



Public Schools of North Carolina

# Accountability Update: Testing 2020–21

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# Agenda

1. Follow-up on August SBE meeting discussion of Special Edition Tests
2. Impact of COVID-19 on test development and NC State-Technical Outreach for Public Schools (TOPS) task order



# August Follow-Up: Special Edition Tests

- Held webinar on Monday, August 10
  - Data are to provide baseline measure of previous year grade level content standards.
  - It is a local decision whether some students or all students participate at a school
  - It is a local decision whether parents can opt-out of participation
  - Administration protocols minimized where possible



# Impact of COVID-19

- Spring 2020 tests not administered
  - Some of these tests will be administered in 2020–21: will need to revise scanning and scoring files for data collection to be processed for this school year
  - The work for any year is not limited to the current year's tests; the work must support the fulfillment of future year's tests

# Continuous Work

- Developing field test items and building forms to support
  - NC Check-Ins for Grades 3–8 and NC Math 1
  - End-of-Grade Tests and End-of-Course Tests
- Career Technical Education End-of-Course Tests Delivery, Scoring, and Reporting
- Developing items to populate SchoolNet
- Support Textbook Adoption
- Support Capstone Project



# Current Development

- Innovative Assessment Demonstration Authority Pilot
  - Given by U.S. Department of Education in June 2019 for a period of five years
  - Reading and mathematics for grades 3–8
  - Utilizing the through-grade model of NC Check-Ins with a staged adaptive summative assessment aligned to students' needs



# Innovative Assessment

- Blueprint development: Spring 2020 and ongoing for all grades
- Item development, cognitive labs for development of technology enhanced items, and field tests: began in spring 2020 and will extend through 2022–23
- Reporting structure, online delivery system: on-going with emphasis in 2020–21 and 2021–22
- Professional development modules for teachers and school leaders: on-going



# Test Development: TEST-013

Step (s)	Process	Months
1	Build test blueprint: input from teachers and content experts	4
2–14	Conduct item tryouts and item field tests: teachers write items, teachers and experts review multiple times for appropriateness for all learners and quality (grade level, bias/sensitivity, etc.)	32
15–20	Build tests: meets measurement standards so results are reliable for valid uses	4 for EOCs 9 for EOGs
21–22	Administer and report	4
	Total	44–49



# How is the Work Accomplished?

- Collaboration with NC State University/Technical Outreach for Public Schools (TOPS)
  - Item procurement, item reviews
  - Reading selection procurement and reviews
  - Test construction and reviews
  - Test delivery (online and paper/pencil)
  - Test results (scoring and reporting)



# How is the Work Accomplished?

- Scanning and scoring for all tests
- Developing accommodated forms (Braille, large print, and special requests)
- Ordering and shipping (paper/pencil)
- Analysis and reporting (Green Book)
- Data collection (tests, Local Benchmark Survey)



# Response to COVID-19

- Developed resources for classroom use
  - Passport for Learning: a grade-level collection of items for review of previous year's content
  - Math Sets: item collections on the domain level
  - NC Check-Ins for Reading Grade 3
  - Added constructed response items to the released tests (Grades 3–8 Reading EOGs)



# Responding to Remote Learning

- Moved formative resources, including NC Check-Ins, to remote administrations
  - Required specifications for providing the formative resources, ensuring parent and student usability
- Loaded domain-level math sets and released tests to SchoolNet
- Considering options to administer EOGs/EOCs at home in spring 2021
  - Virtual proctoring



# Project Considerations

- Each year, any contracted funds not spent in the TOPS contract reverts to the NCDPI
  - For the 2019–20 school year, this was \$970,000
  - The contract costs for the 2020–21 school year and the next two school years is needed to ensure development of the innovative assessment and on-going responsiveness to COVID-19

# Conclusion

- Must meet U.S. Department of Education requirements for valid and reliable tests
- Must continue development of an innovative assessment (State law and IADA)
- Provide formative tools to support through-grade instruction, particularly valuable during remote learning



# Questions

