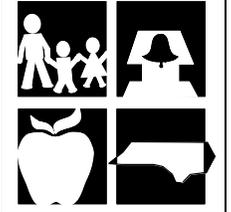


# Assessment Brief



Public Schools of North Carolina • State Board of Education • North Carolina Department of Public Instruction • June St. Clair Atkinson Ed.D., State Superintendent

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## NC Check-Ins

### Grade 5 Mathematics

### Grade 6 English Language Arts/Reading

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*This brief is available on the North Carolina Department of Public Instruction (NCDPI) Accountability web site, [www.ncpublicschools.org/accountability/testing](http://www.ncpublicschools.org/accountability/testing).*

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#### **State Board Extends the Proof of Concept Study into 2016–17**

The Proof of Concept Study conducted in 2015–16 consisted of three interim assessments administered throughout the school year and a stand-alone summative assessment administered at the end of the year. Teachers used the results from the interim assessments to inform their instruction and provide immediate assistance to students in areas where they were struggling.

The interim assessments were given to a sample of fifth-grade mathematics students and a sample of sixth-grade English language arts (ELA)/reading students. A paper/pencil format was used, and assessments did not exceed 90 minutes in duration (except for students with documented special needs that required accommodations). The interim assessment scores were not included in accountability and teacher-effectiveness calculations. At the end of the year, students took a modified summative assessment in the content area in which they were selected. The assessment was the traditional end-of-grade (EOG) test without embedded field test items. The scores were included in accountability and teacher-effectiveness calculations.

During the pilot year (i.e., 2015–16), forty-five schools and 3,906 students participated in the fifth-grade mathematics Proof of Concept Study. On the modified end-of-grade (EOG) mathematics assessment, 61.4 percent of students scored at Achievement Level 3 and higher compared to 60.7 percent (4,034 students) of students who did not participate in the study but also took the modified EOG assessment.

Additionally, thirty-three schools and 3,920 students participated in the sixth-grade ELA/reading 2015–16 study. On the modified ELA reading EOG, 58.3 percent scored at Achievement Level 3 and higher compared to 56.8 percent (4,778 students) of students who did not participate in the study.

With these results in mind, State Board members approved extending the Proof of Concept Study into the 2016–17 school year and also approved

- increasing the number of participating schools from five percent of schools at each grade/content to approximately 15 percent;
- including a subset of low performing schools;
- allowing volunteers to participate, preferably one school per district; and
- taking the entire EOG assessment, not a modified version.

For 2016-17, the North Carolina Testing Program is following the aforementioned guidance of the State Board. The number of participating schools at each grade/content area has been increased to approximately 15 percent, and volunteers are allowed to participate. The end of year assessment will be the standard EOG assessment that includes embedded field test items. Additionally, the name of the study has been changed from Proof of Concept to NC Check-Ins. The three Check-Ins (i.e., formally called interim assessments) will be in paper/pencil format and occur throughout the school year.

Ultimately the State Board will use the results of the NC Check-Ins to determine the best course of action for future state assessments.

### **Quick Facts about the Grade 5 Mathematics NC Check-Ins**

- The NC Check-Ins contain 25 total items (8 multiple-choice and 4 gridded-response items that are calculator inactive; 13 multiple-choice items that are calculator active).
  - For the calculator inactive part, students are not allowed to use calculators.
  - For the calculator active part, students are allowed to use calculators.
  - Some of the items on the NC Check-Ins are gridded-response questions. These questions require students to write and fill in numerical answers on their answer sheet rather than to select answers from several choices. All gridded response questions appear in the calculator inactive portion.
- Students with disabilities will use the same accommodations for the NC Check-Ins that are specified in their current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner (EL) documentation for the mathematics EOG assessment. The IEP, 504, and/or EL teams do not have to reconvene and document the accommodations for the NC Check-Ins.

### **Quick Facts about the Grade 6 English Language Arts/Reading NC Check-Ins**

- The NC Check-Ins contain 20 multiple-choice items.
- Students with disabilities will use the same accommodations for the NC Check-Ins that are specified in their current Individualized Education Programs (IEPs), Section 504 Plans, or English Learner (EL) documentation for the ELA/reading EOG assessment. The IEP, 504, and/or EL teams do not have to reconvene and document the accommodations for the NC Check-Ins.

### **North Carolina End-of-Grade Assessment**

At the end of the school year, sampled students participating in the NC Check-Ins will take the NC English Language Arts/Reading and Mathematics End-of-Grade (EOG) assessments.

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