Recommendations for Check-ins 2.0 Administration and Sequencing of Instructional Frameworks Clusters

Recently the North Carolina Department of Public Instruction released the grades 3-8 test specifications for the Innovative Assessment Demonstration Authority (IADA) North Carolina Personalized Assessment Tool (NCPAT) or "Check-Ins 2.0". The purpose of these interim assessments is, "to provide students, teachers, and parents with immediate in-depth action data and a reliable estimate of a students' current performance on the selected subset of content standards." (*https://www.dpi.nc.gov/iada-nc-check-ins-20-mathematics-grades-3-8-specifications*). The North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services (DAS) expands on their value to say that it exists in being used as a formative tool to "help students and teachers adjust ongoing teaching and learning".

This document includes recommendations for using NC Check-ins 2.0 with the NC^{2}ML Grades K-5 and Grades 6-8 Instructional Frameworks.

- Information about the NC Check-ins 2.0 including the purpose and overview, the content specification development, the format, administration and review, and the IADA timeline can be found on the NC DPI website at https://www.dpi.nc.gov/iada-nc-check-ins-20-mathematics-grades-3-8-specifications.
- As described in the specifications document, the testing window for all three interim assessments will open Oct. 1 and close May 31, allowing districts maximum flexibility in the timing of administration. For IADA pilot schools, students must complete at least two check-ins by April 15, 2023, for their data to be used to determine an informative start point on the flexible summative. **By delaying the testing administration 3-4 weeks beyond the end of the quarter, the sequencing and timing of the NC Instructional Frameworks can be used with minimal changes.** Recommendations for needed adjustments are specified in the next section.
- NC^{2}ML advocates for the productive use of NC Check-ins 2.0 as formative data to help teachers know where students are in their understanding and adjust instruction accordingly. Often these check-in data are used for other purposes for which they were not intended. In addition, check-ins are a snapshot and should be taken as normal classroom activity. Teachers do not need to spend time reviewing in preparation. **District leaders, principals, and teachers are encouraged to read the two-page Research-Practice brief, "How should administrators and teachers use the NC Check-ins?"**

Recommendations by Grade Level - Each column indicates the point in the Instructional Frameworks sequence in which to administer the Interim assessment.
*Note that timing recommendations have been made using the longest suggested duration noted in the Clusters. If your district has made adjustments, you will need to adjust timing accordingly.

Grade	***Interim A (approximately week 12)***	***Interim B (approximately week 22)***	***Interim C (approximately weeks 30-32*)***
3	After Cluster 3	After Clusters 4 and 6 (switch 5 and 6) OR Keep the order and test after Clusters 4, 5, and 6.	After Cluster 7 (including Cluster 5)
4	After Cluster 3 or part way through Cluster 4 *Note G.1 is on Interim A but does not fit in conceptually with any of the other content in this Interim. Either leave G.1 out and interpret your Interim A test data accordingly OR put G.1 in Cluster 1.	After Cluster 6	After Cluster 8 *MD.4 is on the Check-ins 2.0 for this interim. If you replace it in Cluster 1 with G.1, then integrate MD.4 throughout the year using real-world problems with data OR give Interim C after Cluster 9

5	After Cluster 3	After Cluster 5	Any time after Cluster 6
6	After Reasoning with Area and Surface Area Cluster Reasoning with Factors and Multiples Cluster Ratio Reasoning Cluster *Note RP4 is included on Interim B but is taught within Interim A	After Division of Fractions Conceptions Cluster Making Sense of Decimal Computations Cluster *Note EE.1 is not taught until 3rd quarter so leave it out and interpret your data accordingly	After Integer and Rational Number Reasoning Cluster Making Sense of Coordinate Planes Cluster Reasoning with Algebraic Expressions Cluster *Note EE.7 is not taught until 4th quarter so leave it out and interpret your data accordingly
7	After Proportional Relationships Cluster Reasoning with Rational Numbers Cluster *NS 3 is included in both Interims A and B	After Reasoning About Expressions Cluster Reasoning About Equations and Inequalities Cluster *Move Probabilistic Reasoning Cluster to 3rd quarter NS 3 is included in this Interim again. G.5 will be tested in Interim C	After Geometric and Measurement Reasoning Cluster Reasoning about Population Samples Cluster
8	The recommendation is to omit Interim A due to the fact that it tests one standard from five different clusters which is not developmentally appropriate If omitting this interim assessment, keep in mind that at least two interims need to be completed by April 15, so plan administration of interims B and C accordingly *Note If your school does NOT omit Interim A, then consider using the Instructional Framework Alternative B order (see page 1 of the IF) with parts of the Reasoning with Exponents/Scientific Notation Cluster coming in first quarter at your discretion; F.1 and NS.1 will be tested in Interim A but are not taught until	After Functional Reasoning Cluster *Note F2 and EE.8 are taught in the Functional Reasoning Cluster but tested in Interim C; EE.8 can reasonably be taught closer to administration of Interim C	After Statistical Reasoning Cluster

	second quarter so interpret your data accordingly		