

North Carolina Personalized Assessment Tool (NCPAT) Update

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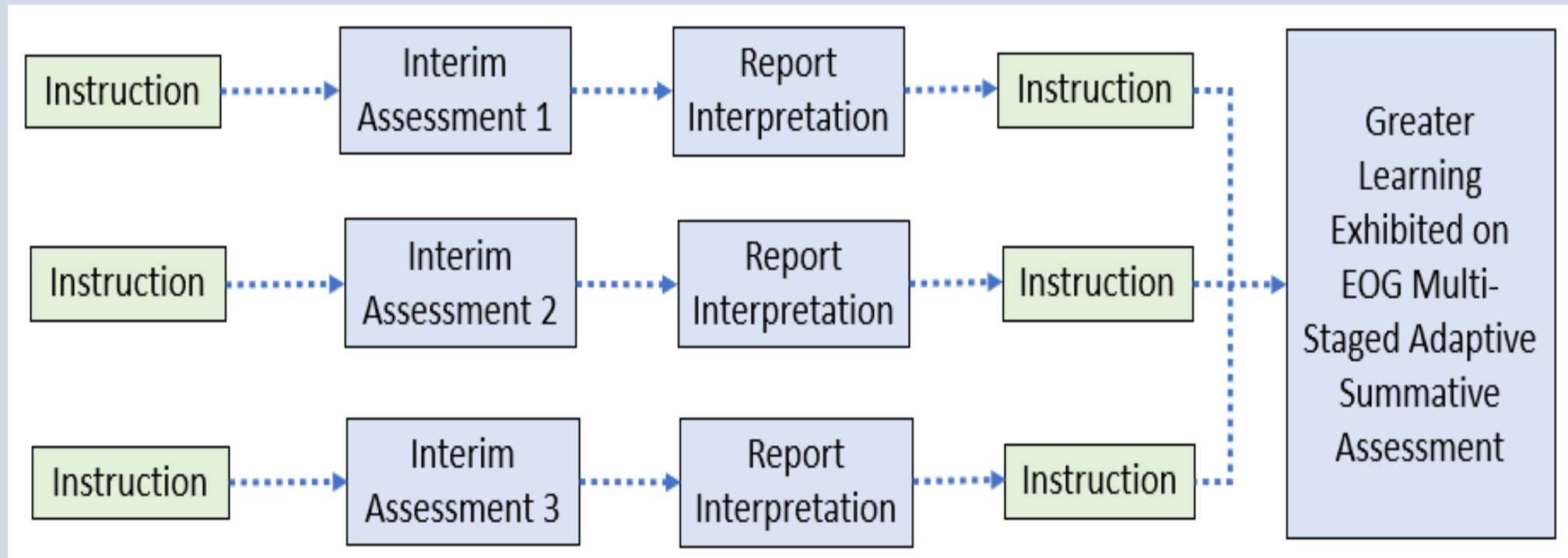


Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina.
- North Carolina General Assembly Session Law 2019-212 (SB 621) states, “It is the intent of the General Assembly that the State **move toward** a through-grade assessment model, in which the 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.”



North Carolina Personalized Assessment Tool (NCPAT)



NC CHECK-INS 2.0 Formative Evaluation Report: *National Center for the Improvement of Educational Assessment, August 2023*



NCPAT: NC Check-Ins 2.0

- NC Check-Ins 2.0 are the through-grade component of the NCPAT balanced assessment system.
- Three interims available for classroom use throughout the school year
 - Reading assesses a sampling of same content standards as EOG
 - Mathematics assesses a subset of content standards each interim
- Provide immediate formative feedback data to support instruction (primary purpose)
 - Online reporting and review forms are available to teachers the next day
 - Teachers can review test items and individual student responses
 - Interim results are not used for accountability



NCPAT: NC Check-Ins 2.0

Statewide Participation

Subject	Grade	2022–23 NC Check-Ins 2.0 (Percentage of Students)		
		Form A	Form B	Form C
Reading	3	52%	59%	59%
	4	59%	64%	62%
	5	60%	64%	62%
	6	57%	58%	57%
	7	58%	60%	57%
	8	58%	59%	57%
Math	3	58%	61%	58%
	4	59%	63%	59%
	5	59%	63%	59%
	6	58%	58%	54%
	7	59%	59%	53%
	8	55%	59%	54%



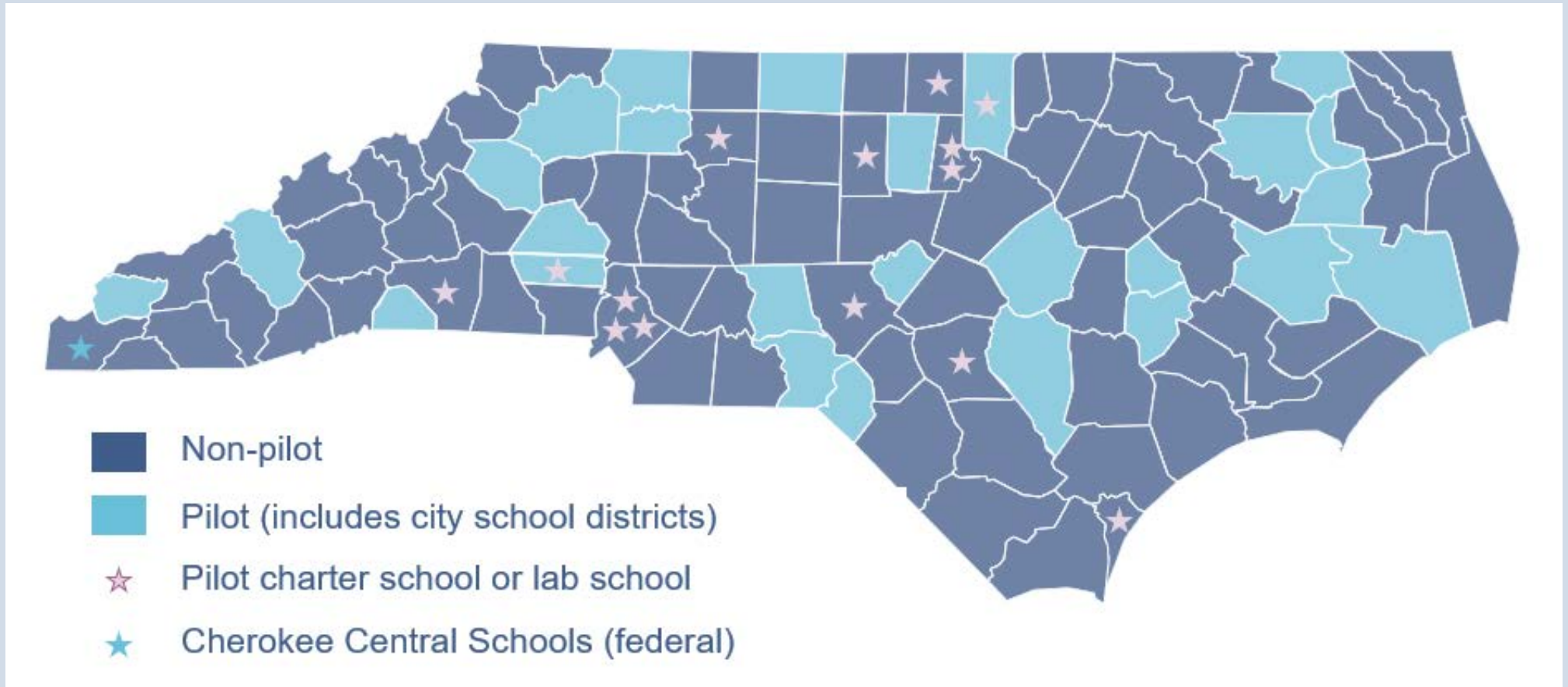
NCPAT: Multi-staged Adaptive EOG

- The redesigned EOG is the accountability component of the NCPAT through-grade system. It was administered as a pilot (grades 4 and 7 reading and mathematics) to a volunteer sample of schools across the state in Spring of 2023.
- Key characteristics about this version of the EOG are:
 - Same test content blueprint and standards as measured on the current EOG
 - Same test format and test length
 - Same score scale and academic achievement levels as reported on the current EOG
 - Same expectations for student performance as on the current EOG



2022–23 Pilot Volunteers

- 189 schools across 27 districts, 14 charter and lab schools, and Cherokee Central Schools



NCPAT: Multi-staged Adaptive EOG

- New design features of the EOG are:
 - Updating from parallel/equivalent forms to multi-staged adaptive forms that are designed to maximize precision at different points on the EOG scale.
 - Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multi-staged form.
 - Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
 - All forms measure the full range of achievement levels but at varying **acceptable** reliabilities.

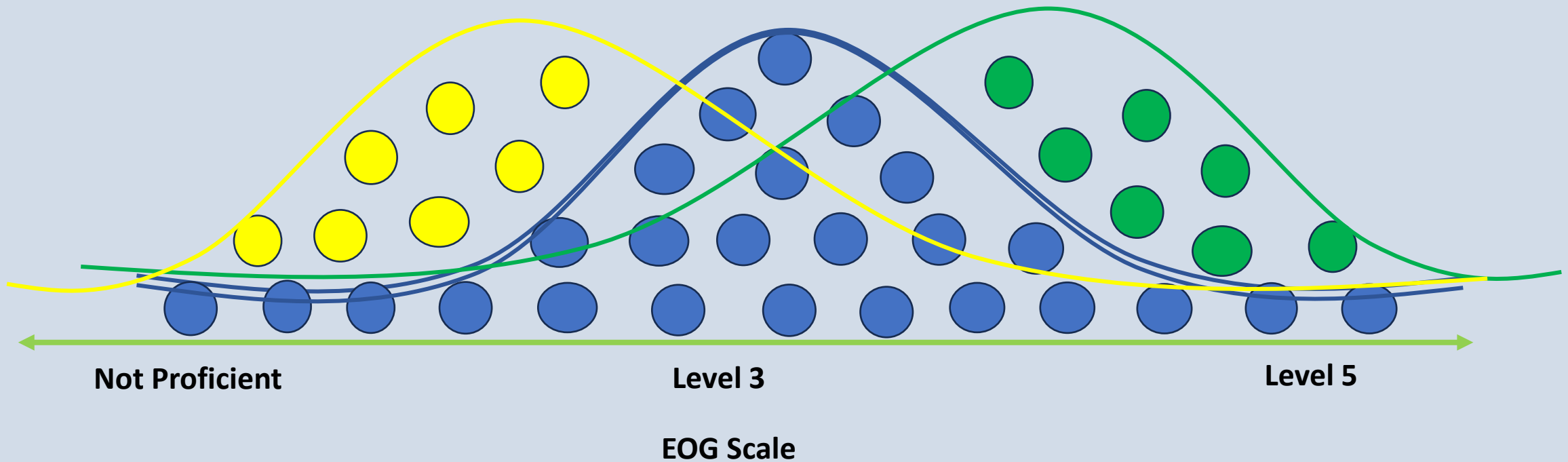


NCPAT: Multi-staged Adaptive EOG

- Key advantages of the redesigned EOG are :
 - Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
 - Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
 - The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.



NCPAT: Multi-staged Adaptive EOG



Design Validation and Technical Review

- The Friday Institute for Educational Innovation surveys and conducts focus groups with teachers and principals to inform data usage, report design, professional development, and fidelity of the interim administrations.
- The National Center for Improvement of Educational Assessment serves as an external evaluator, and similar to the Friday Institute for Educational Innovation, gathered feedback from teachers and principals.



Design Validation and Technical Review

- UNC-Greensboro Office of Assessment, Evaluation, and Research reviews all data (1) for comparability and reliability and (2) to validate the form assignment methodology
- The North Carolina Technical Advisors review and provide feedback on the design, development, and the data outcomes to ensure technical compliance with the American Psychological Testing standards.
 - Next meeting is mid-September

Next Steps

- Share implementation information with public school units (PSUs) no later than October 6 (after SBE discussion in October)
- Submit annual report to the U.S. Department of Education by September 30 and to the North Carolina General Assembly by November 15.
- Provide on-going communication including an FAQ for educators
 - NC Check-Ins 2.0 continue to be optional (local decision)
 - Continue with systematic scaling of NCPAT in reading and mathematics grades 5 and 8 in 2023–24.
 - Continue to gather feedback from PSUs on how to best assist with implementation and communication around updates on EOG



QUESTIONS

