

## **NC Check-Ins Frequently Asked Questions (FAQ)**

The following FAQ has been developed by the North Carolina Department of Public Instruction (NCDPI) to assist public school units in the implementation of the NC Check-Ins. This information should be used in conjunction with any published supplements or updates.

### **Purpose and Participation**

#### **1. What are NC Check-Ins?**

NC Check-Ins are interim assessments developed by the NCDPI that are aligned to North Carolina grade-level content standards (for reading and mathematics) and North Carolina Essential Standards (for science). The main purpose of NC Check-Ins is to provide students, teachers, and parents with immediate in-depth action data and a reliable estimate of students' current performance on selected subsets of content standards. Both the end-of-grade (EOG) and end-of course (EOC) tests share a common question bank with the NC Check-Ins, which then exposes NC Check-In students to similar question types and rigor found on the EOGs and EOCs.

#### **2. What grade levels are NC Check-Ins available?**

For the 2021–22 school year, the following NC Check-Ins are available

- Grades 3–8 Reading (measures all assessable grade-level content standards and increases in text complexity)
- Grades 3–8 Mathematics (measures selected subsets of grade-level content standards)
- Grades 5 and 8 Science (measures Physical Science, Earth Science, and Life Science)
- Biology (measures Structure, Ecosystems, Genetics and Evolution, and Molecular)
- NC Math 1 (measures selected subsets of course-level content standards)

#### **3. Are schools required to participate in the NC Check-Ins?**

Participation in the NC Check-Ins is voluntary.

#### **4. Are students enrolled in NC Math 1 Credit Recovery or NC Math Foundations of Math eligible to take the NC Math 1 Check-Ins?**

Students enrolled in NC Math1 Credit Recovery or Foundations of Math are eligible to take the NC Math 1 Check-Ins.

## Test Administration and Format

### **5. What are the NCDPI-designated NC Check-In windows?**

The NC Check-Ins are available for administration and review during the designated window.

- NC Math 1 and Biology: September 1, 2021–May 31, 2022
- Reading, Mathematics, and Science: October 1, 2021–May 31, 2022

### **6. What is a student and teacher review session?**

Following the administration of an NC Check-In, teachers are encouraged to use the students' assessment and results to inform and guide instruction around the standards. NC Check-In materials (e.g., student books, questions, content) cannot be shared with other schools. Parents can view the students' scores, responses, and assessment books (for paper administrations) through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

### **7. Should schools administering the NC Check-Ins also administer a different local benchmark assessment?**

Schools may administer local benchmark assessments in other subjects, but are discouraged from administering benchmarks in the same subjects as the NC Check-Ins.

### **8. Are schools required to administer the NC Check-Ins to all students on the same day?**

Schools are not required to give the NC Check-Ins to all students in the school on the same day.

### **9. In what formats are NC Check-Ins administered?**

NC Check-Ins are available online and in a paper format. Online administrations are required for Grades 5 and 8 Science, Biology, and NC Math 1. A paper version is available if there is supporting documentation for the need in the student's current Individualized Education Program (IEP) or Section 504 Plan.

### **10. How much time will it take to complete the NC Check-Ins?**

NC Check-Ins are not timed assessments. However, the estimated time for most students to complete an NC Check-In is about ninety minutes, which does not include time for the general instructions or break. Teachers are encouraged to determine any additional time permitted based on their students' need.

### **11. Do the NC Check-Ins have to be administered in one school day?**

Test administrators have the option to administer the NC Check-Ins during one school day or over multiple school days. Administration

time can be divided into minisessions determined by the classroom teacher.

**12. Which question types are on the NC Check-Ins?**

- The NC Check-Ins do not contain sample questions.
- Grades 3–8 Reading NC Check-Ins contain multiple-choice questions.
- Grades 3–8 Mathematics and NC Math 1 Check-Ins contain multiple-choice questions.
  - Each assessment is in two parts. The first part is calculator inactive (students are not allowed to use a calculator); the second part is calculator active (students are allowed to use a calculator.)
- Grades 5–8 Mathematics and NC Math 1 Check-Ins contain gridded response (paper format) and numeric entry (online format) questions.
- Grades 5 and 8 Science and Biology NC Check-Ins contain multiple-choice questions.

**13. Are proctors required?**

A proctor should not be used during the administration of the NC Check-Ins.

**14. Must teachers remove displays from their walls for the NC Check-Ins?**

Teachers are not required to remove bulletin boards or instructional displays from walls.

**Accommodations and Alternate Assessments**

**15. Are instructional accommodations allowed for the NC Check-Ins?**

Students with current IEPs, Section 504 Plans, English Learner (EL) Plans, or Transitory Impairment documentation may use instructional accommodations for the NC Check-Ins except for the *Test Read Aloud (in English)* and *Interpreter/Transliterators Signs/Cues* accommodations for the grades 3–8 Reading. Reading aloud or signing/cueing the selections, questions, or answer choices on the reading NC Check-In invalidates results because the NC Check-In measures reading skills.

**16. Is there an alternate assessment for the NC Check-Ins?**

There is no alternate assessment available for the NC Check-Ins. Students with disabilities who, according to their IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies do not participate in the NC Check-Ins.

## Scoring, Reporting, and Accountability

### **17. What is the time schedule for scoring and returning NC Check-Ins results?**

The score reports for the NC Check-Ins are available to teachers within five school days. If providing an individual student report, it should be distributed to parents within thirty calendar days of an administration.

### **18. What type of information will be provided to teachers and parents?**

Each NC Check-In will generate student-level reports indicating the number of questions correct by content standard, question type, and selection type, and will include an overall score. Teacher-level reports will provide a summary with similar information. Parents may receive student reports with an overall score by standard and question number. Students will not receive achievement levels for the NC Check-Ins.

### **19. Are the NC-Check-In scores included in accountability calculations? Will district and state comparison data be reported for the NC Check-Ins?**

Comparing district-level results to state-level results is not particularly meaningful. Different schools and classes may be at different places in covering the content based on their testing windows and school calendars. The purpose of the NC Check-Ins is to provide individual and classroom-level *formative* feedback. Comparisons to other classrooms, schools, or public school units are neither encouraged, nor advised. It would be a misinterpretation for a public school unit to conclude that their students performed better or worse than another public school unit or the state. The value in the NC Check-In results is for teachers to determine if their students have learned the content standards that were covered in their classroom prior to the assessments.

### **20. Will the NC Check-Ins “predict” performance on the EOG or EOC summative tests?**

The NCDPI does not have validity evidence to support using results from NC Check-Ins as a predictor of student performance on the EOG or EOC summative tests. Even though there is evidence of a significant correlation between scores from NC Check-Ins and EOGs or EOCs, this correlation evidence by itself does not signify prediction. The overall value of NC Check-Ins is in the use of data for formative purposes throughout the year to help students and teachers adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.