



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

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June 15, 2023

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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 2024-25 school year. 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 annual report addresses NCDPI's compliance toward meeting federal and state expectations during Year 2 of the evaluation (i.e., the 2022-23 school year).

Evaluation Questions and Methodology

The evaluation addresses the following questions:

1. What is North Carolina's Plan for implementing the NCPAT, and what updates occurred in the 2022-23 school year?
2. Is NCDPI on track to implementing the plan in this current fiscal year?
3. How is NCDPI communicating about the state's transition from the End-of-Grade (EOG) tests to the NCPAT?
4. What future adjustments does NCDPI anticipate to its current IADA plan and why?
5. Does the current IADA plan adhere to federal and state legislative requirements?
6. What challenges emerged during the 2022-23 school year?
7. Is the North Carolina Personal Assessment Tool likely to achieve its ultimate purposes?

To address the questions, an external evaluator reviewed documents, facilitated weekly meetings with NCDPI leaders, and completed interviews with selected staff in NCDPI's Office of Accountability and Testing. NCDPI leaders reviewed this report 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 Check-Ins 2.0¹) and a multistage fixed adaptive summative (MSA) test,²
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and

¹ The NC Check-Ins 2.0 were called the NC Interims during the 2021-22 school year.

² NCDPI also refers to the multi-staged adaptive summative test as the "flexible summative."

- *Professional development* for schools and teachers on the innovative assessment system.

The NC Check-Ins 2.0 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 adaptive summative test forms to support a more personalized test experience and a more precise estimate of student performance. Because the NC Check-Ins 2.0 are primarily intended to inform instruction and learning, they are *not* used for high-stakes accountability determinations.

Findings

Below is a summary of key findings for each of the six evaluation questions and recommendations for NCDPI as they continue piloting and scaling the NCPAT statewide.

1. What is North Carolina’s Plan for Implementing the NCPAT, and What Updates Occurred in the 2022-23 School Year?

Using a multi-faceted recruitment process, NCDPI grew pilot school participation by 161 percent, from 72 schools in 2021-22 to 189 schools in 2022-23. Additionally, NCDPI made several updates to the NCPAT program, which included:

- Launching a new NCPAT assessment scoring and reporting platform in pilot schools.
- Updating NCPAT resources such as handbooks and administration guides.
- Releasing a 10-hour comprehensive online professional development (PD) program in Fall 2022 focused on developing teachers’ assessment literacy skills. The new program, called *Diving Deeper into Formative Assessments*, extends the current 30-minute online professional development program, called *Understanding Reports*, which focuses on interpretation and use of the NC Check-Ins 2.0 reports.
- Expanding NC Check-Ins 2.0 assessments to grades 4, 5, 7, and 8 in reading and mathematics.
- Developing a new school-level report for the NC Check-Ins 2.0, which will provide aggregate results at the grade- and school-levels beginning in fall 2023.
- Administering MSA tests to pilot schools in grades 4 and 7 reading and mathematics.
- Releasing a prototype report for the new MSA tests.

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

NCDPI updated their implementation timeline in fall 2021 to adjust for delays due to COVID-19 testing waivers. NCDPI achieved all planned milestones in 2022-23 and is on track to achieving future milestones planned in 2023-24 and 2024-25. Annual milestones are listed below.

- 2021–22 school year: Release the NC Check-Ins 2.0 for statewide use in grades 4 and 7.
- 2022–23 school year: Release the NC Check-Ins 2.0 in grades 4, 5, 7, and 8 statewide. Administer the MSA tests statewide in grades 4 and 7.
- 2023–24 school year: Release the NC Check-Ins 2.0 for statewide use in grades 3–8. Administer the MSA tests statewide in grades 4, 5, 7, and 8.
- 2024-2025 school year: Administer the NCPAT statewide in grades 3-8.

3. *How is NCDPI Communicating About the State’s Transition from the End-of-Grade (EOG) Tests to the NCPAT?*

NCDPI developed a communication plan to address two overarching goals: (1) spread awareness about North Carolina’s transition to the new NCPAT to achieve implementation fidelity at scale, and (2) listen to perceptions and suggestions from end users (e.g., school leaders, teachers, and students) to improve the quality and intended uses of NCPAT assessments and resources. The communication plan takes advantage of existing state conferences and meetings with state advisories and councils, as well as web-based, in-person, and virtual communication strategies, to increase stakeholders’ readiness to transition to the NCPAT program by fall 2024. NCDPI successfully implemented the communication plan in 2022-23.

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

NCDPI does *not* anticipate future adjustments to its IADA plan. The NC Check-Ins 2.0 will be released statewide across grades 3-8 in 2023-2024. Additionally, the MSA tests were piloted in spring 2023 in grade 4 and 7, keeping North Carolina on track to rollout the NCPAT statewide in Fall 2024. NCDPI does plan to continue improving NCPAT assessments and resources. Specific improvements include:

- Adding new items and item-types to the NC Check-Ins 2.0 and MSA tests (e.g., more technology enhanced items),
- Improving administration and reporting resources, and
- Enhancing professional development.

NCDPI relies on pilot school surveys, interviews, observations, and communication events with key stakeholder groups to improve NCPAT assessments and supplemental resources.

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

Federal legislative requirements for IADA require that North Carolina demonstrate that (1) participating pilot schools reflect statewide demographics and (2) MSA tests generate results that are comparable to the End-of Grade tests and meet federal peer review requirements. In 2022-23, NCDPI’s pilot school demographics were within 5 percentage points of statewide demographics in most ESSA categories and subgroups across grades 3-8. NCDPI plans to submit evidence of comparability and peer review requirements during the 2023-24 school year using MSA test results collected from the pilot schools in grades 4 and 7.

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.*” Although the current assessment does not adhere to the original state legislated “through-year” requirement, the NCPAT design reflects numerous stakeholder voices, prioritizes instructional utility, and addresses other legislative requirements that would have been violated with a traditional through-year design (e.g.,

NCSCOS). The Year 1 evaluation report includes a comprehensive discussion of the design process and issues that led to the final NCPAT design.

6. What Challenges Emerged During the 2022-23 School Year?

Staff in NCDPI’s Office of Accountability and Testing unanimously agreed that schools generally – and especially the pilot schools – are prepared to transition to the NCPAT in 2024-25. However, NCDPI identified several challenges that should be addressed to ensure the fidelity of NCPAT implementation at scale. Key challenges include:

- **Producing Technically Sound Multistage Fixed Adaptive Summative Tests by Fall 2024.** Establishing the validity of the MSA tests across grades 3-8 in reading and mathematics will require numerous activities and outcomes to play out according to plan. And as described below, a final plan for achieving a successful launch in 2024-25 is still under development.
- **Updating the Test Development Timeline.** Developing the MSA tests in grades 4 and 7 took longer than anticipated in 2022-23. Although NCDPI ultimately met key deadlines, test development delays highlighted the need to revisit the test development timeline.
- **Improving the Accessibility of Technology Enhanced Items for Paper-Based Testing.** A paper-based NC Check-Ins 2.0 assessment is available to any student with a paper-based assessment accommodation. Assembling kits for paper-based tests is tedious and time-consuming. NCDPI is exploring more efficient methods to assemble and distribute the kits.
- **Diversifying Communication Strategies.** NCDPI is cautious about using social media to promote the NCPAT. However, with careful consideration of the opportunities and risks, NCDPI is examining strategies to use various social media outlets to promote the NCPAT.
- **Managing Online Teacher Training.** NCDPI will eventually take over management and ongoing updates to their online professional development courses. These courses are currently managed by an outside vendor, and capacity among NCDPI staff is limited. Despite the challenges, NCDPI is exploring viable plans for internally maintaining these PD courses.
- **Training PSUs on a New NCPAT Scoring and Reporting Platform.** NCPAT is supported by a new scoring and reporting platform. Pilot schools use this new platform to validate scores and generate reports for the NC Check-Ins 2.0 and MSA tests. Pilot schools rarely reported administration and reporting challenges this year. However, Office staff acknowledge that rolling out the platform statewide in 2023-24 will require additional resources and support.

7. Is the North Carolina Personal Assessment Tool Likely to Achieve its Ultimate Purposes?

The NC Check-Ins 2.0 are designed for three purposes, which include: ³

- 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;

³ See <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool>

- Providing a reliable estimate to inform a student’s starting point on the MSA test that will be used to determine an academic achievement level and for state and federal accountability; and
- Providing a progress indicator for each interim on individual student performance about overall grade-level performance expectation.

NCDPI is on track to meet the first purpose in grades 3-8. As evidence, NC Check-Ins 2.0 results 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. NCDPI will begin to address the second and third purposes of NCPAT using initial results from the MSA tests, which were administered in grade 4 and 7 pilot schools in spring 2023.

Summary and Recommendations

Evaluation evidence collected through spring 2023 suggests that NCDPI is on track to achieve successful rollout of the NCPAT assessment program in 2024-25. Growing awareness about the state’s transition to NCPAT, combined with overwhelmingly positive perceptions among pilot school participants, suggests continued growth in pilot participation during 2023-24. NCDPI made several improvements to the NCPAT program, including new test administration and reporting resources, updated reporting tools, and a new series of professional development modules to support assessment literacy and formative assessment. NCDPI also implemented a comprehensive communication plan to spread the word about the state’s upcoming transition to a new assessment program. NCDPI remains in compliance with federal IADA requirements, and their IADA is in good standing. The NCPAT design addresses key priorities of educators and aligns with requirements in the North Carolina Standards Course of Study (NCSCOS). Pending a successful pilot of the MSA tests in spring 2023, North Carolina remains on track to roll out the NCPAT program statewide in 2024-25.

Based on evaluation findings, the following considerations are offered as NCDPI continues developing and scaling the NCPAT program.

- Establish a long-term plan and timeline to address new NCPAT deliverables.
- Expand the existing continuous improvement process.
- Continue focusing on the technical quality of NCPAT assessments.
- Develop a sustainable process for updating and disseminating paper-based test materials.
- Increase coordination within NCDPI to support statewide implementation of NCPAT.
- Expand the use of social media tools to promote NCPAT.
- Revisit the 90-second elevator speech to enhance communication about NCPAT.

These considerations are intended to serve as a point of reference for further discussion and influence an effective transition to a new statewide assessment program.

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 2024-25 school year.⁴ In November 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 describes how North Carolina's (NC) innovative assessment design, development, and implementation process has unfolded since NC Senate Bill 621 was enacted into law. Additionally, the evaluation reports 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).⁵
2. **Inform Improvement.**⁶ A formative evaluation examines pilot school educators' perspectives of the NCPAT program. NCDPI uses results from this report to improve the NCPAT assessment tools, resources, and professional development.

This report addresses the first purpose: documenting and determining compliance. The report describes NCDPI's activities during the 2022-23 school year and examines the extent to which NCDPI accomplished its plans within the proposed timeframe and adhered to federal and state law.

EVALUATION QUESTIONS

The compliance evaluation addresses the following questions:

1. What is North Carolina's Plan for implementing the NCPAT, and what updates occurred in the 2022-23 school year?
2. Is NCDPI on track to implementing the plan in this current fiscal year?
3. How is NCDPI communicating about the state's transition from the End-of-Grade (EOG) tests to the NCPAT?
4. What future adjustments does NCDPI anticipate to its current IADA plan and why?

⁴ In their original plan, NCDPI planned to implement the NCPAT statewide in 2023-24. COVID delayed their implementation timeline by one year.

⁵ Senate Bill 621: <https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2019-212.html>

⁶ A separate formative evaluation report will be completed in summer 2023, which will describe how school leaders are using data from the NC Interims 2.0 to support teaching and learning.

5. 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?
 - c. What evidence does NCDPI have to support the federal peer review application for NCPAT?
 - d. Does NCPAT adhere to state legislative requirements?
6. What challenges emerged in the 2022-23 school year?
7. Is the North Carolina Personal Assessment Tool likely to achieve its ultimate purposes?

METHODOLOGY

To address the evaluation questions, an external evaluator reviewed documents listed in Figure 1. The evaluator also met weekly with NCDPI stakeholders to review NCPAT progress and clarify questions that emerged from the document review. Additionally, the evaluator conducted interviews with staff in NCDPI’s Office of Accountability and Testing.⁷ Interviews focused on clarifying test development procedures, updates to reporting tools, and new professional development offerings. Notes from the document review, weekly meetings, and interviews were synthesized and used to address the questions above. NCDPI staff reviewed this report multiple times to vet the accuracy of findings.

Figure 1: Documents Reviewed in the 2023 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 through 2022
- NCDPI presentations on the NCPAT (e.g., Conference presentations, webinar recordings)
- NCPAT design documents (e.g., test specifications, technical documentation)
- NCPAT administration resources and materials (e.g., teacher handbook, proctor guide)
- NCPAT online professional development materials and surveys
- North Carolina testing program documents (e.g., test development reports)
- NCDPI memos and meeting summaries regarding NCPAT.
- NC General Assembly Statute, Ch. 115C - Elementary and Secondary Education⁸
- Email correspondences between NCDPI and the U.S. Department of Education during the 2022-23 school year.

⁷ The Office of Accountability and Testing and “the Office” are used interchangeably throughout this report.

⁸ For more information: <https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C>; and <https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S621v7.pdf>

FINDINGS

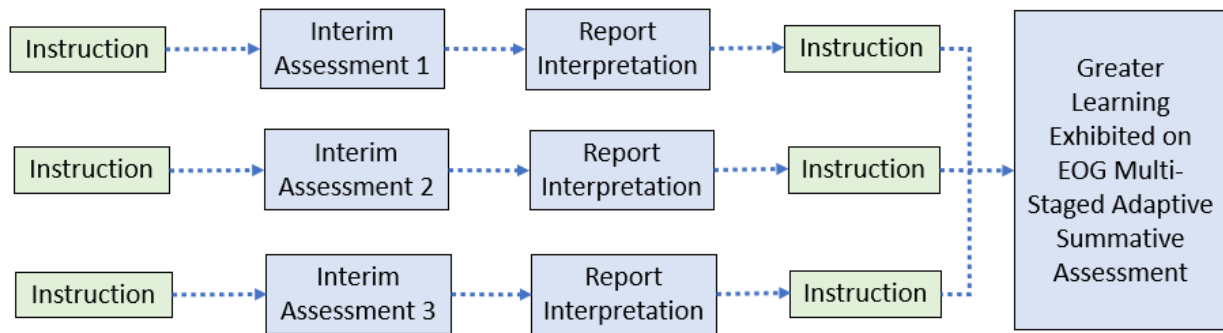
What is North Carolina’s Plan for Implementing the NCPAT, and What Updates Occurred in 2022-23?

The NCPAT program is composed of three key components⁹:

- *Multiple assessments*, including three interim assessment resources (NC Check-Ins 2.0) and a multistage fixed adaptive (MSA) summative test,
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* to improve educators’ assessment literacy and use of reports.

Figure 2 presents an overview of the NCPAT program. The program includes three interim assessments, called the NC Check-Ins 2.0, which are used by teachers to support instruction. Student results on the interims are then used to assign students to an MSA test. Results from the MSA test provide an overall end-of-year summative score that determines a student’s subject area proficiency and contributes to a school’s accountability rating. Although results from the NC Check-Ins 2.0 do not contribute to accountability decisions, they are used to inform a student’s placement on the MSA test and are expected to contribute to a more precise estimate of a student’s performance. Appendix A includes a more detailed theory of action for the NCPAT and its key components.

Figure 2: North Carolina Performance Assessment Tool (NCPAT) Program Overview¹⁰



NCPAT Updates

In the 2022-23 school year, NCDPI expanded pilot participation to include more pilot schools and grade levels. NCDPI also produced new reporting resources, updated existing reports, and released more comprehensive professional development modules. These updates are described in more detail below.

⁹ A more comprehensive description of the NCPAT can be found in the Year 1 Evaluation Report.

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

Expanded NCPAT Pilot Participation. During the 2021-22 school year, NCDPI actively recruited pilot schools through quarterly webinars, presentations to state advisory groups and councils, and messaging to district and charter test coordinators via the Testing News Network (TNN). As a result, pilot school participation grew from 72 schools in Fall 2021 to 189 schools in Fall 2022, an increase of 162.5 percent. In 2022-23, NCDPI continued to expand awareness of the pilot and forthcoming statewide transition to the NCPAT program.

NC Check-Ins 2.0. Beginning in Fall 2022, NCDPI continued supporting the NC Check-Ins 2.0 in grades 4 and 7 in reading and mathematics. Additionally, NCDPI released NC Check-Ins 2.0 in grades 5 and 8 in reading and mathematics. NCDPI will release NC Check-Ins 2.0 across grades 3-8, in both subjects, in fall 2023. *NCDPI's progress in terms of releasing these new assessments complies with the state's revised timeline¹¹ for scaling the new NCPAT program statewide, as shown in Figure 3 below.* NCDPI also embedded new items and item types in the NC Check-Ins 2.0 for 2022-23, including additional technology-enhanced items¹².

Multistage Fixed Adaptive Test. In Spring 2023, NCDPI administered the MSA tests in the pilot schools, in grades 4 and 7, in reading and mathematics. Assuming the pilot is successful, NCDPI will administer the MSA statewide in grades 4, 5, 7, and 8, in reading and mathematics, in spring 2024. Grade 3 and 6 MSA items will be field-tested in spring 2024, and statewide administration of NCPAT across grades 3-8, in both subjects, will occur in spring 2025. NCDPI plans to make a final decision about whether to administer the MSA tests statewide in grades 4, 5, 7, and 8 by October 1, 2023 (after grade 4 and 7 data analysis is complete).

Results from the Spring 2023 pilot and subsequent administrations will allow NCDPI to determine whether a progress indicator can be used with the NC Check-Ins 2.0. The purpose of the progress indicator will be to flag students who may need additional support to demonstrate proficiency on the MSA test; however, developing the indicator requires data from both the NC Check-Ins 2.0 and the MSA tests, so development and validation of the progress indicator cannot begin until after spring 2023 when the first set of MSA tests are administered.

Assessment Administration and Reporting Resources. NCDPI launched a new assessment scoring and reporting platform in pilot schools. They also updated several resources to improve administration and use of the NC Check-Ins 2.0 in 2022-23. Updates are described below.

NC Check-Ins and NC Check-Ins 2.0 Teacher Handbook. NCDPI updated the Teacher Handbook in summer 2022. The updated handbook integrates information for the online and paper administrations of NC Check-Ins and NC Check-Ins 2.0. NCDPI anticipates the integrated handbook will facilitate a seamless transition for schools and teachers who have not yet transitioned to the Check-Ins 2.0. The handbook describes how to administer tests, generate test reports, and access the online NCPAT training program. The handbook also includes optional

¹¹ The state's timeline for transitioning to the new NCPAT program was delayed by one year due to COVID-19 and the subsequent cancelation of standardized testing in spring 2020.

¹² New items and item types for NC Check-Ins 2.0 at grades 3 and 6 will be piloted via the EOG tests in spring 2023.

teacher administration scripts, administration guidance for remote and paper-based administration, and the state’s testing code of ethics.

NCTest Admin Guide: Online Assessment Administration Guidance. This Guide is designed for test coordinators to support administration of all North Carolina online assessments. The 2022-23 guide was updated to support use of the NC Check-Ins and NC Check-Ins 2.0. Updates to the guide include:

- A definition and instructions for a district test coordinator to assign a “report reviewer” role (p. 24). The report reviewer role allows school staff who are not classroom teachers (e.g., principals, instructional coaches) to access NC Check-Ins 2.0 online reports.
- Instructions to access NC Check-Ins 2.0 review forms after a test is submitted (p. 79-90).
- Instructions to access NC Check-In 2.0 reports (p. 91-107).

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. The testing code of ethics was updated in summer 2022, and a copy is included in the new 2022-23 teacher handbook.

Report for Accessing NC Check-Ins and NC Check-Ins 2.0 Reports. This new report was released in Fall 2022. It provides step-by-step instructions and screenshots to guide teachers who want to access any one of the NC Check-In 2.0 reports.

School, Classroom, and Individual Student Reports. NCDPI developed a new school-level report to complement the original set of NC Check-Ins 2.0 reports. The school-level report, to be released in Fall 2023, will provide aggregated results at the grade- and school-levels within each school. Test coordinators must authorize permission for other personnel such as principals or instructional coaches to access the report (called a “report reviewer” designation). Reports currently available to teachers include (1) the class item report, (2) class roster report, and (3) class summary report. Additionally, an individual student report is sent to parents and students. The class item report is the most common NC Check-In 2.0 report used by classroom teachers. Sample class item reports are included in Appendix B; samples of the individual student reports are available on the NCDPI website.¹³

Forthcoming Reports: NCDPI is currently developing a new report linked to the MSA test. Like the NC Check-Ins 2.0, the MSA test reports will be generated using NCDPI’s new online reporting system. Reports will provide the same information as the prior EOG reports but will have a new design that improves the interpretation and use of results. NCDPI allowed pilot

¹³ Student reports for the new multistage fixed adaptive summative test match the current end-of-grade tests. These reports provide an overall scale score and achievement level, a lexile/quantile score, and a percentile score.

schools to preview the report in spring 2023 and will make report revisions, based on pilot schools' feedback, in fall 2023.

For the NC Check-Ins 2.0, NCDPI is exploring the possibility of a district-level report; however, they are treading cautiously to ensure that the district report does not inadvertently corrupt the intended classroom-level uses of the Check-Ins 2.0.

NCPAT Professional Development. NCPAT professional development includes regional training for district and school test coordinators and online professional development for school-based staff. Each component is briefly described along with specific updates in 2022-23.

Regional training and support is designed to communicate information about the NCPAT program in pilot schools. NCDPI's 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). In 2022-23, RACs continued to provide training and ongoing support on the NCPAT to PSU test coordinators in IADA pilot schools. *NCDPI did not make any significant changes to RAC responsibilities or to the structure and process of the training RACs provided to schools in 2022-23.*

Online professional development. Two online professional development programs are available to schools. The first, called *Understanding Reports*, was released to pilot schools in Spring 2022 and takes approximately 30-minutes to review. This program introduces educators to the NC Check-Ins 2.0 and describes how the assessments and reports can be used to support classroom instruction and learning.

A second and more comprehensive program was released in Fall 2022 and is called *Diving Deeper into Formative Assessments*. The *Diving Deeper* program includes approximately 10 hours of content and is designed to (1) improve educators' data literacy, (2) understand and explore research-based best practices in data-driven decision making, (3) empower educators to create a positive data-driven culture, and (4) facilitate a professional learning network among peers who are implementing common assessments. Participants who complete the course receive a certificate of participation. Local districts may also award teachers who complete the course with continuing education units (CEUs).

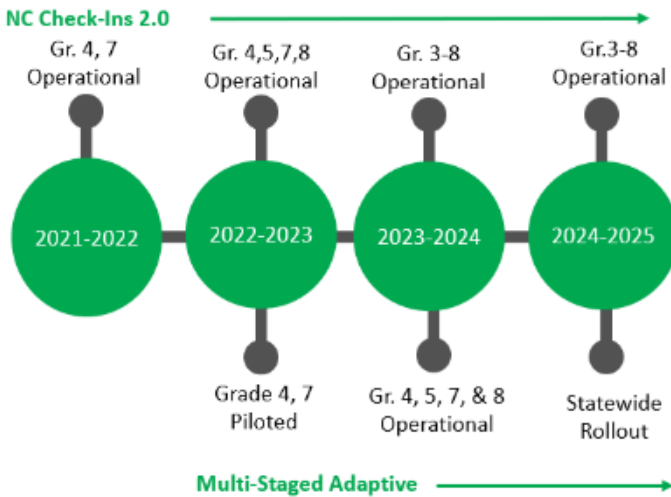
Is NCDPI on Track to Implementing the Plan in This Current Fiscal Year?

Due to COVID-19, North Carolina waived student testing requirements in March 2020 (APR, p. 3) and delayed the NCPAT development process by one year. Figure 3 shows the updated timeline as of the 2021-22 school year. No changes were made to this timeline in the 2022-23 school year. The administration schedule below pertains to reading and mathematics:

- 2021–22 school year: Release NC Check-Ins 2.0 for statewide use in grades 4 and 7.

- 2022–23 school year: Release NC Check-Ins 2.0 in grades 4, 5, 7, and 8 statewide. Administer the MSA tests statewide in grades 4 and 7.
- 2023–24 school year: Release NC Check-Ins 2.0 for statewide use in grades 3–8. Administer the MSA tests statewide in grades 4, 5, 7, and 8.
- 2024-2025 school year: Administer the NCPAT statewide in grades 3-8.

Figure 3: NCPAT Implementation Timeline¹⁴



How is NCDPI communicating about the states’ transition from EOG tests to the NCPAT?

The Office of Accountability and Testing recognized that 2022-23 was a critical time to prepare PSUs and schools for the state’s transition to the NCPAT in less than two years (Fall 2024). In 2022, NCDPI developed a communication plan with two primary goals: (1) spreading awareness about the NCPAT to achieve implementation fidelity at scale, and (2) gathering feedback from end users (e.g., school leaders, teachers, and students) to improve the quality and intended uses of NCPAT assessments and resources. Table 1 summarizes the communication strategies implemented during the 2022-23 school year. Following is a brief description of each strategy.

¹⁴ The timeline assumes that MSA test results collected in the pilot schools in spring 2023 meet validity criteria.

Table 1: Dissemination and Feedback Methods for Key Stakeholder Groups

Method	Frequency	State Board Members	Regional Area Service Agencies	PSU Leaders	All Schools	Pilot Schools	Parents & Community Groups
Advisories and Councils							
State Board Meetings	Annually and on request	X			X		
Control Configuration Board	Monthly		X	X			
Testing and Growth Advisory Panel	Biannually and on request			X	X	X	
Superintendent Catherine Truitt's Parent Advisory Commission	Annually						X
Council on Educational Services for Exceptional Children	Annually						X
Web-Based Communication							
Website (e.g., FAQs, Handbooks)	Ongoing			X	X	X	X
Testing News Network (TNN)	As needed			X			
NCPAT Online PD Modules	Updated annually			X	X	X	
Social Media	Upcoming				X	X	X
In-Person or Virtual Communication							
Statewide Webinars	Quarterly			X	X	X	
NCDPI Office Hours	Biannually and on request			X	X	X	
Regional Training Seminars (RESA)	Annually and on request		X	X			
State Conferences (e.g., IMPACT, AIM, NCCTM)	Annually			X	X	X	
Local District Presentations	As needed			X	X		

Advisories and Councils

NCDPI regularly disseminates updates and gathers feedback on NCPAT assessments and resources via statewide advisories and councils. The primary stakeholders represented in these councils include state, district, and school-level educators and policymakers, and information shared through these councils is often available to the general public.

State Board Meetings are held monthly, and state board members invite NCDPI to update board members and the public on the NCPAT at least annually. NCDPI presented the NCPAT program and the state’s transition plan to the state board of education in October 2022. The recorded presentation is available to schools and the public and can be accessed on the NCDPI website under “State Board of Education” – “Meeting Information.”¹⁵

The Accountability Control Configuration Board (CCB) is an advisory group that meets monthly to advise on the state’s assessment and accountability system. The CCB is comprised of accountability and testing district-level and charter school leaders. Each educational region in North Carolina has a designated representative to the CCB. NCDPI staff facilitate the monthly advisory meetings. They provide updates and gather feedback from board members on the NCPAT as updates occur or upon request by board members.

The Testing and Growth Advisory Panel serves as a steering committee for the NCPAT pilot. The advisory panel includes district superintendents, test coordinators, district chief academic officers, and teachers. The NCDPI’s Office of Accountability and Testing convenes the advisory biannually to review relevant developments and solicit feedback and planning advice.

Superintendent Truitt’s Parent Advisory Commission includes 48 parents or guardians (six from each of the state’s eight regions) who share their aspirations for public education in North Carolina, provide feedback on policy and pertinent matters affecting K-12 education, and share recommendations and insights with North Carolina’s state Superintendent and her designees. The eight regional subgroups hold monthly virtual meetings, and the full committee convenes both in-person and virtually each quarter. The Office of Accountability and Testing’s Senior Director presented an overview of the state’s assessment and accountability plans to the Parent Advisory Group in September, 2022.

The Council on Educational Services for Exceptional Children is a 25-member group appointed by the Governor, President Pro Tem of the Senate, Speaker of the House and the State Board of Education. The Council advises the State Board of Education with respect to the unmet

¹⁵ Meeting recordings are available on the NCDPI website: <https://www.dpi.nc.gov/about-dpi/state-board-education/meeting-information>

needs of children with special needs and in the development and implementation of policies related to the coordination of services for students with disabilities. The Council also advises the State Board of Education with respect to developing evaluations, reporting on data, and developing corrective action plans to address findings in federal monitoring reports. The Office of Accountability and Testing's Senior Director presented NCPAT to the Council in Fall 2023.

Web-Based Communication

NCDPI uses web-based communication methods primarily for the purpose of disseminating information about the NCPAT with PSUs, schools, and parents. Communication delivered through NCDPI's website and the Testing News Network (TNN) for district stakeholders are updated regularly or as pertinent information becomes available. Professional development modules are updated annually. NCDPI is currently exploring a plan to increase their use of social media (e.g., Twitter, Facebook) to communicate about the NCPAT.

An NCPAT Webpage¹⁶ includes an overview of the NCPAT and a timeline for rolling out the NCPAT program statewide. Additionally, educators can access learning resources on the NCPAT such as:

- NC Check-Ins 2.0 test specification documents;
- NCPAT development timeline;
- Samples of NC Check-Ins 2.0 student reports;
- Samples and resources to access the NC Check-Ins and Check-Ins 2.0 school and teacher reports; and
- Additional resources to support NCPAT adoption such as FAQs, school talking points, and public announcements.

The Testing News Network (TNN) is a secure site managed by NCDPI for district and school test coordinators. The TNN provides access to testing news, updates, bulletins, memos, administrative guides, test materials ordering, shipping calendars, and test materials handling information. Updates on NCPAT and the NCPAT pilot are sent through the TNN as they become available.

NCPAT Online Professional Development Modules. NCDPI partnered with the Friday Institute to develop online training for the NCPAT. As stated above, NCDPI released a shorter module, which is designed to support teachers' interpretation and use of the NC Check-Ins 2.0 class item reports. In Fall 2022, NCDPI released a comprehensive series of modules supporting assessment literacy and formative assessment. NCDPI and the Friday Institute annually review surveys results – completed by teachers and school administrators at the conclusion of these training modules - to update and improve the modules.

¹⁶ The NCPAT webpage can be accessed at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool>

Social Media sites such as Twitter, Facebook, YouTube, and LinkedIn are important outreach and communication tools for NCDPI. NCDPI recognizes the importance of using social media to spread information about the NCPAT to students, parents, and local communities. The Office of Accountability and Testing is currently developing regulations and plans for determining when and how information – including updates on the NCPAT – can be effectively disseminated via social media.

In-Person or Virtual Communication

NCDPI primarily relied on in-person and virtual meetings and conferences to expand outreach to public school units (PSU) in 2022-23. The Office of Accountability and Testing holds quarterly NCPAT webinars and makes themselves available during pre-scheduled “office hours” events. Additionally, the Senior Director of Accountability and Testing reserved time to present on the NCPAT at several state conferences and local PSU-sponsored events

Statewide Webinars are held quarterly, and all public schools across North Carolina are invited. NCDPI sends webinar invitations to PSU leaders who, in turn, share the invitation with relevant staff. Generally, between 200-300 local agency staff join these webinars to hear about the latest updates on NCPAT. NCDPI regularly addresses questions and solicits feedback on the NCPAT during these sessions.

NCDPI Office Hours were started in 2022 to address local PSU and school educators’ questions about the NCPAT pilot and the state’s plans for transitioning to the NCPAT program. The NCDPI Office of Accountability and Testing provided two office hour sessions for schools and NCPAT pilot participants in September 2022. Staff from the Office of Accountability and Testing also scheduled office hours with local agencies upon request.

Regional Training. Regional Educational Service Agencies (RESA) in North Carolina operate as independent organizations. The RESA’s structure supports communication between districts and state agencies, professional organizations, elected officials, and education leaders. RESAs also provide direct staff development and technical assistance to PSUs and schools in one of eight designated regions across North Carolina. During 2022-23, at least two RESAs (Northeast and Sandhills) asked NCDPI to present on the NCPAT and NCPAT pilot at a regional training event. NCDPI has communicated their willingness and enthusiasm to support NCPAT dissemination and feedback through RESA events, and they expect RESAs will increasingly reach out as the deadline for statewide transition to the NCPAT in Fall 2024 gets closer.

State Conferences. NCDPI presented on the NCPAT at several state conferences in Fall 2022, including (1) the Accelerate-Invigorate-Motivate (AIM) Conference, (2) Cognia’s IMPACT Conference for North Carolina/South Carolina, (3) The National Center for the Advancement of Teaching (NCCAT) Curriculum Leaders Meeting, (4) The State Test Coordinator’s Conference, and (5) the North Carolina Council for the Teachers of Mathematics (NCCTM) Conference.

Local District Presentation. The Senior Director in NCDPI's Office of Accountability and Testing shared information and addressed questions about the NCPAT pilot and NCPAT program at a meeting with school leaders in Lee County. The Office of Accountability and Testing regularly offers to present at local PSU meetings during other scheduled events such as those described above.

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

NCDPI does not anticipate future adjustments to its IADA plan. The Year 1 evaluation report provides a detailed discussion of political, technical, and practical issues that influenced revisions to NCPAT's original through-course assessment design. The updated (and current) NCPAT program incorporates feedback from a diverse array of stakeholder groups and, ultimately, reconciles a key tension between two competing purposes: (1) instructional utility and (2) federal accountability. The NCPAT addressed concerns by creating assessments that would independently address each purpose. First, the NC Check-Ins 2.0 were designed for the distinct purpose of informing classroom instruction. Second, the MSA test was designed for accountability. Information from NC Check-Ins 2.0 results are used to inform a student's initial starting point on the MSA test, but only the MSA test is used to calculate a student's final score and determine proficiency. This design is expected to maintain the integrity of the NC Check-Ins 2.0 for instructional uses while increasing the precision of a student's summative test score for accountability.

NCDPI does not anticipate changing the multiple assessment component of the NCPAT program design. The pilot is well underway. NC Check-Ins 2.0 are expected to be released statewide across grades 3-8 in 2023-2024. Additionally, the MSA tests will be piloted in spring 2023 in grade 4 and 7, keeping North Carolina on track to rollout the NCPAT statewide in Fall 2024 (see Figure 3 above).

NCDPI does plan to continue improving components of the NCPAT Program. Specific improvements include adding new items and item-types (e.g., more technology enhanced items), improving administration and reporting resources, and enhancing professional development. NCDPI made several updates to NCPAT resources and professional development, which we described above (question #1). NCDPI has relied on pilot school surveys, interviews, and observations to inform updates to resources and professional development since NCPAT's inception.

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 2 compares demographic characteristics of 2022-23 pilot schools to K-12 public schools in North Carolina by grade level. Pilot school demographic characteristics in the piloted grades are within 5 percentage points of the population characteristics across most ESSA categories and subgroups. Exceptions, which are highlighted in Table 1, include (1) economically

disadvantaged students, which are over-represented between 9% (grade 7) and 11.5% (grade 4) in the pilot schools; and (2) White students, which are over-represented by 5.8% at grade 5 in the pilot schools.¹⁷

Table 2: IADA Pilot School vs. Statewide School Demographics, 2022-23

Grade	Gr4 Pilot	Gr4 State	Gr5 Pilot	Gr5 State	Gr7 Pilot	Gr7 State	Gr8 Pilot	Gr8 State	Totals
Student Number	8720	116,587	8385	117,326	9042	124,783	9648	127,240	35795
Female	48.7%	48.8%	48.7%	48.7%	49.0%	48.5%	49.1%	48.7%	48.9%
Male	51.3%	51.2%	51.3%	51.3%	51.0%	51.5%	50.9%	51.3%	51.1%
Black	24.0%	24.9%	22.9%	24.9%	23.9%	25.8%	25.1%	25.6%	24.0%
Hispanic	18.3%	20.3%	19.2%	20.2%	18.8%	20.7%	19.3%	20.5%	18.9%
White	48.6%	43.7%	49.6%	43.8%	48.2%	43.4%	46.8%	44.1%	48.2%
Other	9.2%	11.1%	8.3%	11.1%	9.0%	10.1%	8.8%	9.8%	8.8%
Students with Disabilities	15.3%	13.4%	14.8%	13.3%	14.3%	12.80%	14.1%	12.4%	14.6%
Economically Disadvantaged	52.1%	40.6%	49.1%	39.8%	48.2%	39.2%	47.7%	37.7%	49.2%
English Learners	8.3%	10.9%	9.4%	9.6%	6.4%	7.6%	6.1%	7.8%	7.5%

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

To date, NCDPI has met federal IADA requirements. NCDPI has submitted annual performance reports to the U.S. Department of Education annually since fall 2020 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 students¹⁸” (APR, p. 32) and show that test results from the new test are comparable to the old test. That is, scores of students and subgroups in the pilot schools, on average, must resemble the scores that these same students would have received had they taken the traditional EOG test. The NC Check-Ins 2.0 will not contribute to annual meaningful differentiation of schools or summative determinations under ESSA; only the MSA tests will be used to meet federal accountability requirements. Initial

¹⁷ Data was provided by NCDPI.

¹⁸ Required subgroups for IADA include economically disadvantaged, ESSA race/ethnic groups, students with disabilities, and English Learners.

results to inform comparability between the EOG and MSA tests will be reported after the spring 2023 pilot administration in grade 4 and 7.

c. What Evidence Does NCDPI Have to Support the Federal Peer Review Application for NCPAT?

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)
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).

On March 29, 2023, NCDPI updated the U.S. Department of Education (“the Department”) on their plan to administer the NCPAT at grade 4, 5, 7 and 8 in 2023-24, followed by a full statewide rollout in grades 3-8 in 2024-25. The Department suggested that NCDPI submit initial evidence for peer review using data from the grade 4 and 7 administration to “clear a few critical elements and gather feedback for peer review of the full assessment administration (U.S. Department of Education email, March 29, 2023).”

d. Does NCPAT Adhere to State Legislative Requirements?

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 design process involved a diverse group of stakeholders across North Carolina. As described above, the final NCPAT design includes three interim assessments (NC Check-Ins 2.0) to inform instruction throughout the year and an MSA test for accountability at the end of the year. Furthermore, school administration of the assessments is optional and not included in a student’s final end-of-year summative score. 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 Check-Ins 2.0 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.

The MSA tests are not expected to reduce overall testing time for students as compared to the previous EOG tests. Moreover, assuming schools replace their off-the-shelf interim assessment with the NC Check-Ins 2.0, the overall testing time associated with interim and summative testing will remain consistent.¹⁹ However, the MSA tests are expected to produce more precise results and a more tailored test experience. And based on initial feedback from pilot school educators, NC Check-Ins 2.0 results are providing essential information to inform classroom instruction and student learning (Brandt, forthcoming).

In summary, although the current assessment does not adhere to the original state legislative “through-course” requirement, the NCPAT design reflects numerous stakeholder voices, prioritizes instructional utility, and addresses other legislative requirements that would have been violated with a traditional through-course design (e.g., NCSCOS). The Year 1 evaluation report includes a comprehensive discussion of the design process and issues that led to the final NCPAT design.

What Challenges Emerged in the 2022-23 School Year?

Staff in NCDPI’s Office of Accountability and Testing unanimously agreed that schools generally – and especially the pilot schools – are prepared to transition to the NCPAT in 2024-25. The growth in pilot school participation this year, combined with evidence collected through various communication channels,²⁰ suggests a similar narrative. Despite significant progress, lingering questions and challenges are inevitable with such a large-scale transition. Office leaders identified several challenges that should be addressed to ensure fidelity of NCPAT implementation at scale. Key challenges are described below, and considerations to address them are included in the recommendations section below. Notably, these challenges may point to long-term capacity issues that require additional resources (e.g., new contracted work, additional staff).

¹⁹ 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.

²⁰ Examples of communication and feedback channels include statewide webinars, pilot school surveys, pilot school site visits, and methods listed in Table 2 of this report.

Producing Technically Sound Multistage Fixed Adaptive Assessments by Fall 2024

The Office has made tremendous strides in developing NCPAT assessments. Despite setbacks related to COVID, they remain on track to launching NC Check-Ins 2.0 assessments across grades 3-8 in mathematics and reading in fall 2023; within three years of initial IADA authorization (2019). This was no small feat. In summer/fall 2023, the Office plans to establish the validity of grade 4 and 7 MSA tests. Assuming the data fit the model, the Office expects to meet their goal of launching NCPAT statewide in the 2024-25 school year. Although viable, establishing the validity of the MSA tests across grades 3-8 in reading and mathematics is a considerable challenge requiring numerous activities and outcomes to play out according to plan. And as described below, a final plan for achieving a successful launch in 2024-25 is still under development.

Updating the Test Development Timeline

Development of the MSA tests in grades 4 and 7 took longer than anticipated in 2022-23. The delay constrained test review, quality assurance (QA), and reporting processes. Although test development staff ultimately accelerated their review timeline to get back on track, the delay highlighted the need to revisit the test development timeline. Starting in Fall 2023, the Office of Accountability and Testing will be responsible for developing several new assessments. Moreover, many of these new assessments must be finalized and ready for administration sooner in the calendar year, and development of these new assessments has either already begun or will begin in summer/fall 2023.

- NC Check-Ins 2.0 assessments must be finalized shortly after the start of each school year (mid-September) to maintain flexible administration schedules across the three test forms (forms A, B, and C) in mathematics and reading.
- MSA tests must be developed to replace the traditional EOG tests in grades 3-8, in mathematics and reading.
- Additional forms must be developed for the new MSA tests across grades 3-8, in mathematics and reading, to address potential security breaches. And because MSA tests include three unique forms at each grade level, doing so will require developing at least *three additional forms at each grade level* vs. one additional form for the traditional EOG tests.
- To align with anticipated newly adopted content standards in science, North Carolina must develop new science assessments for administration in the 2024-25 school year. These include NC Check-Ins 2.0 and EOG assessments for grades 5, 8 and high school Biology.
- North Carolina will also need to develop new MSA tests for high school in English Language Arts, mathematics, and science in future years (Senate Bill 621, section 2(b), p.2).

A definitive test development plan and timeline is imminent to maintain robust test development, quality assurance, and reporting practices, and ultimately, to produce high-quality tests and reports.

With so many new development requirements (e.g., more items, forms, and reporting procedures), the Office of Accountability and Testing plans to assess their internal capacity to carry out to sustain a new system of assessment. Additionally, Office leadership recognizes long-term challenges associated with the standards adoption process, which will likely require additional test items, test forms, and reporting procedures.

Improving the Accessibility of Technology Enhanced Items for Paper-Based Testing

The NC Check-Ins 2.0 are computer-based; however, a paper-based assessment option is available to any student with a paper-based assessment accommodation. The paper-based option comes with a kit that provides either (1) repositionable notes or (2) Velcro-type labels for students to answer items that are technologically enhanced on the computer-based version. In 2022-23, an external evaluation reported two salient challenges with these assessments (Winn, Davis, and Meral, 2022). First, teachers and students who engaged with the paper-based tests reported minor problems with select test items and manipulatives (e.g., students struggled with the Velcro-type labels). These problems likely affected students' ability to demonstrate the full extent of their knowledge and skill via the item and, in turn, affected comparability across test formats. Second, staff within NCDPI found that assembling the kits for these tests is tedious and time-consuming. They discussed options for increasing the efficiency of kit assembly and distribution.

Diversifying Communication Strategies

As described above (e.g., Table 2), the Office of Accountability and Testing implemented numerous strategies to promote the use of NC Check-Ins 2.0 and prepare schools for a transition to the NCPAT in 2024-25. To date, the Office has been both careful and trepidatious about using social media outlets to promote the NCPAT. Social media outlets such as Twitter, LinkedIn, and Facebook promise unprecedented exposure to end-users; especially teachers, parents, and students who may not always have access to information about NCPAT. Increased exposure also introduces risks such as the swift spread of inaccuracies about NCPAT, which are challenging to manage and control. With careful consideration of the opportunities and risks, NCDPI will continue examining strategies to expand communication of NCPAT via various social media outlets.

Office leaders spent the past year educating themselves on how to mitigate potential risks. In 2022-23, the Office began consulting with NCDPI's internal communication team and external organizations experienced in using social media use (e.g., the Friday Institute). With only one year left before the NCPAT's statewide launch, the Office recognizes the need to increase

exposure via social media and is actively planning a thoughtful and comprehensive strategy for doing so.

Managing Online Teacher Training

In fall 2022, NCDPI successfully launched the online *Diving Deeper into Formative Assessments* training for teachers. This more comprehensive training complements the brief *Understanding Reports* training designed for new NCPAT users. Moving forward, NCDPI renewed their contract with the Friday Institute to continue implementing and updating these courses. Eventually, NCDPI plans to assume the role of managing course delivery and feedback and updating course materials internally. To date, a viable long-term plan for doing this has not been established.

Training PSUs on a New NCPAT Scoring and Reporting Platform

NCPAT is supported by a new scoring and reporting platform. Pilot schools use this new platform to validate scores and generate reports for the NC Check-Ins 2.0 and MSA tests. The Office of Accountability and Testing devoted substantial time in 2022-23 to supporting pilot schools' transition to this new platform. Examples of support include:

- Updated handbooks and manuals that included instructions for engaging with the new platform.
- New resources such as an FAQ to support interim and MSA report generation.
- Office hours and webinars, held throughout the school year, in which staff from the Office of Accountability and Testing described and demonstrated the platform's features and functions.
- A streamlined reporting system that includes the same information in fewer reports.

Pilot schools rarely reported administration and reporting challenges this year. However, Office staff acknowledge that rolling out the platform statewide in 2023-24 will require additional resources and support.

Is the NCPAT Likely to Meet its Ultimate Purposes?

According to NCDPI, the three main purposes of NCPAT are as follows:²¹

- 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

²¹ See <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool>

- Serve as a reliable indicator to determine the appropriate staged adaptive summative assessment that will provide an academic achievement level for students and for the statewide accountability model.

The NC Check-Ins 2.0 fully addresses the first purpose described above. After students take the NC Check-In 2.0, results are processed overnight and made 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 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.

Additionally, a high proportion of pilot participants reported positive perceptions about the NC Check-Ins 2.0. For example, 91.4 percent of pilot district test coordinators (N=32) and 82.6 percent of pilot school teachers (N=570) reported that, overall and compared to other benchmark/interim assessments, the NC Check-Ins 2.0 are a useful tool for informing their instruction.

The second and third purposes of NCPAT cannot be determined until the MSA tests are piloted. As indicated above (Q4), NCDPI expects to pilot the MSA tests in grades 4 and 7 in spring 2023. Following the spring 2023 administration, NCDPI will examine results from the pilot to examine the extent to which the NC Check-Ins 2.0 provide a reliable indicator of progress and whether the MSA tests produce a more precise estimate of students' ability in these subjects/grades via placement. Assuming results are positive, NCDPI's timeline for statewide rollout in 2024-25 should remain intact.

Summary and Recommendations

Evaluation evidence collected through spring 2023 suggests that NCDPI is on track to achieve successful rollout of the NCPAT assessment program in 2024-25. During 2022-23, 190 schools participated in the NCPAT pilot, marking a 164% increase in pilot schools from the prior year. Moreover, growing awareness about the state's transition to NCPAT, combined with overwhelmingly positive perceptions among pilot school participants, suggests continued growth in pilot participation during 2023-24. NCDPI made several improvements to the NCPAT program, including new test administration and reporting resources, updated reporting tools, and a new series of professional development modules to support assessment literacy and formative assessment. NCDPI also implemented a comprehensive communication plan, employing in-person and virtual strategies, to (1) spread awareness about North Carolina's transition to the new NCPAT and (2) gather feedback to improve the quality and intended uses of NCPAT assessments and resources. NCDPI remains in compliance with federal IADA requirements, and their IADA is in good standing. Although the NCPAT design does not address the state's

original “through-course” design requirements, the ultimate design addresses key priorities of educators and aligns with requirements in the North Carolina Standards Course of Study (NCSCOS). Pending a successful pilot of the MSA tests in spring 2023, North Carolina remains on track to roll out the NCPAT program statewide in 2024-25.

Below, we offer several considerations as NCDPI continues developing and scaling the NCPAT program. We intend that these considerations will serve as a point of reference for further discussion and influence an effective transition to a new statewide assessment program.

Recommendations

Establish a Long-Term Plan and Timeline to Address New NCPAT Deliverables. The NCPAT requires significantly more development and increased quality assurance demands compared to EOG testing. For example, NCPAT requires more technologically advanced items, a larger item bank, and several more forms across grades 3-8 in reading, mathematics, and eventually for science and high school assessments.²² An updated test development plan is imminently needed to ensure that the Office of Accountability and Testing has sufficient capacity to absorb increased test development requirements and a more complex assessment regime.

The Office of Accountability and Testing relies on a bridge team to establish a project management plan and monitor assessment deliverable timelines across sections throughout the year. The bridge team includes NCDPI section representatives and external test developers from Technical Outreach for Public Schools (TOPS) at NC State.

In developing a new project management plan, the Office of Accountability and Testing should assess their current capacity and, if necessary, explore non-traditional solutions for addressing the increased workload. Given the substantially increased demands associated with NCPAT, solutions may require additional resources to support item development and carry out quality review tasks (e.g., resources to hire permanent and/or seasonal staff).

Expand the Existing Continuous Improvement Process. The Office of Accountability and Testing has found a successful process of communicating with schools, gathering feedback from diverse stakeholders, and applying feedback to improving NCPAT resources. The Office plans to continue this process in 2023-24. Such a process promotes the ongoing improvement of NCPAT and maximizes the relevance and utility of NCPAT assessments and resources over time. As they continue scaling NCPAT, the Office may also consider how to expand the breadth and depth of information provided/collected for improvement purposes.

Continue Focusing on the Technical Quality of NCPAT Assessments. The Office of Accountability and Testing relies on a technical advisory committee (TAC) and long-standing

²² Though outside the scope of the IADA, state law requires that NCPAT incorporate new science and high school assessments [Senate Bill 621, section 2(b)].

partnerships with NC TOPS and UNC Greensboro to advise on the technical aspects of their assessment system. External review and advice will become critically important in the coming months, as the Office reviews statewide MSA test results in grades 4 and 7 and considers scaling the MSA tests to grades 4-5 and 7-8 in spring 2024. The Office should continue leveraging the expertise of the TAC and their external partners to advise on (1) whether to expand testing to more grades in spring 2024 and (2) preparing evidence to pass federal peer review of the MSA tests.

Develop a Sustainable Process for Updating and Disseminating Paper-Based Test

Materials. The Office of Accountability and Testing successfully deployed paper-based tests and associated kits with test materials to pilot schools. The kits were created and disseminated by a small group of NCDPI staff. Although this process worked well for pilot schools, it may not be viable after NCPAT is implemented statewide. In 2023-24, NCDPI plans to assess the demand for paper-based testing statewide and review its dissemination process against demand. With this information, NCDPI can develop an updated test distribution and support plan. The updated plan should address the preparation and distribution of paper-based tests and kits, as well as technical support to schools that administer paper-based tests.

Increase Coordination Within NCDPI to Support Statewide Implementation of NCPAT.

The Office of Accountability and Testing is the primary Office supporting NCPAT implementation. Initially, schools adopting NCPAT will require support with the technical aspects of scheduling testing windows, administering NC Check-Ins and MSA tests, and accessing/sharing reports. As the developers of NCPAT, the Office of Accountability and Testing is best positioned to support initial implementation. Eventually, schools should begin to emphasize the integration of NCPAT resources for instructional and continuous improvement purposes. This transition will require strong coordination within the Division of Standards, Accountability and Research (SAR) and between the SAR Division and the Division of District and School Support and Transformation. Specifically, stronger coordination should prioritize the integration of NCPAT assessment resources and professional development into virtual and in-person professional development offerings that NCDPI staff provides to districts and schools. An example of cross-office coordination within the SAR Division includes close collaboration with content specialists in the Office of Academic Standards to regularly update the NCPAT online teacher training programs. An example of cross-divisional coordination includes integrating professional development on the implementation and use of NCPAT resources into existing professional development offerings for CSI, ATSI, and TSI schools. Additionally, the Office of Accountability and Testing will likely need to collaborate with Offices in the Division of Learning & Technology Services to manage the NCPAT online professional development platform and resources.

Expand the Use of Social-Media Tools to Promote NCPAT. As described above, NCDPI is cautiously moving toward applying alternative social media tools in its NCPAT communication plan. The Office of Accountability and Testing should continue to collaborate with partners such

as the Friday Institute and staff within NCDPI's Office of Communications. Collectively, this group can develop and implement a short-term plan for supporting NCPAT statewide rollout. Additionally, they can develop a long-term plan for diffusing information about the NCPAT program to educators, parents, and policymakers and promoting its relevance and utility in schools.

Revisit the 90-Second Elevator Speech About NCPAT. In 2022-23, the Office of Accountability and Testing planned to develop a 90-second elevator speech about the NCPAT. The purpose of the speech was for the Office's leadership to promote a consistent message to local education stakeholders. Although the elevator speech was never developed or shared across the Office, Office staff should consider integrating the idea into their communication plans for 2024-25. A brief message that highlights key features and uses of NCPAT, when consistently communicated, would strengthen local buy-in and, ultimately, improve schools' fidelity of implementation.

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

<p align="center">Goal <i>What is the overarching goal(s) of the system?</i></p>	<p align="center">Outcomes <i>What specific outcomes represent goal attainment?</i></p>	<p align="center">Elements/ Components <i>What approaches, initiatives and components need to be in place to support the attainment of outcomes?</i></p>	<p align="center">Mechanisms <i>What is the mechanism by which each element of the system will support the attainment of desired outcomes?</i></p>	<p align="center">Assumptions <i>What assumptions underlie the system working as intended?</i></p>	<p align="center">Evidence <i>What evidence will demonstrate that the system is working as intended?</i></p>	<p align="center">Consequences <i>What are the potential intended/unintended consequences?</i></p>
<p>Intentional through-grade use of assessment data to support teaching and increase student achievement</p>	<p>A balanced assessment system consisting of formative, interim, and summative measures</p> <p>Increased achievement (short term/long term)</p> <p>Reduced achievement gaps</p>	<p>Through-grade assessments (interims)</p> <p>Staged-adaptive summative</p> <p>Assessment of higher order thinking skills</p> <p>Professional development in assessment literacy with a common language of</p>	<p>Variety of item types (e.g., TEI, performance tasks)</p> <p>Online reporting</p> <p>Professional development via training modules that can be accessed at any time:</p> <ul style="list-style-type: none"> ○ Regional coaching ○ Online PD modules on assessment and data literacy 	<p>Data will be reviewed and used by educators.</p> <p>The system will provide valid and reliable data.</p> <p>The test is aligned to content standards.</p> <p>Teachers will integrate their increased</p>	<p>Increased student achievement and growth</p> <ul style="list-style-type: none"> ○ Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) 	<p>Intended: Students have more timely feedback on their performance so that they can improve.</p> <p>Teachers have actionable information so that they can use it to change instruction for students.</p> <p>Unintended: Interims become high stakes.</p> <p>Increased stress around testing</p>

	Increased assessment and data literacy	formative assessment Immediate teacher feedback Student reports	<ul style="list-style-type: none"> ○ Online PD modules on the assessment system ○ Training on misconceptions 	understanding of assessment and data into their day-to-day practices.	<ul style="list-style-type: none"> ○ Reduction of low-performing schools, districts, and charter schools (link to SBOE) 	Testing perceived as increased testing (interims) Impact on local pacing guides
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- 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 CHECK-IN 2.0 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)
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Class Mean: 17.2/25	Class Percent Correct: 68.8%	School Mean: 17.2/25	School Percent Correct: 68.6%
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ITEM NUMBER	Geometry		Measurement and Data		Number and Operations in Base 10														Operations & Algebraic Thinking							
	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.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	1	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	80.0	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	80.0	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 ¹	A	B	C	D	A	B	34589	97541	C	D	A	B	C	D	A	B	25	TE ²	

STUDENT NAME	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
STUDENT A 10000000042	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
STUDENT B 10000000055	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
STUDENT C 10000000072	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
STUDENT D 10000000081	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
STUDENT E 10000000098	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)
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Class Mean: 17.024	Class Percent Correct: 70.8%	School Mean: 17.024	School Percent Correct: 70.8%
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ITEM NUMBER	Language				Reading for Information												Reading for Literature								
	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.6	4.RI.6	4.RI.6	4.RI.1	4.RI.1	4.RI.1	4.RI.2	4.RI.3	4.RI.4	4.RI.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.6: 66.7			4.RI.1: 80.0			4.RI.2: 80.0	4.RI.3: 80.0	4.RI.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	80.0	80.0	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	80.0	80.0	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 (878910)
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Class Mean: 19.4/25	Class Percent Correct: 77.6%	School Mean: 19.4/25	School Percent Correct: 77.6%
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	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	7.G.1:					7.NS.3:					7.RP.1:					7.RP.2:					7.RP.3:				
PERCENT CORRECT																									
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																									
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
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
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
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
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%			

ITEM NUMBER	Language				Reading for Information								Reading for Literature											
	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
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		2	22	13	24	7	21	1	18	3	20	5	8	6	19	4	23	10	16	9	14	15	11	12	17
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.