

Brief Summary of IADA Programs Approved (as of Sept 2021)

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/iada/>

Approved to start for the 2018-19 school year

-**Louisiana**: through year model with three curriculum-embedded Gr 6-8 ELA end-of-unit assessments in three testing windows over the year; eventually will scale to Gr 3-8 and high school ELA; local choice over end-of-unit assessment in fall and early winter; spring end-of-year essay is the same for all; assessment system is aligned with state-approved (Tier 1) and freely provided OER curriculum (Gr 6-8 [Guidebooks](#) right now, also expanding to another curriculum) in ELA; based on the belief that the system is more equitable if all students have opportunity to come into an assessment with relevant background knowledge. Hoping for full year of pilot data from 2021-22 SY from three windows to figure out psychometric scaling approach to produce annual determinations.

-**New Hampshire**: Performance Assessment of Competency Education (PACE) started in 2014-15 SY under NCLB; through year model in ELA, math and science in Gr 3-8; performance tasks created for high school to promote coherence, but no data submitted for accountability purposes; students take once per grade span state standardized test; in all other federally-required grades/subjects annual determinations based on classroom summative assessments (including one common performance task) and teacher judgment surveys; PACE on hold right now; students took state test in spring 2021; PACE not operational in 2021-22 SY.

Approved to start for the 2019-20 school year

-**North Carolina**: Personalized Assessment Tool is a system of three through-course assessment opportunities starting in Gr 4 & 7 Reading & Math before scaling to Gr 3-8 Reading & Math; consists of three modular (based on cluster of standards, not mini-summative) interims where teachers can see items and student responses after administration; interims are optional and can be administered in any order and time based on local scope and sequencing; end-of-year flexible summative is not optional; interim assessment information provides prior in multi-stage adaptive flexible summative; flexible summative also operates as just adaptive (not multi-stage) if missing interims; annual determination comes from flexible summative.

-**Georgia**: two through year assessment systems in competition with one another

- **GMAP**: Through year mini-summative interims based on NWEA's Measures of Academic Progress (MAP) in Gr 3-8 ELA and Math; three interims administered over the year; psychometric scaling to produce annual determinations not yet determined; different design options—still trying to find best configuration to meet comparability requirements.
- **NAAVY**: Through year standards-based assessment system in Gr 3-8 ELA and Math; will use diagnostic classification modeling (DCM) to define 'mastery' on assessments tied to each standard in math and ELA (20-30 standards/grade/content area); each assessment has 6-8 items on a standard that students have been taught; teachers receive immediate results; psychometric scaling to produce annual determinations not yet determined.

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-**Massachusetts**: Gr 5 & 8 science assessment that corresponds to state initiative, [Kaleidoscope Collective for Learning](#) intended to nurture [deeper learning](#); students take 1 session MCAS that is 50-60% of full MCAS—annual determinations based on this shortened summative; additional 1 session innovative portion that includes technology-enhanced and simulated performance tasks; continuing to pilot different approaches to the innovative portion; will decide over time if/how to incorporate innovative portion into students' annual determination, if at all.