

North Carolina Personalized Assessment Tool (NCPAT)

Beginning 2023-2024, grades 4, 5, 7, 8 Reading and Math will participate in the NCPAT considered an EOG Multi-Staged Adaptive Summative Assessment. *General Assembly Session Law 2019-212 (SB 621) states that state-mandated assessments are to be administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year.*

Iredell-Statesville Schools has participated in the NC Check-ins since the creation and available by NCDPI. NCCI assessments are given in Grades 3-8 Reading and Math as three interims throughout the school year.

- Interims may be administered in any order to meet the district pacing guides
- Two Interims must be administered by April 1st of each year.

NCCI assessments provide immediate formative data to support instruction, this has always been the primary purpose of the NCCI assessments.

- Online reporting and review forms are available to teachers the next day
- Teachers can review test items and individual student responses
- Interim results are not used for accountability

NCPAT: Multistage Adaptive EOG

The redesigned EOG is the accountability component of the NCPAT through-grade system. There were over 8000 students that participated in the pilot during the Spring 2023.

Key characteristics about this version of the EOG are:

- Same test content and standards as measured on the current EOG (grade level content standards)
- Same test format and test length
- Same scale score and academic achievement levels
- Same expectations for student performance

Grades 4, 5, 7, 8, will participate in the NCPAT in Reading and Math for 2023-2024. All scores will be used for school performance grades and other accountability reports.

New Design features:

- Updating from parallel/equivalent forms to multistage adaptive forms that are designed to maximize precision at different points on the EOG scale.

- Moving from randomly assigning forms to using scores, when available, from NC Check-Ins 2.0 through a statistical process to assign students to most informative multistage form.
- Student's assigned EOG form does not make it easier or harder to demonstrate proficiency.
- All forms measure the full range of achievement levels but at varying acceptable reliabilities
- Each multistage adaptive EOG will have three forms. Students will be assigned to one of these three forms based on performance information gathered throughout the year from NC Check-Ins 2.0. Each form of the multistage adaptive EOG is designed with a range of items that are aligned to grade-level content standards and are most appropriate for students in that range. All forms of the multistage adaptive EOG will allow students to score at any of the four academic achievement levels (Not Proficient, Level 3, Level 4, and Level 5).

Key advantages of the redesigned EOG are:

- Increase in the breadth and depth of items administered in the EOG without adding to the total items for each student.
- Improvement in test experience for all students particularly those at the top and bottom end of the achievement scale as each test form is adapted to be most informative at different ability ranges along the scale.
- The through-grade component allows for a reliable connection between student performance and classroom activity throughout the year with end-of-year performance on the EOG.
- Using data from NC Check-Ins 2.0 allows students to benefit from the full range of measurement enhancements offered by the multistage adaptive design of the EOG. Students will be assigned to a form that allows for an improved testing experience by presenting a range of items to match their expected performance. However, the range of items on each form support students being able to achieve any of the four academic achievement levels.