

NC Check-Ins 2.0 Teacher's Handbook



2023–24

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Contents

<u>GENERAL INFORMATION</u>	1
<u>Overview</u>	2
<i>NC Check-Ins 2.0 Teacher’s Handbook</i>	2
Purpose	2
Availability and Eligible Students	2
Administration and Teacher Review Period Windows	3
Administration Time	3
Administration Schedule	3
Classroom Environment	3
Training	3
Previewing Content and Using Materials and Data	4
Security of Materials and Online Content	4
Irregularities	4
<u>ONLINE ADMINISTRATION INFORMATION</u>	6
<u>Preparation</u>	7
Materials	7
Online Tutorial	7
Accommodations	7
Complete Student Interface Questions	7
<u>Online Administration Overview and Procedures</u>	9
Online Administration Login Procedures	9
Online Administration Guidance	9
<u>Optional Online Reading Grades 3–8 and English II Script</u>	11
<u>Optional Online Mathematics Grades 3–8, Foundations of</u>	
<u>NC Math 1, NC Math 1, Foundations of NC Math 3, and</u>	
<u>NC Math 3 Script</u>	12
<u>Optional Online Science Grades 5 and 8 and Biology Script</u>	14
<u>REPORTS AND REVIEW SESSIONS</u>	16
<u>Accessing NC Check-Ins 2.0 Reports and Review Sessions</u>	17
NC Check-Ins 2.0 Reports	17
User Login	17
NC Check-Ins 2.0 Reports	19
Class Item Report	20
Class Roster Report	23
Class Summary Report	26
Individual Student Report	28
Training Courses	28
Online Review Sessions	29

<u>PAPER ADMINISTRATION INFORMATION</u>	30
<u>Preparation</u>	31
Availability of Paper Administrations	31
Manipulative Kits for Grades 3–8 Reading and Mathematics Paper Administrations	31
Paper Test Option	31
Materials	31
Accommodations	32
Complete Student Interface Questions	32
<u>Paper Administration Overview and Procedures</u>	33
Paper Administration Guidance	33
<u>Optional Paper Reading Grades 3–8 and English II Script</u>	34
<u>Optional Paper Mathematics Grades 3–8, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3 Script</u>	35
<u>Optional Paper Science Grades 5 and 8 and Biology Script</u>	37
<u>Transcription and Handling Materials</u>	38
Transcribing Student Responses from Paper to Online	38
Paper Review Sessions	38
Upon Classroom Completion of the Interims	39
<u>REMOTE ADMINISTRATION GUIDANCE</u>	40
<u>Remote Administration Overview and Procedures</u>	41
Remote Administrations	41
Communication to Parents	41
Acceptable Devices for Remote Online Administrations	41
Access Code Delivery Options for Remote Online Administrations	42
Guidance for Remote Online Administrations	42
<u>Sample Remote Administration Tracking Form</u>	44
<u>Appendix A: NC Check-Ins 2.0 Reading and Mathematics at Grades 3–8 Paper Practice Activity</u>	45
<u>Appendix B: Testing Code of Ethics</u>	53

ILLUSTRATIONS

FIGURES

1. NCTest Admin Login Page	17
2. Accessing the NC Check-Ins Reporting System	18
3. Welcome Page for NC Check-Ins 2.0 Reporting	18
4. Welcome Screen for NC Check-Ins 2.0 Reporting	19
5. Report List for NC Check-Ins 2.0 Reporting	19
6. Sample Class Item Report	20
7. Sample Student Data Section of the Class Roster Report	24
8. Example of Class Roster Report Hover Text	24
9. Sample Summary Statistics Section of the Class Roster Report	25
10. Sample Student Test Status Section of the Class Roster Report	25
11. Sample Frequency Distribution Section of the Class Roster Report	26
12. Examples of View Buttons from the Frequency Distribution Chart	26
13. Sample Student Data Section of the Class Summary Report	27
14. Sample Domains Section of the Class Summary Report	27
15. Sample Standards Section of the Class Summary Report	27
16. Sample Calculator Use Section of the Class Summary Report	28

TABLES

1. Required Materials for NC Check-Ins 2.0 Online Administrations	7
2. NC Check-Ins 2.0 Class Item Report Features	20
3. Required Materials for NC Check-Ins 2.0 Paper Administrations	32
4. Guidance for Remote Online Administrations	42

General Information

Overview

NC Check-Ins 2.0 Teacher's Handbook

The *NC Check-Ins 2.0 Teacher's Handbook* contains administrative procedures that apply to both the online and the paper administrations. Any information that is specific to either the online or the paper format is clearly labeled in this handbook.

Purpose

The main purposes of NC Check-Ins 2.0 are to provide students, teachers, and parents or guardians with (1) immediate in-depth data and (2) a reliable estimate of students' current performance on selected subsets of content standards. The end-of-grade and end-of course tests share a common question bank with NC Check-Ins 2.0, which in turn exposes students to similar question types and rigor found on end-of-grade and end-of course tests.

Availability and Eligible Students

NC Check-Ins 2.0 require online administrations. The only exception to this requirement is for individual students with disabilities for whom a paper format is necessary for accessibility purposes as documented in their Individualized Education Program, Section 504 Plan, or transitory impairment documentation. NC Check-Ins 2.0 are available for the following:

- Reading and Mathematics
 - Students in membership at grades 3–8
- Science
 - Students in membership at grades 5 and 8
- Biology
 - Students enrolled in a biology course with a corresponding state course code
- English II
 - Students enrolled in an English II course with a corresponding state course code
- NC Math 1
 - Students enrolled in Foundations of NC Math 1 or NC Math 1 course with a corresponding state course code
- NC Math 3
 - Students enrolled in Foundations of NC Math 3 or NC Math 3 course with a corresponding state course code

Students with disabilities who, according to their Individualized Education Program, participate in the NCEXTEND1 Alternate Assessment in accordance with state policies are not eligible to participate in NC Check-Ins 2.0.

Administration and Teacher Review Period Windows

NC Check-Ins 2.0 are available for administration and review during the Annual Testing Program's designated windows. Public school units use the designated windows to determine when to administer the interims and to allocate the amount of time necessary for review.

- NC Check-Ins 2.0 for Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3
 - Yearlong courses
 - September 1, 2023, through May 31, 2024
 - Fall semester
 - September 1, 2023, through February 14, 2024
 - Spring semester
 - January 3, 2024, through May 31, 2024
- NC Check-Ins 2.0 for Reading and Mathematics at grades 3–8 and Science at Grades 5 and 8
 - September 18, 2023, through May 31, 2024

Administration Time

NC Check-Ins 2.0 are not timed; however, the estimated time for most students to complete an interim is about ninety minutes. Teachers are encouraged to determine the time permitted based on their students' needs.

Administration Schedule

- Teachers have the option to administer an NC Check-In 2.0 in one school day or over multiple school days. For multiple school days, the total administration time can be divided into mini sessions as determined by the teacher.
- If a student is absent during the administration of an NC Check-In 2.0, a makeup session should be scheduled at the discretion of the teacher.
- NC Check-Ins 2.0 do not have to be administered for every subject.
- NC Check-Ins 2.0 may be administered in any order.

Classroom Environment

Teachers should not change the regular classroom setting for NC Check-Ins 2.0 administrations. There is no need to cover bulletin boards or to post a "Testing—Do Not Disturb" sign on the classroom door. NC Check-Ins 2.0 are for formative information, not standardized state testing for accountability purposes.

Training

Before permitting access to NC Check-Ins 2.0, teachers and all other school personnel must receive training at least once a year if (1) administering the interims, (2) reviewing results, or (3) providing professional development

utilizing the interims. Teachers and other school personnel are expected to review the following information before administering NC Check-Ins 2.0:

- *NC Check-Ins 2.0 Teacher's Handbook*
- [Policies and Procedures for Test Administrations](#)
- [Testing Code of Ethics](#)
- [Testing Security Protocol and Procedures for School Personnel](#)

Previewing Content and Using Materials and Data

NC Check-Ins 2.0 content should not be previewed before administration. Teachers and instructional leaders are encouraged to use the interim materials, student reports, and student data for instructional purposes.

Security of Materials and Online Content

NC Check-Ins 2.0 content, questions, and answer keys contain secure copyrighted information; therefore, certain security procedures must be followed to ensure content is not made available to anyone except those who administer an interim to students, conduct review sessions with students, or provide professional development to school staff. Users must not access online interims and then leave a device unsupervised. Locally stored off-line content (e.g., cookies, cache) must be cleared or secured following the administration.

Teachers accessing these materials online must not make copies of the interims or use them for anything other than instructional purposes. Downloading, printing, or copying NC Check-Ins 2.0 is a violation of the [Testing Code of Ethics](#). Interims are to be reviewed only through NC Education. Additionally, the files must not be shared with or used by individuals who do not have a legitimate right to use them for instructional purposes.

Individuals are not permitted to create, save, or post electronic files of NC Check-Ins 2.0 or answer keys through a vendor, Google drive, email, social media, web posting, or any other third-party method.

Irregularities

The following irregularities should be reported to the school test coordinator and then documented in the Online Testing Irregularity Submission System:

Security Issues

- Reproducing questions in any manner or form
- Failing to store secure materials in a secure, locked facility that is not accessible to students
- Creating, saving, or posting questions or electronic files to social media, text message, video, picture, or third-party vendor

Monitoring Issues

- Leaving the room unmonitored when students and materials were present

Procedural Issues

- Tampering with (e.g., altering, changing, deleting, scoring) student responses

Missing Materials

- NC Check-In 2.0 books are considered secure materials and must be accounted for at all times. In the event a book is missing, the school test coordinator must be notified. Missing materials are not entered into the Online Testing Irregularity Submission System. The public school unit test coordinator must complete a *Missing Book Documentation Form* and return it to the regional accountability coordinator within five days of the occurrence.

Online Administration Information

Preparation

Materials

The materials in Table 1 are needed for online administrations of the NC Check-Ins 2.0.

TABLE 1. Required materials for NC Check-Ins 2.0 online administrations

General Materials	<ul style="list-style-type: none"> • this handbook • a supply of scratch paper (blank, lined, or colored) • a writing utensil • device(s) meeting all technical requirements (For technical updates, periodically review the technical requirements for NCTest.)
Mathematics	<ul style="list-style-type: none"> • a supply of graph paper <ul style="list-style-type: none"> ○ graph paper routinely used by students in the classroom setting is permitted. Annual Testing Program graph paper is available for use, but it is not required. • a handheld or online calculator for each student (Students may use a handheld calculator, the online calculator, or both. It is recommended that students use the same calculator they use in the classroom for instructional purposes.)
Grade 8 Physical Science	<ul style="list-style-type: none"> • a copy of the periodic table issued by the Annual Testing Program

Online Tutorial

As best practice, it is recommended that students complete the tutorial once a year before taking an online NC Check-In 2.0. Online tutorials are available through the NCTest Secure Browser, the NCTest Chrome App, and the NCTest iPad App.

Accommodations

Accommodations that are documented on students' current Individualized Education Programs, Section 504 Plans, English Learner Plans, or transitory impairment documentation and used during instruction and classroom assessments may also be used for NC Check-Ins 2.0.

Complete Student Interface Questions

Schools will need to complete Student Interface Questions (SIQs) on days before an online administration. The *Multiple Testing Sessions* accommodation option is set in NCTest for all students; therefore, this option does not need to be marked in the SIQ section of NCTest. The school test

coordinator or the classroom teacher can enter the following interface options or documented accommodations:

Student Interface Options

- alternate background color
- large font

Accommodations Required by Student

- *Test Read Aloud (in English)*—for mathematics, science, and biology
NC Check-Ins 2.0 only
- Other Required Accommodations

Online Administration Overview and Procedures

Online Administration Login Procedures

1. Launch the NCTest Secure Browser, the NCTest Chrome App, or the NCTest iPad App and click on the NCTest login button.
2. The teacher chooses to log in each student at a device or have the students log themselves in using the directions below.
 - If the *teacher* logs into the interim:
 - Enter a valid NC Education username and password and click login.
 - Choose the subject from the drop-down menu.
 - Choose the appropriate interim name from the drop-down menu and click continue.
 - Select the student from the list presented on the screen.
 - If the *student* logs into the interim:
 - Enter the student ID number and access code provided by the teacher. Access codes for in-school administrations begin with an "S."
3. After login is complete, the teacher should ensure the screen is set to the start page with the correct student's name, interim name, and school name near the top of the screen.
4. Upon direction from the teacher, the student clicks start. After the start button is clicked, a pop-up box will appear. The student confirms the information in the pop-up box and then clicks OK to begin.

During NC Check-In 2.0 administrations, clicking the exit button will result in a caution message. If the exit button is clicked accidentally, advise the student to click cancel to continue.

Online Administration Guidance

- Scripts for administering NC Check-In 2.0 interims are *optional*. Teachers are not required to read the SAY statements provided. School test coordinators or teachers may alter the scripts as appropriate.
- The teacher should ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Check-In 2.0 early and are waiting for other students to finish.
- *For reading grades 3–8 and English II*. Reading aloud or signing/cueing the selections, questions, or answer choices from a reading or English II NC Check-In 2.0 for any students, including students with disabilities and students identified as English Learners, invalidates results because the interims measure reading comprehension. Only the interim directions may be read aloud, signed, or cued to students.
- *For mathematics grades 3–8, Foundations of NC Math 1, and NC Math 1*. For the calculator active section of an NC Check-In 2.0, students may use

a handheld calculator, the online calculator, or both. Teachers should not pass out handheld calculators until students finish the calculator inactive section. It is recommended that students use the same calculator they use in the classroom for instructional purposes.

Optional Online Reading Grades 3–8 and English II Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you scratch paper.**

The teacher distributes scratch paper to students.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.**

The teacher pauses to answer questions and then continues.

SAY: **Click OK to continue. You may begin.**

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student's screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Optional Online Mathematics Grades 3–8, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3 Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you graph paper and scratch paper.**

The teacher distributes graph paper and scratch paper to students.

Read for Mathematics Grades 3–8, Foundations of NC Math 1, and NC Math 1:

SAY: **This interim consists of two parts. The first part is calculator inactive, and you are not allowed to use a calculator. The second part is calculator active, and you may use a calculator.**

When you are ready to begin the calculator active part, follow the directions on your screen. Be sure you are ready to move on to the calculator active part because once you begin the calculator active section, you will not be able to return to the calculator inactive questions.

Read for Foundations of NC Math 3 and NC Math 3 Only:

SAY: **You may use a calculator to answer all of the questions on this interim.**

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

SAY: When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.

The teacher pauses to answer questions and then continues.

SAY: Click OK to continue. You may begin.

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student's screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Optional Online Science Grades 5 and 8 and Biology Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. Look at the information on the screen. If the information is not correct, raise your hand.

The teacher assists those students who raise their hands and then continues.

SAY: **I am going to give you scratch paper.**

The teacher distributes scratch paper.

Read for the Physical Science NC Check-In 2.0 Only:

SAY: **I am also going to give you a periodic table. The periodic table may be used to help you answer questions.**

The teacher distributes periodic tables.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **Click start now. A pop-up box will display, asking you to confirm the NC Check-In 2.0 you are taking before you begin. If any information is wrong, or if you have questions, please raise your hand.**

The teacher pauses to answer questions and then continues.

SAY: **Click OK to continue. You may begin.**

When a student completes the NC Check-In 2.0, the teacher must ensure that the student has clicked the end test button. A stop sign will appear on the student's screen after the second end test button has been clicked and the NC Check-In 2.0 has been closed. Clicking the exit button on the stop sign screen closes the NC Check-In 2.0.

Reports and Review Sessions

Accessing NC Check-Ins 2.0 Reports and Review Sessions

NC Check-Ins 2.0 Reports

Teacher-level reports are available to help teachers individualize support and instruction for student learning throughout the year. Reports for NC Check-Ins 2.0 are accessible in the NC Education online reporting system. Teachers are linked to these reports through PowerSchool enrollments.

To access reports through the online reporting system, the teacher's email address in PowerSchool must match the teacher's email address on the NC Education account. The teacher must have students in the appropriate course code in PowerSchool. Teachers listed as "teacher 2" for co-teaching classes will not have direct access to the reports.

User Login

1. To access NC Check-Ins 2.0 reports, navigate to the [NCTest Admin site](#). After entering NC Education credentials, users will be directed to the main menu on the NCTest Admin site.

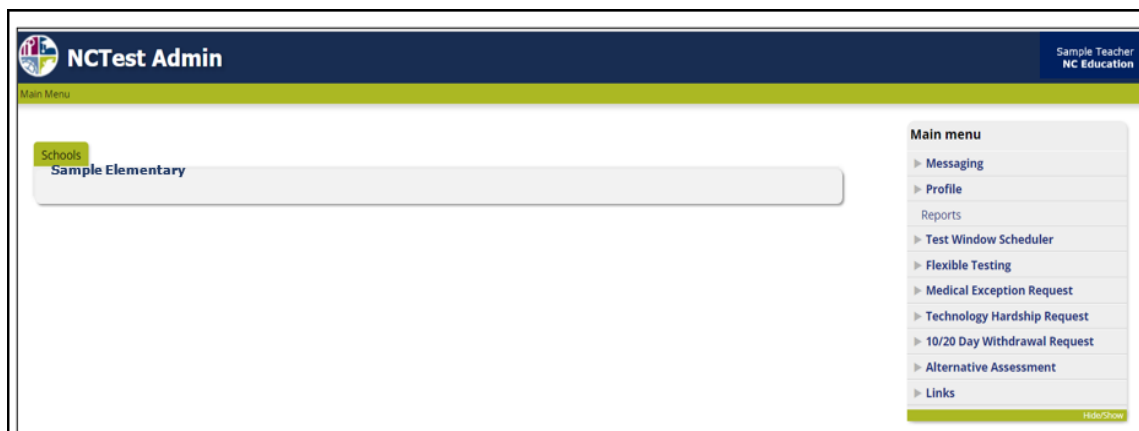


FIGURE 1. NCTest Admin login page.

2. Scroll to the bottom of the main menu page and click on the word Links to open an additional menu. Users should select NC Check-Ins to access reports for all grades and subjects.

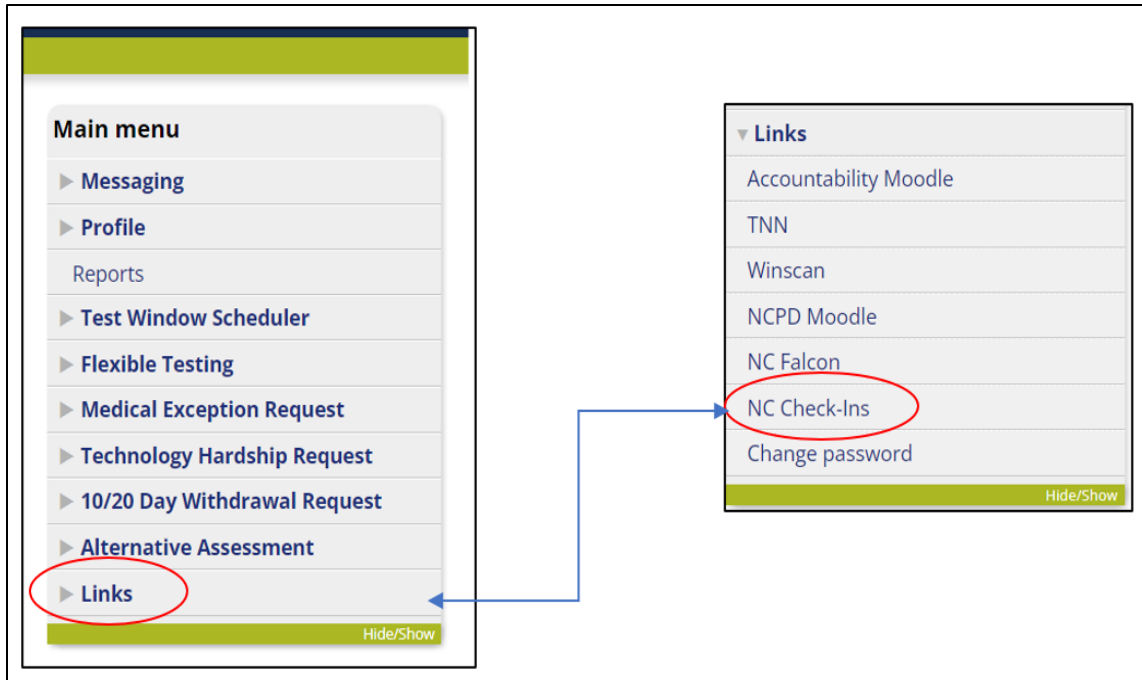


FIGURE 2. Accessing the NC Check-Ins reporting system.

3. Once the NC Check-Ins link is selected, users will see a new landing page like the one that follows. All interims are now under the NC Check-Ins 2.0 group.

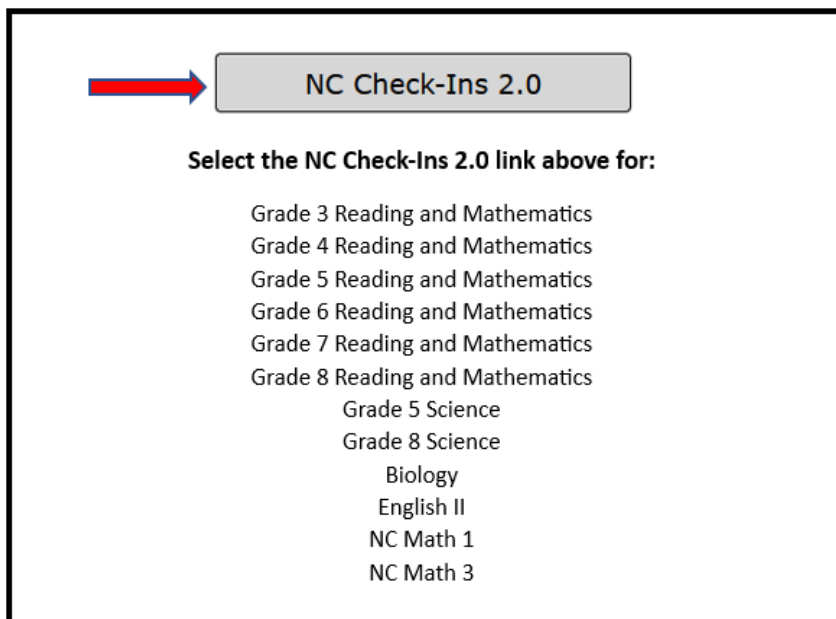


FIGURE 3. Welcome page for NC Check-Ins 2.0 reporting.

4. All users will see this welcome screen when the link is selected.

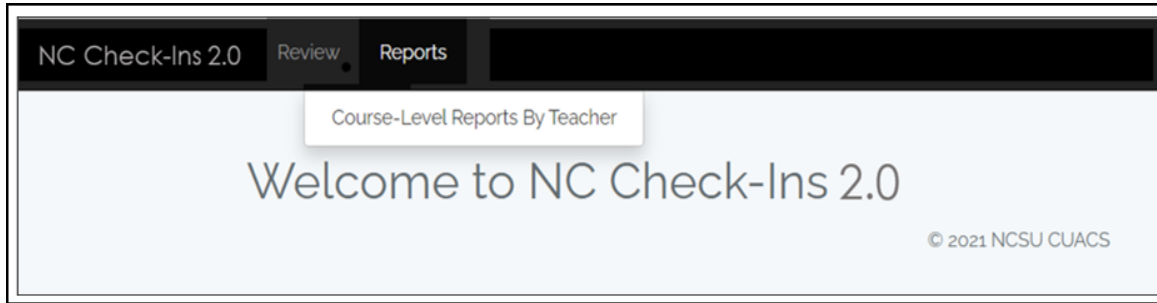


FIGURE 4. Welcome screen for NC Check-Ins 2.0 reporting.

NC Check-Ins 2.0 Reports

The NC Check-Ins 2.0 reports have undergone several changes to make them more helpful to users. There are three reports available for NC Check-Ins 2.0 interims.

- Class Item Report
- Class Roster Report
- Class Summary Report

Information from other reports available in the original NC Check-Ins platform (class subscore summary report and frequency distribution report) has been incorporated into these three reports.

After following the log-in steps, users can select the desired report from the drop-down menu under Reports. Once the type of report is selected, all students or individual class periods can be chosen for viewing.

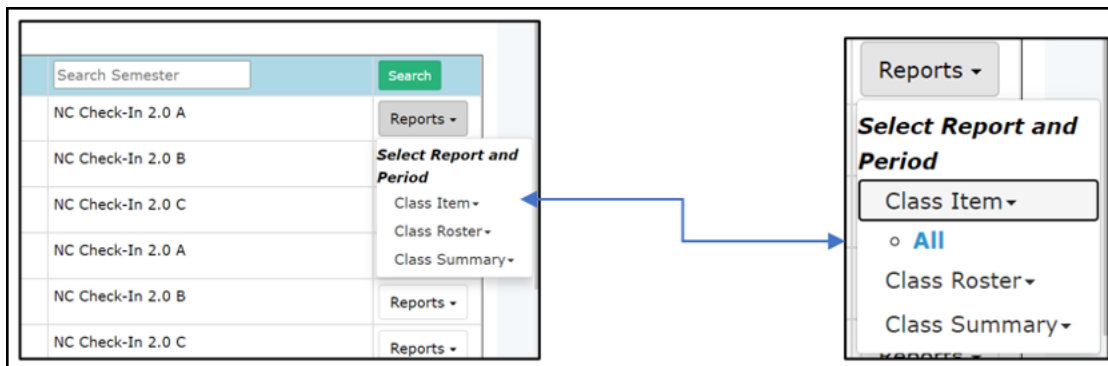


FIGURE 5. Report list for NC Check-Ins 2.0 reporting.

Class Item Report

The Class Item Report will automatically display in wide-screen mode.

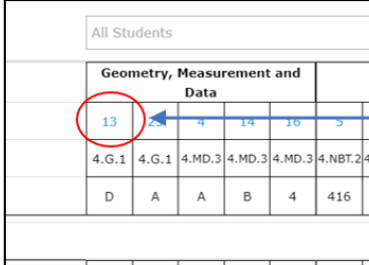
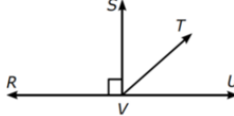
The screenshot displays the 'NC Check-In 2.0 Mathematics Grade 4 A: Class Item' report. At the top right is a 'Download PDF' button. Below the title, it shows 'Teacher:' and 'Class Period: ALL'. A 'Select Student(s)' dropdown menu is set to 'All Students'. A 'SHOW METADATA' link is visible. The main table is organized into three sections: 'Geometry, Measurement and Data', 'Number and Operations in Base 10', and 'Operations and Algebraic Thinking'. Each section contains columns for item numbers, content standards, and correct answers. Below this is a 'Student Name' section with a table listing three students (A, B, and C) and their scores for each item, with a 'Yes' column for each item.

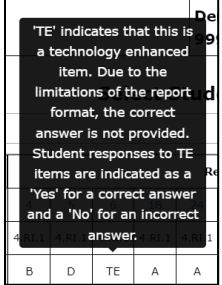
FIGURE 6. Sample Class Item Report.

TABLE 2. NC Check-Ins 2.0 Class Item Report features

Report Feature	Description
Report Title	The NC Check-Ins 2.0 report titles have been streamlined so that the user can clearly see the report’s subject, grade level, and interim.
Download PDF Button	The process for creating and downloading PDFs has been enhanced. To create a PDF for the report being viewed, users simply click on the Download PDF button and the PDF is automatically created and saved to the downloads folder on the computer. The report is named automatically, and the layout is set up for maximum readability.
Show and Hide Metadata Section	Specific information about each interim question is provided for the user in the metadata section. The metadata section displays the item number, content standard, and correct answer in the default view. To view additional information, click the SHOW METADATA hyperlink. This will open the table to display depth of knowledge, class percent correct, school percent correct, state percent correct, calculator active (mathematics only), and correct answer.

Report Feature	Description																																																																																																																																																																																																																																																																		
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Content Standard Percent Correct	the percent correct for all of the same standards under a given domain																																																																																																																																																																																																																																																																		
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Class Percent Correct	the classroom level percent correct for a specific item (This number will change as additional students in the class complete the specific interim.)																																																																																																																																																																																																																																																																		
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Calculator Active	Yes or No depending on whether or not the math question was calculator active or calculator inactive																																																																																																																																																																																																																																																																		
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Report Feature	Description
Interim Question Displays	Users can now click on any item number in the Class Item Report to see the interim question associated with that item number.
	<p><i>RVU</i> is a straight line and $\angle TVU$ has a measure of 40° in this figure.</p>  <p>What is the measure of $\angle SVT$?</p> <p>A 40° B 45° C 50° D 90°</p>
Additional Students Listed	Formatting changes have allowed more students to be listed on the Class Item Report. Each student's identification number is on the same line as the student's name.
Incorrect Answer Shading	Incorrect answers are now shaded in red on the Class Item Report.
DOK Hovers	When the metadata section is in the open position, DOK levels are available. When hovering over DOK levels, users will see a description box that provides information about DOK levels.

Report Feature	Description
Technology Enhanced (TE) Item Hovers	<p>For all TE items, the letters TE are displayed in the correct answer row. When hovering over the letters TE, users will see a description of the information entered in the student response section.</p> 
Selection of Students	<p>Users can select one student, a small group of students, or all students when setting up the Class Item Report. The default for the report is to display all the students in the group originally selected. Using the drop-down arrow, users can select a smaller group of students for the report. As each student is selected, the data for the student is added to the Class Item Report. To return to the original group, users should click the select all link at the top of the student list.</p>

Select Student(s)

All Students
▼

Select Student(s)

All Students
▼

Search Students

[select all](#)

<input type="checkbox"/> STUDENT A (1000000001)	<input type="checkbox"/> STUDENT B (1000000002)
<input type="checkbox"/> STUDENT C (1000000003)	<input type="checkbox"/> STUDENT D (1000000004)

Search Students

[select all](#)

Class Roster Report

The Class Roster Report will automatically display in wide-screen mode. Information from the former Class Subscore Roster Report and Frequency Report have been included on the Class Roster Report. Other sections have been added so that each teacher can see a wider variety of information

about his or her students. Users can click either the Download PDF button to generate a copy of the report or the Export CSV button to download the data into a spreadsheet.

The report contains the following sections:

- Student data section.** This section lists the students assessed from the teacher's choice of report setting (i.e., all or by class period). Information listed for each student includes the number or items correct, the percent correct, and the number of items attempted. Additional information is available in the Calculator Use, Item Type, Domains, and Standards portions of the Class Roster Report. The class mean appears following the final student in the list. Each column can be sorted using the up or down arrow. The total number of items in each section is provided in parentheses. Hovering over the abbreviation in each section displays the meaning of the abbreviation.

SNo	Student Name ▲	25 Points Possible		Number Items Attempted	Calculator Use		Item Type				Domains								
		Number Correct	Percent Correct		CA [12]	CI [13]	MC [18]	NE [5]	TE [2]	G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]	4.MD.3 [3]	4.NBT.2 [5]	4.NBT.4 [5]	4.NBT.7 [5]	4.OA.1 [5]
1	Student A 1000000001	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
2	Student B 1000000002	1	4.0	2	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0
3	Student C 1000000003	13	52.0	25	6	7	6	5	2	1	1	7	4	1	1	2	3	2	4
4	Student D 1000000004	19	76.0	25	9	10	12	5	2	1	2	11	5	1	2	4	4	3	5
5	Student E 1000000005	7	28.0	25	3	4	0	5	2	0	1	4	2	0	1	2	2	0	2
6	Student F 1000000006	13	52.0	25	4	9	6	5	2	1	2	6	4	1	2	2	3	1	4
7	Student G 1000000007	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
8	Student H 1000000008	19	76.0	25	11	8	7	5	2	2	2	12	3	2	2	5	3	4	3
9	Student I 1000000009	25	100.0	25	12	13	18	5	2	2	3	15	5	2	3	5	5	5	5
Class Mean		16.2	64.8		7.5	8.7	9.3	5	2	1.1	2.0	9.6	3.5	1.1	2.0	3.5	3.6	2.5	3.5

FIGURE 7. Sample student data section of the Class Roster Report.

Number and Operations in Base 10				
G [2]	MD [3]	NBT [15]	OA [5]	4.G.1 [2]

FIGURE 8. Example of Class Roster Report hover text.

- Summary statistics section.** This section provides information about the number of valid scores, the high and low scores for the group, the class mean, and the standard deviation.

Summary Statistics	
Number of Students with Valid Scores : 101	High Score : 25
Number Correct Class Mean : 16.2	Low Score : 0
Standard Deviation : 7.09	

FIGURE 9. Sample summary statistics section of the Class Roster Report.

- **Not taken/incomplete tests section.** This section provides information that may be helpful to the teacher when accounting for any student who has missed taking the NC Check-In 2.0 or who has participated in multiple-test sessions and has not completed the interim.

Not Taken / Incomplete Tests	
Student Name	
1 Student A	1000000001
2 Student D	1000000004
3 Student G	1000000007
4 Student I	1000000009
5 Student J	1000000010
6 Student M	1000000013
7 Student O	1000000015
8 Student R	1000000018
9 Student V	1000000022

FIGURE 10. Sample student test status section of the Class Roster Report.

- **Frequency distribution section.** This section displays information in multiple ways about the number of items correct.
 - The user can select from a variety of chart types to display the number correct by the number of students (bar/line chart, doughnut chart, nightingale chart, or pie chart) at the top left section of the Frequency Distribution Chart.
 - The menu buttons at the top right will allow users to display the data in table form, change the bar graph to a line graph, change another graph back to the bar graph, or download a picture of the desired graph. The restore button resets a graph to its original settings.

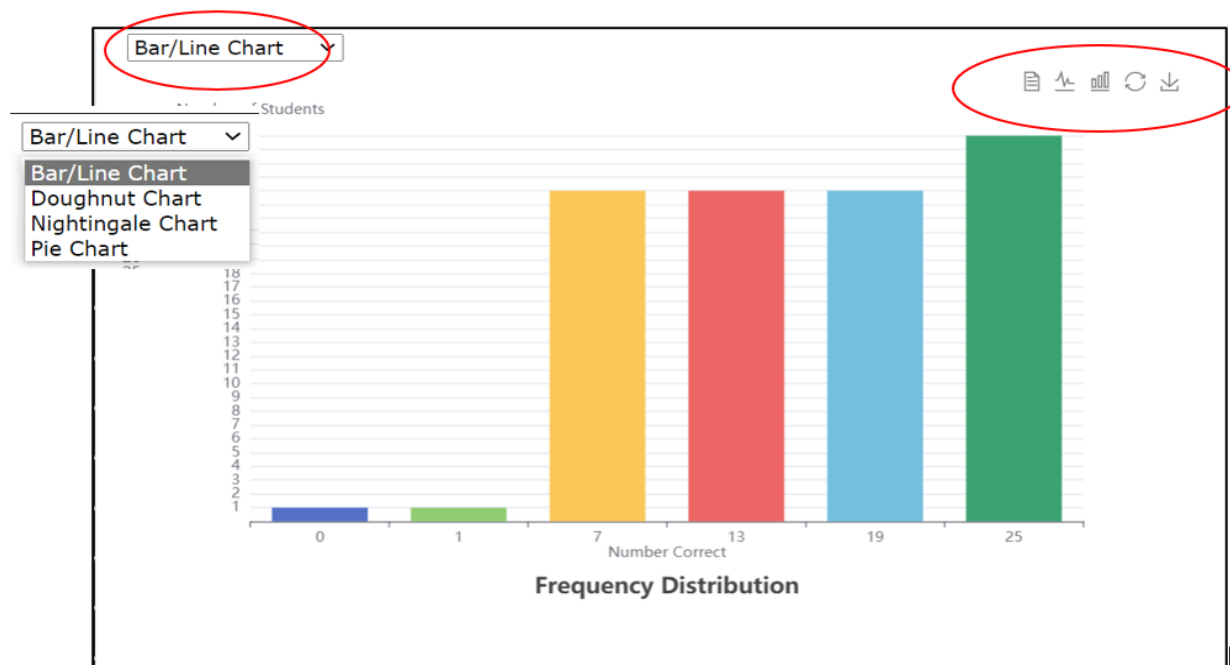


FIGURE 11. Sample frequency distribution section of the Class Roster Report.



FIGURE 12. Examples of view buttons from the Frequency Distribution Chart.

Class Summary Report

The Class Summary Report will automatically display in wide-screen mode. Users can click either the Download PDF button to generate a copy of the report or the Export CSV button to download the data into a spreadsheet.

The Class Summary Report contains four sections:

1. **Student data section.** This section provides information about the group assessed based on the teacher's choice of report setting (i.e., all or by class period). Information provided includes the class mean, the number of valid scores, and the highest and lowest score for the group. Also included in the report is the number of items (i.e., number of points possible) and the mean percent correct for the group selected.

NC Check-In 2.0 Reading Grade 7 A: Class Summary		
Teacher:		
Class Period: ALL		
Class Mean: 17.4	High Score : 24	
Number of Valid Scores: 101	Low Score : 1	
	Number Points Possible	Mean Percent Correct
	24	73.2

FIGURE 13. Sample student data section of the Class Summary Report.

2. **The domains section.** This section provides information about the areas of the curriculum assessed on the particular NC Check-Ins 2.0 interim, the number of questions for each particular domain, and the mean percent correct for the group being assessed. Hovering over the name of the domain provides a general description of the type of information assessed.

Domains		
Language	4	70.0
Reading for Information	12	71.7
Reading for Literature	8	76.3

FIGURE 14. Sample domains section of the Class Summary Report.

3. **The standards section.** This section provides more specific information about the objectives assessed under each domain. This section lists each standard measured by a particular NC Check-Ins 2.0 interim, the number of questions for each standard, and the mean percent correct for the group being assessed. Hovering over the number of the standard provides a description of the standard.

Standards		
7.L.4	2	70.0
7.L.5.a	2	70.0
7.RI.8	2	85.0
7.RL/RI.1	4	77.5
7.RL/RI.2	3	66.7
7.RL/RI.3	4	67.5
7.RL/RI.4	2	85.0
7.RL/RI.5	2	70.0
7.RL/RI.6	3	73.3

FIGURE 15. Sample standards section of the Class Summary Report.

4. **The calculator use section.** This section is added to the Class Summary Report for all mathematics assessments. It provides the number of questions that are calculator active and those that are calculator inactive along with the percent correct for each group.

Calculator Use		
Calculator Active	13	70.0
Calculator Inactive	12	75.0

FIGURE 16. Sample calculator use section of the Class Summary Report.

Individual Student Report

To provide parents and guardians with information on their student's progress learning specific grade-level concepts, Individual Student Reports are available for distribution. Individual Student Reports are available through the public school unit test coordinator.

Training Courses

The Annual Testing Program offers two optional training courses, *Understanding Reports* and *Diving Deeper into Formative Assessments*.

1. **Understanding Reports.** This course is designed to introduce participants to the purposes of the NC Check-Ins 2.0 and how they can be used to support learning as formative classroom resources. Participants will develop an understanding of how to use and interpret two main reports from NC Check-Ins 2.0, specifically the Individual Student Report and the Class Item Report.

The course is located in Canvas and accessed via the link <https://bit.ly/NCPATcourse>.

2. **Diving Deeper into Formative Assessments.** This course is designed to immerse participants in the use of data literacy; help participants develop an understanding of how utilizing data in assessments is integral to K-12 teaching and learning; help participants identify and explore best practices in data-driven decision-making as identified within research-based strategies; empower educators and teacher leaders to create a positive culture where change can best be understood and embraced by students and parents; and, invite educators to interact and collaborate with peers who are implementing assessments, such as NC Check-Ins 2.0, into classroom instruction by creating a professional learning network.

The course is located in Canvas and accessed via the link <https://ncdpi.instructure.com/courses/5847>.

Online Review Sessions

For online review sessions, teachers and students will have access to the students' original interims containing their answers. The teacher or student will log in to NCTest and relaunch the completed interim. The students will see their answers but will not be able to change any answers. In addition, teachers may access an online PDF form (read only) of the same interim administered to the students. Teachers may use the score reports to inform and guide reviews and instruction for the standards.

To access the online review form for NC Check-Ins 2.0,

1. go to <https://center.ncsu.edu/ncinterims/landing>;
2. log in to NC Education;
3. select NC Check-Ins 2.0;
4. click *Review*, located at the top of the page; and
5. next to the appropriate interim (grade level and subject), click the *View* box. Note: Any information from an online NC Check-In 2.0 saved or cached on any network appliance or device must be purged or deleted immediately following the completion of each review session.

Teachers may access NC Check-Ins 2.0 questions directly from the Class Item Report by clicking on the question number at the top of the report. The question will appear in a pop-up window.

Parents can view the students' scores and responses through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

Paper Administration Information

Preparation

Availability of Paper Administrations

The NC Check-Ins 2.0 paper administrations are available only for individual students with disabilities for whom a paper format is necessary for accessibility purposes as documented in their Individualized Education Program (IEP), Section 504 Plan, or transitory impairment documentation.

Manipulative Kits for Grades 3–8 Reading and Mathematics Paper Administrations

Manipulative kits are used to administer grades 3–8 Reading and Mathematics NC Check-Ins 2.0 to students being administered a paper interim. The manipulative kits are developed by the Annual Testing Program and mirror the online NC Check-Ins 2.0. Each kit includes an interim book that contains questions with “moveable” answer choices to mirror online questions that are technology-enhanced. No answer sheet accompanies the kit; either the student marks his or her answers in the book, or a designated scribe (the student must have the *Dictation to a Scribe* accommodation) marks and affixes the answers in the interim book. Moveable answer choices are affixed on the pages where they belong using either Velcro™ or repositionable notes. For students requiring a *Braille Edition*, movable answer choices are affixed on the pages using either Velcro or magnets. When not in use, the manipulative kits must be securely stored.

Students requiring a paper format of the Grades 3–8 Reading and Mathematics NC Check-Ins 2.0 are advised to complete the practice activity before the administration of the interim.

Note: Manipulative kits for the grades 5 and 8 Science, Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, or NC Math 3 NC Check-Ins 2.0 are not available.

Paper Test Option

Schools have the option of ordering a paper version of NC Check-Ins 2.0 for students who do not need a manipulative kit. The paper option requires students to work out the technology-enhanced questions using paper (i.e., the test book or scratch paper) and a writing utensil.

Materials

The materials in Table 3 are needed for the paper administration of the NC Check-Ins 2.0.

TABLE 3. Required materials for NC Check-Ins 2.0 paper administrations

General Materials	<ul style="list-style-type: none"> • this handbook • manipulative kit (one per student being administered a Reading or Mathematics NC Check-In 2.0 at grades 3–8) or interim book (grades 5 and 8 Science, Biology, English II, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, or NC Math 3) • a supply of scratch paper (blank, lined, or colored) • a writing utensil
Mathematics	<ul style="list-style-type: none"> • a supply of graph paper <ul style="list-style-type: none"> ○ graph paper routinely used by students in the classroom setting is permitted. Annual Testing Program graph paper is available for use, but not required. • a handheld calculator for each student
Grade 8 Physical Science	<ul style="list-style-type: none"> • a copy of the periodic table issued by the Annual Testing Program

Accommodations

Accommodations that are documented on students' current IEPs, Section 504 Plans, English Learner Plans, or transitory impairment documentation and used routinely during instruction and classroom assessments may also be used for the NC Check-Ins 2.0.

Complete Student Interface Questions

On days before a paper test administration, if designated to do so by the school test coordinator, the test administrator must mark the Student Interface Questions (SIQs) for Transcribe Online and mark any additional documented accommodations required by the student:

- *Multiple Testing Sessions*
- *Test Read Aloud (in English)*—for mathematics, science, and biology NC Check-Ins 2.0 only
- Other required accommodations (e.g., other accommodations besides *Multiple Testing Sessions*)

Selecting the Transcribe Online SIQ assigns the student the same interim form for both paper and online administration. If the Transcribe Online SIQ is not selected, the student will not be assigned the same online and paper form; therefore, the transcriber will not be able to transcribe the student's answers from the interim book to the online interim.

Paper Administration Overview and Procedures

Paper Administration Guidance

- The scripts for administering NC Check-In 2.0 interims are *optional*. Teachers are not required to read the SAY statements provided. School test coordinators or teachers may alter the scripts as appropriate.
- The teacher should ensure students know what they are to do (e.g., read a book, draw) if they complete the NC Check-In 2.0 early and are waiting for other students to finish.
- *For reading grades 3–8 and English II*. Reading aloud or signing/cueing the selections, questions, or answer choices from a reading or English II NC Check-In 2.0 for any students, including students with disabilities and students identified as ELs, invalidates results because the interims measure reading comprehension. Only the *interim directions* may be read aloud or signed/cued to students.
- *For mathematics grades 3–8, Foundations of NC Math 1, and NC Math 1*. When each student completes the calculator inactive questions, the teacher should
 - paper clip the student's interim book so that he or she will not be able to go back and work on questions in the calculator inactive part, and
 - provide the student with a calculator to use for the calculator active part of the NC Check-In 2.0.

Optional Paper Reading Grades 3–8 and English II Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.

The teacher distributes the interim books and scratch paper to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **You may begin.**

When students finish taking the NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Optional Paper Mathematics Grades 3–8, Foundations of NC Math 1, NC Math 1, Foundations of NC Math 3, and NC Math 3 Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.

The teacher distributes the interim books and scratch paper to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

Read for Mathematics Grades 3–8, Foundations of NC Math 1, and NC Math 1:

SAY: **This interim consists of two parts. The first part is calculator inactive, and you are not allowed to use a calculator. The second part is calculator active, and you may use a calculator.**

When you are ready to begin the calculator active part, follow the directions in your interim book. Be sure you are ready to move on to the calculator active part because once you begin the calculator active section, you will not be able to return to the calculator inactive questions.

Read for Foundations of NC Math 3 and NC Math 3 Only:

SAY: **You may use a calculator to answer all of the questions on this interim.**

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

SAY: When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: You may begin.

When students finish taking the NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Optional Paper Science Grades 5 and 8 and Biology Script

The following script is *optional* to use and may be altered as needed.

SAY: **Today you will take the** (insert the appropriate interim name).
Please do not start until I finish reading the directions. I am going to give you an interim book and scratch paper.

Read for Grade 8 Students Taking the Physical Science NC Check-In 2.0 Only:

SAY: **I am also going to give you a periodic table. The periodic table may be used to help you answer the questions.**

The teacher distributes the interim books, scratch paper, and a periodic table (for grade 8 Physical Science students only) to students.

SAY: **Please print your first and last name on the line near the top of the cover of your book.**

The teacher pauses and ensures students are printing their names on the book covers.

SAY: **You will have as much time as you need to complete the** (insert the appropriate interim name). **There are no scheduled breaks. If you need a break or have to use the restroom, please raise your hand.**

When you finish answering all of the questions and have reviewed your answers, raise your hand. Do you have any questions?

The teacher pauses to answer any questions and then continues.

SAY: **You may begin.**

When students finish taking the science NC Check-In 2.0, the teacher will collect all materials and follow the procedures for returning the materials to the school test coordinator.

Transcription and Handling Materials

Transcribing Student Responses from Paper to Online

After the student finishes the paper version of the NC Check-In 2.0, the marked and/or affixed responses must be transferred to the student's online record in NCTest by the teacher or other designated school personnel.

When transcribing a student's answers from the paper book to the online version of the interim, the following steps must be followed:

- **Step 1.** Launch the NCTest Secure Browser and click on the NCTest login button.
- **Step 2.** Enter an NC Education username and password and click login. Note: Student login codes may not be used during this process.
- **Step 3.** Choose the correct NC Check-In 2.0 from the test type drop-down menu.
- **Step 4.** Choose the appropriate subject or course from the test name drop-down menu.
- **Step 5.** Select the appropriate student from the list presented on the screen.
- **Step 6.** Ensure the screen is set to the start page with the correct student's name, interim name, and school name near the top of the screen.
- **Step 7.** Click the start button to begin transcribing the student's responses.
- **Step 8.** After all responses are recorded and verified, click the end test button. A stop sign will appear on the screen after the second end test button has been clicked and the test has been closed.
- **Step 9.** The test administrator or principal's designee must purge any electronic files associated with the test administration immediately following the completion of the transcription process.

No additional security measures need to be in place during the transcription process. The teacher is encouraged to consult with the student if questions arise during the transcription process.

Paper Review Sessions

It is the Annual Testing Program's expectation that NC Check-Ins 2.0 interim books that will be used for review are stored at the school in a secure, locked facility that is not accessible to students but is accessible to teachers. The books should be checked out to the classroom teachers allowing them to be readily available for review sessions with students and conferences with parents. Teachers must store the books in a locked drawer or cabinet when they are not in use. Parents can view the students' scores and responses

through customary communication (i.e., individual parent and teacher conferences at the school) within the school setting only.

Upon Classroom Completion of the Interims

Teachers follow local procedures for the return all NC Check-Ins 2.0 paper materials to the school test coordinator. All interim materials are to be destroyed locally.

Administrator responsibilities after administrations also include

- clearing the calculator memory and all applications (including preloaded) of all calculators, including students' personal calculators, used during the administration; and
- checking to be sure paper clips, rubber bands, and staples are *not* used when returning interim materials.

Remote Administration Guidance

Remote Administration Overview and Procedures

Online NC Check-Ins 2.0 may be administered to students who are receiving all of their instruction remotely.

Remote Administrations

When NC Check-Ins 2.0 are administered to students remotely, schools are reminded that all materials are considered secure, and every effort should be made to ensure materials are collected from students' homes. The [Remote Administration Tracking Form](#) should be used by the school test coordinator to record the students' names, the materials included in the interim administration package, and the dates when the materials left and were returned to the school.

Communication to Parents

The teacher or designated school personnel should alert parents, guardians, and students that the NC Check-In 2.0 interim will be administered remotely. Parents, guardians, and students should be advised of the following:

1. the administration of the interim will take place at home,
2. the school requires that interim questions be secure at all times,
3. secure materials must not be reproduced in any manner,
4. instructions will be provided for how students can access and complete the interim online while working remotely, and
5. a contact will be provided at the school if there are questions about the remote administration of the interim.

Acceptable Devices for Remote Online Administrations

The Annual Testing Program recommends that students use a device that is issued by the school and has NCTest already loaded.

When necessary, schools may permit students to use personal devices to complete the NC Check-Ins 2.0. Directions for downloading NCTest to student-owned devices can be located via <https://center.ncsu.edu/ncinstruct/>. This link may be shared with parents, guardians, and students. After the student no longer requires access to the NC Check-In 2.0 online, a parent or student should be advised to clear locally stored off-line content (e.g., cookies, cache) to ensure the security of the interim.

Technical support must be provided locally. It is not permissible to share the Help Desk phone number or email address for the Technical Outreach for Public Schools with students, parents, or guardians.

Access Code Delivery Options for Remote Online Administrations

Schools that administer the NC Check-Ins 2.0 remotely online to students will need to ensure the individual student access codes are delivered to either the parent, guardian, or student (if grade appropriate). Each individual access code has been created specifically for the interim, the student, and the subject area. Access codes for remote administrations begin with the letter “R.” Schools may utilize any of the following delivery methods when sharing the individual student access codes:

- include the access code in a packet of online materials (e.g., scratch paper, calculator) that can be picked up by the parent, guardian, or student at the school
- use a secure online portal or gradebook to deliver the access code
- use the US mail service to deliver the access code
- make a telephone call to the parent, guardian, or student to deliver the access code
- use ConnectEd (or another parent communication tool) to deliver the access code
- use Canvas (or another learning management system) to deliver the access code

Guidance for Remote Online Administrations

The following guidance is provided to support schools with remote online administrations of NC Check-Ins 2.0.

TABLE 4. Guidance for remote online administrations

School Responsibilities	Guidance
Online Tutorial	Schools are encouraged to share online tutorial access information with parents, guardians, and students.
Materials	<p>Schools should provide each student with the required materials found in this handbook.</p> <p>Students may use the online calculator, a handheld calculator (if available), or both during the calculator active portions of the mathematics interims. As schools review math scores, it is advisable to factor in the possible use of a calculator on the calculator inactive questions.</p>

School Responsibilities	Guidance
Student Login Access	The school will provide each student with a student ID and an access code. Each student ID and access code is unique to the individual administration. All remote access codes begin with the letter “R.”
Accommodations	<p>During remote learning, every effort should be made to ensure each student receives the appropriate documented accommodations as reflected on his or her Individualized Education Program, Section 504 Plan, English Learner Plan, or transitory impairment documentation.</p> <p>Students will be able to utilize the accommodations built into the online testing platform (e.g., <i>Test Read Aloud [in English]</i>) when enabled in the Student Interface Questions by the school. Parents or guardians may provide their student’s accommodations in the same manner that accommodations are provided for remote instruction.</p>
Entry of Student Interface Questions in NCTest	A student’s accommodation(s) (indicated by a current Individualized Education Program, Section 504 Plan, English Learner Plan, or transitory impairment documentation) are entered by the public school unit test coordinator or principal’s designee.
Technical Support	Schools should advise students who experience technical difficulties to contact their teacher for help. If the teacher is unable to help the student resolve the technical issue, the school test coordinator will then need to follow the local procedures for troubleshooting the technical issue.

Appendix A: NC Check-Ins 2.0 Reading and Mathematics at Grades 3–8 Paper Practice Activity

The paper version of the NC Check-Ins 2.0 Reading and Mathematics at Grades 3–8 includes some answer choices that mimic online technology-enhanced questions. For these questions, students will have the option to use a manipulative kit which enables the ability to move their choices on the page to indicate their answers. Students taking a paper version of the NC Check-Ins 2.0 with a manipulative kit are advised to complete a practice activity.

The NC Check-Ins 2.0 with a manipulative kit and the corresponding paper practice activity are available in two formats: Velcro™ and repositionable notes.

The *Braille Edition* of the NC Check-Ins 2.0 and the corresponding paper practice activity are available in two formats: Velcro and magnets.

Using the NC Check-Ins 2.0 Paper Practice Activity

It is important to ensure students are familiar with the different question types and how to mark answers in the practice activity or when taking the interim. The teacher may assist students with attaching and securing answer choices. Students who demonstrate difficulty using the moveable items or need assistance marking or changing answers may receive assistance from the teacher. It is important that the teacher assists students in a way that does not indicate a correct or incorrect response. If at any time answer choices are not staying attached, the teacher should talk with the student to ensure the correct answer choices are entered in the online testing system. This is appropriate on both the practice activity and the NC Check-Ins 2.0.

Optional Paper Practice Activity Script for Use with Manipulative Kits

The following script is *optional* and may be altered as needed.

SAY: Today you are taking the NC Check-Ins 2.0 paper practice activity that is designed to help you understand how to respond to and mark your answers for different types of questions. You may see types of questions today that you will not see when taking the NC Check-In 2.0, and that is okay. When using the paper practice activity, all answers will be marked directly in the practice activity book. If you have any questions, please ask so I can make sure you understand how to respond and mark your answers.

Calculator Inactive Section

SAY: You will begin with a calculator inactive question. For this question you may not use a calculator. Number 1 is a numeric entry question. Write your answer in the empty boxes. Write only one digit or symbol in each box. Use only the symbols that are provided above the boxes.

Read for grades 3–5:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Teacher pauses while students answer and then continues.

SAY: This is the end of the calculator inactive section. Now turn the page and read the directions.

Teacher pauses while students read directions and then continues.

Calculator Active Section

SAY: Number 1 in this section is a multiple-choice question. After you read the question, mark your answer choice in the book.

Teacher pauses while students answer and then continues.

SAY: Number 2 is a numeric entry question. Write your answer in the empty boxes. Write only one digit or symbol in each box. Use only symbols that are provided above the boxes.

Read for grades 3–5:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Teacher pauses while students answer and then continues.

SAY: Number 3 is a constructed response question. You will write your response on the lines provided. You must not write in the margins, unlined areas, or add additional lines. Only the responses recorded on the lines provided will be scored.

Teacher pauses while students answer and then continues.

SAY: Number 4 is a text select question. You may use a calculator for this question. You will see several square boxes, which indicate that multiple answers may be marked. The question may state how many answers to select, or it may say to select all that apply. Read the question carefully.

Teacher pauses while students answer and then continues.

SAY: Number 5 is a text replace question. A word appears in bold font at the beginning of each answer choice. A bold word is also placed in the sentence so you can see which word is to be replaced in the sentence. For this type of question, you will only mark one answer.

Teacher pauses while students answer and then continues.

SAY: Number 6 requires you to move the cards to the correct space. The boxes under the question show where the answers should be placed. Move the cards with the answer choices to the appropriate space and make sure they are attached. Each question box should have an answer choice placed directly inside. If there is a problem keeping the cards attached, raise your hand to let me know, and I will help you.

Teacher pauses while students answer and then continues.

SAY: Number 7 requires you to move the cards to the correct place. There are three spaces for answers and there are three sets of answers. Use set one to select and place your answer under the first question box. Use set two to select and place your answer under the second question box. Use set three to select and place your answer under the third question box. Only one answer choice from each set should be used.

Teacher pauses while students answer and then continues.

SAY: Now turn the page and read the directions. This is the end of the paper practice activity.

Optional Braille Paper Practice Activity Script for Use with Manipulative Kits

The following script is *optional* and may be altered as needed.

SAY: Today you are taking the NC Check-Ins 2.0 paper practice activity that is designed to help you understand how to respond to and mark your answers for different types of questions. You may come across types of questions today that you will not have when taking the NC Check-In 2.0, and that is okay. If you have any questions, please ask so I can make sure you understand how to respond and mark your answers.

Calculator Inactive Section

SAY: You will begin with a calculator inactive question. For this question you may not use a calculator. Number 1 is numeric entry question. Respond using only the digits and symbols allowed.

Read for grades 3–5:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Students should record their answers in the same manner they use for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: This is the end of the calculator inactive section. Now turn the page and read the directions.

Teacher pauses while students read directions and then continues.

Calculator Active Section

SAY: Number 1 in this section is a multiple-choice question. After you read the question, mark your answer choice.

Teacher pauses while students answer and then continues.

SAY: Number 2 is a numeric entry question. Respond using only the digits and symbols allowed.

Read for grades 3–5: Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., and / can be used.

Read for grades 6–8: Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., /, and - can be used.
--

Mixed numbers are entered by adding a space after the whole number. Spaces are only allowed between whole numbers and fractions.

Students should record their answers in the same manner they use for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: Number 3 is a constructed response question. Read the text and respond.

Students should record their answers in the same manner as they would for instruction and other classroom assessments (e.g., braille writer, slate and stylus, dictation to a scribe).

Teacher pauses while students answer and then continues.

SAY: Number 4 is a text select question. You may use a calculator for this question. There are several square boxes with answer choices next to them, which indicate that multiple answers may be marked. The question may state how many answers to select, or it may say to select all that apply. For this question, you will use the moveable markers provided on the page to select your answer(s). Move each marker to the corresponding box next to the answer choice(s) you want to select for this question. Read the question carefully.

Teacher pauses while students answer and then continues.

SAY: Number 5 is a text replace question. A word appears in bold font at the beginning of each answer choice. A bold word is also placed in the sentence so you can read which word is to be replaced in the sentence. For this type of question, you will only select one answer.

Teacher pauses while students answer and then continues.

SAY: Number 6 requires you to move the cards to the correct space. The boxes under the question show where the answers should be placed. Move the cards with the answer choices to the appropriate space and make sure they are attached. Each question box should have an answer choice placed directly inside. If there is a problem keeping the cards attached, tell me, and I will help you.

Teacher pauses while students answer and then continues.

SAY: Number 7 requires you to move the cards to the correct place. There are three spaces for answers and there are three sets of answers. Use set one to select and place your answer under the first question box. Use set two to select and place your answer under the second question box. Use set three to select and place your answer under the third question box. Only one answer choice from each set should be used.

Teacher pauses while students answer and then continues.

SAY: Now turn the page and read the directions. This is the end of the paper practice activity.

Answers to the NC Check-Ins 2.0 Paper Practice Activity

Teachers may discuss the practice activity questions and answers with the students after the activity has been completed.

Answer Key

Calculator Inactive

1.

1		1	/	2	
---	--	---	---	---	--

Calculator Active

1. D

2.

4					
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3. Answers may vary.

4. 10, 8, 6

5. **fast:** The dog is **fast**.

6.

can fly bird	cannot fly dog
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7. D, E, F

Appendix B: Testing Code of Ethics

Introduction to the *Testing Code of Ethics*

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade or course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

In order to achieve those objectives, teachers and administrators must conduct testing in a fair and ethical manner, which includes:

Security

- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation

- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration

- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis, and Reporting

- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

Standardized test scores are only one of the many indicators of how well the student is learning. Test scores should be used in conjunction with all other available information about a student to understand student progress and improve student learning. When administering tests, school administrators and teachers must comply with applicable statutes, rules and policies. In particular, administrators and teachers must comply with the *Testing Code of Ethics* (16 N.C. Admin. Code 6D .0311), which is printed on the following page.

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule shall apply to all public school unit (PSU) employees or agents while they are administering the Annual Testing Program defined in Rule .0307(c) of this Section.

(b) The PSU shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The PSU shall require all testing coordinators, school test coordinators, test administrators and proctors to be trained as required in Rule .0308 of this Section.

(d) The PSU shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for any purpose other than test administration.

(2) No person shall copy, reproduce, or paraphrase the test materials without the express written consent of the test publisher.

(e) The principal shall store test materials in a locked facility to which only the principal has access. The principal shall not allow anyone access to the test materials except as necessary for administration.

(f) When PSU personnel discover loss of materials, failure to account for materials, or any evidence of unauthorized access to the materials, they shall report the discovery without delay to the principal, school test coordinator, school system (LEA) test coordinator, or charter school director.

(g) PSUs shall ensure that test coordinators:

(1) plan and implement training for school test coordinators, test administrators, and proctors;

(2) ensure each school test coordinator and test administrator is trained in accordance with Rule .0308 of this Section; and

(3) in conjunction with program administrators, ensure test accommodations to students entitled to testing accommodations as defined in 16 NCAC 06G .0315; are documented and provided.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

(1) before each test administration, the school test coordinator shall count and distribute test materials;

(2) after each test administration, the school test coordinator shall without delay collect, count, and return all test materials to the locked storage facility;

(3) establishes procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test; and

(4) identifies and trains personnel, proctors, and backup personnel for test administrations.

(j) Teachers may help students improve test-taking skills by:

(1) helping students become familiar with test formats using curricular content;

(2) teaching students test-taking strategies and providing practice sessions;

- (3) helping students learn ways of preparing to take tests; and
 - (4) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (k) With respect to test administration, PSUs shall:
- (1) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (2) inform the local board of education of any breach of this code of ethics; and
 - (3) inform test coordinators and principals of their responsibilities.
- (l) The school test coordinator shall:
- (1) assure school personnel know the content of rules in this Section and local testing policies;
 - (2) implement the school system and local testing policies and procedures to assure all students participating in the Annual Testing Program have an equal opportunity to demonstrate their knowledge on the test;
 - (3) ensure proctors are trained; and
 - (4) ensure all violations of rules in this Section and local testing policies are reported to the school system (LEA) test coordinator.
- (m) Test administrators shall:
- (1) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (2) administer tests to all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (3) report all violations of rules in this Section and local testing policies to the school test coordinator; and
- (n) Proctors shall serve as additional monitors to help the test administrator assure that students have an equal opportunity to demonstrate their knowledge on the test.
- (o) Scoring. The school system test coordinator shall:
- (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address scoring accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (p) Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators when determining a student's grade. The PSU shall ensure that school personnel analyze and report test data within the limitations described in this Paragraph.
- (1) Educators shall maintain the confidentiality of individual students. PSU personnel shall not publicize test scores or any written material containing personally identifiable information from the student's educational records except

as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g and regulations adopted pursuant thereto.

- (2) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
- (q) Unethical testing practices include the following practices:
- (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) classifying students for the purpose of avoiding State testing;
 - (7) not testing all students enrolled in a grade or course that requires a test in the Annual Testing Program;
 - (8) failing to provide required accommodations during testing to students entitled to testing accommodations as defined in 16 NCAC 06G .0315;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records for the purpose of raising test scores;
 - (11) using a single test score to place a student in a grade or a course; and
 - (12) providing inaccurate test results and interpretations to the public.
- (r) In the event of a violation of this Rule, the State Board of Education may impose any one or more of the following sanctions:
- (1) withhold any monetary incentive awards;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 06C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

*History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12; 115C-218.85(a)(3);
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