

North Carolina Annual Testing Program

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Agenda

- **What are the testing requirements?**
- **How are test developed?**
- **How are test data used?**
- **What is the status of the innovative assessment, North Carolina Personalized Assessment Tool?**

What are the Testing Requirements?

Testing Requirements

- Assessing students to determine what they know and can do has been a goal of educational leaders in North Carolina since the first end-of-course test were administered in the 1980s.
- This evolved to school accountability in the mid-1990s, which federal law ultimately required with No Child Left Behind (2001)

N.C. State Statute



- G.S. § 115C-174.10
 - The testing programs in this Article have three purposes:
 - (i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
 - (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
 - (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.

N.C. State Statute



- G.S. § 115C-174.11
 - The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communications skills, and mathematics for grades three through eight, and toward competencies for grade nine through 12.

N.C. State Statute



- G.S. § 115C-81.36
 - Students who score at the highest level on the end-of-grade tests are provided opportunity to take advanced learning opportunities in mathematics if available.
- G.S. § 115C-81.36
 - Read to Achieve requires students to be grade level proficient by the end of third grade.
- G.S. § 115C-81.36
 - School achievement, growth, performance scores and grades (A–F)
- G.S. § 115C-105.37
 - Identification of low performing schools



Federal Law

- ESSA: December 10, 2015
 - States required to test students in reading and mathematics annually in grades 3–8 and once in grades 9–12
 - States required to test students in science once in grades 3–5, 6–8, and 10–12
 - Individual schools, school districts, and states must publicly report test results in the aggregate and for specific student subgroups, including low-income students, students with disabilities, English language learners, and major racial and ethnic groups



Federal Law

- ESSA: December 10, 2015
 - States required to have an accountability model that identifies the lowest 5 % of all Title I schools for comprehensive support and improvement
 - Requires a plan for the support
 - Includes funding to address weaknesses
 - State required to include in the accountability model the identification of schools with subgroups

Required Tests for School Performance Grades

| Test | State | Federal (ESSA) |
|---|--|--|
| EOGs (ELA/Reading, Mathematics, and Science), and EOCs (NC Math 1, or NC Math 3, Biology, and English II) | Yes | Yes |
| ACT and WorkKeys | Yes (Included in School Performance Grades since 2013) | Yes (NC designated as a School Quality or Student Success Indicator) |
| WIDA Access for English Learners | Yes (Included in School Performance Grades beginning in 2017–18 to meet ESSA requirements) | Yes (required as an academic indicator) |

State Only Required Tests

| Test | Grade Level(s) | Purpose/Use |
|---|--|---|
| mClass (Amplify) | Grades K–3 | Teacher growth for grades K–2 (EVAAS) |
| Kindergarten Entry Assessment (KEA) | Kindergarten | Provide information on kindergarten students' skills |
| K–2 Math Assessment | Grades K–2 | Per § 115C-174.11, provide diagnostic information |
| Beginning-of-Grade 3 (ELA/Reading only) | Grade 3 | Growth for 3 rd Grade (included in the School Performance Grades growth analysis); and 3 rd Grade Teacher Bonuses |
| Read to Achieve Test | Grade 3 and Grade 4 Transitional Class | Additional opportunity to meet the Read to Achieve requirement |

State Only Required Tests

| Test | Grade Level(s) | Purpose/Use |
|---------|----------------|---------------|
| Pre-ACT | Grade 10 | § 115C-174.22 |

How are Tests Developed?

What Makes a Good Assessment?

| A good assessment... | Which means... |
|-----------------------------|--|
| Meets all constraints | development timeline and budget, test admin. time, student reading level, and student developmental level. |
| Meets all intended purposes | how the assessment score will be used and interpreted. |
| Is reliable | if a student retakes an assessment without more study, both scores should be similar. |
| Is valid | the assessment agrees/aligns with the content Standards (adopted by the State Board of Education). |
| Is fair | all students have equal opportunity to show their knowledge. |

Test Development Process

- The test development process begins with adoption of content standards
- **North Carolina educators** are consulted to specify what can be tested and how from the adopted content standards
- **North Carolina teachers** are contracted to develop test items aligned to specified grade content standards
- Items are field tested, then reviewed to ensure they satisfy measurement goals.
- Psychometricians use statistical models to construct test forms that meet industry standards of reliability and fairness and produce scores that are valid for uses identified in state and federal statute.
- **North Carolina educators and stakeholders** participate in a standard setting workshop to recommend performance standards and define policy and content descriptors associated with performance levels (Level 5, Level 4, Level 3 and Not Proficient).

Technical Quality

- To ensure the development of technically sound assessments that meet federal law requirements and Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education), the NCDPI psychometricians collaborate with
 - North Carolina State University
 - University of North Carolina at Greensboro
 - Nationally recognized test measurement experts

How are Test Data Used?

How is test data used?

| Use | Description/Requirement |
|--|--|
| Provides students with an academic achievement level | Federal law requires each student's test results to be reported as an academic achievement level (Not Proficient, Level 3, Level 4, or Level 5) |
| Data for School Performance Grades Calculation | State and federal law (per the state's ESSA plan) require the reporting of an A–F grade for each school; this information is used for identifying schools that need support, which in some cases is additional funding |
| North Carolina School Report Card | Publicly accessible report card for each school; includes test data and other measures such as per pupil expenditure, teacher qualifications, class size, attendance |

What is the status of the innovative assessment, North Carolina Personalized Assessment Tool?

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 and a multistage fixed adaptive form (flexible) summative test at the end of the year

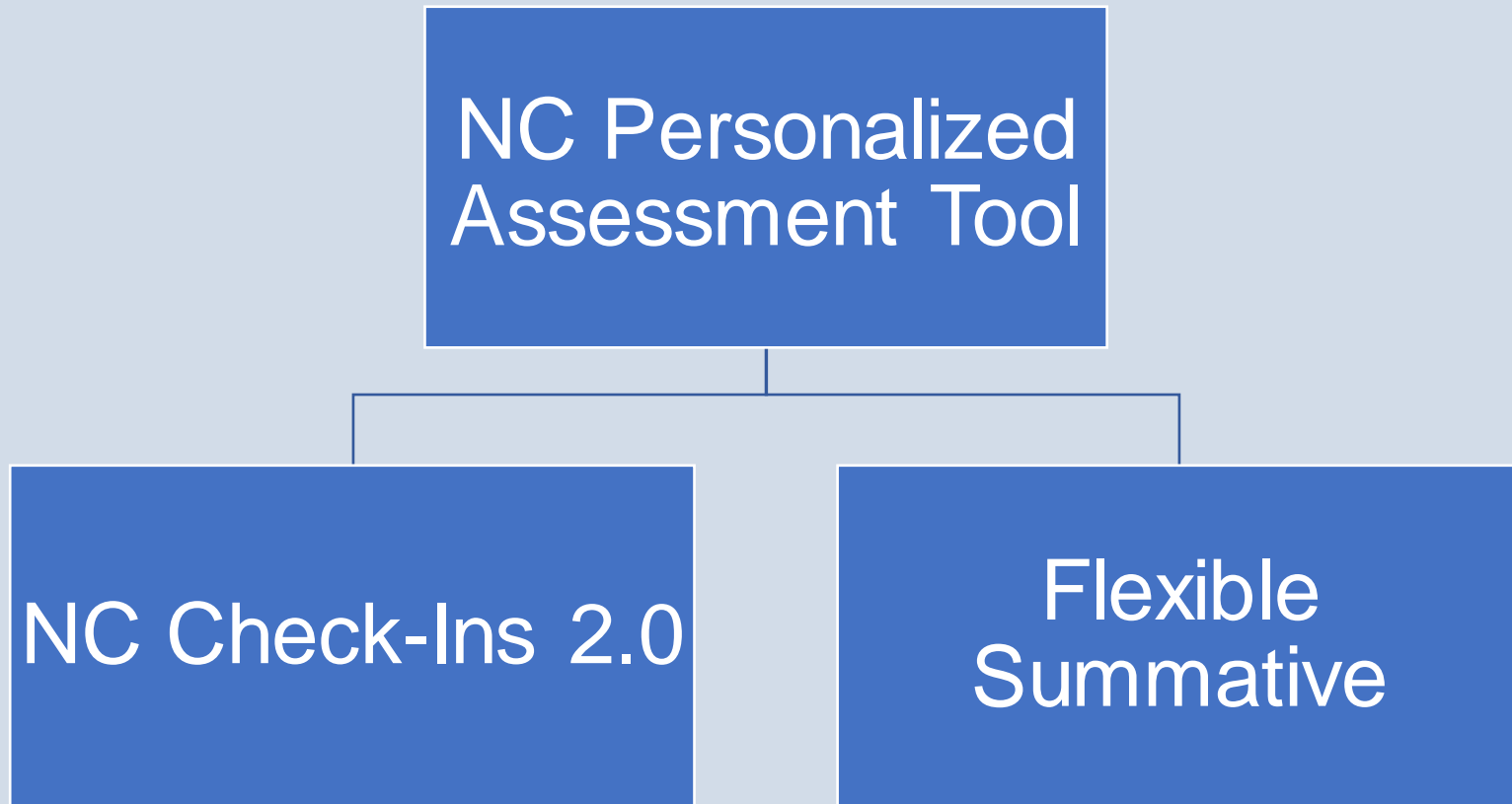
Innovative Assessment

- 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

Stakeholder Input

- Advisories, councils and others
 - Teacher Leadership Council
 - Council on Educational Services for Exceptional Children
 - State Advisory Council on Indian Education
 - English Learners Advisory Council
 - Testing and Growth
 - Control Configuration Board (testing and accountability leaders)
 - North Carolina Technical Advisors
 - Parents and students
 - Public School Units (PSUs) and Schools
 - NCDPI staff

North Carolina Personalized Assessment Tool



NC Check-Ins 2.0

- Three per content area/grade level
- Available for classroom use throughout the school year
 - Online reporting and review forms are available to teachers the next day
- Provide formative feedback data for instructional uses
 - Results are not used for accountability
- Designed for online administration
 - Paper based interims are available for students who cannot access online
 - Paper based items are designed to mimic the online experience
- May provide a progress indicator for each student in relation to grade-level performance standards

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 |
|---|-------------------------------|
| <p><i>Operations and Algebraic Thinking</i></p> <p>Students can:</p> <ul style="list-style-type: none"> Multiply and divide using models and equations Understand the difference between how many more and how many times more | |
| <p><i>Numbers and Operations in Base Ten</i></p> <p>Students can:</p> <ul style="list-style-type: none"> Read, write, and break apart multi-digit numbers (up to 100,000) | |
| <p><i>Numbers and Operations in Base Ten</i></p> <p>Students can:</p> <ul style="list-style-type: none"> Solve multi-digit addition and subtraction problems (up to 100,000) | |
| <p><i>Numbers and Operations in Base Ten</i></p> <p>Students can:</p> <ul style="list-style-type: none"> Use $>$, $<$, and $=$ symbols when comparing multi-digit numbers (up to 100,000) | |
| <p><i>Geometry, Measurement and Data</i></p> <p>Students can:</p> <ul style="list-style-type: none"> 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 Individual Student Report 2021-22

Grade 7 Reading | 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 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 |
|---|-------------------------------|
| <p>Key Ideas and Evidence After reading a text, students can:</p> <ul style="list-style-type: none"> • 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) | |
| <p>Craft and Structure After reading a text, students can:</p> <ul style="list-style-type: none"> • 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 | |
| <p>Integration of Ideas and Analysis After reading a text, students can:</p> <ul style="list-style-type: none"> • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate) | |
| <p>Vocabulary Acquisition and Use Students can:</p> <ul style="list-style-type: none"> • 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 | |

Flexible Summative

- Designed to enhanced testing experience for all students and improve precision of scores
- All students have opportunity to score at any academic achievement level
- Students will take the flexible summative in place of the EOG, including students who may or may not complete all NC Check-Ins 2.0
- Scores from the flexible summative will be reported on the same academic achievement level scale as the end-of-grade

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.

Online Training Courses

- Two training courses are currently available:
 - A short overview course to assist teachers interpret the NC Check-Ins 2.0 reports.
 - A longer course to provide detailed information on formative assessment and the use of data in the classroom.
- Both courses are optional, and it is a local decision as to how they are used.
- Available to pilot schools and non-pilot schools.
- Certificate of completion awarded (CEU's not offered).

QUESTIONS

