Remote Paper Administration Tracking Form (a sample of this form is included in this handbook).
Materials	Schools will provide each student with the required materials found in this handbook. Calculators are required for the mathematics NC Interims. For the calculator active sections, a student may use his or her personal handheld calculator, or the school may elect to provide a handheld calculator to the student when materials are sent home. Note: It is not required that schools furnish handheld calculators for remote paper administrations. As schools review math scores, it is advisable to factor in the possible use of a calculator on the calculator inactive questions.
Accommodations	During remote learning and testing, every effort should be made to ensure each student receives the appropriate documented accommodations as reflected on their IEPs, Section 504 Plans, EL Plans, or transitory impairment documentation. It is recommended that school officials include a copy of the student's documented accommodations, as outlined in the student's individual plan, to ensure parents or guardians and the students are aware of the accommodations that should be provided. Parents and guardians may provide accommodations.
Review of Answer Documents	The school test coordinator or designee will review all returned answer sheets to ensure materials are ready to be machine-scored.

Appendixes

Appendix A: Sample Parent Letters for NC Interims

Schools may use the following sample letters on school letterhead to share information about the administration of NC Interims with parents or guardians. These letters can be edited and used in any manner to suit the needs of the public school unit (e.g., in a newsletter, sent to parents, posted on the public school unit website).

Appendix A1: NC Interims Information and Scheduling Sample Letter

Dear Parent or Guardian,

The NC Interims are developed by the North Carolina Department of Public Instruction's Annual Testing Program and are aligned to North Carolina grade-level content standards for reading and mathematics at grades 4 and 7.

The main purpose of the NC Interims is to provide students, teachers, and parents or guardians with immediate in-depth data and a reliable estimate of students' current performance on selected subsets of content standards. The end-of-grade (EOG) tests share a common question bank with the NC Interims, which then exposes students to similar question types and rigor found on the EOGs.

The NC Interims administration dates are as follows: *(insert date[s]).*

If you have questions or concerns about the NC Interims, please contact *(insert name of school contact and email address or phone number).*

Sincerely,

(Signature)

Appendix A2: NC Interims Information and Scheduling Sample Letter (Spanish)

Estimado padre, madre o tutor legal,

Las Evaluaciones Interinas de Carolina del Norte son elaboradas por el Programa deEvaluación Anual del Departamento de Instrucción Pública de Carolina del Norte y están alineadas con los Estándares de Contenido de Carolina del Norte para lectura y matemáticas de 4to y 7mo grados.

El propósito principal de las Evaluaciones Interinas de Carolina del Norte es el de darle a los estudiantes, a los maestros y a los padres o tutores, información inmediata sobre acciones de fondo e información confiable sobre el rendimiento actual de los estudiantes en determinadas subsecciones del contenido de los estándares. Las pruebas de Fin de Grado (*EOG, por sus siglas en inglés)* comparten un banco de preguntas con las evaluaciones interinas,exponiendo así a los estudiantes que reciben estas evaluaciones interinas, al mismo tipo de preguntas y al mismo rigor de las pruebas de Fin de Grado.

Las fechas de las evaluaciones interinas son las siguientes: *(coloque la(s) fecha(s)).*

Si tiene dudas o preguntas sobre las Evaluaciones Interinas de Carolina del Norte, por favor contacte a *(indique el nombre del contacto en la escuela, su correo electrónico y su teléfono.)*

Atentamente,

(Firma)

Appendix A3: Remote Online Administrations Sample Letter

Dear Parent or Guardian,

As part of remote instruction, your student is taking the *(insert subject)* NC Interim.

The main purpose of the NC Interims is to provide students, teachers, and parents or guardians with immediate in-depth data and a reliable estimate of students' current performance on selected subsets of content standards. The end-of-grade (EOG) tests share a common questions with the NC Interims, which then exposes NC Interim students to similar question types and rigor found on the EOGs.

To get the most accurate information on how well your student is performing, it is especially important that you do not help answer the questions (for example, explaining what a word means, explaining how to answer a problem, or giving a correct answer). Student's must work independently and without assistance to ensure the teacher is able to gauge how to inform instruction based on student performance.

The information provided in this assessment is intended for your student only and cannot be shared with others for any reason.

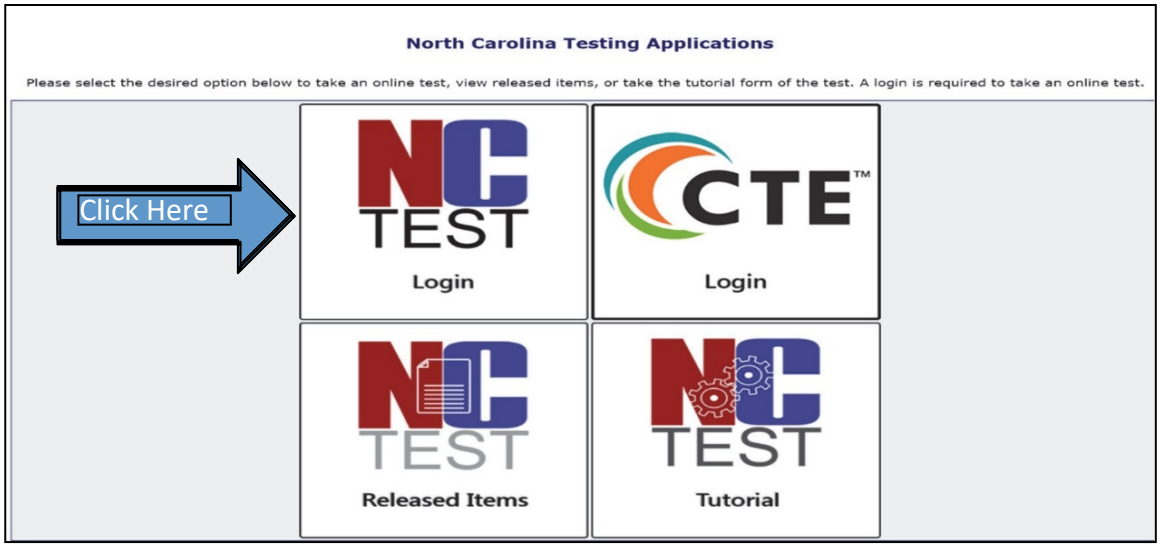
Individual Student Access Code
You or your student will receive a unique access code to log in to the assessment. These codes were created specifically for each student and will give only your student access to the specific assessment he or she is taking.

Timing
Your student may use as much time as he or she needs to complete the assessment.

Environment
It is recommended that your student work in a quiet, well-lit area of the home. Your student should use only the test materials provided by the school. Providing additional resources may help him or her answer questions (for example, a dictionary, a multiplication table, or textbooks).

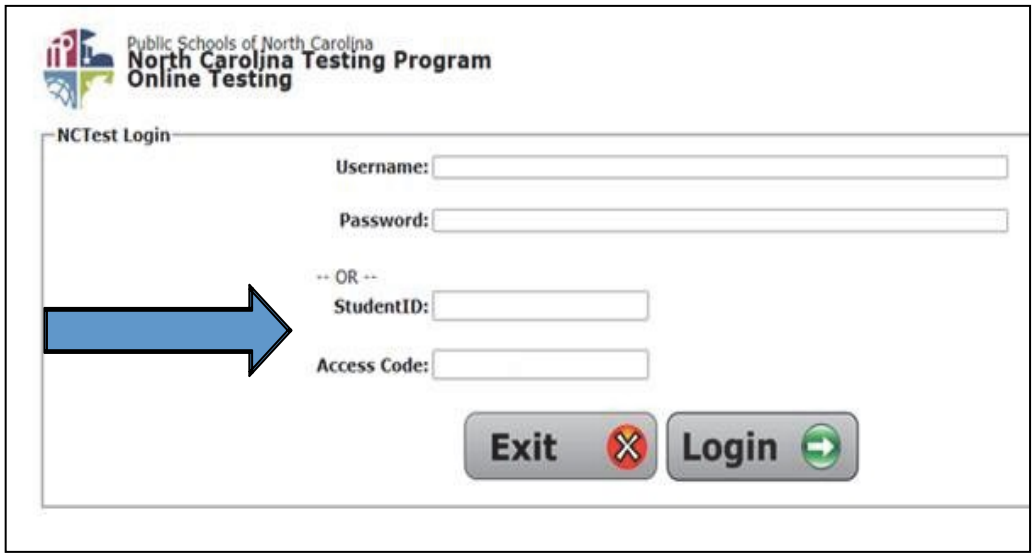
Student Instructions
The instructions below will help you set up your computer, tablet, or iPad.

1. Connect to the internet.
2. Open the NCTest Secure Browser, NCTest Chrome App on Chromebooks, or NCTest iPad App and click on the NCTest LOGIN button. This program should have already been loaded on your laptop, tablet, or iPad by the school.



- **Computer:** Click on the Safe Exam Browser icon, (there may be a pop-up stating that programs need to be closed; agree to this statement) and continue to the next step.
- **Chromebook:** Follow the directions from your school on how to start the Chromebook in kiosk mode. Once in kiosk mode, open the NCTest app and continue to the next step.
- **iPad:** Click on the NCTest app and say "Yes" to the pop-up that asks if you want to enter safe exam mode. Then continue to the next step.

3. Where prompted, enter the Student ID and Access Code provided by your school. You do not need to enter a Username and Password in the first two boxes.



4. Click the START button when you are ready to start answering the questions. After you click the START button, a pop-up box will appear. You should check to make sure the information in the pop-up box is correct. If the pop-up box contains incorrect information, then you should contact your teacher for help.

5. Click OK to begin.

If you click the EXIT button, you will see a caution message. To continue, you will need to click the “CANCEL” button.

When the assessment is completed, it is important that you click both END TEST buttons before leaving the computer. If you do not click both of the END TEST buttons, the answers cannot be collected and scored.

If your student needs help logging into or submitting the questions after he or she is finished, you may help with submission.

If your student has any technical problems or questions, he or she should contact the teacher.

Thank you for your help as we work together to provide optimal remote learning resources.

Sincerely,

(Signature)

Appendix A4: Remote Online Administrations Sample Letter (Spanish)

Como parte de la instrucción a distancia, su estudiante está tomando la Evaluación Interina de Carolina del Norte de *(coloque la materia).*

El propósito principal de las Evaluaciones Interinas de Carolina del Norte es el de darle a los estudiantes, a los maestros y a los padres o tutores, información inmediata sobre acciones de fondo e información confiable sobre el rendimiento actual de los estudiantes en determinadas subsecciones del contenido de los estándares. Las pruebas de Fin de Grado (*EOG, por sus siglas en inglés)* comparten un banco de preguntas con las evaluaciones interinas,exponiendo así, a los estudiantes que reciben estas evaluaciones interinas, al mismo tipo de preguntas y al mismo rigor de las pruebas de Fin de Grado.

Para obtener información precisa sobre el desempeño de su estudiante, es muy importante que usted no lo ayude a responder las preguntas (por ejemplo, explicándole qué significa una palabra, explicándole cómo responder un problema, dándole la respuesta correcta). Los estudiantes deben trabajar de manera independiente y sin ayuda para que el maestro(a) pueda orientar su enseñanza en base a su desempeño.

La información suministrada en esta evaluación es para su estudiante solamente y no puede ser compartida con otros por ninguna razón.

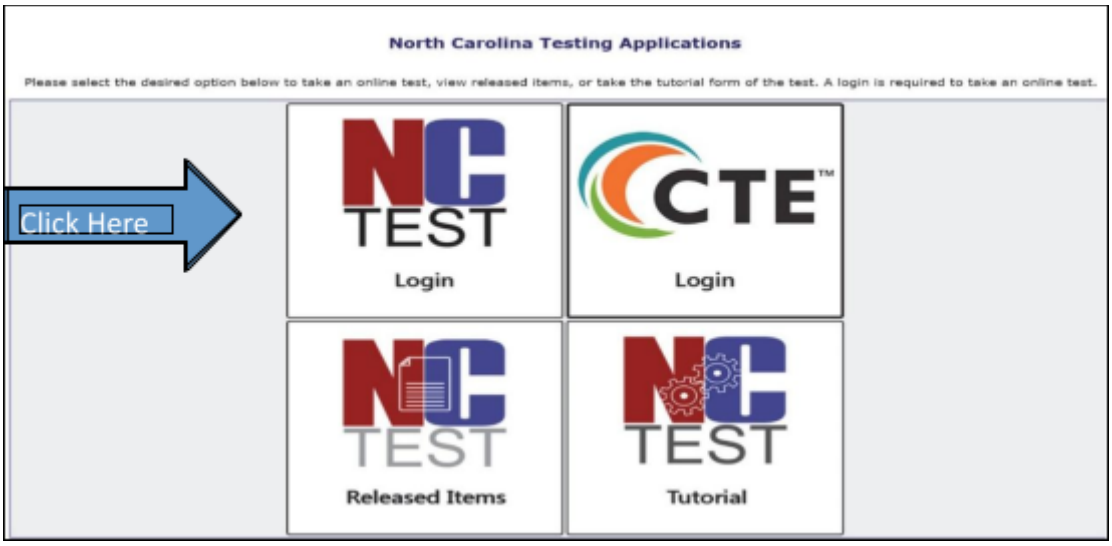
Código de Acceso Individual del Estudiante
Usted o su estudiante recibirán un código de acceso único para entrar a la evaluación. Estos códigos fueron creados específicamente para cada estudiante y solo le darán acceso a su estudiante a la evaluación específica que él o ella esté tomando.

Tiempo
El estudiante puede tomarse el tiempo que necesite para completar la evaluación.

Ambiente
Es recomendable que el estudiante trabaje en un lugar de la casa tranquilo y bien iluminado. El estudiante solo debe utilizar los materiales para la evaluación suministrados por la escuela. El suministrarle recursos adicionales pudiera ayudarlo(a) a responder las preguntas (por ejemplo, un diccionario, una tabla de multiplicar o libros de texto).

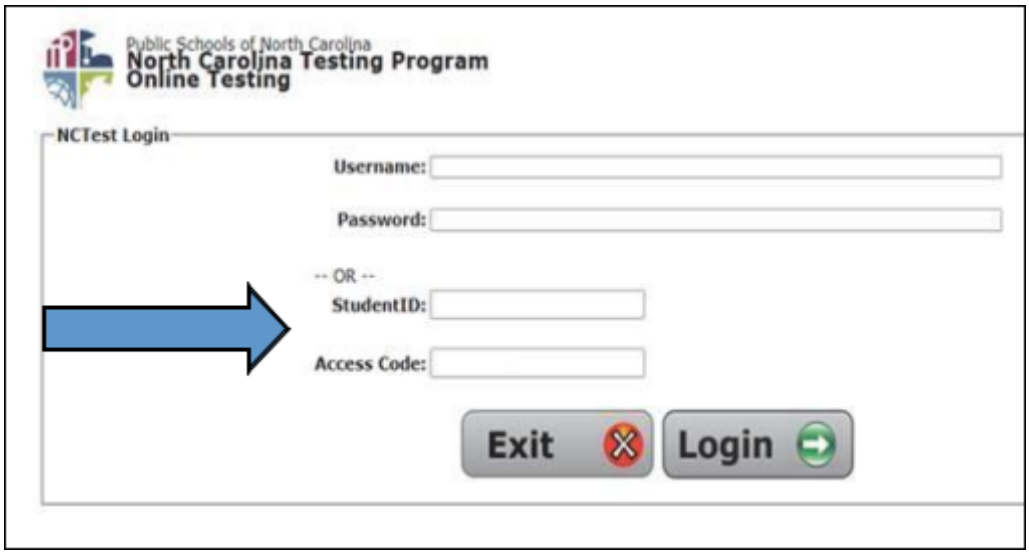
Instrucciones para el estudiante
Las instrucciones que se le dan a continuación le ayudarán a configurar su computadora, su tableta o su IPad.

1. Conéctese a la internet.
2. Abra el navegador en NCTest, en la aplicación de NCTest Chrome en Chromebooks o en la aplicación NCTest iPad en su iPad, y haga clic en la tecla NCTest LOGIN. (La escuela ya debe haber cargado este programa en su laptop, su tableta o su iPad.)



- **Computadora:** Haga clic sobre el icono Navegador Seguro del Examen *[Safe Exam Browser, en inglés]*, (puede aparecer una ventana de diálogo indicando que todos los programas deben estar cerrados; responda que está de acuerdo) y vaya al siguiente paso.
- **Chromebook:** Siga las instrucciones de su escuela para comenzar el Chromebook en modo de *kiosk*. Una vez se encuentre en modo de *kiosk*, abra la aplicación y vaya al siguiente paso.
- **iPad:** Haga clic sobre la aplicación NCTest y diga "Sí" *["Yes", en inglés]* en la ventana de diálogo que le pregunta si desea entrar al modo de examen seguro. Vaya al siguiente paso.

3. Cuando se le pregunte, coloque el número de identificación del estudiante *[Student ID, en inglés]* y el Código de Acceso suministrado por su escuela. No necesita colocar ni Nombre de Usuario ni Contraseña en los dos primeros renglones.



4. Haga clic en la tecla COMENZAR *[START, en inglés]* cuando esté listo(a) para comenzar a responder las preguntas. Luego de hacer clic en la tecla COMENZAR, aparecerá una ventana de diálogo. Debe verificar que la información esté correcta. Si la información en la ventana es incorrecta, debe ponerse en contacto con su maestro(a) para asistencia.
5. Haga clic en OK para comenzar.

Si hace clic en la tecla SALIR *[EXIT, en inglés]* verá un mensaje de alerta. Para continuar, deberá hacer clic en la tecla "cancelar' *["cancel", en inglés]*.

Una vez que haya terminado la evaluación, es muy importante que haga clic en la tecla FINALIZAR LAPRUEBA *[END TEST, en inglés]* **DOS VECES** antes de salirse de la computadora. Si no hace clic en las dos teclas de FINALIZAR LA PRUEBA, sus respuestas no se grabarán.

Si su estudiante necesita ayuda para entrar a la prueba o para enviar las respuestas después de haber terminado, usted puede ayudarle a hacerlo.

Si el estudiante tiene algún problema técnico o alguna pregunta, él o ella debe ponerse en contacto con su maestro(a).

Gracias por su ayuda, juntos ofrecemos recursos óptimos para el aprendizaje a distancia.

Atentamente,

(Firma)

Appendix A5: Remote Paper Administrations Sample Letter

Dear Parent or Guardian,

As part of remote instruction, your student is taking the *(insert subject)* NC Interims.

The main purpose of NC Interims is to provide students, teachers, and parents with immediate in-depth data and a reliable estimate of students' current performance on selected subsets of content standards. The end-of-grade (EOG) tests share a common questions with the NC Interims, which then exposes NC Interim students to similar question types and rigor found on the EOGs.

To get the most accurate information on how well your student is performing, it is important that you do not help answer the questions (for example, explaining what a word means, explaining how to answer a problem, giving a correct answer). Students must work independently and without assistance to ensure the teacher is able to gauge how to inform instruction based on student performance.

The information provided in this assessment is intended for your student only and cannot be shared with others for any reason.

Materials
Your student's school has provided the materials needed to complete the assessment he or she is taking.

Timing
Your student may use as much time as he or she needs to complete the assessment.

Environment
It is recommended that your student work in a quiet, well-lit area of the home. All of the materials needed to complete the assessment have been provided by the school. Your student should not use any additional resources. Providing additional resources may help him or her answer questions (for example, a dictionary, a multiplication table, or textbooks).
If you have any questions, contact your student's teacher for help.

Thank you for your help as we work together to provide optimal remote learning resources.

Sincerely,

(Signature)

Appendix A6: Remote Paper Administrations Sample Letter (Spanish)

Estimado padre, madre o tutor legal,

Como parte de la instrucción a distancia, su estudiante está tomando la Evaluación Interina de Carolina del Norte de *(coloque la materia).*

El propósito principal de las Evaluaciones Interinas de Carolina del Norte es el de darle a los estudiantes, a los maestros y a los padres o tutores, información inmediata sobre acciones de fondo e información confiable sobre el rendimiento actual de los estudiantes en determinadas subsecciones del contenido de los estándares. Las pruebas de Fin de Grado (*EOG, por sus siglas en inglés)* comparten un banco de preguntas con las evaluaciones interinas,exponiendo así, a los estudiantes que reciben estas evaluaciones interinas, al mismo tipo de preguntas y al mismo rigor de las pruebas de Fin de Grado.

Para obtener información precisa sobre el desempeño de su estudiante, es muy importante queusted no lo ayude a responder las preguntas (por ejemplo, explicándole qué significa una palabra, explicándole cómo responder un problema, dándole la respuesta correcta). Los estudiantes deben trabajar de manera independiente y sin ayuda para que el maestro(a) pueda orientar su enseñanza en base a su desempeño.

La información suministrada en esta evaluación es para su estudiante solamente y no puede sercompartida con otros por ninguna razón.

Materiales
La escuela de su estudiante le suministró los materiales necesarios para completar la evaluaciónque está presentando.

Tiempo
El estudiante puede tomarse el tiempo que necesite para completar la evaluación.

Ambiente
Es recomendable que el estudiante trabaje en un lugar de la casa tranquilo y bien iluminado. La escuela ha suministrado todos los materiales necesarios para completar la evaluación. El estudiante no debe utilizar recursos adicionales. El suministrarle recursos adicionales pudiera ayudarle a responder las preguntas (por ejemplo, un diccionario, una tabla de multiplicar o libros de texto). Si usted tiene preguntas, contacte al maestro(a) de su estudiante para que lo asista.

Gracias por su ayuda, juntos ofrecemos recursos óptimos para el aprendizaje a distancia.

Atentamente,

(Firma)

Appendix A7: Returning Secure Paper Assessment Materials Sample Letter

Dear Parent or Guardian,

The materials you receive in this package must be returned to your student's school as soon as your student finishes his or her assessment. If you have any questions about the return of materials, contact your student's teacher.

Return Instructions

a. Make sure your student's name is on the front cover of the student book and all other materials he or she used.
b. Place all the materials in the package provided by the school and return the package to the school in the same way it was received.
c. Use the checklist below to ensure all materials are returned.
    - Student book(s)
    - Answer sheet(s)
    - Used and unused scratch paper
    - Graph paper (for mathematics only)
    - School-issued handheld calculator (for mathematics*)

      *If the school did not supply a handheld calculator, indicate NA here.
d. Verify with the school that all materials have been received and are accounted for.

If you forget to return the package immediately after your student has finished, please return it as soon as possible.

Thank you for your help as we work together to provide an optimal remote learning resource.

Sincerely,

(Signature)

Appendix A8: Returning Secure Paper Assessment Materials Sample Letter (Spanish)

Estimado padre, madre o tutor legal,

Los materiales que se le están entregando en este paquete deben ser devueltos a la escuela tanpronto como su estudiante termine la evaluación. Si usted tiene preguntas, por favor contacte almaestro(a) de su estudiante.

Instrucciones para la Devolución

a. Asegúrese de que el nombre del estudiante esté en la portada del libro y en los otrosmateriales utilizados.
b. Coloque todos los materiales en el paquete suministrado por la escuela y devuelva el paquete a la escuela de la misma manera en la que se le entregó.
c. Utilice la lista a continuación para confirmar que todos los materiales sean devueltos.
    - Libro(s) del estudiante
    - Hoja(s) de respuestas
    - Papel de borrador, utilizado o no
    - Papel gráfico (solo para matemáticas)
    - Calculadora de mano (para matemáticas*)
        * Si la escuela no le suministró una calculadora de mano, indique aquí NA
d. Verifique con la escuela que se recibieron todos los materiales y que se registró su entrega

Si se le olvida devolver el paquete inmediatamente después de que su estudiante haya terminado la evaluación, por favor devuélvalo lo más pronto posible.

Gracias por su ayuda, juntos ofrecemos recursos óptimos para el aprendizaje a distancia.

Atentamente,

(Firma)

Appendix B: Remote Paper Administration Tracking Form

School Name:	Teacher Name:
Grade:	Administration Window:
Name of Test:	

The following materials were included in the package:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student Name	Date Materials Left the School	Date Materials Returned to the School

Appendix C: *Testing Code of Ethics*

Introduction to the Testing Code of Ethics

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade or course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

In order to achieve those objectives, teachers and administrators must conduct testing in a fair and ethical manner, which includes:

Security

- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation

- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration

- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis, and Reporting

- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

Standardized test scores are only one of the many indicators of how well the student is learning. Test scores should be used in conjunction with all other available information about a student to understand student progress and improve student learning. When administering tests, school administrators and teachers must comply with applicable statutes, rules, and policies. In particular, administrators and teachers must comply with the *Testing Code of Ethics* (16 N.C. Admin. Code 6D .0311)), which is printed on the following page.

Testing Code of Ethics

Testing Code of Ethics

(a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.

(b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

(d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for personal gain.

(2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

(e) The principal shall ensure test security within the school building.

(1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.

(f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.

(g) Preparation for testing.

(1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:

(A) secure necessary materials;

(B) plan and implement training for school test coordinators, test administrators, and proctors;

(C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and

(D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.

(2) The principal or the principal's designee shall serve as school test coordinator.

(3) The principal shall ensure the school test coordinator:

(A) maintains test security and accountability of test materials;

(1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
(2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.

(B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
(C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
(D) encourages a positive atmosphere for testing.

(4) Test administrators shall be school personnel who have professional training in education and the state testing program.
(5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
(A) helping students become familiar with test formats using curricular content;
(B) teaching students test-taking strategies and providing practice sessions;
(C) helping students learn ways of preparing to take tests; and
(D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.

(h) With respect to test administration.
(1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
(A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
(B) inform the local board of education of any breach of this code of ethics; and
(C) inform school system (LEA) test coordinators and principals of their responsibilities.

(2) The school test coordinator shall:
(A) assure school personnel know the content of state and local testing policies;
(B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
(C) ensure trained proctors are assigned to test administrations by the principal; and
(D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.

(3) Test administrators shall:
(A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
(B) administer tests to all eligible students;
(C) report all testing irregularities to the school test coordinator; and

(D) provide a positive test-taking environment.

(4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.

(i) Scoring. The school system test coordinator shall:

(1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;

(2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.

(3) maintain security of tests and data files at all times, including:

(A) protecting the confidentiality of students at all times when publicizing test results; and

(B) maintaining test security of answer keys and item-specific scoring rubrics.

(j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.

(1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.§1232g.

(2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

(3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.

(4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.

(5) Data analysis of test scores for decision-making purposes shall be based upon:

(A) disaggregation of data based upon student demographics and other collected variables;

(B) examination of grading practices in relation to test scores; and

(C) examination of growth trends and goal summary reports for state-mandated tests.

(k) Unethical testing practices include, but are not limited to, the following practices:

(1) encouraging students to be absent the day of testing;

(2) encouraging students not to do their best;

(3) using secure test items or modified secure test items for instruction;
(4) changing student responses at any time;
(5) interpreting, explaining, or paraphrasing the test directions or the test items;
(6) reclassifying students solely for the purpose of avoiding state testing;
(7) not testing all eligible students;
(8) failing to provide required accommodations during testing;
(9) modifying scoring programs including answer keys, equating files, and lookup tables;
(10) modifying student records solely for the purpose of raising test scores;
(11) using a single test score to make individual decisions; and
(12) misleading the public concerning the results and interpretations of test data.

(l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
(1) withhold any applicable monetary incentive awards;
(2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
(3) seek criminal prosecution of the person or persons responsible for the violation; and
(4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9)c.; 115C-81(b)(4);
Eff. November 1, 1997;
Amended Eff. August 1, 2000.

This publication and the information contained within must not be used for personal or financial gain. North Carolina public school units, school officials, and teachers may download and duplicate this publication for instructional and educational purposes only.

VI-02: NC Interims RAC Regional Training Information

2021–22 NC Interims Handbook Regional Training Sessions

Training Topics Included:
(1) Training to familiarize teachers or school staff with the innovative assessment system
(2) Training on test security for the innovative assessment system
(3) Training on providing accommodations for students with disabilities in the innovative assessment system
(4) Training on providing accommodations for English learner (EL) students in the innovative system
(5) Training on using innovative assessment data to inform instruction
(6) Training on using innovative assessments for accountability
(7) Training on using innovative assessments for accountability across student subgroups

Region	Date	Training Topics Included From List (1, 2, 3, 4 for 2021–22)	Number of ELIGIBLE Participants by Type (Only pilot volunteers for 2021–22)			Number of ACTUAL Participants by Type (Only pilot volunteers for 2021–22)		
			Teachers	Principals	Other School Leaders (includes PSU TCs)	Teachers	Principals	Other School Leaders (includes PSU TCs)
RAC Region 1- Western	8/19/2021	1, 2, 3, 4			2			2
RAC Region 2- Northwest	9/21/2021	1, 2, 3, 4			2			2
RAC Region 3- Southwest	8/26/2021	1, 2, 3, 4			3			3
RAC Region 3- Southwest	8/27/2021	1, 2, 3, 4			3			3
RAC Region 4- Northeast	8/24/2021	1, 2, 3, 4			2			2
RAC Region 5- Southeast	8/19/2021	1, 2, 3, 4			3			3
RAC Region 5- Southeast	8/24/2021	1, 2, 3, 4			3			3
RAC Region 6- Central	8/20/2021	1, 2, 3, 4			2			2

Part X Appendix

X-01: 2022–23 Signed Assurance Letters

Letter of Support Template

July 12, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Dr. Linda Bulluck, and I am the Executive Director of Curriculum and Instruction with Bertie County Schools. Bertie County Schools is a small, rural district in northeastern North Carolina. There are seven schools in the district, four elementary schools, one middle school, one traditional high school, and one early college high school. The population of the district is approximately 1800 students.

With a commitment to an assessment system that provides actionable data for improving student learning, Bertie County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Because Bertie County Schools is focused on increasing achievement for all students, we see the potential value of the Innovative Assessment Demonstration Authority, and we will participate in the program.

Dr. Linda Bulluck

Dr. Linda Bulluck
Executive Director of Curriculum & Instruction
Bertie County Schools

This form assures that Bertie County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Dr. Linda Bullock	LEA or Charter School Name: Bertie County Schools
Signature of LEA or Charter School Representative: Dr. Linda Bullock	Date: 7.12.22

Caldwell County Schools

Director of Accountability & PowerSchool
Craig Bryson

Dr. Don Phipps, Superintendent

June 15, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As Director of Accountability for Caldwell County Schools North Carolina; the entire district will participate to the fullest extent with the Innovative Through-Grade Assessments for the school year of 2022-2023.

With a commitment to an assessment system that provides actionable data for improving student learning, Caldwell County Schools North Carolina will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Caldwell County Schools North Carolina will participate fully in the innovative through-grade assessments in grades 4, 5, 7, 8, in the subjects of Math and ELA.

Craig Bryson

Director of Accountability
Caldwell County Schools

This form assures that __Caldwell County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Craig Bryson	LEA or Charter School Name: Caldwell County Schools LEA140
Signature of LEA or Charter School Representative:	Date: June 15, 2022

1914 Hickory Boulevard SW
Lenoir NC, 28645
(828) 728-8407

Hickory Public Schools

432 Fourth Avenue SW, Hickory, North Carolina 28602
Phone: (828) 322-2855 • *Fax*: (828) 322-1834 • www.hickoryschools.net

Dr. Bryan Taylor, Superintendent

June 21, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am Dr. Shawn Clemons, current Director of Accountability and Testing for Hickory City Schools. Hickory is a district of one primary school, four elementary schools, two middle schools and two high schools. We are both a racially and socio-economic diverse district.

With a commitment to an assessment system that provides actionable data for improving student learning, Hickory City Schools, specifically Viewmont Elementary School and Grandview Middle School, will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Both Viewmont Elementary School and Grandview Middle School look forward to participating in the implementation of the IADA. Both schools have the support of the district.

Sincerely,
Shawn Clemons, Ed.D.
Director of Accountability

Hickory Public Schools

432 Fourth Avenue SW, Hickory, North Carolina 28602
Phone: (828) 322-2855 • *Fax*: (828) 322-1834 • www.hickoryschools.net

Dr. Bryan Taylor, Superintendent

This form assures that Hickory City Schools – Viewmont Elementary School (181344) and Grandview Middle School (181316) will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Shawn D. Clemons, Ed. D.	LEA or Charter School Name: Hickory City Schools
Signature of LEA or Charter School Representative: Shawn D. Clemons	Date: June 21, 2022

Newton-Conover City Schools
Chart Your Own Course
605 North Ashe Avenue
Newton, NC 28658
Phone:(828)464-3191 www.newton-conover.org Fax:(828)466-0063
Dr. Aron Gabriel, Superintendent

June 13, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am writing to support the use of the Innovative Assessment Demonstration Authority for our district. I serve as the Superintendent of Newton-Conover City Schools and have served in this role for the last four years. Newton-Conover City Schools is the third most diverse school system in the state of North Carolina serving 2,805 students. Our district is comprised of seven schools including three elementary, one middle, one comprehensive high school, one magnet high school, and one public separate school for severe and profound students with disabilities.

With a commitment to an assessment system that provides actionable data for improving student learning, Newton-Conover City Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Newton-Conover City Schools will participate in the Innovative Assessment Demonstration Authority for the 2022-2023 school year.

Dr. Aron Gabriel

Superintendent
Newton-Conover City Schools

Newton-Conover City Schools

Chart Your Own Course

605 North Ashe Avenue
Newton, NC 28658
Phone:(828)464-3191 www.newton-conover.org Fax:(828)466-0063
Dr. Aron Gabriel, Superintendent

This form assures that Newton-Conover City Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA Representative (Printed Name): Dr. Aron Gabriel	LEA or Charter School Name: Newton-Conover City Schools
Signature of LEA or Charter School Representative:	Date: June 6, 2022

CHEROKEE CENTRAL SCHOOLS
P.O. Box 134
86 Elk Crossing Lane
Cherokee, N.C. 28719
PHONE: (828) 554-5000 FAX: (828) 554-5010

28 June 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As Assistant Superintendent for Cherokee Central Schools, I facilitate the district's assessment and accountability program. Cherokee Central Schools is a tribally-controlled school for the Eastern Band of Cherokee Indians and we have approximately 1400 students enrolled in the district.

With a commitment to an assessment system that provides actionable data for improving student learning, Cherokee Central Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Cherokee Central Schools began its partnership with NCDPI and the IADA pilot pre-pandemic, and we look forward to continuing this partnership for the 2022-2023 school year, as it is in the best interest of our students.

Best,

Beverly Payne

Beverly Payne, Ed. D

Eastern Band of Cherokee Indians Tribal Grant Schools

School Board: Jennifer Thompson-Chairperson, Tara Reed-Cooper-Co-Vice Chairperson, Melanie Lambert-Co-Vice Chairperson, Kristina Hyatt-Secretary, Roberta Toineeta, Regina Rosario, and Bo Crowe - Council Representative

Administration: Dr. Michael Murray, Superintendent; Dr. Beverly Payne, Assistant Superintendent; Heather Driver, Human Resources Director; and Howard Wahnetah, Finance Director

CHEROKEE CENTRAL SCHOOLS

P.O. Box 134

86 Elk Crossing Lane

Cherokee, N.C. 28719

PHONE: (828) 554-5000 FAX: (828) 554-5010

This form assures that __Cherokee Central Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Beverly Payne	LEA or Charter School Name: Cherokee Central Schools
Signature of LEA or Charter School Representative: Beverly Payne	Date: 28 June 2022

June 30, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Edenton-Chowan schools is a rural school district in northeastern North Carolina. As superintendent of this district, I support the commitment to collaborate on implementation of the Innovative Assessment Demonstration Authority.

With a commitment to an assessment system that provides actionable data for improving student learning, Edenton-Chowan Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Edenton-Chowan Schools is committed to the implementation of the Innovative Assessment Demonstration Authority.

Dr. Michael Sasscer
Superintendent, Edenton-Chowan Schools

This form assures that Edenton-Chowan Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Dr. Michael Sasscer, Superintendent	LEA or Charter School Name: Edenton-Chowan Schools
Signature of LEA or Charter School Representative:	Date: 7/1/22

Office of the Superintendent
P.O. Box 125
205 Main Street
Gatesville, NC 27938
(252) 357-1113
Dr. Phillip Barry Williams
Superintendent

Gates County Schools

BOARD MEMBERS
Chairman
Ray Felton
Vice-Chairman
Sallie J. Ryan
Members
Glendale Boone
Leslie Byrum
Amanda Heimbecker

June 17, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Dr. Tammy R. Boone and I serve as Assistant Superintendent for Gates County Public Schools. Gates County Public Schools is a small school system located in rural Northeastern North Carolina. The system consists of three elementary schools, one middle school and one high school with a total student enrollment of approximately 1450 students.

With a commitment to an assessment system that provides actionable data for improving student learning, Gates County Public Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

We are certain that the implementation of the Innovative Assessment Demonstration Authority will be quite beneficial to the students of Gates County Public Schools and will provide additional student data that will help to provide individual instruction based on student needs. Therefore, Gates County Public Schools would like to participate in the implementation of the Innovative Assessment Demonstration Authority.

Sincerely yours,

Dr. Tammy R. Boone

Dr. Tammy R. Boone
Assistant Superintendent
Gates County Public Schools

Gates County Schools is an equal opportunity provider and employer

This form assures that Gates County Public Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Dr. Tammy R. Boone	LEA or Charter School Name: Gates County Public Schools
Signature of LEA or Charter School Representative: Dr. Tammy R. Boone	Date: June 17, 2022

Gates County Schools is an equal opportunity provider and employer

Letter of Support

6/15/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

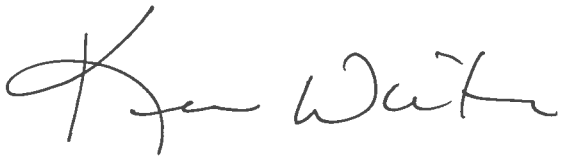
Dear Secretary Cardona,

After much consideration among the leadership at Graham County Schools, I, Kevin White, Accountability Director, would like to request that Graham County Schools be included in the NCPAT pilot. Graham County is a small, rural district in western North Carolina.

With a commitment to an assessment system that provides actionable data for improving student learning, Graham County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thanks for your consideration in including Graham County Schools in the NCPAT pilot.



This form assures that Graham County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Kevin White	LEA or Charter School Name: Graham County Schools
Signature of LEA or Charter School Representative:	Date: 6/15/2022

Granville County
PUBLIC SCHOOLS
"Committed to Excellence and Achievement for All"

June 15, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I serve as the Testing and Accountability Coordinator for Granville County Public Schools in North Carolina. We have 17 schools in our district, serving approximately 7,000 students in grades PreK – 12.

With a commitment to an assessment system that provides actionable data for improving student learning, Granville County Public Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Granville County Public Schools looks forward to piloting the implementation of the Innovative Assessment Demonstration Authority in one of its elementary schools next year, Tar River Elementary (390362). However, all of our schools will take part in implementing the NC Check-ins 2.0 at all grade levels that they are available.

Sincerely,

A. C. Rice

Amy C. Rice
Granville County Public Schools
Testing and Accountability Coordinator

Superintendent
Patrick C. Miller, Ed.D.

Board Members
Patricia Lee Adams, Chair
Joe Smith, Vice Chair
Leisa Edwards Batts
Brandon Johnson
Joey Rackley

GREENE COUNTY SCHOOLS
Educating Greene County's Tomorrow Today

May 24, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Greene County Schools is an innovative rural PreK-13 district located in eastern North Carolina. Our mission is to be a model school system that prepares all students to graduate ready for college, the workforce, and life as global citizens.

With a commitment to an assessment system that provides actionable data for improving student learning, Greene County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Greene County Schools looks forward to the opportunity to once again participate in this innovative assessment.

Sincerely,

Frank Creech, Ed.D
Assistant Superintendent
Greene County Schools

HAYWOOD COUNTY
SCHOOLS

Haywood County Schools

1233 North Main Street
Waynesville, NC 28786
828 456 2400

Bill Nolte, Ed., D.
Superintendent

June 21, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

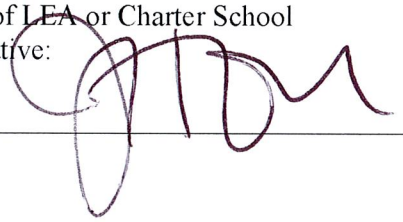
As Assistant Superintendent of Haywood County Schools, I would like to request participation in the Innovative Assessment Demonstration. Haywood County Schools serves 6,500+ students in Pre-K to early college. Our system has 15 schools- 8 elementary, 3 middle, 2 comprehensive high schools, 1 early college and 1 alternative high school.

With a commitment to an assessment system that provides actionable data for improving student learning, Haywood County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thank you for our request to participate.

Board of Education
Charles H. Francis, Chairman
David Burnette, Ronnie Clark, Jim Harley Francis, Larry Henson,
Steven Kirkpatrick, Logan Nesbitt, Bobby Rogers, Jimmy Rogers

This form assures that Haywood County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): JILL H BARKER	LEA or Charter School Name: HAYWOOD COUNTY SCHOOLS
Signature of LEA or Charter School Representative: 	Date: 6-21-22

Letter of Support

Hyde County Schools
1430 Main Street
Swan Quarter, NC 27885

July 12, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Alison Potter. I am currently serving as the Testing Director for Hyde County Schools. We have two PK-12 Schools in our district that would like to participate in the program.

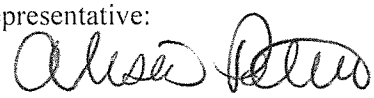
With a commitment to an assessment system that provides actionable data for improving student learning, Hyde County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Hyde County Schools would like to participate in the IADA program for all classrooms at grade levels 4, 5, 7, and 8 in both Math and Reading.

Sincerely,

Alison Potter
District Testing Director, Hyde County Schools

This form assures that Hyde County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Alison Potter	LEA or Charter School Name: Hyde County Schools
Signature of LEA or Charter School Representative: 	Date: 7/12/22

JOHNSTON COUNTY PUBLIC SCHOOLS

P.O. Box 1336
2320 US 70 Business HWY East
Smithfield, NC 27577
Phone: 919-934-6031
Fax: 919-934-2586
www.johnston.k12.nc.us

May 10, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As the Superintendent of Johnston County Public Schools, we are excited for the opportunity to collaborate with the North Carolina Department of Public Instruction (NCDPI) with the implementation of the Innovative Assessment Demonstration Authority. Johnston County Public Schools serves more than 38,000 students. In order to help all students grow academically, assessment is an important function of the instructional process. We are committed to the development of an assessment system that provides actionable data for improving student learning. The opportunity to work with the NCDPI in the development of an assessment that provides flexibility, formative data to help monitor student learning, and provide feedback to improve teaching and learning aligns with the goals of our school system.

The NCDPI is developing an innovative through-grade assessment that will provide standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Johnston County Public Schools looks forward to partnering with the NCDPI on the implementation of the innovative assessment, the North Carolina Personalized Assessment Tool, as we believe this endeavor will help lead to improved student achievement.

Sincerely,

Eric C. Bracy, Ed.D.
Superintendent
Johnston County Public Schools

JOHNSTON COUNTY PUBLIC SCHOOLS

P.O. Box 1336
2320 US 70 Business HWY East
Smithfield, NC 27577
Phone: 919-934-6031
Fax: 919-934-2586
www.johnston.k12.nc.us

This form assures that Johnston County Public Schools will, for each year of its participation in the Innovative Assessment Demonstration Authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the Innovative Assessment Demonstration Authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

LEA or Charter School Representative:	LEA or Charter School Name:
Eric C. Bracy, Ed.D.	Johnston County Public Schools
Signature of LEA or Charter School Representative: 	Date: May 10, 2022

LEE COUNTY SCHOOLS
INSPIRED.

OFFICE OF THE SUPERINTENDENT

Lee County Schools will teach each student the social and academic skills needed to become a responsible and productive citizen.

June 21, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona:

As Superintendent of Lee County Schools, I support the participation of our schools in the pilot research study of the North Carolina Personalized Assessment Tool (NCPAT) system to utilize the expanded model of through-grade assessment. We anticipate the usefulness of the NCPAT's three interims and a flexible summative assessment for our teachers, students, and parents. We are eager to begin the partnership with the 2022-2023 school year.

With a commitment to an assessment system that provides actionable data for improving student learning, Lee County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Again, I value the opportunity for our district to be included in the NCPAT pilot with the opportunity to administer the NC Check-Ins 2.0 for mathematics and reading to our eligible students at grades 4,5,7, and 8 and the flexible summative for reading and mathematics at grades 4 and 7 as prescribed.

Sincerely,

Andy Bryan, Ed.D.
Superintendent

Enc.

P.O. Box 1010, Sanford, NC 27331-1010 • www.lee.k12.nc.us
(919) 774-6226 • Fax (919) 776-0443

This form assures that Lee County Schools-LEA #530 will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Wendy H. Carlyle	LEA or Charter School Name: Lee County Schools
Signature of LEA or Charter School Representative: Wendy H. Carlyle	Date: 6/28/22

SUPERINTENDENT
M. Brent Williams

ASSOCIATE SUPERINTENDENT
Frances J. Herring

ASSISTANT SUPERINTENDENT
Nicholas E. Harvey, II

lcps

Connecting Your Child to a Prosperous Future

BOARD OF EDUCATION
Bruce Hill, Chair
W. D. Anderson, Vice Chair
Merwyn K. Smith
R. Keith King
Billy Davis
Elijah Woods
Dr. Kimberly Outlaw

June 7, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am Frances Herring and I serve as the Associate Superintendent for curriculum and instruction for Lenoir County Public Schools. Lenoir County is a Title I district serving approximate 8,250 students in rural Eastern North Carolina.

With a commitment to an assessment system that provides actionable data for improving student learning, Lenoir County Public Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Sincerely,

Frances J. Herring

Frances J. Herring, J.D.
Associate Superintendent
Lenoir County Public Schools

Lincoln County Schools

P.O. Box 400, Lincolnton, NC 28093
Phone: (704) 732-2261 Fax: (704) 736-4321

6/14/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Lincoln County Schools serves approximately 11,500 students and has 1200 full-time employees. The district has 23 schools—13 elementary schools, 4 middle schools, 4 high schools, Lincoln County School of Technology, and an alternative school. Pumpkin Center Intermediate consist of grades 3-5 and is anxious at the opportunity to get to participate in the Innovative Assessment. My name is Rusty Saine and I serve as the Chief of Accountability and Student Information for Lincoln County Schools.

With a commitment to an assessment system that provides actionable data for improving student learning, Pumpkin Center Intermediate, Lincoln County Schools, will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

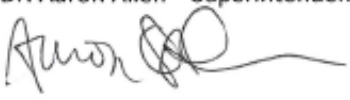
It is with great excitement that Pumpkin Center Intermediate be allowed the opportunity to participate in the Innovative Assessment and be a guiding program for Lincoln County Schools.

Sincerely,

Rusty Saine – Chief of Accountability and Student Information



Dr. Aaron Allen – Superintendent of Lincoln County Schools.



MONTGOMERY COUNTY SCHOOLS
Life-Ready
Globally Competitive

441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427
PHONE: (910) 576-6511 • FAX: (910) 576-2044

June 15, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Dr. Dale Ellis. I am Superintendent of Montgomery County Schools and a community member who supports the North Carolina Department of Public Instruction's Innovative Assessment Demonstration Authority (IADA). Chiefly, the IADA will support teachers, students, and parents by providing timely feedback for measuring student learning and ongoing instructional improvement.

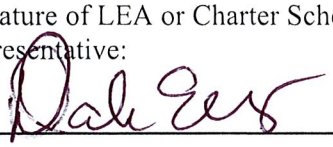
With a commitment to an assessment system that provides actionable data for improving student learning, Montgomery County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Montgomery County Schools is eager to participate in a student-centered assessment program that reflects 21st century teaching, learning, and assessments.

Yours in Education,

Dr. Dale Ellis
Superintendent

This form assures that Montgomery County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Dr. Dale Ellis	LEA or Charter School Name: Montgomery County Schools
Signature of LEA or Charter School Representative: 	Date: June 15, 2022

Orange County Schools
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

FROM THE OFFICE OF THE SUPERINTENDENT

June 23, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As superintendent of Orange County Schools please allow me to share a bit of information about our school district. Orange County Schools is located in northern Orange County in Hillsborough, North Carolina; the county seat. We are a suburban public school district of 13 schools with 7,428 students in grades PreK, K through 12. The vision of Orange County Schools is *Preparing every learner for lifelong service and success.* Our school district fulfills this objective by *Educating students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.*

With a commitment to an assessment system that provides actionable data for improving student learning, Orange County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority beginning the 2022-2023 school year.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thank you for your support. We look forward to participating in the Innovative Assessment Demonstration Authority.

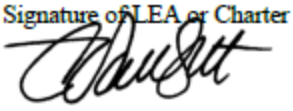
In service of children,

Monique Felder
Monique Felder (Jun 23, 2022 15:28 EDT)

Dr. Monique Felder

Dr. Monique Felder Orange County Schools Superintendent · 919.732.8126 · monique.felder@orange.k12.nc.us
200 E. King Street · Hillsborough, North Carolina 27278 · WWW. ORANGE COUNTY FIRST.COM

This form assures that __Orange County Schools (680)___ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

LEA or Charter School Representative (Printed Name): Crystal Vaught	LEA or Charter School Name: Orange County Schools (680)
Signature of LEA or Charter School Representative: 	Date: June 23, 2022

Polk County Schools
Columbus, NC 28722

July 6, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As the new Accountability Coordinator for Polk County Schools, I will be working with two of our elementary schools to participate in the NC Innovative Assessment Pilot. The schools selected themselves to participate in the Pilot and will represent Polk County well based on the diversity of the school population.

With a commitment to an assessment system that provides actionable data for improving student learning, Polk County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Polk County has a history of high academic performance and we are excited to participate in this new type pfo testing for NC students.

Respectfully Submitted,
Adrian Hammond
Adrian Hammond

This form assures that [Polk County Schools] will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Adrian Hammond	LEA or Charter School Name: Polk County Schools
Signature of LEA or Charter School Representative: Adrian Hammond	Date: July 6, 2022

Richmond County Schools
Jennifer Taylor, Director of Testing and Accountability
118 Vance Street ~ Hamlet, NC 28345 ~910-582-5860

June 16, 2022

The Honorable Miguel Cardona
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona:

On behalf of North Carolina school district, Richmond County Schools, Jennifer Taylor, Director of Testing and Accountability, is submitting this letter of support for Innovative Assessment Demonstration Authority. Richmond County Schools serves 15 schools in the areas of Ellerbe, Hamlet, Hoffman, Norman, and Rockingham, North Carolina. Our district includes 7 elementary schools, 4 middle schools, and 4 secondary schools. We believe that our educators continually strive to leave a lasting legacy in and out of the classroom by Inspiring Excellence. Together, our district is well-positioned to demonstrate how a rural county can compete academically on a global scale.

With a commitment to an assessment system that provides actionable data for improving student learning, Richmond County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Richmond County Schools continually seeks to improve student learning and achievement and will participate in Innovative Assessment Demonstration Authority with guidance from NCDPI.

Sincerely,

Jennifer Taylor

CC: Dr. Jeffrey B. Maples, Richmond County Schools, Superintendent
Scott Frye, Regional Accountability Coordinator
Tammy L. Howard, PhD, Director of Accountability Services, NCDPI

This form assures that Richmond County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other PSU requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
PSU or Charter School Representative (Printed Name): Jennifer Taylor	PSU or Charter School Name: Richmond County Schools
Signature of LEA or Charter School Representative: Jennifer Taylor	Date: 6/16/22

June 23, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Rockingham County Schools is a rural district comprised of 22 schools and approximately 11,500 students. Located in the northern part of the state, we touch the Virginia state line and are neighbors to much larger districts such as Guilford and Forsyth County. As Director of Testing and Accountability, I oversee the district testing and accountability department ensuring compliance with both state and federal requirements. In addition to those responsibilities, I currently supervise our assessment programs for district and state formative and summative assessments.

With a commitment to an assessment system that provides actionable data for improving student learning, Rockingham County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Rockingham County Schools is excited to participate in the Innovative Assessment initiative. Our district has a strong history of using student results from assessments to guide instruction in the classroom. The Innovative Assessments will only strengthen that relationship and make our programs stronger.

Jason A. Hyler
Signature

06/23/2022
Date

Type text here

This form assures that Rockingham County Schools (PSU 790) will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Jason A. Hyler	LEA or Charter School Name: Rockingham County Schools (PSU 790)
Signature of LEA or Charter School Representative: Jason A. Hyler	Date: 06/23/2022

www.clinton.k12.nc.us

CLINTON CITY SCHOOLS
300 Westover Road
Clinton, NC 28328
Phone: 910-592-3132 Fax: 910-592-2011

FILE COPY

MAILED

5/27/2022

Board of Education

Dr. Linda S. Brunson
Chairperson

Mrs. Carol A. Worley
Vice Chairperson

Mr. Jeremy P. Edgerton

Mr. Roscoe A. Emanuel, Jr.

Mr. Clark E. Hales

Dr. Oscar A. Rodriguez

Superintendent

Dr. Wesley S. Johnson

Executive Directors

Mrs. Charlene Jones
Finance

Mr. John Lowe
Auxiliary & Technology Services

Dr. Theresa Melenas
Instructional Services

Mrs. Sheila Peterson
Human Resources

Schools/Auxiliary Services

L. C. Kerr School
910-592-3066

Butler Avenue School
910-592-2629

Sunset Avenue School
910-592-5623

Sampson Middle School
910-592-3327

Clinton High School
910-592-2067

Auxiliary Services
910-592-8688

May 24, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As Superintendent of Clinton City Schools, I am requesting participation in the Innovative Assessment Demonstration Authority Pilot Program (IADA)/North Carolina Personalized Assessment Tool (NCPAT) for the 2022-2023 school year. Clinton City Schools would like to provide students in grades 4-5 and 7-8 with an innovative testing experience, as well as providing feedback on the development of the NC Check-Ins 2.0 and the flexible summative assessment.

With a commitment to an assessment system that provides actionable data for improving student learning, Clinton City Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

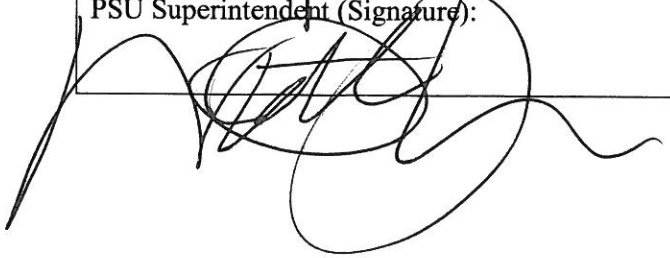
The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Clinton City Schools are looking forward to participation in the Innovative Assessment Demonstration Authority Pilot Program during the 2022-2023 school year.

Sincerely,

Wesley S. Johnson, Ed. D.
Superintendent

The Clinton City Schools system is an equal opportunity employer and does not discriminate on the basis of race, color, sex, national origin, religion, age, equal pay, disability or genetic information.

This form assures that **Clinton City Schools** will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
PSU Superintendent (Printed Name): Wesley S Johnson	LEA or Charter School Name: Sunset Avenue Elementary (4th & 5th) Sampson Middle (7th & 8th)
PSU Superintendent (Signature): 	Date: 5/26/22

SCOTLAND COUNTY Schools

322 South Main Street
Laurinburg, North Carolina 28352
(910) 277-4459 • fax (910) 277-4311

Laurinburg, June 16, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Scotland County Schools serves approximately 5550 students. The district has 5 elementary schools, 2 middle, 2 high schools and 1 alternative school.

With a commitment to an assessment system that provides actionable data for improving student learning, Scotland County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Scotland County Schools will participate and collaborate with NC DPI during the Innovative Assessment Demonstration Authority (IADA) planning and implementation period.

If you have any questions, please feel free to contact me at (910) 277-4459 ext. 370 or at ljordan@scotland.k12.nc.us.

Sincerely,

Lucia Jordan
Director of Testing and Accountability

SCOTLAND COUNTY Schools

322 South Main Street
Laurinburg, North Carolina 28352
(910) 277-4459 • fax (910) 277-4311

This form assures that __Scotland County Schools_____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Lucia Jordan	LEA or Charter School Name: Scotland 830
Signature of LEA or Charter School Representative:	Date: 6/16/2022

Elkin City Schools
202 West Spring Street
Elkin, North Carolina 28621
Phone: 336-835-3135
Fax: 336-835-3376

June 20, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As the Director of Student Services, Testing, and Accountability, I am submitting this letter of support for Elkin City Schools located in Elkin, North Carolina. Elkin City Schools is a small school district located within Surry County. The district consists of four schools: one elementary school (K-6), one middle school (7-8), one high school (9-12), and a virtual academy (K-12). Elkin City Schools has consistently been academically one of the highest performing districts in North Carolina.

With a commitment to an assessment system that provides actionable data for improving student learning, Elkin City Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

In conclusion, Elkin City schools commits to collaborating with NCDPI in the implementation of the Innovative Assessment Demonstration Authority to improve student learning throughout our district and across the state.

Tracee McManus

Tracee McManus
Director of Student Services, Testing, and Accountability
Elkin City Schools

Elkin City Schools
202 West Spring Street
Elkin, North Carolina 28621
Phone: 336-835-3135
Fax: 336-835-3376

This form assures that __Elkin City Schools_____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Tracee McManus	LEA or Charter School Name: Elkin City Schools
Signature of LEA or Charter School Representative:	Date: June 20, 2022

June 28, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I, Dr. Hillary D.S. Boutwell, as the Director of Testing and Accountability for the Washington County Public School District am submitting this letter of support for Pines Elementary School, Creswell Elementary School, and Washington County Middle School.

With a commitment to an assessment system that provides actionable data for improving student learning, Washington County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority for Pines Elementary School, Creswell Elementary School, and Washington County Middle School.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Washington County Schools is excited to continue in this partnership as our schools will collaborate with NCDPI on the implementation of the Innovative Assessment Demonstration Authority.

In Peace and In Progress,

Dr. Hillary D.S. Boutwell

Dr. Hillary D.S. Boutwell,
Director of Testing and Accountability
Washington County Schools
252-793-5171
hboutwell@wcsnc.org

This form assures that **Washington County Schools** will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): **Dr. Hillary D.S. Boutwell,** Director of Testing and Accountability	LEA or Charter School Name: **Washington County Schools** Creswell Elementary School Pines Elementary School Washington County Middle School
Signature of LEA or Charter School Representative: 	Date: **June 28, 2022**

Wilkes County Schools Letter of Support

6/20/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As Superintendent of Wilkes County Schools and based on the recommendation of our Testing & Accountability Director I would like to request that our school system be included in the North Carolina Innovative Assessment Pilot Program at grades 4,5,7, and 8 in the areas of Reading and Mathematics beginning with assessments given during the fall of 2022. Wilkes County Schools is a rural district of 8,500 students in the Northwest region of North Carolina. We pride ourselves on being innovative and willing to work hard to make a difference in the lives of our students. As a district we have used the NC Check-Ins for several years as a formative assessment tool and we see the Innovative Assessments as an extension of the good work we have already started.

With a commitment to an assessment system that provides actionable data for improving student learning, Wilkes County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Wilkes County Schools will participate in the North Carolina Innovative Assessments / NC Check-Ins 2.0 beginning with the Fall semester of the 2022 school year. We will participate in grades 4, 5, 7, and 8 in the subject areas of reading and mathematics. Our district looks forward to being involved in the development of these assessments.

D. Mark Byrd,
Superintendent, Wilkes County Schools

This form assures that __Wilkes County Schools_ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): D. Mark Byrd	LEA or Charter School Name: Wilkes County Schools
Signature of LEA or Charter School Representative: 	Date: 06/20/2022

6/16/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I serve as the Director of Accountability with Yadkin County Schools in North Carolina, and I am writing on behalf of our district and East Bend Elementary School. We are excited about the opportunity for East Bend Elementary to participate in the innovative assessment program.

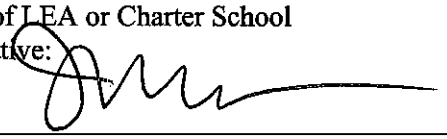
With a commitment to an assessment system that provides actionable data for improving student learning, Yadkin County Schools will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

We believe that participating in this pilot will allow for our students to experience a more authentic method of assessment and feedback.

Appreciatively,

Dr. Jed Cockrell
Director of Accountability
Yadkin County Schools
Yadkinville, NC

This form assures that Yadkin County Schools will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Jed Cockrell	LEA or Charter School Name: Yadkin County Schools
Signature of LEA or Charter School Representative: 	Date: 6/16/2022

6/15/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

North Carolina Cyber Academy is a full-time virtual school serving students in grades K-12 across the state of North Carolina. NCCA operates as part of the online charter school pilot program authorized by the NC Legislature in 2014 and we believe that participating in the innovative assessment pilot for the 2022–23 school year provides NCDPI with a subset of data from students working outside of the traditional brick and mortar classroom. Participation in the pilot program will be overseen by the Testing and Student Accountability Coordinator, Cherie Creten.

With a commitment to an assessment system that provides actionable data for improving student learning, North Carolina Cyber Academy will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

North Carolina Cyber Academy looks forward to our student's participation in the innovative assessment pilot for the 2022-23 school year.

Cherie Creten
NCCA Testing and Student Accountability Coordinator
ccreten@myncca.com

This form assures that North Carolina Cyber Academy will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Cherie Creten	LEA or Charter School Name: North Carolina Cyber Academy
Signature of LEA or Charter School Representative: *Cherie Creten*	Date: 6/15/2022

June 15, 2022

To: Tammy Howard
Iris Irving
Brent Cooper

Re: IADA Pilot Program

As the testing coordinator for Clover Garden School, we would like to request participation in the IADA Pilot for the 2022-2023 school year. We would like to use all of the courses available (Math/Reading/Science) for our 3rd thru 8th grade students.

With a commitment to an assessment system that provides actionable data for improving student learning, *Clover Garden School* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thank you,
Robyn Cox

CGS Testing Coordinator

This form assures that **CLOVER GARDEN SCHOOL** will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Robyn R. Cox	LEA or Charter School Name: Clover Garden School
Signature of LEA or Charter School Representative: Robyn R. Cox	Date: June 15, 2022

NEW
DIMENSIONS

June 23, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

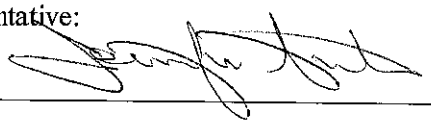
I, Jennifier Auton, the Testing Coordinator and Technology Director of New Dimensions: A Public Charter School would like to submit our 2022-2023 statement of participation for the implementation of the Innovative Assessment Demonstration Authority. New Dimensions is a well-established K-8 public charter school with a rigorous curriculum, focus on the arts and STEM, a diverse athletic department, and many extracurricular activities and clubs.

With a commitment to an assessment system that provides actionable data for improving student learning, New Dimensions: A Public Charter School will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thank you for the opportunity to participate in the Innovative Assessment Demonstration Authority. New Dimensions looks forward to being a part of this progressive assessment program.

Jennifier Auton
Testing Coordinator

This form assures that **New Dimensions: A Public Charter School** will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Jennifier Auton	LEA or Charter School Name: New Dimensions: A Public Charter School
Signature of LEA or Charter School Representative: 	Date: 6-23-2022

ALPHA
ACADEMY
N.C. Public School
8030 Raeford Road
Fayetteville, NC 28304

June 21, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As the superintendent of Alpha Academy Charter School, that serves grades kindergarten through twelfth grade, I am committed to advancing practices that enhances student development. Alpha Academy is committed in preparing students to become outstanding leaders and motivating them to strive for their greatest potentials through exceptional character and academic achievements.

With a commitment to an assessment system that provides actionable data for improving student learning, Alpha Academy Charter will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Alpha Academy is prepared to fully engage in the implementation of the Innovative Assessment Demonstration Authority. We look forward to teachers having the ability to customize students' learning plans in real time.

Sincerely,

Eugene Slocum
Superintendent

This form assures that Alpha Academy Charter School will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Eugene Slocum	LEA or Charter School Name: Alpha Academy
Signature of LEA or Charter School Representative: E Slocum	Date: June 21, 2022

May 6, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Laura Howell, and I am the Testing and Accountability Coordinator at Voyager Academy. We are a fully accredited public charter school in Durham, North Carolina. The mission of Voyager Academy is to provide students in kindergarten through grade twelve an academically challenging and supportive learning environment. Staff utilize experiential and traditional learning strategies so that students become responsible, engaged, and innovative members of society. The school's expectation is that all students, working with dedicated faculty and family, will excel academically and socially.

With a commitment to an assessment system that provides actionable data for improving student learning, Voyager Academy will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Please accept our request to participate in the NCDPI Pilot for the Innovative Assessment Demonstration Authority.

Laura Howell

Laura Howell
Voyager Academy
Testing/Accountability Coordinator

This form assures that __Voyager Academy_____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Laura Howell	LEA or Charter School Name: Voyager Academy
Signature of LEA or Charter School Representative: Laura Howell	Date: 5/6/2022

STRIVE TO EXCEL NOT TO EQUAL
CARTER G. WOODSON SCHOOL
Est. 1997

Phone: (336)723-6838
Address: 437 Goldfloss St.
Winston-Salem, NC, 27127

June 30, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Debra Gaines. I am the Curriculum and Testing Coordinator at Carter G. Woodson School in Winston Salem, North Carolina. Carter G. Woodson is a public charter school serving a population of African American and Hispanic families. Established in 1997 Carter G. Woodson continues to provide academic opportunities for students exhibiting gaps in their academic careers.

With a commitment to an assessment system that provides actionable data for improving student learning, *Carter G. Woodson School* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

With a commitment to an assessment system that provides actionable data for improving student learning, Carter G. Woodson School will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

Phone: (336)723-6838
Address: 437 Goldfloss St.
Winston-Salem, NC, 27127

SIGNATURE

This form assures that Carter G. Woodson School will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Debra Gaines	LEA or Charter School Name: Carter G. Woodson
Signature of LEA or Charter School Representative: Debra Gaines	Date: 6/30/2022

Letter of Support Template

July 18, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Ashley Keith and I am the Director of Upper Elementary and Testing at Falls Lake Academy located in Creedmoor, NC. We are a public charter school serving students in grades K-12. We follow the standards adopted by the North Carolina Department of Public Instruction and specialize in project-based learning. Using project-based learning, our students can gain deeper understanding of the concepts and standards at the heart of the project.

With a commitment to an assessment system that provides actionable data for improving student learning, *Falls Lake Academy* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Falls Lake Academy is looking forward to the opportunity to participate in this assessment.

Regards,

Ashley Keith

Ashley Keith
Director of Upper Elementary, Testing Coordinator
Falls Lake Academy
1701 East Lyon Station Rd.
Creedmoor, NC 27522

This form assures that __Falls Lake Academy _____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Ashley Keith	LEA or Charter School Name: Falls Lake Academy
Signature of LEA or Charter School Representative: Ashley Keith	Date: 8/19/22

May 4, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

As Chief Administrator of Lincoln Charter School, it is my role to ensure our students, teachers, and parents have access to high-quality assessment tools which provide useful data to guide instruction. There has never been a more critical time in education to have assessment tools evaluating the individualized learning of students to close the gap caused by the last two years of unfinished learning. Lincoln Charter School prides itself on our mission statement, "Developing college ready individuals through emphasis on rigorous academics and our community expectations: honesty, respect, empathy, responsibility, service, and preparedness." These assessments included in the North Carolina pilot align with our need of gathering data to ensure we are preparing college-ready individuals for the current academic climate.

With a commitment to an assessment system that provides actionable data for improving student learning, Lincoln Charter School will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Thank you for the opportunity to engage with this process of continuous improvement with regard to standardized assessments that serves the state, the school, the teachers, and the student. We look forward to further growth and development in this area of formative and summative assessments that provide high-quality data for the purpose of instructional design and delivery.

Dr. Jonathan Bryant
Chief Administrator

This form assures that Lincoln Charter School will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Dr. Jonathan Bryant	LEA or Charter School Name: Lincoln Charter School
Signature of LEA or Charter School Representative:	Date: 5/4/2022

Sugar Creek Charter School

July 1, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am writing to you as the Superintendent for Sugar Creek Charter School in Charlotte North Carolina. Sugar Creek Charter is a K- 12 School serving approximately 1,700 students and their families. Sugar Creek Charter is committed to bringing personalized and engaging learning experiences to our students daily.

With a commitment to an assessment system that provides actionable data for improving student learning, Sugar Creek Charter School will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Sugar Creek Charter is excited to be participating in the assessment pilot and collaborating with the North Carolina Department of Public Instruction in this endeavor.

Sincerely

Cheryl D. Turner

Cheryl D. Turner
Superintendent

Main Campus
4101 North Tryon Street
Charlotte NC, 28206
P: (704)509-5470

J. Frank Martin High School Campus
7815 Old Concord Road
Charlotte NC, 28213
P: (980)242-3070

www.thesugarcreek.org

Sugar Creek Charter School

This form assures that _Sugar Creek Charter School__ will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Cheryl D. Turner	LEA or Charter School Name: Sugar Creek Charter School
Signature of LEA or Charter School Representative: Cheryl D. Turner	Date: 7-1-22

Main Campus
4101 North Tryon Street
Charlotte NC, 28206
P: (704)509-5470

J. Frank Martin High School Campus
7815 Old Concord Road
Charlotte NC, 28213
P: (980)242-3070

www.thesugarcreek.org

June 29th, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am the Assistant Principal and Testing Coordinator at Lake Norman Charter Middle School. Lake Norman Charter is a K-12 public charter school district in Huntersville, North Carolina. We are the longest serving charter school district in the state (25 years). We serve approximately 2,400 students across three campuses. We have a robust comprehensive educational environment that focuses on developing students on college readiness, leadership, and social responsibility. We are excited to participate in the new assessment model. With a commitment to an assessment system that provides actionable data for improving student learning, *Lake Norman Charter* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Lake Norman Charter is excited for the opportunity to participate in the pilot program and provide constructive guidance and feedback on the innovative assessment model.

Tyler Mavity

This form assures that __Lake Norman Charter_____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Tyler Mavity	LEA or Charter School Name: Lake Norman Charter
Signature of LEA or Charter School Representative: Tyler Mavity	Date: 6/29/2022

June 27, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

My name is Richard Bouldin, Chief Operations Officer at INVEST COLLEGIATE: Transform Charter School located in Charlotte, North Carolina. Our school currently serves approximately 400 students which we call Champions in grades Kindergarten through 12 with our first class graduating this school year in June of 2023!

With a commitment to an assessment system that provides actionable data for improving student learning, *INVEST COLLEGIATE: Transform Charter School* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Again INVEST COLLEGIATE: Transform Charter School is excited and pleased to participate in this pilot program for the State of North Carolina.



Richard L. Bouldin, III, M.Ed.
Chief Operations Officer
INVEST COLLEGIATE: Transform

This form assures that INVEST COLLEGIATE: Transform will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Richard Bouldin	LEA or Charter School Name: INVEST COLLEGIATE: Transform Charter School
Signature of LEA or Charter School Representative: 	Date: June 27, 2022

June 17, 2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I, Heather Prevatte, am the testing Coordinator for The Academy of Moore County (TAMC). TAMC is a small, rural public charter school located in Aberdeen, North Carolina with a student population of under 450 students. We serve Moore County students along with our surrounding counties, and much of our population has ties to the military.

With a commitment to an assessment system that provides actionable data for improving student learning, The Academy of Moore County will collaborate with the North Caroline Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident that NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

In conclusion, The Academy of Moore County, will participate in the administration of the Innovative Assessment Demonstration Authority for the 2022-2023 school year.

Regards,
Heather Prevatte

This form assures that The Academy of Moore County will, for each year of its participation in the innovative assessment demonstration authority, comply with all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.

Charter School Representative: Heather Prevatte	Charter School Name: The Academy of Moore County
Signature of Charter School Representative: Heather Prevatte	Date: 6/17/2022

D.C. VIRGO PREPARATORY ACADEMY
813 Nixon Street Wilmington, NC 28401
910-251-6150 (P) 910-251-6055 (Fax)
https://uncw.edu/virgo

SABRINA HILL-BLACK, MA - Principal
LAURA JENNINGS, EdD - Assistant Principal

6/13/22

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I serve as the Assistant Principal and Testing Coordinator of our Lab School, D.C. Virgo Preparatory Academy. Our school serves K-8th grade students and is affiliated with Watson School of Education of UNC-Wilmington.

With a commitment to an assessment system that provides actionable data for improving student learning, D.C. Virgo Preparatory Academy will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

We were glad to have participated in the 2021-2022 pilot program and look forward to continued collaboration in the upcoming school year

Laura Jennings, EdD
Assistant Principal/Testing Coordinator

D.C. VIRGO PREPARATORY ACADEMY
813 Nixon Street Wilmington, NC 28401
910-251-6150 (P) 910-251-6055 (Fax)
https://uncw.edu/virgo

SABRINA HILL-BLACK, MA - Principal
LAURA JENNINGS, EdD - Assistant Principal

This form assures that D.C. Virgo Preparatory Academy will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Laura Jennings	LEA or Charter School Name: D.C. Virgo Preparatory Academy
Signature of LEA or Charter School Representative:	Date: 6/13/22

Letter of Support

June 21, 2021

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

I am Kristy Horner, Director of Accountability at Bethel Hill Charter School. Bethel Hill Charter School is rural charter school located in Roxboro North Carolina. We serve kindergarten through fifth grade students with a student population of approximately 365. In the 2022-2023 school year, we look forward to participating in the pilot for the new Check In 2.0 and Summative Assessment. Presently, we expect 56 fourth graders to participate in the pilot program in the content areas of reading and math. We also expect 67 fifth graders to participate in the pilot program in the areas of reading and math. Both fourth and fifth grade will participate in the pilot as a whole grade level. We look forward to expanding to include third grade and Grade 5 Science as the new assessments become available.

With a commitment to an assessment system that provides actionable data for improving student learning, Bethel Hill Charter School will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

The staff and students of Bethel Hill Charter School are committed to and look forward to participating in the North Carolina Personalized Assessment Tool Pilot.

Sincerely,

Kristy Horner

Kristy Horner
Director of Accountability
Bethel Hill Charter School

This form assures that __Bethel Hill Charter School_____ will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Kristy Horner	LEA or Charter School Name: Bethel Hill Charter School
Signature of LEA or Charter School Representative: Kristy Horner	Date: June 21, 2022

Letter of Support Template

6/17/2022

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Cardona,

Kristilee Newton, Assistant Principal for Middle School and Testing Coordinator for grades K-12 is the person requesting support. Lake Lure Classical Academy is a K-12 Public Charter School located in Lake Lure, NC. Our mission is to offer a classical, knowledge-based education that fosters critical thinking, civic responsibilities, and virtue for all. Our Vision is to To partner with community resources supporting a culture of mutual respect and academic excellence that reflects high quality and relevant instruction and produces college and/or career-ready graduates.

With a commitment to an assessment system that provides actionable data for improving student learning, *Lake Lure Classical Academy* will collaborate with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the Innovative Assessment Demonstration Authority.

The NCDPI is developing an innovative through-grade assessment that will provide content standard-level formative data for teachers to personalize students' learning experiences. North Carolina's assessments have a strong foundation of being constructed with teacher input, both in the development of test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the NCDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

Lake Lure Classical Academy is requesting support to participate in this pilot for the subjects of reading and mathematics at grades 4, 5, 7, and 8

SIGNATURE

This form assures that [LEA or Charter School] will, for each year of its participation in the innovative assessment demonstration authority, comply will all applicable requirements in 34 C.F.R. § 200.105 and other LEA requirements of the innovative assessment demonstration authority under section 1204 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.	
LEA or Charter School Representative (Printed Name): Krishlee Herron	LEA or Charter School Name: Lake Wire Classical Academy
Signature of LEA or Charter School Representative:	Date: 6/17/2022