



NC's Library of Common Exams: Using Student Growth Data to Measure Educator Effectiveness

- NC has enhanced the statewide NC Educator Evaluation System to include an explicit, objective measure of how a teacher contributes to the academic success of students. In order to be identified as “effective,” a teacher’s students must make at least expected growth.
- The NC State Board of Education has approved the SAS Institute’s Education Value–Added Assessment System (EVAAS) as the statewide method for measuring student growth.
- In order to measure growth, EVAAS requires data from statewide assessments administered to all students in a course, or grade, and subject.
- Currently, EVAAS cannot measure student growth for approximately 60 percent of NC’s teachers.
- The State is facilitating the design of Common Exams for grades 4 –12 English Language Arts, Science, Social Studies, and Mathematics courses, and grades that do not have statewide assessments. Over 800 NC teachers have designed the exams, written the items, and reviewed them prior to administration.
- The Common Exams contain short–answer questions that challenge students to show their work and explain their thinking. NC teachers will grade the students’ responses.
- The Common Exams should replace teacher–made final exams that students would have taken in many courses or subjects.
- School Districts are not required to administer all of the Common Exams. Districts must administer *only the exams needed* so that EVAAS can produce a *measure of student growth for each teacher*.

- For a complete list of Common Exams available for administration, please visit <http://www.ncpublicschools.org/docs/educatoreffect/asures/msl-timeline.pdf>.

Districts use the following State-provided “decision tree” to determine which exams must be administered:

