



THROUGH-YEAR ASSESSMENT:

*An Updated National Scan &
Research Synthesis*

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Carla Evans, Nathan Dadey & Kyla McClure



The National Center for the Improvement
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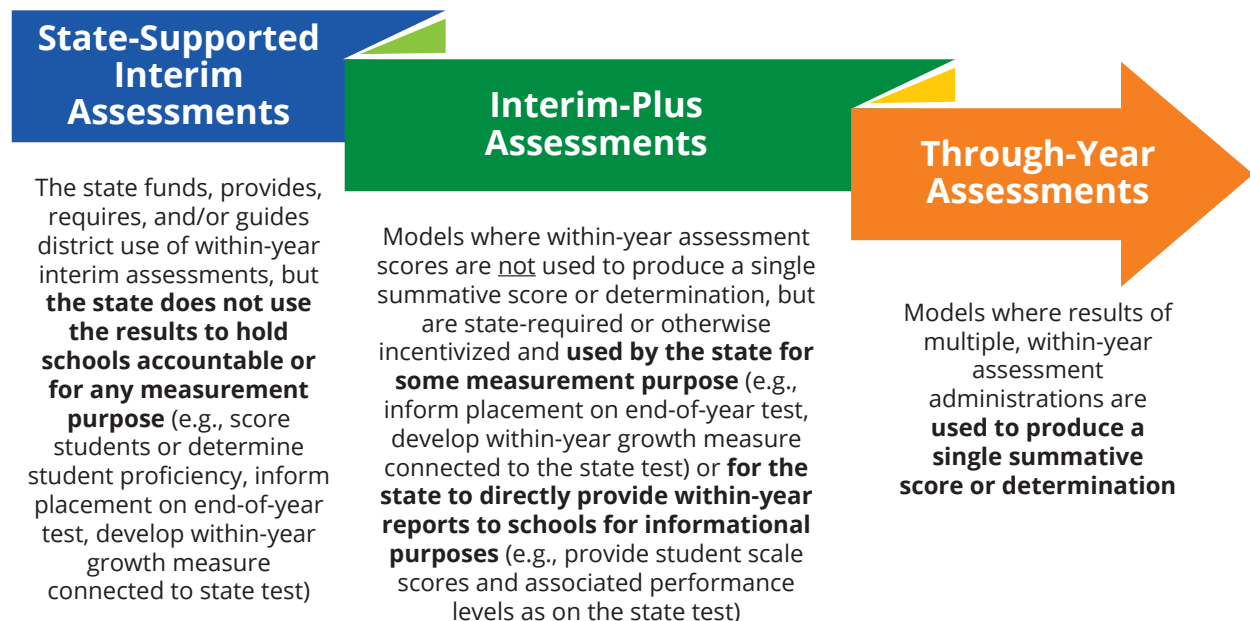
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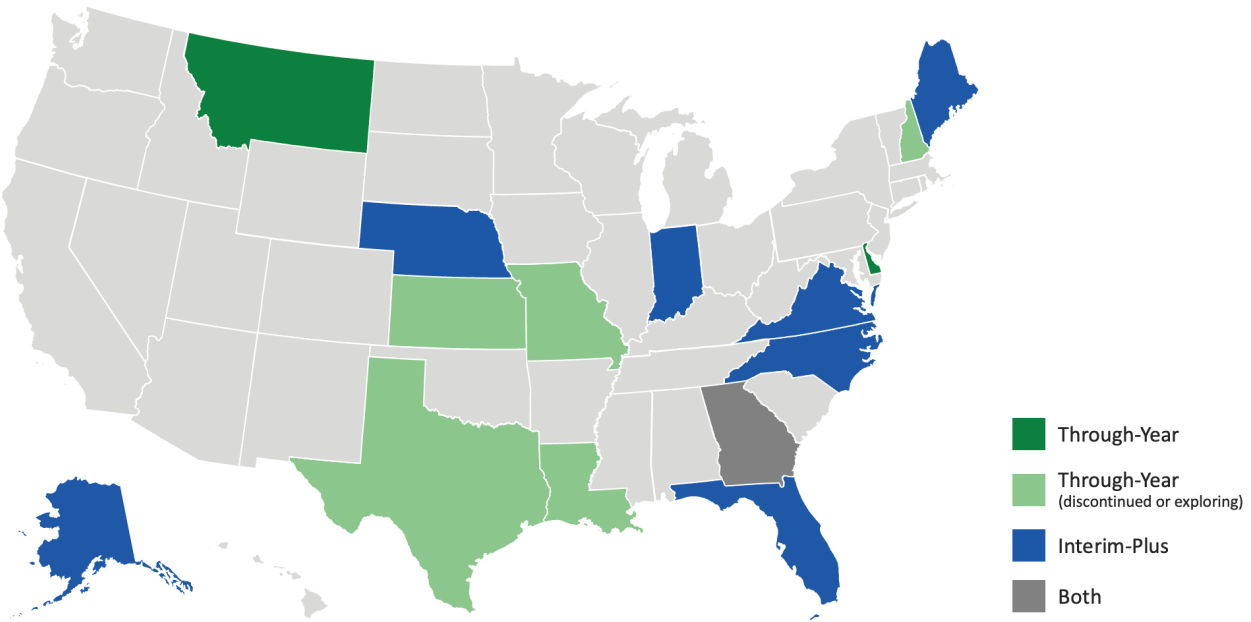
EXECUTIVE SUMMARY

Over the past eleven years, 15 states have tried to rebuild state summative testing so that it happens during the school year, not just once at the end of the year. The appeal is straightforward: shorter tests, faster results, and information teachers might use. What has been missing is an account of whether it works, for whom, and under what conditions. The evidence is scattered across state evaluations, pilot reports, federal waiver submissions, conference presentations, and surveys embedded in individual pilots. This paper synthesizes evidence from those state programs, as of fall 2026, to begin answering some of those questions.

Not all within-year state assessments are classified as through-year assessments, despite claims made by the field. In this paper, we focus on two: **through-year**, and an approach we call “**interim plus**.” In through-year assessment programs, results of multiple, within-year assessment administrations are used to produce a single summative score or determination. Another approach is an interim-plus assessment program, in which the state does not use within-year assessment scores to produce a single summative score or determination, but requires or incentivizes them and uses them for some measurement purpose (e.g., inform placement on end-of-year test, develop within-year growth measure connected to the state test) or to directly provide within-year reports to schools for informational purposes (e.g., provide student scale scores and associated performance levels as on the state test). Trends across these two program types have emerged against a backdrop of much broader state engagement in **state-supported interim** programs, which we also catalog in this paper.



The updated national scan illustrates the complexity and shifting landscape of through-year and interim-plus assessment programs. The map identifies the 15 states included in this scan, and the table beneath it indicates whether they pursued a through-year or interim-plus assessment program (or both), and the current state of that program (operational, discontinued, or exploring/piloting). **Only nine states have operational programs right now, and only two of those are through-year assessment programs.**



	Through-Year	Interim-Plus
Operational	Delaware, Montana	Alaska, Florida, Indiana, Maine, Nebraska, North Carolina, Virginia
Discontinued	Georgia, Louisiana, Missouri, New Hampshire	Georgia, Nebraska
Exploring / piloting	Kansas, Missouri, Texas (paused)	—

Note: Georgia, Missouri, and Nebraska each ran two programs, so each appears twice. Georgia is shown as “Both” on the map because it had two separate programs: one through-year and one interim-plus.

Our updated national scan and research synthesis highlights six main findings:

- 1. Through-year assessment programs have proven more challenging to implement and to sustain.** Only two states, Delaware and Montana, are operating a through-year assessment program today. Four states have discontinued their programs, one has paused, and two are piloting.
- 2. Testing time has increased.** Based on the programs we reviewed, through-year and interim-plus assessments increase the time required for state assessments. Arguments that a through-year system increases efficiency, a key argument often made in favor of these models, depend on districts retiring their own interim assessments, and many have not, according to a recent national study of district assessment practices.
- 3. Supporting teachers in using assessment results regularly requires significant state investment and training, and adoption is gradual.** In Montana, educators were not yet routinely accessing results during the first implementation year; roughly three-quarters of teachers reported insufficient training and 45-50 percent of students reported never seeing a score report. The state has since committed a four-year, \$3.1 million federal grant to professional learning, redesigned score reports, and curriculum alignment tools. In Texas, educator satisfaction with score reports rose by more than 15 percentage points between the first and second pilot years.
- 4. Coherence across curriculum and state assessment has been challenging to implement in practice because it depends on conditions states often do not control.** Most states have little influence over local curriculum, which forces a curriculum-agnostic design and removes connections between the assessment and classroom practice. Louisiana offered one example of an approach in which the state directly connected the curriculum to the assessment; however, it could not sustain the program over time.
- 5. Students prefer a through-year assessment approach.** Across Louisiana, Montana, and Texas, students consistently preferred tests distributed throughout the year to a single test at the end.
- 6. The field has made progress on addressing some of the technical challenges with through-year assessment. Implementation challenges remain.** States have generated defensible summative scores from within-year results using several different scoring models, and Montana has submitted its program for the federal peer review that all accountability assessments must pass. The difficulties that have closed programs have been cost, staff capacity, curriculum control, and educator trust.

INTRODUCTION

The education landscape is constantly changing, and assessment is no exception. One particularly important change is the growing role many state education agencies play in local assessment practices. This trend has been growing for some time. Many states are providing, or in some cases requiring, districts and schools to administer various kinds of standardized assessments, including literacy screeners, interim assessments, and, less frequently, through-year assessments.¹

The desire to improve state assessments is perennial.² The U.S. Department of Education just awarded four states competitive grants for state assessment to innovate and improve their state assessment programs—and that’s in addition to the 29 awards made under the same program since 2019.³ Two of the four states awarded grants in September 2026 are directly supporting local assessment practices: Montana is funding curriculum-alignment maps and professional learning to change how districts use its existing through-year results, and New Mexico is connecting classroom-based evidence of student learning to validated statewide proficiency scales. New Mexico’s plan suggests state involvement in local assessment is expanding beyond the programs this paper examines.⁴

State education leaders and policymakers, as well as those who advise them, often want to know what other states are doing, why they are doing it, and how it is working. This report provides that information on through-year assessment programs as of fall 2026, updating and extending previous work.⁵

Our guiding question was simple: ***What is the current landscape of through-year assessment programs, and what evidence exists on their implementation or effectiveness?*** We found that despite the attention that through-year assessment has received, programs that use within-year information to produce summative determinations are rare. We also found that research and evaluation evidence is growing, but much remains unknown about how these programs are meeting their stated goals and ambitions.

Despite the attention that through-year assessment has received, programs that use within-year information to produce summative determinations are rare.

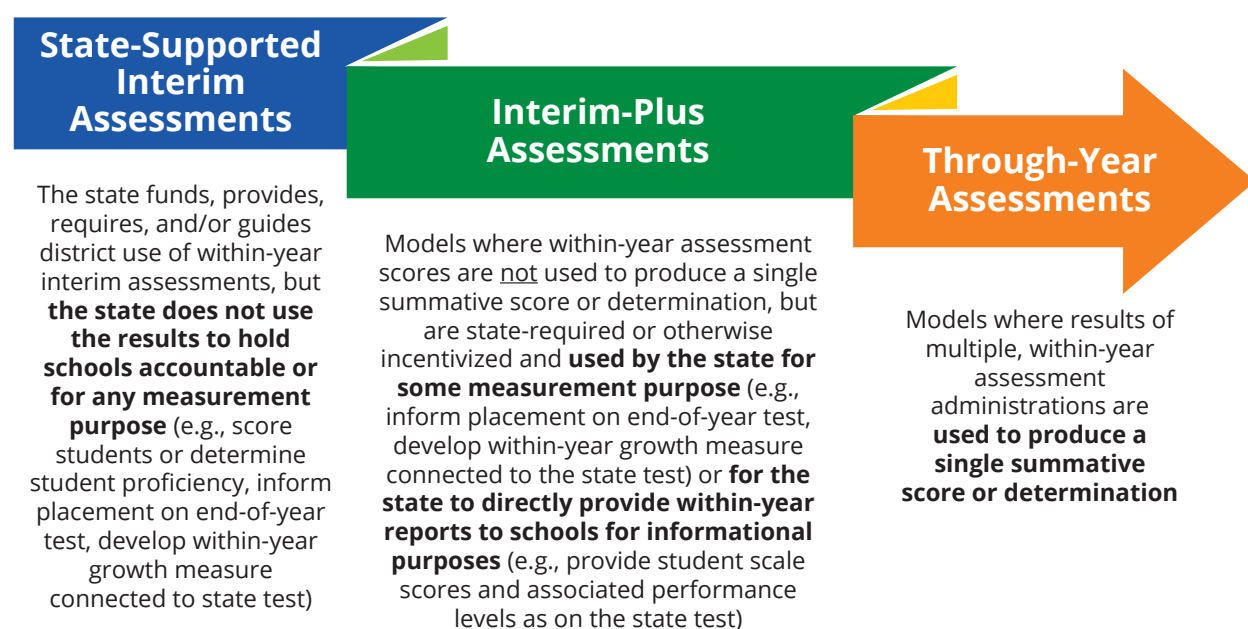
This report is organized into three parts. We first define the terms and map the national landscape, distinguishing through-year programs from the interim-plus and state-supported interim approaches they are often confused with. We then set out the three common goals states cite for pursuing these programs. Finally, we synthesize what the research and evaluation evidence says about whether each goal is being realized, present emerging promising evidence, and describe the risks states should anticipate. The paper ends with a review of findings and limitations, suggestions for states interested in pursuing through-year assessment options, and future research needed.

NATIONAL LANDSCAPE SCAN

Defining the Landscape

The state of the field can be confusing. We clarify the landscape by differentiating among through-year assessment programs, assessment programs adjacent to through-year assessment programs (which we call interim-plus), and state-supported interim assessment programs. Interim assessments are administered periodically (on an interim basis within the year) to evaluate students' knowledge and skills against a specific set of academic goals and to inform educator or policymaker decisions at the classroom, school, or district level. The design of an interim assessment is driven by its intended purpose and use, but results must be reported in a manner that allows aggregation across students, occasions, or concepts.⁶ State-supported interim assessments typically offer the most flexibility and support for local control, whereas through-year assessment programs are the most prescriptive. Figure 1 shows these programs along a continuum.

Figure 1. Continuum of State Involvement in Within-Year Standardized Assessment



The most widespread and flexible state approach is to fund, provide, require, and/or guide district use of within-year interim assessments, but not use the results to hold schools accountable or for any measurement purpose (e.g., score students or determine student proficiency, inform placement on end-of-year test, develop within-year growth measure connected to state test). These **state-supported interim assessment approaches** are far more prevalent than either through-year or interim-plus approaches, in part because many summative assessment vendors have developed optional complementary interim assessments (e.g., Smarter Balanced Interim Comprehensive Assessment, Interim Assessment Blocks, Focused Interim Assessment Blocks).⁷ Additionally, many states have supported the statewide use of one or more interim assessments by providing a single interim assessment statewide at no cost to schools or districts. We catalog these state-supported interims later in this paper.

This approach is distinct from what we call **“interim-plus” assessment approaches**. Interim-plus approaches include within-year assessments that are state-required or otherwise incentivized and used by the state for some measurement purpose (e.g., inform placement on end-of-year test, develop within-year growth measure connected to the state test) or for the state to directly provide within-year reports to schools for informational purposes (e.g., provide student scale scores and associated performance levels as on the state test). Interim-plus models differ in an important way from a true through-year assessment program, because within-year assessments are not used to produce a student’s summative score or annual determination. We recognize that this definition isn’t universally shared; some states that call their programs “through-year” may not meet our definition of through-year. We are introducing the term “interim-plus” to capture the variety of ways states have developed and are developing programs that border on, but are not, through-year, yet are more centralized than state-supported interim assessment approaches.

Through-year assessment approaches use the results of multiple, within-year assessment administrations to produce a single summative score or determination.⁸ Separating through-year and interim-plus approaches matters because using within-year assessment information to produce summative scores subjects those within-year assessments to the same scrutiny and requirements as typical end-of-year state summative assessment programs, including federal peer-review criteria. This means increased requirements for issues like technical quality (e.g., measurement precision, standards setting) and administration procedures (e.g., security, accommodations, participation). Interim-plus assessment approaches use only the end-of-year assessment administration to produce a summative score, so within-year assessments do not need to undergo peer review and are therefore not evaluated for issues like technical quality, administration, or student participation rates. This distinction also matters for understanding the national landscape, as far fewer states are implementing or exploring through-year approaches than interim-plus approaches.

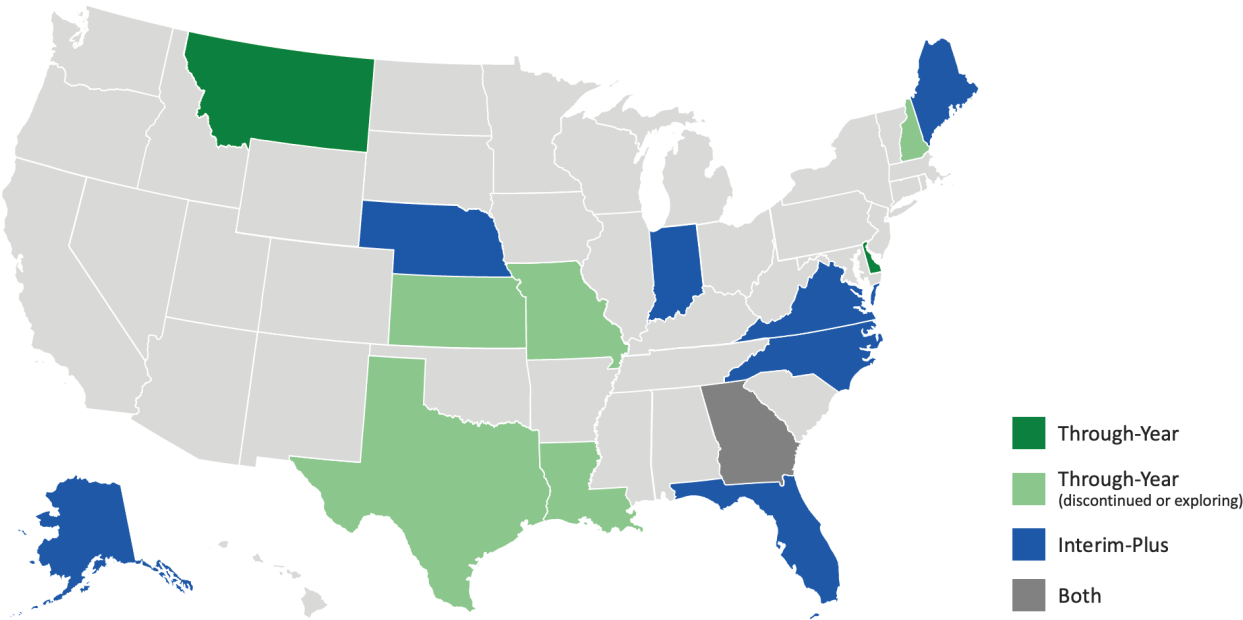
Far fewer states are implementing or exploring through-year approaches than interim-plus approaches.

Through-Year & Interim-plus Programs

Our national landscape scan focused on through-year assessment programs serving the general student population. We excluded the Dynamic Learning Maps (DLM) assessment, which is designed for students with the most significant cognitive disabilities. However, the instructionally embedded option of DLM is a long-running example of an operational through-year assessment that seven states currently use to meet federal accountability requirements for this population.⁹

To date, relatively few programs have met the strict definition of through-year assessment used in this paper. Figure 2 illustrates this by using two colors to differentiate through-year (green) and interim-plus (blue) programs on the map. One state has used both approaches (dark gray). The table below the figure adds nuance on whether the program is operational, discontinued, or in the piloting/exploring phase. Appendix A provides complete descriptions for each state and Appendix B provides technical details.

Figure 2. Updated National Landscape Map of Through-Year or Interim-Plus Assessment Programs



	Through-Year	Interim-Plus
Operational	Delaware, Montana	Alaska, Florida, Indiana, Maine, Nebraska, North Carolina, Virginia
Discontinued	Georgia, Louisiana, Missouri, New Hampshire	Georgia, Nebraska
Exploring / piloting	Kansas, Missouri, Texas (paused)	—

Note: Georgia, Missouri, and Nebraska each ran two programs, so each appears twice. Georgia is shown as “Both” on the map because it had two separate programs: one through-year and one interim-plus.

Only two states are currently administering operational through-year assessment programs. **Delaware’s** Social Studies Through-Course Assessment has been operational in grade 8 since 2022-23, with additional grades added incrementally; as of 2024-25, grades 4 through 8 are assessed operationally, and results are included in the state’s SQSS indicator for school accountability.¹⁰ **Montana’s** Aligned to Standards Through-Year Assessment has been fully operational since 2024-25 and is used statewide for ELA and mathematics in grades 3 through 8.¹¹

Three additional states are exploring or have recently explored a through-year approach. **Texas** piloted its Through-Year Assessment Pilot from 2022-23 through 2024-25 and is now paused through spring 2029;¹² **Missouri** has ended one pilot, Pathways for Instructionally Embedded Assessment, and is piloting another, the Success-Ready Student Assessment, approved under the

federal Innovative Assessment Demonstration Authority (IADA) in summer 2025;¹³ and **Kansas** received IADA authority in summer 2026 for its Through-Year Curriculum-Directed model.¹⁴

Four states—**Georgia, Louisiana, Missouri,** and **New Hampshire**—have discontinued a through-year program since 2022.¹⁵ Discontinued does not always mean abandoned: In Louisiana and Georgia the state no longer requires or supports the program, while in New Hampshire and for Missouri’s PIE, organizations outside the state education agency continue optional implementation of some components.¹⁶ New Hampshire was the first state to implement a through-year assessment program in spring 2015.

Seven states are implementing interim-plus models that are similar to through-year assessment programs, though they do not use within-year results for summative purposes. Four of the seven—**Alaska, Florida, Maine,** and **Virginia**—administer state assessments in fall, winter, and spring and report within-year results on a common scale.¹⁷ Alaska and Maine use custom state versions of the NWEA MAP assessment.¹⁸ Virginia is the only state whose fall assessment covers the prior grade’s content standards rather than the current grade’s.¹⁹ **Nebraska** offers the standard MAP Growth assessment as an optional, state-funded interim alongside its spring summative.²⁰ The other two states, North Carolina and Indiana, use within-year assessments that each cover a subset of the standards. **North Carolina’s** three Check-Ins are optional and may be administered at any point within a nearly year-long window; if a student takes at least two, the results determine that student’s starting point on the multi-stage adaptive end-of-year summative.²¹ **Indiana’s** three Checkpoints are required of all students in grades 3 through 8 and are administered within three specified windows.²²

Two states have discontinued an interim-plus program since 2022.²³ **Nebraska’s** Student-Centered Assessment System (NSCAS) Growth, which the state characterizes as a summative plus interim model, administered a custom state test in fall, winter, and spring and reported on a state-developed growth scale linked to the NWEA MAP Growth scale. **Georgia** MAP (GMAP), a state version of NWEA MAP run outside the Georgia Department of Education as one of the state’s IADA pilots, was intended for fall, winter, and spring administration but was discontinued before it was determined how it would produce a summative score.

How the Programs Differ

One way to better understand these programs is by considering two key dimensions on which they differ: how much of the standards each assessment covers, and whether within-year scores contribute to the end-of-year summative score or determination of proficiency.

Programs that **sample across all standards** at every administration produce assessments that closely resemble a traditional end-of-year test, which means students encounter untaught content early in the year and educators get information back on standards they have not yet taught.²⁴ Programs that assess a **subset of standards** at each administration are instead designed so that each assessment is administered after students receive the relevant instruction.

The second dimension relates to whether results from earlier in the year are used to produce a student’s single summative score or determination (**through-year**) or they are not (**interim-plus**). If the scores are used, the within-year assessments must meet the same technical standards and procedural requirements as an end-of-year state test. Table 1 arrays current and former programs along both dimensions.

Table 1. A Listing of State Programs Based on the Number of Standards Sampled at Each Administration and Use of Within-Year Information

Model	Approach	Number of standards sampled at each administration	State (program)	Status
Model 1	Through-Year	All state standards	Delaware (social studies)	Operational
Model 1	Through-Year	All state standards	Montana (MAST-ELA)	Operational
Model 1	Through-Year	All state standards	Missouri (SRSA – ELA)	Exploring/ Piloting
Model 1	Through-Year	All state standards	Texas (TTAP)	Exploring/ Paused
Model 1	Through-Year	All state standards	Louisiana (IAP-ELA)	Discontinued
Model 2	Through-Year	Subset of state standards	Montana (MAST-math)	Operational
Model 2	Through-Year	Subset of state standards	Kansas (TYCD)	Exploring/ Piloting
Model 2	Through-Year	Subset of state standards	Missouri (SRSA – math)	Exploring/ Piloting
Model 2	Through-Year	Subset of state standards	Georgia (Navvy)	Discontinued
Model 2	Through-Year	Subset of state standards	Louisiana (MGA-math)	Discontinued
Model 2	Through-Year	Subset of state standards	Missouri (PIE)	Discontinued
Model 2	Through-Year	Subset of state standards	New Hampshire (PACE)	Discontinued
Model 3	Interim-Plus	All state standards	Alaska (AK STAR)	Operational
Model 3	Interim-Plus	All state standards	Florida (FAST)	Operational
Model 3	Interim-Plus	All state standards	Maine	Operational
Model 3	Interim-Plus	All state standards	Nebraska (NSCAS)	Operational
Model 3	Interim-Plus	All state standards	Virginia (SOL)	Operational
Model 3	Interim-Plus	All state standards	Georgia (GMAP)	Discontinued
Model 3	Interim-Plus	All state standards	Nebraska (NSCAS Growth)	Discontinued
Model 4	Interim-Plus	Subset of state standards	Indiana (ILEARN)	Operational
Model 4	Interim-Plus	Subset of state standards	North Carolina (Check-In 2.0)	Operational

Note: Updated from Dadey, Evans, and Lorié (2023). Each row is a state program, so a state with different designs in ELA and mathematics appears in more than one row.

In through-year models (**Models 1 and 2**), within-year results are used to produce the summative scores. In interim-plus models (**Models 3 and 4**), they do not. Common interim-plus uses of within-year information include creating a common scale for prediction or growth, producing claim or subclaim scores, locating a starting point in a multi-stage adaptive test, or just providing within-year “progress monitoring” information. Florida, for example, reports within-year performance to parents and educators, but only the final administration determines proficiency.

Table 1 also shows each program’s status. Of the **nine interim-plus programs, seven are operating today** and two have been discontinued. The updated landscape of through-year assessment programs is harder to summarize because the same state can operate different through-year assessment designs, so the count differs depending on whether you group by state or by specific program and subject. Montana is a good example. Montana’s ELA assessment is designed to sample across all state standards at each administration, though the assessments increase in text complexity after each administration, whereas Montana’s math assessment is designed to sample a subset of state standards at each administration (i.e., testlet). Montana is one state operating a single combined program, but uses a different design for its ELA and mathematics assessments. Therefore, **of the 10 through-year programs which have been proposed or piloted, two are currently operational** (ELA and math in Montana and social studies in Delaware), five have been discontinued, two are exploring/piloting, and one is exploring/paused.

We are cautious about reading too much into the differences between interim-plus and through-year programs being discontinued; the numbers are small, and programs end for many reasons. That said, through-year assessment programs ask more of within-year assessments. By our definition, they must produce a defensible summative score or determination of student proficiency from within-year results, which is more difficult than requiring or otherwise incentivizing interim assessments without using their results in a student’s summative score or to determine student proficiency.

State-Supported Interim Assessments

Most states support some form of interim assessment. Twenty-three states (or almost half of states) provide a free interim assessment connected with the state assessment program, and two provide a free interim that is not connected. Five publish a list of approved interims, and one provides non-regulatory guidance on selecting an interim to fulfill state law. Because three states fall into two of these categories, **28 states in all fund, provide, require, and/or guide district use of interim assessments**. We could not locate state-sponsored interim assessments in only 15 states. For a state weighing a through-year or interim-plus program, this means it may already be paying for an interim assessment that, from a district’s vantage point, serves a purpose similar to the new program.

Table 2 summarizes what that involvement looked like as of the 2025-26 school year. The table groups states by the type of interim assessment support they provide. The table further distinguishes by how much content each assessment covers at a single administration. Our review is based on state education agency websites, with state-by-state detail in Appendix C. It excludes required screeners, which are common in early literacy and numeracy. States may run multiple programs; therefore, the categories in Table 2 are not mutually exclusive.

Table 2. Summary of Operational/Pilot Approaches to State-Supported Interim Assessment in 2025-26

Type of state support	Number of states	Design: All state standards	Design: Subset of standards, large chunk	Design: Subset of standards, small chunk	Design: Unclear	Design: N/A
State provides free interim option(s) connected with state assessment program	23	21	13	18	0	0
State provides free interim option(s) NOT connected with state assessment program	2	1	0	1	0	0
State provides list of approved interims	5	4	0	0	1	0
State provides non-regulatory guidance on selecting interim to fulfill state law	1	0	0	0	1	0
Could not locate any state involvement with interims or through-year	15	0	0	0	0	15

Note: Design-type columns show the number of states in each category providing interim options for that design. A state may provide options of more than one design, so design counts can sum to more than the number of states in a row.

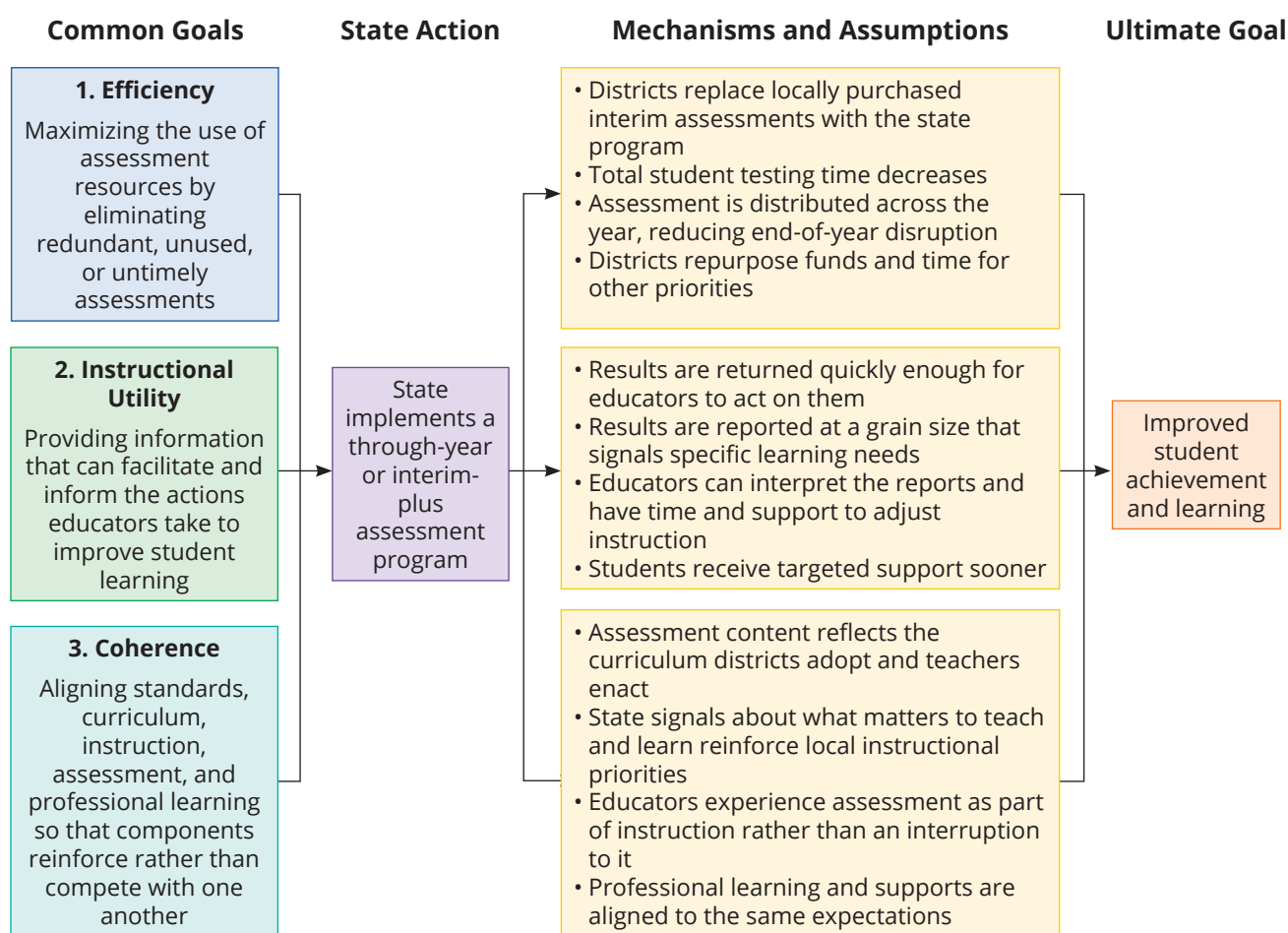
Among the 23 states offering state-connected interims, most offer more than one design. Twenty-one provide an assessment covering the full breadth of grade-level standards—in effect a shorter version of the state test, administered earlier in the year. Eighteen provide assessments covering only a few standards at a time, and thirteen provide something in between, such as a single domain or reporting category. Where a state offers two or three of these at once, districts decide which to administer and how often. Whether a new through-year or interim-plus program reduces total testing time depends largely on whether districts stop administering the interim assessments they already use, a question we return to in the evidence on efficiency below.

COMMON GOALS

States have common reasons for moving to through-year or interim-plus assessment approaches. State policymakers and leaders want to address long-standing concerns with state testing programs, such as the amount of testing time, frustration with getting results back too late in the year for educators and students to use the information in any meaningful way, and disconnects between what state tests signal as important to teach and learn and local instructional visions, deeper learning goals, and portraits of a graduate. Three goals commonly motivate these programs: 1) **efficiency**, 2) **instructional utility**, and 3) **coherence**. These goals reflect the discourse on through-year assessment rather than any single program; a given program may pursue one or more of them, as well as others not discussed here. Additionally, the desire for more efficient, useful, and coherent assessment is not new or limited to just through-year assessment programs; many authors have discussed these qualities in the context of balanced assessment systems.²⁵

Figure 3 illustrates these three goals and highlights a few mechanisms and assumptions by which each could improve student achievement and learning. Laying out these mechanisms and assumptions provides a framework for evaluating whether existing evidence supports them.

Figure 3. Common Goals, Mechanisms, and Assumptions Behind State Through-Year or Interim-Plus Assessment Programs



We organize the evidence around the three common goals, then turn to areas where early evidence is more promising and to the risks states should anticipate.

RESEARCH AND EVALUATION EVIDENCE

Since Dadey, Evans, and Lorié published the paper *Through-Year Assessment: Ten Key Considerations* in March 2023, additional evidence has expanded the field's knowledge base.²⁶ That evidence spans state agency evaluations, pilot reports, federal peer review and innovative assessment waiver submissions, conference presentations, interviews with state assessment directors, and student and teacher surveys embedded in individual state pilots, much of which is unpublished. We aim to synthesize the evidence on several key points.

We draw on state-specific research and evaluation findings for 15 state programs, compiled in Appendix A; a recent national scan of state assessment policies and local assessment practices;²⁷ and the large and as-yet-mostly-unsynthesized body of research on interim assessments and their use.²⁸ The quality and completeness of this evidence vary considerably from state to state, and much of it comes from pilots or first years of implementation.

Related to the Three Common Goals

Efficiency: Has testing time gone down?

Efficiency refers to the desire to maximize the use of assessment resources and eliminate redundant, unused, and untimely assessments.²⁹ A through-year or interim-plus assessment program may have a goal of efficiency if it aims to reduce the total time devoted to administering state and local assessments, or to create assessments that better fit into the school calendar and are thus less disruptive to instruction. This goal often stems from districts' purchase and use of vendor interim assessments, leading to real or perceived over-testing. Recent research has highlighted that districts administer numerous standardized assessments to students, despite limited evidence that these assessments contribute to students' academic outcomes.³⁰ The state education agency may propose that if it provides districts with high-quality, state-aligned within-year assessments, districts will be able to stop using their district-purchased interim assessments, reducing total testing time and cost.

In through-year and interim-plus programs, the state assessment footprint is larger than in a traditional end-of-year model, since students take multiple state assessments over the course of the year. For example, Montana's assessment program is made up of 12 math testlets and seven English Language Arts (ELA) assessments administered throughout the school year. According to a state agency evaluation, "Although MAST testlets were designed to take 15-20 minutes, teachers report actual administrations taking closer to 45 minutes."³¹ The state has since been working with teachers and districts to reduce administration time. A key question here is whether the additional assessment time justifies the reduced instructional time.

Efficiency could increase, however, if districts replaced their local assessments with the state assessments. To date, the evidence suggests that many have not. A recent Education First

national study found that districts in the seven states with through-year or interim-plus programs included in their study (i.e., Alaska, Florida, Indiana, Montana, North Carolina, Nebraska, and Texas) have generally not given up their vendor-provided interim assessments and administer, on average,

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“about 27 more hours of assessments per year to K-8 students than districts in other states.”³² These programs can also add to the logistical burden on district and school staff, who must roster students and provide accommodations at every administration.³³ Some districts, such as those

Based on the programs we reviewed, through-year and interim-plus assessments increase the time required for state assessments.

referenced in Indiana’s pilot report, have given up their vendor-provided interim assessments in favor of the state assessment, but such behavior is not necessarily widespread.³⁴ Educators in Montana described MAST as additional testing rather than a replacement for what they were already giving, and the state has since introduced a local assessment review tool to help districts reduce redundant testing.³⁵

Efficiency could also refer to limiting the impact of state assessment on the school calendar, for example, by reducing the disruption of end-of-year testing. As of yet, there is only indirect evidence on this point: Montana students surveyed preferred the through-year design (though it may not be related to reducing disruptions in learning),³⁶ but teacher preferences are not as clear, and administrations have taken longer than intended.

Key Takeaway: Based on the programs we reviewed, through-year and interim-plus assessments increase the time required for state assessments.

Instructional Utility: Are teachers using the results?

Instructional utility describes whether the information provided by the assessment program can directly facilitate and inform teacher and student actions to improve teaching and learning (i.e., the results and supports are useful for deciding next steps in instruction). The goal of **instructional utility** involves a desire to make the state test more meaningful for educators. For through-year and interim-plus programs, the basic idea is that the program can provide instructionally useful information if there is more frequent assessment and reporting and, under some models, if the assessments are delivered at a finer grain size (i.e., assessment of a subset of the standards) or are tied more closely to curriculum—supporting, for example, teachers in adjusting instruction or school leaders in targeting coaching.

In their book, *Understanding Instructionally Useful Assessment*, Evans and Marion list 10 features of assessments that are more likely to make them instructionally useful.³⁷ We focus on the two features most directly supported by through-year and interim-plus designs: 1) timing of results and 2) breadth of content standards and resulting grain size of results. A third feature, coherence with the enacted curriculum, is taken up separately below.

Through-year and interim-plus programs administer assessments more often than the typical once-a-year state testing program. The hope is that providing the information more often will, in and of itself, result in instructional usefulness and, in turn, improved achievement. However, the recent Education First national study found no association between the amount of testing and student proficiency or growth.³⁸ Additionally, existing programs still experience a small delay between assessment and result reporting. Montana now returns scores to teachers within a week of students taking each testlet,³⁹ which is quick for state assessment results but still may not be timely enough for instructional decisions. This echoes a longstanding concern in the literature on interim

assessment: that teachers will not have time to go back and reteach without jeopardizing their curriculum for the rest of the year, or will not know what to do with the results.⁴⁰

Some, though not all, through-year and interim-plus assessments are designed to operate at a smaller grain size and thus return more specific information to teachers. Montana's mathematics testlets, for example, each cover two to five content standards, and the Missouri PIE pilot used modular assessments at an even smaller grain size, organized around defined learning paths. Whether either grain size is small enough to support instructional decisions depends on a teacher's instructional sequence and on district support that gives teachers time to reinforce content already covered. Even when reports share information about standards-level progress or mastery, teachers may struggle to infer what students did not understand about a standard, in part because of limits on the information a state assessment report can include when test security is a concern (e.g., items are not shared with teachers or students).

Through-year and interim-plus approaches also face a major limitation in the information they provide. Results are often provided in a manner similar to the typical state testing program—quantitative scaled scores, achievement levels, domain scores, etc. However, as Evans and Marion detail in their book, teachers need substantive, qualitative insights into students' strengths and learning needs in what they are currently teaching to take immediate instructional action. The state test results can signal that a student did not learn the material as intended, but they typically do not provide reliable insights into why or what each student's specific learning needs may be.

There is limited evidence that teachers have been able to consistently use information from through-year assessment results to inform their day-to-day teaching. There is, however, some survey evidence on use and on teachers' views of results. In a survey by the developer of Missouri's PIE pilot, 75 percent of teachers reported using score reports to plan next steps.⁴¹ In Indiana's pilot year, teacher confidence in using assessment data rose from 60 percent in the first assessment window to 68 percent by the last.⁴²

There is limited evidence that teachers have been able to consistently use information from through-year assessment results to inform their day-to-day teaching.

In the second year of the Texas pilot, educators reported "a 15+ percentage point increase in satisfaction regarding the accessibility, timeliness, and informativeness of score reports."⁴³ Whether such shifts reflect improved reporting, growing familiarity with the program, or both cannot be determined from the available evidence.

The most detailed evidence on use comes from Montana's first operational year (2024-25), when educators were not consistently or routinely accessing the data. The barriers identified included teachers seeing little value beyond information they already had, a lack of time and collaborative structures, a lack of control over testing windows and scope and sequence, and limited trust in state results. Teachers did value the misconception data reported on the mathematics assessment.⁴⁴ These findings reflect early implementation; more recent survey results from the 2025-26 school year may be more positive. Montana has since received a federal grant to address these barriers through curriculum alignment maps, redesigned score reports, and professional learning.⁴⁵

Key Takeaway: Supporting teachers in using assessment results regularly requires significant state investment and training, and adoption is gradual.

Coherence: Can a state align an assessment to curricula it does not choose?

Coherence is closely tied to instructional utility as it relates to the degree to which standards, curriculum, instruction, assessment, and professional learning align with and reinforce one another. States motivated by coherence want the state assessment to reflect what districts have adopted as curriculum and what teachers enact day to day, so that the assessment is part of the instructional program rather than separate from it. Ultimately, states hope such assessment systems could increase student achievement and learning.

Coherence is the goal states most explicitly name in their own program documents. AK STAR is described as intended to “increase coherence across interim and end-of-year tests.”⁴⁶ Indiana’s ILEARN redesign names “strengthening coherence between curriculum, instruction and assessment” as one of two central aims.⁴⁷ Delaware describes its social studies model as able to align the “assessment to the curriculum.”⁴⁸

Some through-year and interim-plus programs are designed to align to the enacted curriculum, which is challenging given districts’ control over curriculum adoption. Louisiana’s ELA pilot moved the furthest toward developing an aligned state curriculum and assessment system, tying its assessments to two curricula, including the state-provided ELA Guidebooks used by more than 80% of districts. However, a federal requirement to make the assessment available statewide, when about 15-20% of schools could not use it, contributed to the program’s discontinuation, along with concerns about cost and comparability.⁴⁹

Where Louisiana’s model did reach teachers, some reported positive effects on instruction. A white paper from the program’s vendor reported that teachers described the assessment as “a better measure of what is being taught—in particular, the focus on higher-order thinking skills and the ability to transfer knowledge across texts.”⁵⁰ A survey and interview study by the state’s former Superintendent of Schools, as described by Wexler, found that “Teachers who used the IA [innovative assessment] were more likely to focus their instruction on the meaning of a whole text rather than on isolated comprehension skills.”⁵¹

Some through-year and interim-plus programs are designed to align to the enacted curriculum, which is challenging given districts’ control over curriculum adoption.

Evidence from Montana is relevant here as well. In mathematics, districts select three to five testlets, each aligned to discrete standards, for administration during each of the three testing windows. Of the current through-year programs, this approach is amongst the most flexible, and was designed to allow the assessments to cohere well with the enacted curriculum. Survey research from Montana’s first operational year, however, suggests that this theory does not always play out as expected. Teacher survey results gathered by the state found that “Most teachers (72.8%) feel they are unable to schedule testlets in a way that aligns well with their syllabus, due to advanced content or lack of instructional time ... Testlet timing may also promote a focus on coverage rather than depth of learning.” In addition, Montana schools with spiraled curricula find it especially difficult to administer the testlets in ways that align with instruction.⁵² As noted earlier, these results were from the first operational year (2024-25), after which Montana provided professional learning and other support to address these challenges. Findings from their second year of implementation (2025-26),

which have not yet been made publicly available, should provide insight into how the system of implementation supports interacts with continuous improvement efforts to help the state make progress toward its program goals.

States that do not tie assessment to a specific curriculum encounter the problem in a different form. Montana's evaluation found that "broad support exists for MAST's design principles, especially its alignment with local curriculum and the delivery of more timely, actionable data," yet also that "misalignment between testlet timing and instruction ... undermines trust in results and reduces instructional relevance."⁵³ In Missouri's PIE pilot, teachers reported that testing windows created pacing pressure, although 79 percent reported being able to schedule modules at instructionally relevant times.⁵⁴ Georgia described the dilemma this way: GMAP "requires dictating local scope and sequences which is problematic given local control, or it doesn't dictate scope and sequence which leads to psychometric issues."⁵⁵

Two states offer partial answers. Indiana's pilot reported that "a majority of teachers reported being able to teach all relevant standards before each assessment opportunity."⁵⁶ North Carolina made its Check-Ins optional, with only the final assessment determining proficiency, a design choice the state attributes directly to high student mobility and local control over curriculum pacing and scope and sequence.⁵⁷ Even so, North Carolina reported continuing difficulty "determining the timing and content of interim assessments when instructional pacing varies across districts."⁵⁸

Taken together, the evidence suggests that tying a state assessment to curriculum has gone furthest where a state heavily influences curriculum, as in Louisiana, a condition that holds in few states. Where it does not, programs have had to choose between prescribing local scope and sequence, which states with local control cannot do, and accepting misalignment, which undermines both the instructional value of the results and educator trust in them.

Key Takeaway: Coherence across curriculum and state assessment has been challenging to implement in practice because it depends on conditions states often do not control.

Emerging Promising Evidence

As noted previously, evidence on the efficacy of through-year or interim-plus assessment programs in improving student outcomes or meeting their stated goals remains limited. Direct comparisons of student outcomes remain rare, and where they exist the results are mixed. In the second year of the Texas pilot, participating students in grade 6 mathematics and grade 8 social studies showed statistically significant improvement, while grade 7 mathematics and grade 5 science showed no statistically significant difference.⁵⁹ However, initial evidence points to progress in three areas: student preferences for through-year designs, research on producing summative scores, and Montana's submission for peer review. Each is discussed below.

Coherence across curriculum and state assessment has been challenging to implement in practice because it depends on conditions states often do not control.

Student Preferences

Several states have surveyed students about their experience, and in each, students report preferring the through-year program. In Louisiana's 5th grade ELA pilot, the state reported that "a

large percentage of the students preferred the Innovative Assessment to the regular LEAP 2025 assessment (66% to 34%).”⁶⁰ In Montana, a survey of all students taking MAST in 2024-25, the program’s first operational year, found that “Most students (70%) prefer smaller tests distributed throughout the year over a single summative test at the end,” a preference consistent across grade levels.⁶¹ In Texas, “75 percent of students surveyed at the end of the year preferred TTAP to STAAR,” though only 56 percent agreed that the TTAP model allowed them to better show what they learned;⁶² in the pilot’s second year, 73 percent preferred TTAP.⁶³ These results come from a small number of states and apply to through-year programs, not interim-plus programs, since students in interim-plus programs still take an end-of-year assessment.

One concern in using within-year results has been how to fairly and accurately generate a summative score for accountability.

Producing Summative Scores

One concern in using within-year results has been how to fairly and accurately generate a summative score for accountability. One challenge is that of interpretation. Traditional end-of-year assessments estimate a score representing student learning of the content at a single point in time. When scores are combined across multiple administrations, however, the interpretation of the score

depends on how the assessment results are aggregated. A simple average across time points represents the average of student performance over time, rather than student performance at the end of the year. If students learn from instruction such that they understand more content at the end of the year, an average score may underestimate their knowledge.

States have taken different approaches to aggregating summative scores. In Louisiana, the state reported scores for participating schools for two years using a pooled scoring model, in which all items across the distinct test administrations are combined as if they were a single assessment to produce a summative score. Delaware and Montana currently use the same approach. Missouri’s PIE program also explored how different scoring models could produce results within its modular system, ultimately recommending a hybrid IRT/DCM model to support scoring.⁶⁴ The Missouri SRSA pilot has proposed using a hierarchical IRT model,⁶⁵ while the Kansas pilot will use a two-stage Bayesian SEM model.⁶⁶ Each approach carries its own assumptions and resulting interpretations.

A second and less discussed challenge is missing data. Because within-year assessments are administered on several occasions, students who move between schools, are absent, or attend schools that do not complete every administration will have incomplete records. Texas examined this directly and found that “missing TTAP scores were not missing at random” and that students with missing scores “scored lower on STAAR.”⁶⁷ In the pilot’s second year, 53,122 students took at least one TTAP assessment but only 44,940 took all three.⁶⁸ If the students most likely to miss an administration are also the lowest performing, how missing data are handled affects which students are counted and how schools are judged.

Peer Review

Through-year assessment programs in ELA, math, and science must meet the technical quality standards specified in the Every Student Succeeds Act (ESSA). As part of this, any state wishing to use through-year assessments as part of a summative score must go through peer review. Unlike Montana’s ELA and math program, Delaware’s social studies program is not subject to peer review because it is not a required assessment under ESSA. The within-year assessments in interim-plus

models are also not subject to peer review, as only their end-of-year state summative assessment contributes to the final summative score.

Montana submitted for peer review in early January 2026, with review and approval pending. Overall, Montana's submission was markedly similar to those of typical programs, with some important differences in key sections of its submission index reflecting differences in administration, scaling, and scoring. Missouri, Texas, and Kansas are still exploring or piloting, and so they will not submit for peer review unless they decide to move forward operationally. Georgia, New Hampshire, and Louisiana did not go through peer review before the programs were discontinued. Therefore, Montana (submitted, not yet approved) and the Instructionally Embedded option for the DLM assessments for students with the most significant cognitive disabilities are the only through-year programs to have entered the peer review process.

Key Takeaways: Across Louisiana, Montana, and Texas, students consistently preferred tests distributed throughout the year to a single test at the end. The field has made progress on addressing some of the technical challenges with through-year assessment.

Known Risks to Anticipate and Avoid

There are known risks associated with states moving towards through-year or interim-plus assessment models. We summarize three areas: 1) cost, personnel, and contracts; 2) stability and implementation; and 3) trust with educators and leaders.

Cost, Personnel, and Contracts

A significant risk in implementing a through-year or interim-plus program is that a state could invest many years of effort and millions of dollars into a new state assessment model that fails to meet its stated goals. While there is not conclusive evidence about the cost of these programs compared to the regular state testing program, anecdotal evidence from interviews with Nebraska and Georgia (noted in Appendix A) suggests that cost, in terms of human capacity, effort, and time, as well as financial costs, is substantial and should be considered. Nebraska estimated that the NSCAS Growth program cost 22% more than “normal” state assessment program costs and development.⁶⁹

A state could invest many years of effort and millions of dollars into a new state assessment model that fails to meet its stated goals.

In addition to increased direct costs, states have reported increasing indirect costs, including those used to support staff who run both programs. For example, Louisiana reported that “[j]uggling multiple assessment programs requires much more capacity than previously assumed and through-course assessments add a significant monitoring burden.”⁷⁰ Further, New Hampshire suggested that they faced limitations in scaling the task bank every year, as it was necessary to pull teachers out of classrooms to generate new tasks.⁷¹

Finally, through-year and interim-plus programs often require a multi-year contract with an assessment vendor. While states can write into their contracts that they own the assessment and the items developed, switching vendors can be challenging, as other vendors may not have the infrastructure to run such a program. Nebraska, for example, could not continue its interim-plus program, NSCAS Growth, when an RFP process did not produce a vendor to sustain the original design.⁷²

Federal funding has supported several of these programs. Since 2019, the U.S. Department of Education has made 33 awards under the Competitive Grants for State Assessments (CGSA) program, 10 of which, across six states, went to building or scaling one of the programs described in this paper (Table 3). Four of those 10 awards went to programs that have since been discontinued, and a fifth went to a program now paused. Nine of the 15 states profiled in Appendix A, including Delaware, built their programs without CGSA support.

Table 3. Federal Competitive Grants for State Assessments Awards Supporting Through-Year and Interim-Plus Programs

State	Award year	CGSA project	Award	Program status (2026)
Indiana	2024	ILEARN Through-Year Assessment (TYA) Initiative	\$2,986,685	ILEARN Checkpoints (operational)
Louisiana	2020	Expansion of summative through-course ELA assessment to grades 3–5	\$2,948,166	Innovative Assessment Pilot (discontinued)
Louisiana	2022	Testing What’s Taught: Equity in Test Design	\$2,943,173	Innovative Assessment Pilot (discontinued)
Missouri	2022	Pathways for Instructionally Embedded Assessment (PIE)	\$2,544,344	PIE (discontinued)
Missouri	2024	Success-Ready Students Assessment (SRSA)	\$995,587	SRSA (piloting)
Montana	2022	Through-year assessment system with flexible testlets, grades 3–8	\$2,967,259	MAST (operational)
Montana	2024	Scaling MAST to middle school science	\$3,999,974	MAST (operational)
Montana	2026	Realizing the Potential of MAST through Deeper, Curriculum-Aligned Implementation	\$3,148,631	MAST (operational)
Nebraska	2024	Coherence and Alignment for Educators and Families (CAEF)	\$2,908,565	NSCAS Growth (discontinued)
Texas	2020	Texas Through-Year Assessment Pilot	\$3,000,000	TTAP (paused)

Note: Awards listed were made under the U.S. Department of Education’s Competitive Grants for State Assessments program and supported building or scaling one of the programs described in this paper. Project titles for the 2020 Louisiana and 2022 Montana awards are descriptive; the Department’s abstracts give no formal project name.

There has also been philanthropic investment. For example, the Nellie Mae Education Foundation and William and Flora Hewlett Foundation funded New Hampshire's PACE pilot, which started in 2014-15.⁷³ Additionally, from 2019-2025, Education First managed \$15 million in co-invested funds from the Chan Zuckerberg Initiative, Gates Foundation, and Walton Family Foundation,⁷⁴ including seed funding to pilot through-year models.⁷⁵ After federal and philanthropic funding ends, it is unclear whether states will have the funds to continue running these programs.

Stability and Implementation

Implementing a through-year assessment program represents a significant shift from a traditional state assessment program, and doing so sustainably often requires stable state leadership that can consistently communicate the vision and support educators and district and school leaders during the transition.

Through-year and interim-plus programs often require substantial up-front investment in

piloting, technology infrastructure, and reporting before implementation statewide, and teachers and schools then need support to administer the new assessments and interpret and use the results. Often, this means a long time before states may reasonably expect to observe differences in student outcomes. Shifts in political will and buy-in have made it difficult historically to sustain state assessment programs trying to operate outside of the traditional model.⁷⁶

Through-year assessment programs have proven more challenging to implement and to sustain than interim-plus assessment programs.

Trust

Building trust with educators when implementing a new assessment system requires clear communication between the state and district partners and a strong vision for the assessment system's role. Georgia described challenges establishing trust and buy-in for its two pilot programs, which supported different interpretations of state standards. GMAP faced a choice between dictating local scope and sequence, which is problematic given local control, and not dictating it, which leads to psychometric issues. Navvy treated standards as isolated sets of knowledge that don't build on each other, leading some educators to feel that the assessment did not support quality teaching and learning.⁷⁷

A second challenge has been reconciling divergent assessment signals. Nebraska, for example, found that some educators did not trust the results of the state system after seeing conflicting scores between the full NWEA MAP Growth assessment and the state's NSCAS Growth results.⁷⁸ In Montana, early misalignment between testlet timing and instruction was reported to undermine trust in the results and reduce instructional relevance.⁷⁹ In addition, communication between schools and families proved to be a challenge in both the Texas TTAP pilot⁸⁰ and the Indiana ILEARN assessments.⁸¹

Key Takeaway: Through-year assessment programs have proven more challenging to implement and to sustain than interim-plus assessment programs.

CONCLUSION

What is the current landscape of through-year assessment programs, and what research or evaluation evidence exists about their implementation or effectiveness?

Over the past decade, states have made many attempts to change their assessment approach to make state summative scores more relevant for teachers and students. Evidence on the effectiveness of these within-year approaches is emerging. While some states have encountered significant barriers to implementation, others have continued to refine their systems through iterative improvement processes and ongoing feedback cycles.

Interim-plus programs have been more durable than through-year programs in our scan so far. Of the eight through-year assessment states, where within-year results must be used to produce a single summative score or determination, only Delaware's and Montana's are operating today, and Delaware's covers only social studies. Four have been discontinued, one is paused, and two are being piloted (Missouri is counted twice because it discontinued one program and is piloting another).

Discontinuation reflects the challenge of reaching and meeting many of the intended goals. Little evidence shows that total testing time has gone down, in part because many districts have kept their own interim assessments. Some teachers report using within-year results to plan instruction, but work from Montana's first operational year found that many educators did not routinely access results and identified barriers including time, collaborative structures, trust, and control over the testing calendar. And aligning a state assessment with local curriculum has proven difficult where curriculum is chosen locally. At the same time, students in the three states with survey data preferred the through-year design, and Delaware, Louisiana, and Montana have produced summative scores from within-year results.

Interim-plus programs have been more durable than through-year programs in our scan so far.

Synthesizing the effects and use of through-year programs faces several limitations. First, most evidence comes from the states running the programs or by their vendors and partners, much of it comes from pilots or the first years of implementation, and much of it is unpublished—board presentations, pilot reports, waiver submissions, and conference sessions rather than peer-reviewed research. Second, where we report that no or little evidence exists on a particular topic, that reflects the limits of our search of *publicly* available sources and conversations with state leaders. The evidence could exist, but it may not be publicly available. Third, the contrast between through-year and interim-plus programs should not imply an indication of quality. Most programs in both categories began within the past several years, so neither has a long track record, and a program can be sustained without being effective.

Several research gaps and opportunities remain in the evidence base. This synthesis located no state that has systematically collected evidence on whether within-year results change instructional practice in ways that improve student achievement. That gap is not unique to through-year assessment; the end-of-year state tests that through-year programs replace have rarely been evaluated this way either. The evidence on cost is largely anecdotal, and little is known about effects on student groups, on schools with high student mobility, or on the students most likely to miss

administration. Additionally, because most current evidence was conducted by the state or its vendors/partners, the field would benefit from independent, large-scale evaluations of these programs.

States considering a through-year or interim-plus assessment program should carefully examine their incoming assumptions and identify the intended outcomes of adopting a new program. A clear theory of action can help a state to articulate the system's intended purposes, mechanisms, and outcomes.⁸² A well-developed theory of action should draw from existing research on learning and assessment and explicitly identify the assumptions that have proven challenging to enact, such as what districts are willing to give up or change, what teachers will have time to do, and whether a state can align an assessment to curricula it does not choose. These assumptions can then serve as the foundation for ongoing research and evaluation.

Assessment systems require careful consideration of intended benefits, implementation demands, and the tradeoffs inherent in any large-scale assessment reform. As evidence on the effectiveness of these approaches emerges, states should critically evaluate whether the potential benefits of these systems outweigh the challenges and whether they meaningfully advance broader goals for teaching and learning.

APPENDIX A: STATE PROFILES

This appendix provides a detailed overview of the 15 states that have explored or implemented a through-year or interim-plus assessment model. Profiles are organized alphabetically by state, and each follows the same structure: a narrative description of program design and implementation and the research and evaluation evidence available for it. The technical details about each program are in Appendix B. Where a state has operated more than one program, all of its programs appear in a single profile. Except where a personal communication is cited, the information is based on publicly available sources and has not been verified with the state education agencies overseeing these programs. See the References section for full citations.

Alaska — AK STAR (interim-plus; operational)

Program design and implementation

Alaska (AK STAR): Alaska's System of Academic Readiness (AK STAR) was piloted in 2021-22 and administered statewide beginning in 2022-23 for ELA and mathematics in grades 3–9 (Alaska Department of Education and Early Development, n.d.). The program is administered in three windows. In fall and winter, districts may administer adaptive assessments built from NWEA MAP items specified to meet the state blueprint, which may adapt above or below grade level. These administrations are intended to give teachers and students information about performance and progress, reported on the MAP RIT scale and related subscores. In spring, students take an assessment with two components: a MAP Growth component and an Alaska summative component addressing the breadth and depth of Alaska grade-level content standards. Alaska describes the result as a "connected interim and summative assessment system." Only the summative component of the spring assessment produces scores used for state accountability, though both components contribute information on the MAP RIT scale. Because fall and winter results do not contribute to a student's summative score, AK STAR does not meet this report's definition of a through-year assessment program.

Research and evaluation evidence

Perceived benefits

- System goals include strengthening instruction and efficiency — Alaska's MAP Growth Assessments aims to "better reflect learning throughout the school year, increase coherence across interim and end-of-year tests, reduce testing time, and help teachers target instruction to students' individual needs." (Education First, 2022a, p. 24)

Implementation challenges

- No specific evidence located.

Delaware — Social Studies Through-Course Assessments (through-year; operational)

Program design and implementation

Delaware Social Studies Through-Course Assessments: Delaware administers a through-year assessment program in grades 4–8 social studies. The program was rolled out incrementally, with grade 8 operational in 2022-23, grades 4 and 6 in 2023-24, and grades 5 and 7 in 2024-25. Students in grades 4, 6, and 8 are assessed in fall, winter, and spring, while students in grades 5 and 7 are assessed in winter and spring. Delaware’s social studies standards specify the historical practices students are expected to draw on. Each assessment covers all of those standards, though each focuses on a distinct historical period. Summative scores are produced by treating all of the assessments as if they were a single assessment, and reporting both classical test theory raw scores and unidimensional item response theory scale scores (Delaware Department of Education, 2026, pp. 24–27, 42–48). Results are included in school accountability under SQSS (Delaware Department of Education, n.d.-b).

Research and evaluation evidence

Perceived benefits

- Design supports curriculum alignment: The model can align the "assessment to the curriculum." (Croft et al., 2023, p. 27)
- Encourages Depth of Instruction: "Covers fewer standards at a deeper level to encourage more depth of instruction." (Delaware Department of Education, p. 6)
- Provides Feedback: "Provides just-in-time feedback through shorter assessments given in one class period." (Delaware Department of Education, p. 6)
- Proves Quality: "Assures states and local education agencies (LEAs) of the quality of tests." (Delaware Department of Education, p. 6)
- Discourages Test Prep: "Discourages pretest preparation and a long period of 'testing mode' at the end of the year." (Delaware Department of Education, p. 6)
- Saves LEAs Money: "Saves LEAs the time and expense of purchasing supplementary materials." (Delaware Department of Education, p. 6)

Implementation challenges

- No specific evidence located.

Florida — FAST (interim-plus; operational)

Program design and implementation

Florida (FAST): Items for the Florida Assessment of Student Thinking (FAST) were first piloted during the 2021–22 school year. Florida then piloted the within-year assessment system in 2022–23, conducted standard setting in summer 2023, and implemented the assessments operationally in 2023–24 (Florida Department of Education, n.d.). The assessments are offered in ELA in grades 3–10 and mathematics in grades 3–8. The within-year assessments, called Progress Monitoring opportunities and numbered PM1 through PM3, are administered in three windows. The naming reflects the program’s grounding in progress monitoring; PM2, for example, is intended to provide a mid-year score to compare with the baseline score from PM1. Each assessment covers the full blueprint of Florida’s summative test, and teachers and students receive student scale scores and associated performance levels relative to end-of-year grade-level standards. All three administrations are required, but only the spring administration produces scores used for school accountability.

Research and evaluation evidence

Perceived benefits

- System designed to support progress monitoring: The system is “administered as a progress monitoring assessment three times per year.” (Florida Department of Education, n.d.)
- System designed to reduce testing burden: The system aims to “reduce the amount of standardized testing.” (Croft et al., 2023, p. 38)

Implementation challenges

- Risk of assessing content not yet taught: One trade-off of the design is that “students may spend time responding to assessment questions on standards they have yet to learn.” (Education First, 2022a, p. 9)

Georgia — GMAP and Navvy (interim-plus and through-year; discontinued)

Program design and implementation

Georgia's MAP and Navvy: Georgia operated two consortia under its IADA program, though neither was run or managed by the Georgia Department of Education. Both operated as pilots for two school years, 2019-20 and 2020-21, in ELA and mathematics, and neither produced operational scores before being officially discontinued in spring 2023. The first pilot, Georgia MAP (GMAP), was a state version of NWEA MAP intended to be administered in fall, winter, and spring. The second, Navvy, was a standard-by-standard assessment that teachers could assign over the entire school year, with results delivered immediately to the teacher. How GMAP would produce a summative score was never determined; Navvy's results were to be combined to produce a student's summative score. As stated in the letter from the U.S. Department of Education back to GaDOE: "The Department understands that GaDOE decided to withdraw from IADA after both consortia indicated that they would not be able to implement operational pilot assessments that could be administered in lieu of the regular statewide assessments" (USED, 2023a). Navvy was purchased by Pearson and is being further developed for commercial purchase by districts (Pearson, 2026).

Research and evaluation evidence

Perceived benefits

- From a presentation by Allison Timberlake (GaDOE) at the USED Office of Elementary and Secondary Education's 2023 State Assessment Conference session "3B. Lessons Learned about the Implementation of IADA" on IADA Successes (USED, 2023b):
 - Stakeholder engagement
 - Item development
 - Resource development
 - Professional learning
 - Validity research

Implementation challenges

- From an interview with Allison Timberlake (GaDOE) (Marion & Evans, 2021):
 - The two models interpret standards in a different way and lead to different instruction based on how students were assessed; leads to a statewide conversation about how standards should be interpreted and acted on; it would require agreement about that statewide.
 - Concern that one test cannot serve two purposes--both high-stakes accountability and instructional usefulness.
 - GMAP requires dictating local scope and sequences which is problematic given local control, or it doesn't dictate scope and sequence which leads to psychometric issues.
 - Navvy assumes standards are taught in isolation and don't build on each other; doesn't assume retention or the need to return to standards throughout the year; has implications on teaching and learning.
- From an interview with Allison Timberlake (GaDOE) and Garen Gianopoulos (GMAP) (Marion & Evans, 2021):
 - Comparability and other technical challenges brought a host of challenges that ultimately the groups could not overcome, knowing they needed to go through peer review at some point. Also, some of the innovative approaches they wanted to take were limited by the technical quality requirements.

- From a presentation by Allison Timberlake (GaDOE) at the USED Office of Elementary and Secondary Education's 2023 State Assessment Conference session "3B. Lessons Learned about the Implementation of IADA" on IADA Challenges (USED, 2023b):
 - Competition and limited state role
 - Ownership and procurement
 - Timelines and costs
 - New state academic content standards
 - Calculating and validating a summative score
 - Using formative assessments for summative purposes

Budgetary implications

- From an interview with Michael Huneke (Marion & Evans, 2021):
 - Takes time and money: When discussing innovative assessment systems, consider the amount of time and funding needed; It is significant both in terms of human and financial capital needed.
- Pandemic-related financial constraints impacted technical support: In Georgia, "pandemic-related budget cuts reduced technical assistance available to Navvy and the GMAP through-year assessment systems." (Troppe et al., 2023, p. 16)

Advice to other states

- From an interview with Allison Timberlake (GaDOE) (Marion & Evans, 2021):
 - Create a theory of action first: Answer the "why." What kind of assessment system do we want to build, why, and what are the goals?

Indiana — ILEARN Checkpoints (interim-plus; operational)

Program design and implementation

Indiana (ILEARN): Indiana redesigned the Indiana Learning Evaluation and Assessment Readiness Network (ILEARN) for grades 3–8 ELA and mathematics. The Checkpoints were piloted during 2024-25 and ran statewide beginning in 2025-26, the first full year in which they were required, and the redesigned summative received new cut scores (Smith, 2025). The Indiana Department of Education requires “that all students in grades 3-8 participate in three ILEARN Checkpoints in addition to the ILEARN summative assessment in the spring each year” (Indiana Learning Lab, n.d.). Students take three short Checkpoints during the year, each a computer-adaptive online assessment of 20 to 25 questions covering a subset of the Indiana Academic Standards, administered in fall, winter, and spring, followed by a shortened spring ILEARN summative. Schools may opt to retest students on certain Checkpoints within each window (Indiana Department of Education, 2026a). Only the spring summative score counts for proficiency and accountability; the Checkpoints do not contribute to it.

Research and evaluation evidence

Perceived benefits

- Improved data and instructional support: The redesign aims at “(1) providing educators with more actionable data throughout the school year” and “(2) strengthening coherence between curriculum, instruction and assessment.” (Czupryk et al., 2025, p. 3)
- Strong Buy-in and Participation: “Over 75% of Indiana school districts opted in to participate” (Czupryk et al., 2025, p. 3). This “broad adoption reflected strong early confidence in the model’s design, implementation supports and instructional value.” (Czupryk et al., 2025, p. 8)
- Educator Confidence and Readiness: “90% reported confidence in preparing for and overseeing test administration” (among district and school testing coordinators). (Czupryk et al., 2025, p. 3)
- Alignment with Local Instruction: “A majority of teachers reported being able to teach all relevant standards before each assessment opportunity—evidence of alignment between the TYA system and local curriculum pacing.” (Czupryk et al., 2025, p. 3)
- Increased Teacher Confidence in Data Use: “Teacher confidence in using assessment data increased from 60% during the first assessment window to 68% by the final assessment window, reflecting improved familiarity and perceived value over time.” (Czupryk et al., 2025, p. 3)
- API Integration Benefits (Time and Detail): Teachers shared that the integration was a “time-saver that made data easier to act on” and remarked: “Before the rollout, teachers created manual trackers. With the integration, students could automatically see their personalized plans—eliminating extra work and offering more detail than the Checkpoint reports alone.” (Czupryk et al., 2025, p. 9)
- API Integration Deepening Instruction: API integration “deepened the connection between assessment and instruction.” (Czupryk et al., 2025, p. 9)
- Growth Demonstration via Opportunity 2: “90% reporting that students showed growth on the second assessment.” (Czupryk et al., 2025, p. 9) Teachers described Opportunity 2 as a tool that “reinforced growth-mindset messaging and gave students a clear chance to show progress.” (Czupryk et al., 2025, p. 9)

- Instructional Utility vs. Previous Assessments: Leaders found the Checkpoints "far more useful and predictive than the previous interim commercial product they used." (Czupryk et al., 2025, p. 20)
- Instructional Culture Shift: One leader noted: "I felt like this year with those Checkpoints, we had more data conversations than ever before ... It kind of kicked off what I've been trying to do for four years. I hadn't been able to do it, and this came along and really I think just lit a fire under everyone." (Czupryk et al., 2025, p. 16)

Implementation challenges

- Potential for Test Fatigue: Some schools "began by using Opportunity 2 with all students but later refined their approach to focus on those most likely to benefit, in part due to concerns about test fatigue." (Czupryk et al., 2025, p. 9)
- Local Assessment Overlap: In places where Opportunity 2 was used inconsistently, teachers cited "overlapping local assessment requirements and unclear expectations as barriers to implementation." (Czupryk et al., 2025, p. 12)
- Gap in Principal Engagement: The focus on training testing coordinators "was not matched by a similar focus on building leaders—particularly principals—who play a key role in translating the new TYA system into instructional action." (Czupryk et al., 2025, p. 12)
- Lack of Coordinated Family Communication: IDOE "delayed a full-scale family engagement strategy" resulting in "the lack of a coordinated approach created inconsistencies in how information was shared with families." (Czupryk et al., 2025, p. 12)
- Data Reporting Lack of Granularity: Educators consistently reported that "many found the Checkpoint data reports too broad to easily inform instruction." (Czupryk et al., 2025, p. 13) Specifically, "A lack of standard-level reporting in the pilot year made it harder for teachers to connect reports to the PLDs and identify the precise skills students needed next." (Czupryk et al., 2025, p. 13)
- API Integration Delays (Logistical): Regarding one curriculum vendor: "Learning A to Z also participated in the pilot, but their integration was not live until the end of Checkpoint 3, limiting available feedback." (Czupryk et al., 2025, p. 7)

Budgetary implications

- The report does not provide detailed quantitative data on the state's budget, costs, or direct financial savings/expenditures for the Indiana Department of Education (IDOE) itself. However, it does highlight areas requiring investment and local financial implications:
 - Infrastructure Investment: The API integration feature is categorized as a "foundational infrastructure investment" for states seeking coherent assessment systems. (Czupryk et al., 2025, p. 7)
 - Investment in Guidance/Resources (Recommendation): IDOE recommends that states "Invest in clear, actionable guidance that links assessment data to instruction." (Czupryk et al., 2025, p. 3)
 - Local Cost Reduction/Efficiency: Participation in the pilot led some districts (e.g., Triton, Wawasee) to streamline their assessment portfolio by "Eliminated previously used interim assessments," (Czupryk et al., 2025, p. 15, 18) implying local cost savings by discontinuing commercial interim products (like NWEA, in the case of Triton).

- External Financial Support: The report acknowledges that external support enabled the creation of the report and redesign efforts: "We are also grateful to the Walton Family Foundation for their generous financial support of this work, which enabled Education First to provide cross-agency coordination, implementation planning, and stakeholder engagement support." (Czupryk et al., 2025, p. 2) (This is external funding for the partnership, not state budget data.)

Kansas — Through-Year Curriculum-Directed Assessment (through-year; exploring and piloting)

Program design and implementation

Kansas Through-Year Curriculum-Directed (TYCD) Assessment: In spring 2025, the Kansas State Department of Education announced a plan to pursue an IADA proposal for a through-year program in ELA and mathematics (Kansas State Board of Education, 2026), and the state was approved for the pilot in July 2026 (Kahler, 2026). During the 2026-27 school year, Kansas is piloting the system in six districts in both subjects, with two districts planning to use the summative scores from the through-year program in place of those from the statewide summative assessment (ibid.). The same assessments are available for district use outside the IADA pilot, where they are known as the Astra Assessments (Innovative Assessment Solutions, n.d.), and they were piloted in Kansas City Kansas Public Schools beforehand. Students take four TYCD District Benchmark Assessments, one per quarter (Kansas State Board of Education, 2026). In mathematics, each benchmark is aligned to four standards with five items per standard, for a total of twenty items per assessment; every district administers items aligned to eight to ten common core standards across the four assessments, and districts may add items aligned to up to six additional standards. In ELA, the benchmarks are designed around curriculum-aligned texts, with students taking between ten and twenty items per quarterly assessment aligned to two to four standards. Within 72 hours of a window closing, reports provide the full set of administered items, student responses, distractor analyses, standards-level information, and predicted scores on the state summative (ibid., p. 9). Summative results appear to be reported as achievement levels only (ibid., p. 49), unlike Delaware and Montana, which report both raw and scale scores. Scores in both subjects are to be estimated using a two-stage Bayesian structural equation model (Innovative Assessment Solutions, n.d.).

Research and evaluation evidence

Perceived benefits

- Improved data and instructional support: The IADA was proposed as a way to “provide results more often throughout the school year so instructional changes can be made sooner”.
- Dr. Renee Nugent, KSDE deputy commissioner of the division of learning services, said, “It gives feedback to students, teachers and families in a timely manner ... Educators get to have actionable data to drive their decisions. This becomes a tool to change the trajectory of student performance.” (Kansas State Board of Education, 2026)

Implementation challenges

- No specific evidence available

Louisiana — IAP and MGA (through-year; discontinued)

Program design and implementation

Louisiana's Innovative Assessment Pilot (IAP) in ELA: Louisiana's innovative assessment program was approved under IADA and piloted in the 2021-22 and 2022-23 school years in grades 6–8 ELA. The program never produced operational scores and was discontinued in the 2024-25 school year. The design was tightly connected to the Louisiana ELA Guidebooks curriculum used by more than 80% of districts in the state: the three within-year state assessment windows (fall, winter, spring) were aligned to specific curriculum units, with some choice of which units students would be assessed on, though each unit-based assessment covered the same set of standards. Because the program was discontinued before operational scoring, no summative scoring approach was implemented. We could not locate any publicly available information from the state or the U.S. Department of Education about why Louisiana terminated the program; however, the education writer Natalie Wexler, reporting secondhand rather than from a state or federal source, writes: "... others I've spoken with who were connected with the IA (innovative assessment) effort have cited several factors. The US DOE required that after five years the innovative test must be made available to all schools in the state, and the IA could only be used by districts using one of two curricula it was tied to Louisiana Guidebooks or Wit & Wisdom. That left about 15 percent of schools unable to use the IA. There were also considerations of cost and comparability to the regular state test." (Wexler, 2026)

Innovative Assessment Program in Math/ MasteryGuide Assessment: Louisiana also piloted a through-year assessment in mathematics, the MasteryGuide Assessment, developed by New Meridian with federal Competitive Grants for State Assessment funding (New Meridian, 2023, n.d.; USED, 2022a, 2023c). Unlike the ELA program, which was aligned to the units of a single curriculum, the mathematics design consisted of 10 to 14 short, flexibly administered within-year state assessments, known as testlets, each covering a small group of standards. The mathematics assessment was piloted in 2022-23 and 2023-24 and was discontinued in 2024-25, along with the ELA program. Because it ended after a single pilot year, the state never determined how testlet results would produce a summative score, and because it was not implemented statewide, it was not submitted for federal peer review.

Research and evaluation evidence

Perceived benefits

- From a presentation by Thomas Lambert (LDOE) at the USED Office of Elementary and Secondary Education's 2023 State Assessment Conference session "3B. Lessons Learned about the Implementation of IADA" on Successes (USED, 2023b):
 - 3 years of successful administrations & strong comparability of results
 - Leading indicators that teachers like this type of assessment more and students are more confident
- Students report feeling less anxious: NWEA (2021) white paper stated that "many students" reported feeling less anxious while taking the innovative assessment as compared to the regular state test (p. 6). The white paper also showed that students were generally more engaged when taking the innovative assessment: "The percentage of students who engaged through at least 90% of the test improved by a ratio of 5:1. The percentage of disengaged economically disadvantaged students dropped by 19%. Similarly, the percentage of disengaged African American students dropped by 21.2%. This same pattern holds for White students, where disengagement dropped by 14.2%." (p. 7)

- Students preferred the IAP in comparison to regular state test: “The recent Student Survey from Spring 2022 uncovered that a large percentage of the students preferred the Innovative Assessment to the regular LEAP 2025 assessment (66% to 34%). For those students who preferred the IAP, many called out that the preference was related to the fact that the test was administered after the unit of study (37%). Students also reported being confident (44% and 22% very confident) in answering the questions on the Innovative Assessment; only 6% reported feeling not confident. Students' responses overlapped with the written survey responses and illustrated that testing shortly after lessons, with a shorter time, increased focus, raised confidence, and reduced test anxiety for most students.” (USED, 2023c, p. 234-235)
- Teachers reported the IAP was a better measure of instruction and had positive washback effects on instruction: NWEA (2021) white paper stated that teachers thought “this new approach is a better measure of what is being taught—in particular, the focus on higher-order thinking skills and the ability to transfer knowledge across texts.” (p. 6) Former State Superintendent John White’s (2022) PhD Dissertation surveyed and interviewed teachers about the IAP and found “[t]eachers who used the IA were more likely to focus their instruction on the meaning of a whole text rather than on isolated comprehension skills ... Even though teachers were using the same curriculum as before—Louisiana’s state-created ELA Guidebooks 2.0, which is content-rich—they reported that the IA changed their approach. ‘We used to devote time to test prep, and we would just do practice LEAP tests,’ one teacher said. ‘We don’t do that anymore. We devote our time to diving into the unit and making sure that students have a strong understanding, as much background knowledge as we can possibly give them.’” (as stated in Wexler, 2026)
- Teachers supported tying the state assessment to curriculum units: “A recent analysis of the teacher surveys throughout the 2021-22 school year uncovered some key themes that will be critical to our work as we move toward a curriculum-relevant assessment. These include: Teachers widely supported tying state assessment to ELA unit texts. Teachers also supported the creation of a test design that allows for a deep focus on building knowledge. Teachers engage in a variety of practices that are well-aligned with the design of the Innovative Assessment although using texts to make connections across content areas happens least.” (USED, 2023c, p. 234)
- System intended to promote deeper learning and equity: The goal is to “engage students in deeper learning and make assessments more equitable and relevant to instruction.” (Education First, 2022a, p. 32) NWEA (2021) white paper found that “[t]he gap between students who are economically disadvantaged and those who are not is between 0.05 to 0.08 standard deviation units smaller on the innovative state tests. The new test design may be ‘leveling the playing field’ by providing students a more equitable opportunity to show what they know.” (p. 6)
- Use of curriculum texts reduces knowledge gaps: Measuring student learning based on the exact content students were taught “will promote deeper engagement with texts as well as be more equitable by reducing any disparities generated from students' varying levels of background knowledge.” (Education First, 2022a, p. 32)
- State provides supports linked to subsequent curriculum units: The LDOE provides educators with important contextual information about how the assessment is organized and outlines a set of “instructional supports for subsequent ELA Guidebooks units.” (Levitan & Munyan-Penney, 2024, p. 17)

Implementation challenges

- From a presentation by Thomas Lambert (LDOE) at the USED Office of Elementary and Secondary Education's 2023 State Assessment Conference session "3B. Lessons Learned about the Implementation of IADA" on Challenges (USED, 2023b):
 - Tying & measuring ELA & Social Studies together
 - Tension of innovation & comparability
 - Reporting data out "in-year" in a way that is useful to educators and accurate using classical approaches
 - Recruiting schools and systems to "try something new" that could negatively impact their letter grade (for accountability purposes)
 - Optimizing a test with juxtaposing conditions:
 - » Comparable to the other test while the test is designed to reduce a key gap ("background knowledge" barrier.
 - » The same length (or shorter) while providing more / better to teachers. + Testing in the year and measuring for "new learning"
- Teachers wanted more training and information about how to use the IAP results to improve instruction: Teacher surveys in the 2021-22 school year identified key needs: "Teachers wanted more specific information about student performance and what to do next, especially in the area of Writing. Teachers wanted more support for the effective use of data to better address student needs." (USED, 2023c, p. 234)
- Difficulty in assessing curriculum fidelity: It also wasn't clear if the curricula were being implemented "at the level of fidelity required to scale a curriculum-aligned or curriculum-relevant assessment." (Powell et al., 2023, p. 94)
- Lack of standardization across multiple approved curricula: A curriculum analysis revealed that there were "few common texts and topics across the five most commonly used curricula in Louisiana from which to build the CrawFish Model." (Powell, 2023, p. 147)

Budgetary implications

- Significant federal grant funding supported the program: The Louisiana Department of Education received grants of approximately "\$3 million" (through Competitive Grants for State Assessments). (Troppe et al., 2023, p. 23)

Advice to other states

- From a presentation by Thomas Lambert (LDOE) at the USED Office of Elementary and Secondary Education's 2023 State Assessment Conference session "3B. Lessons Learned about the Implementation of IADA." (USED, 2023b)
 - Be sure the approach will work at a fundamental level (ex: ELA & Social Studies alignment).
 - Pay as much attention to the delivery model and the educational theory as the psychometric approach.
 - Juggling multiple assessment programs requires much more capacity than previously assumed and through course assessments add a significant monitoring burden.

Maine — Maine Through-Year Assessment (interim-plus; operational)

Program design and implementation

Maine Through-Year Assessment: The Maine Through-Year Assessment was implemented operationally in 2023-24 (Maine Department of Education, 2024) in mathematics and ELA for grades 3–8 and the second year of high school. The design resembles Alaska’s AK STAR: A custom state version of MAP is administered in fall and winter, and the spring administration combines a MAP Growth component with the Maine summative component. The fall and spring administrations are required; the winter administration is optional. Maine reports on the MAP Growth scale for all three windows and on a separate state summative scale for spring, and only the spring summative component produces scores used for accountability.

Research and evaluation evidence

Perceived benefits

- TYA aims for flexibility, timely data, and efficiency — The system provides a "flexible assessment system with timely and actionable data to support educators and students, and aims to reduce lost instructional time" (Education First, 2022a, p. 33).

Implementation challenges

- No specific evidence available in the sources.

Budgetary implications

- No specific evidence available in the sources.

Missouri — SRSA and PIE (through-year; SRSA piloting, PIE discontinued)

Program design and implementation

Missouri Success-Ready Student Assessment (SRSA): Missouri implemented a small-scale pilot of the Success-Ready Student Assessment (SRSA) in spring 2026 for grade 4 ELA and grade 5 mathematics (Missouri Department of Elementary & Secondary Education, 2026), following the award of an IADA waiver in 2025. The waiver drew on learnings from a pilot that first ran in 2023-24 with 20 districts, led by a network of schools called the Success-Ready Students Network (Success-Ready Students Network, n.d.). SRSA was designed around modular assessments in ELA and mathematics that assess a subset of the state content standards. The ELA assessment consists of five longer modules (Reading, Language, Listening, Research, and Writing) and the mathematics assessment of twelve shorter modules (for example, Whole Number Place Value and Decimal Place Value). In ELA, students take all five modules in Window 1 and, in the two subsequent windows, only the modules they have not yet mastered. In mathematics, students take four teacher-selected modules in Window 1, four additional modules in Window 2, and the remaining four in Window 3. Summative scores are produced through a banking model: once a student demonstrates proficiency on a module, that module is banked and need not be retaken, while students who have not yet demonstrated proficiency may take a module in the same content area in a later window (Missouri Department of Elementary & Secondary Education, 2026).

Missouri (PIE): The Pathways for Instructionally Embedded Assessment (PIE) pilot was designed for grade 5 mathematics and ran from 2022-23 through 2024-25, with data analysis continuing through 2025-26. The pilot was originally scheduled to end after spring 2025, but additional funding allowed it to continue with a select group of teachers who asked to keep using the system. PIE was developed by ATLAS, the same group that developed Dynamic Learning Maps (DLM), and uses a similar structure drawing on learning pathways that map how knowledge and skills develop within each standard. A series of short assessments representing 25 priority standards assess student understanding at each learning pathway level (Nash et al., 2026), and teachers identify where in instruction, across long windows, to administer each one. For summative use, the program evaluated several scoring approaches and ultimately recommended a hybrid item response theory and diagnostic classification model (ATLAS, 2026). Teachers reported that the program helped them plan next steps and that the reports provided instructionally useful information (ATLAS, 2025a).

Research and evaluation evidence

PIE-CGSA

The Pathways for Instructionally Embedded Assessment (PIE) project was run through Accessible Teaching, Learning, and Assessment Systems (ATLAS). The pilot program released a series of comprehensive reports: <https://pie.atlas4learning.org/>

Perceived benefits

- Providing instructionally relevant information: The PIE pilot was proposed as a way to understand whether instructionally embedded assessments could be used to provide “timely, actionable insights during instruction while simultaneously producing results that may be used for statewide summative assessment purposes.” (ATLAS, 2026) The project surveyed teachers, and found that at least some teachers reported that “PIE’s real-time results helped teachers adjust instruction and support students more effectively.” One educator reported significant improvement in students’ state assessment results compared to the prior year. Many teachers said the data helped encourage students and inform next steps: “I like the way [PIE] helps guide our instruction and helps us organize the way we want to teach the standards.” (ATLAS, 2025a)

In a survey of teachers, 75% said that they used PIE score reports to plan next steps (ATLAS, 2025b).

- Supported teachers in making connections across content: The PIE pilot was built by creating a series of learning pathways that Grade 5 Missouri educators worked with assessment designers to develop and specify. Each learning pathway showed connections between precursor skills and grade level content. 85% of teachers reported using the learning pathways to group standards in instructionally meaningful ways (ATLAS, 2025b).
- Allowed teachers to administer assessments at relevant points in their instruction: The PIE modules allowed teachers to create custom content groups (groups of 2-5 conceptually related content standards) and schedule assessments at instructionally relevant points. 79% of teachers reported that they were able to schedule modules at instructionally relevant times (ATLAS, 2025b).

Implementation challenges

- Teachers reported feeling constrained by the existing testing windows. The ATLAS team suggested that extending the assessment window will reduce pacing pressure and allow full coverage of standards (ATLAS, 2025b).
- Teachers asked for clearer mastery language, more sample items, and reports that suggest next instructional steps (ATLAS, 2025b).

SRSA-IADA

Perceived benefits

- The proposed program is designed to support a competency-based assessment. The theory of action describes a system aligned to priority standards and that provides students with additional assessment opportunities.
- No additional evaluation evidence was located.

Implementation challenges

- No specific evidence located.

Montana — MAST (through-year; operational)

Program design and implementation

Montana Aligned to Standards Through-Year (MAST): Montana administers MAST in ELA and mathematics for students in grades 3 through 8. The program was piloted in 2022-23, expanded in 2023-24, and administered operationally for the first time in 2024-25. MAST is organized as a series of modular assessments, with a different design in each content area. The ELA assessment consists of six testlets and one performance task administered across three windows for each grade, in a fixed order. All students take the same two testlets in each window, one based on one or more literary passages and another based on one or more informational passages, with the performance task administered in Window 2. The same content standards are assessed across all three windows, but the text complexity of the passages increases from window to window. In mathematics, twelve testlets cover discrete content standards, and districts choose between three and five testlets to administer in each of the three windows. That flexibility is intended to let schools assign each assessment shortly after students receive instruction on the corresponding content. In both subjects, summative scores are produced by treating items from all testlets within a grade as a single assessment and generating scale scores using a unidimensional item response theory model, specifically the two-parameter logistic model (Montana Office of Public Instruction, 2025).

Research and evaluation evidence

Perceived benefits

- Student survey results related to perceived benefits: (Montana State Board of Education, 2025, p. 154)
 - “Most students (70%) prefer smaller tests distributed throughout the year over a single summative test at the end. This preference is consistent across grade levels.”
 - “A majority of students believe they can learn more by taking several tests over the year (79%) and that taking testlets helps them learn (72%).”
 - “Most students (65.3%) reported they were able to answer all or most questions due to a lesson or activity they did in class.”
 - “An even larger majority (87.6%) believe what they learn in class will help them on the next testlet.”
- Teacher survey results related to perceived benefits: (Montana State Board of Education, 2025, p. 154-155)
 - “My students want to know exactly what they missed so they can get better at the skill.” (District A)
 - “The students are much more engaged because they are being tested on content they just learned.” (District B)
 - “Shorter tests provide for better retention and grasping of concepts. They are taught a concept, test, and are given feedback.” (District C)
 - “The potential is huge.” (District D)
 - “MAST has the potential to give a check-in to make sure that students are on the right track without having to wait to receive results.” (District C)
 - “I can see how it would have potential, but I have not tried it.” (District A)
- Implementer interview results: (Montana State Board of Education, 2025, p. 155)
 - “Broad support exists for MAST’s design principles, especially its alignment with local curriculum and the delivery of more timely, actionable data.”
 - “Educators and leaders see potential in MAST to inform instructional decisions and

reduce student stress via shorter testlets.”

- “Many stakeholders expressed pride in Montana’s innovative, national leadership in assessments.”
- “When conditions are supportive, instructional leaders can use MAST data to identify and address gaps in teaching and learning in ELA and math.”

Implementation challenges

- Perception Discrepancy: “Students and teachers see different value in testlets. While 78.5% of students believe they learn more through multiple small tests, 54.4% of teachers believe students learn less this way.” (Montana State Board of Education, 2025, p. 156)
- The problem connecting to local curriculum scope and sequences:
 - Teacher survey key finding: “Most teachers (72.8%) feel they are unable to schedule testlets in a way that aligns well with their syllabus, due to advanced content or lack of instructional time.” (Montana State Board of Education, 2025, p. 155)
 - “Misalignment between testlet timing and instruction (especially in schools using spiraling curricula) undermines trust in results and reduces instructional relevance. Testlet timing may also promote a focus on coverage rather than depth of learning. Deeper probing reveals that often, the experienced mismatch between curriculum scope, sequence, and pacing and MAST testlet timing is an important flag for instructional leaders to more deeply examine practices and needs of teachers, both in terms of instruction as well as data use; however, because instructional leaders do not immediately see ways to engage with MAST throughout the year, this potential for instructionally meaningful action driven by MAST is not yet being realized.” (Montana State Board of Education, 2025, p. 157)
 - “In this pilot, the testlets’ order was predetermined and did not match some schools’ scope and sequences. As a result, students may have taken a math testlet assessing material they had not yet learned. This reinforced the importance of reporting actionable data in a timely manner, as teachers do not want to waste time on assessments that provide information they cannot use.” (Powell et al., 2023, p. 161)
- Testlet length and overall testing time:
 - “Over Testing & Loss of Instructional Time: Although MAST testlets were designed to take 15–20 minutes, teachers report actual administrations taking closer to 45 minutes. Increased frequency of testing is disrupting instructional coherence, often due to how districts structure testlet administration.” (Montana State Board of Education, 2025, p. 156)
 - From teacher survey: “A significant majority (81.1%) reported that MAST has resulted in more testing, often in addition to district interim assessments.” (Montana State Board of Education, 2025, p. 155)
 - “The amount of time estimated for a student to start and finish a test doesn’t include all the administration time that is involved (e.g. logging in). The testlets took longer than expected for some and the messaging around timing was inconsistent. While New Meridian estimated that math testlets would take 10-15 minutes, OPI messaged to schools that it would take no more than 10 minutes, which inaccurate time expectations on teachers’ end.” (Powell et al., 2023, p. 161)
- User experience with platform and reports:
 - “Score Report Access and Usability: Educators indicated MAST score reports are difficult to access, interpret, and use, limiting their instructional value. While student- and class-

level data are available, educators must manually locate and review individual testlet reports. This time-consuming process has led many teachers to disengage from data use altogether. Reports are static and not interactive, and many educators are unaware of what is available or lack sufficient training to make the data meaningful. Instructional leaders face similar barriers, which limits their ability to support schoolwide decisions around curriculum, professional learning, or resource allocation. Without more user-friendly tools and centralized reporting, MAST's data is not yet fulfilling its potential to drive instruction and improve outcomes." (Montana State Board of Education, 2025, p. 157)

- From the teacher survey: "About half (46.5%) of teachers said score reports are easy to interpret and valuable for student feedback but noted challenges in accessing all available reports." (Montana State Board of Education, 2025, p. 155)
 - From the student survey: "While most students (82.5%) look forward to knowing how they did on testlets, about half reported not receiving score reports." (Montana State Board of Education, 2025, p. 154)
 - From the pilot before operational administration: "Users were generally positive about the functionality and usability of the platform. Montana educators liked the student reports they received but requested expansions to the reporting system including more details about the testlets and a classroom view of the data. States and district administrators requested reports at the school, district and state levels." (Powell et al., 2023, p. 161)
- Lack of associated professional learning and local capacity building to use results:
 - From teacher survey: "A majority (74.5%) reported insufficient MAST training, noting that while some only received administrative guidance, additional professional learning could improve engagement and buy-in." (Montana State Board of Education, 2025, p. 155)
 - Monitoring student growth throughout the year is impossible with the current test design because content is not shared across testing occasions:
 - "Monitoring Student Progress: Educators want better ways to track student growth over time, especially when students are not yet meeting grade-level expectations. Many teachers expressed a desire for MAST data to show not just proficiency, but how students are progressing from their own starting points. This would make the data feel more connected to instruction and help motivate both teachers and students. Misalignment between testlet timing and instruction can make it difficult to use MAST data to show improvement, limiting its usefulness. Without clearer indicators of progress, teachers struggle to use results to adjust instruction or celebrate student gains." (Montana State Board of Education, 2025, p. 158)

Nebraska — NSCAS General and NSCAS Growth (interim-plus; General operational, Growth discontinued)

Program design and implementation

Nebraska Student-Centered Assessment System (NSCAS) General: For the 2025-26 school year, Nebraska implemented a more flexible program than the previously piloted NSCAS Growth program (Nebraska Department of Education, 2025a). The current NSCAS program does not include the custom state assessments in fall and spring that were part of the prior NSCAS Growth program (see discontinued programs). Districts may select between two options: the NSCAS General summative assessment alone in spring, or that summative assessment together with the state-funded NWEA MAP Growth interim, administered as a separate test. Only the spring NSCAS General assessment produces scores used for accountability.

Nebraska's Student-Centered Assessment System (NSCAS) Growth: Nebraska's original design for the Nebraska Student-Centered Assessment System (NSCAS) Growth was, in the state's words, a summative plus interim assessment model with three test administrations of a custom state test in each window (fall, winter and spring) in ELA and Math that supported inferences on the NSCAS Growth scale, which the state developed and linked to the NWEA MAP Growth scale. The fall and spring administrations were expected, though not formally required, in order to produce fall-to-spring NSCAS Growth and other standards-aligned information. NSCAS Growth was piloted in 2019-20 and 2020-21 and was operational from 2021-22 through 2024-25. The growth component was only operational for a short time because many districts did not stop administering the full NWEA MAP Growth assessment, which the state purchased on their behalf from 2018 through 2024 and differing results between the state reports and district reports led to district leadership asking the state to make all administrations of NSCAS optional except the spring. Districts could still participate if they wanted. NSCAS Growth was discontinued after 2024-25 because Nebraska put out an RFP for a statewide assessment vendor in spring 2024, with the intent of maintaining their program, however, none of the proposals provided options that would support their design (T. Clark & C. Seiboldt, personal communication, November 24, 2025). As a result, NSCAS Growth was discontinued after 2024-25 and replaced by NSCAS General. The state currently provides free, optional NWEA MAP assessments for districts to use in fall and winter in grades 3-8 in place of the state NSCAS Growth assessments. The final Spring administration maintains many of the features of the NSCAS Growth assessments and is now known as NSCAS General.

Research and evaluation evidence

Perceived benefits

- System responds to local desire for faster results and less testing: The initiative grew out of district interest "to reduce the amount of testing and provide faster results." (Croft et al., 2023, p. 14)
- Anecdotal evidence that some schools really liked the design: The state has anecdotal evidence from some feedback sessions that some schools liked the design and ability to track student progress towards mastery of the standards, which was one of the key design features of the model (T. Clark & C. Seiboldt, personal communication, November 24, 2025).

Implementation challenges

- System goals didn't lead to district satisfaction: Educators told the State Board of Education that they wanted three improvements of the state summative assessment and these became three goals of the system: (1) results within 24 hours; (2) a within-year growth metric; and (3) shorter

testing time overall. Trudy Clark said: “We gave them what they wanted and they said they got what they wanted, but then they didn’t like what they got.” (T. Clark & C. Seiboldt, personal communication, November 24, 2025)

- System led to double-testing and mistrust—Many districts did not stop administering the full NWEA MAP Growth assessment, which the state purchased on their behalf from 2018 through 2024, and continued giving both that assessment and the state’s NSCAS Growth test, which led to double-testing and mistrust (T. Clark & C. Seiboldt, personal communication, November 24, 2025).
- Different signals between the full NWEA MAP Growth assessment and the state’s NSCAS Growth results leads to mistrust in the state system: Districts were getting different MAP scores and RIT growth scores from the full NWEA MAP Growth assessment and from the state’s NSCAS Growth assessment. After the first year of the pilot, this led to some of the larger districts in the metro area of the state presenting in front of the State Board of Education (SBOE) and saying they didn’t trust the results of the state system and asked the SBOE to change the state design so that fall and winter administrations would be optional whereas previously the fall administration was expected, though not formally required, in order to produce fall-to-spring NSCAS Growth. The SBOE agreed to change the state test design and therefore the state was never able to pilot the full design (T. Clark & C. Seiboldt, personal communication, November 24, 2025).
- Some state promises didn’t materialize—Districts were told initially by the state that if a student tested better in fall or winter, they could “bank” the student’s score and use it instead of the spring score. However, the state’s TAC did not think this was technically possible or defensible and so the state had to backtrack on this promise (T. Clark & C. Seiboldt, personal communication, November 24, 2025).
- Mid-pilot changes strained already limited district capacity — Changes to the computer adaptive testing engine “have been particularly challenging for school districts already stretched for capacity.” (Croft et al., 2023, p. 18)
- Increased administration frequency disrupts instructional flow — The switch to the state assessment caused a disruption “not only to the instructional day but also to staff needing to prepare to administer the test.” (Croft et al., 2023, p. 24)

Budgetary implications

- Significant federal grant funding supported the program — The state received grants of approximately “\$3 million.” (through Competitive Grants for State Assessments) (Troppe et al., 2023, p. 23)
- Significant increase in cost to design and implement state assessment program – Over the total years of the NSCAS Growth program, the cost was “22% more than ‘normal’ costs and development.” (T. Clark & C. Seiboldt, personal communication, November 24, 2025)

New Hampshire — PACE (through-year; discontinued)

Program design and implementation

New Hampshire's Performance Assessment of Competency Education (PACE): PACE was officially approved under No Child Left Behind in March 2015, and the state later applied under the Every Student Succeeds Act's IADA program. PACE was operational and produced student scores of record from spring 2015 through 2019 in grades 4–7 ELA and grades 3 and 5–7 mathematics. No scores were reported in 2020 due to COVID, and the program was officially ended in 2022. PACE used teacher judgment surveys and local curriculum-embedded assessment scores, with one common performance assessment shared across districts in each grade and content area to calibrate local scoring (New Hampshire Department of Education, n.d.). Determinations of student proficiency were produced from that local evidence and teacher judgment rather than from a common test score. As stated in the letter from the U.S. Department of Education back to NHDOE: "You noted in your letter concerns with the significant administrative burden on educators and school leaders that detracted from instructional time, the cost to implement PACE, and that PACE fell short of NHDOE's expectations for comparability and assessment quality" (USED, 2022b). The NH Performance Learning and Assessment Consortium for Educators (PLACE), a spin-off through the NH Learning Initiative, continues to offer professional learning in which teachers "work collaboratively and network with grade level and content area peers, create performance learning and assessment, embed student work study practices in unit design" (New Hampshire Learning Initiative, 2026).

Research and evaluation evidence

Perceived benefits

- From an unpublished paper by Evans & Marion, two lead technical advisors on the PACE initiative: Successes:
 - Assessment literacy of content leads (flip side of this was that it didn't tend to spread beyond the same people)
 - Design of a bank of high-quality, curriculum-embedded performance tasks—still ongoing today under PLACE and many districts still use the tasks
 - Strong buy-in at district level which resulted in leadership support (rather than individual teacher recruitment; systems-level recruitment and change) (flip side of this was that sometimes teachers did not receive clear communications from their leadership, TJS; curation of BOW, but this could have been addressed)
 - Building teacher network across the state (for adopters)
 - Promoting best practices in LEAs related to teacher collaborative scoring and calibration; IRR; assessment that supports competency-based approaches to education
 - Increase in quality of classroom assessment maps over time; more incorporation of previous PACE common tasks and other PBAs
 - Developed tasks in grades 3-8 and high school to support local coherence, even where data was not collected for PACE; branch over projects led by NHLI with K-2 performance assessments and addition of other subjects like social studies
- System promotes deeper learning and instructional integration: PACE "was created to support deeper learning through competency education, and to be more integrated into students' day-to-day work than current standardized tests." (Becker et al., 2017, p. xii)
- TYA encourages internal change rather than top-down compliance: PACE "encourages educational change by providing an environment in which educators can improve their work

rather than meeting the requirements of a traditional top-down accountability system" (Becker et al., 2017, p. 1)

- Student benefits include improved retention and reduced anxiety — Parents cited "improved retention of learning and reduced test anxiety among the benefits that PACE had for students." (Becker et al., 2017, p. 132; Becker et al., 2017, p. 7)
- Performance tasks are more accessible to diverse learners — The NH PACE Common Performance Tasks are "more accessible to a greater range of student learning needs (e.g., students with disabilities, English language learners) than traditional standardized tests." (Becker et al., 2017, p. C-25; Becker et al., 2017, p. 158; Becker et al., 2017, p. C-24)
- Administrative provision of resources is highly rated by teachers — The statement "My school's administration provides me with the resources and supports that I need to effectively implement the NH PACE Common Performance Tasks" had the highest mean rating on the PACE Teachers Survey (Becker et al., 2017, p. 20; Becker et al., 2017, p. 180; Becker et al., 2017, p. 160).

Implementation challenges

- From an unpublished paper by Evans & Marion, two lead technical advisors on the PACE initiative, challenges:
 - Intense data collection needs with no technology infrastructure to support scaling (e.g., scanning/uploading)
 - Intense assessment development needs with no technology infrastructure to support scaling (failed project with tech company)
 - The quality of information in the annual determinations for the most part unknown (implementation unknown)
 - Body of work method did not produce standards validation in the ways hoped—communication from leaders to teachers about what should be included was lacking; lack of assessments perhaps to include
 - Teacher judgments—range restriction; affected quality of annual determinations; having only one thing in common was tenuous at best;
 - Participation over time at Summer Institute for social moderation difficult
 - Scaling task bank every year is resource intensive—teachers out of classrooms; etc.
 - No money from the state to support
 - and buy-in at both the state and local level created challenges
 - Districts unwilling to change design—wanted nothing standardized (not necessarily negative b/c shows how much they believed in the system)
 - Federal requirements for comparability between "old system" and "new system" as well as across LEAs and within LEAs; hard to do something new when tied back to the old as the source of 'truth'.
- Significant teacher minority questioned value relative to time commitment — Nearly a fourth of surveyed teachers disagreed or strongly disagreed that "The time and effort required by the PACE initiative are worth the benefits that I have experienced and/or seen." (Becker et al., 2017, p. C-5; Becker et al., 2017, p. 134; Becker et al., 2017, p. 179; Becker et al., 2017, p. 167; Becker et al., 2017, p. 153)
- Need for improved clarity in scoring materials: The survey results also suggest that construct irrelevant variance could be reduced by enhancing the "clarity of the scoring rubrics as well as

the resources available on LibGuide for scoring student work." (Becker et al., 2017, p. 57; Becker et al., 2017, p. 168)

- Confusion persists regarding accommodations and scaffolding rules: A minority of teachers consistently voiced concern that there was a "lack of clarity about what is allowed and what is not allowed" regarding scaffolding/accommodations (Becker et al., 2017, p. 51; Becker et al., 2017, p. 159).
- Specific guidance needed for fidelity of task administration: "Additional clarity and guidance on the amount of scaffolding that can be employed with common tasks may be one specific area to target." (Becker et al., 2017, p. xvi; Becker et al., 2017, p. 161; Becker et al., 2017, p. 103)

North Carolina — NCPAT and NC Check-Ins (interim-plus; operational)

Program design and implementation

North Carolina Personalized Assessment Tool (NCPAT): North Carolina pairs the NC Check-Ins 2.0 with the End-of-Grade (EOG) assessments. The Check-Ins were first piloted in 2021-22, offered statewide for selected subjects and grades in 2023-24, and for all subjects in 2024-25 (North Carolina Department of Public Instruction, 2022). They are currently available for grades 3–8 mathematics and reading, grades 5 and 8 science, and high school Biology, English II, and Math 1 and 3. The three Check-Ins are optional and each covers a subset of the standards. They can be administered flexibly within a broad, almost year-long window, allowing teachers or schools to decide when in their curricular sequence to give each one. Check-In results do not contribute to a student’s summative score. If a student takes at least two Check-Ins, the results are used to determine that student’s starting point within the multi-stage adaptive End-of-Grade assessment used for accountability (North Carolina Department of Public Instruction, n.d.).

Research and evaluation evidence

Perceived benefits

- From an interview with Tammy Howard and Kinge Mbella (NC DPI) (Marion & Evans, 2021):
 - The NC DPI sees the optional nature of the NC Check-Ins as a benefit—NC Check-Ins 2.0 are not required (just an aggregate prior to inform position in multi-stage adaptive), which is important because NC has a high transiency population and military population and local control over curriculum pacing, scope and sequencing. This is why their final determination is based only on the final assessment.
- Goal: “NCPAT provides teachers, students and parents with usable information about student performance on grade-level content standards throughout the year. The NC Check-Ins 2.0 are designed to provide immediate and detailed feedback on student performance to inform classroom instruction for individual students’ needs, and provide reliable estimates to inform a student’s summative assessment experience.” (Education First, 2022a, p. 38).
- Routing students to appropriate adaptive set for the flexible summative: “Data from students who have completed at least two NC Check-Ins 2.0 by April 1st will be used in a statistical model to provide information to route them to the appropriate adaptive set for the flexible summative. Only students with at least two NC Check-Ins 2.0 will be able to take full advantage of the measurement enhancements of the flexible summatives.” (Education First, 2022a, p. 38).

Implementation challenges

- In an interview with Tammy Howard (NC DPI) (Marion & Evans, 2021):
 - Tension between formative and summative uses: State wants the information to be used by the teachers for instructional planning purposes so they give teachers access to the test items (the question itself and how the student responded) at the standard level, but they find that even when you try to give “instructionally useful” information to educators, there is a tension between summative and formative that exists in the background.
- In an interview with Tammy Howard (Marion & Evans, 2021):
 - Challenges with scaling and spreading across the state due to leadership changes and lack of state curriculum control

- Coordinating assessment schedule with variable district pacing: The state reported challenges in "determining the timing and content of interim assessments when instructional pacing varies across districts." (Powell et al., 2023, p. 13; Troppe et al., 2023, p. 13)

Advice to other states

- From an interview with Tammy Howard (NC DPI) (Marion & Evans, 2021):
 - Consider the impacts locally on the decisions made about assessment and return to the theory of action to make sure there isn't drift.

Texas — TTAP (through-year; paused)

Program design and implementation

Texas Through-Year Assessment Pilot (TTAP): The Texas Through-Year Assessment Pilot (TTAP) ran from 2022-23 through 2024-25 and is currently paused through spring 2029 (Texas Education Agency, 2026). Texas House Bill 8 nonetheless requires that a through-year assessment program be in place by the 2027-28 school year (Texas Education Agency, n.d.; Texas House Bill 8), and it is not yet clear whether or how the program will be implemented operationally. The 2024-25 pilot assessed mathematics in grades 3, 6, 7, and 8 and social studies in grade 8. The assessment was designed around fall, winter, and spring administrations, each covering all content standards in the relevant subject. For summative scoring, the program was exploring a “help not hurt” approach, in which a student received the better of the final spring score or a weighted composite of all three administrations (Cambium Assessment, Inc., 2025).

Research and evaluation evidence

Perceived benefits

- System intended to minimize instructional disruption: The goal is to ensure that statewide assessments are "as short as practicable and minimize the disruption to the educational program." (Croft et al., 2023, p. 15)
- Pilot aims to replace the traditional end-of-year test: The pilot explores whether a through-year assessment model "is a possible replacement for the state's current end-of-year test." (Croft et al., 2023, p. 15)

Implementation challenges

- Assessment initiative lacked strong local community demand: The initiative was "driven by state legislation without a clear local push." (Croft et al., 2023, p. 27)
- Hesitancy in sharing new test results with families: Some pilot districts "have not shared results with families while tests are still new and not well understood." (Croft et al., 2023, p. 28)

Budgetary implications

- Significant federal grant funding supported the program: The state received grants of approximately "\$3 million" (through Competitive Grants for State Assessments) (Troppe et al., 2023, p. 23).

Virginia — SOL Growth Assessments (interim-plus; operational)

Program design and implementation

Virginia Standards of Learning (SOL) Assessments: In fall 2021, the Virginia Department of Education (VDOE) piloted mathematics and ELA within-year assessments in grades 3–8, and rolled them out operationally in 2022-23. The system consists of two computer-adaptive growth assessments administered in fall and winter and the spring Standards of Learning summative assessment. The fall administration focuses on prior-grade content, while the winter administration focuses on content from the student’s current grade level. VDOE initially required districts to administer the fall, winter, and spring assessments; in 2024-25 districts were permitted to request approval to administer assessments other than the fall and winter growth assessments (Virginia Department of Education, n.d.). Only the spring Standards of Learning assessment produces scores used for accountability.

Research and evaluation evidence

Perceived benefits

- No specific evidence located.

Implementation challenges

- No specific evidence located.

APPENDIX B: TECHNICAL DETAILS FOR THROUGH-YEAR AND INTERIM PLUS ASSESSMENT PROGRAMS

Table B1. Technical Details for Through-Year Assessment Programs, Organized by Implementation Status

State (Program)	Status	Subjects & Grades	Within-Year Tests & Content Design	Summative Score
Delaware (Social Studies Through-Course)	Operational since 2022-23 (phased in by grade; grades 4–8 since 2024-25)	Social Studies, 4–8	Three Windows in Grades 4, 6 and 8 (Fall, Winter & Spring), Two Windows in Grades 5 and 7 (Winter & Spring): • Each covers all standards, focused on a different historical period	All tests treated as a single test; Raw (CTT) and scale (IRT) scores reported
Montana (MAST)	Operational since 2024-25, Piloted in 2023-24 and 2022-23.	ELA & Math, 3–8	Three broad windows (Windows 1, 2 and 3): • ELA: 6 fixed-order testlets on the same standards, with more complex texts over time, plus a Writing Task Testlet; 2 required testlets based on text genre per window, writing task required in window 2 • Math: 12 testlets on standard clusters; districts choose 3–5 testlets per window	All testlets treated as a single test; Scale (IRT) scores reported
Kansas (TYCD)	Piloting 2026-27 in 6 districts; scores used operationally under IADA	ELA & Math, 3-8 & 10; Science planned	Four Quarterly Assessments: • Each quality assessment covers 2–4 standards each; districts may add additional items to cover additional standards in Math	Two-stage Bayesian structural equation model across all 4 quarterly tests; Appears to report Achievement levels only

State (Program)	Status	Subjects & Grades	Within-Year Tests & Content Design	Summative Score
Missouri (SRSA)	Piloting since Spring 2026	ELA, 4 & Math, 5, with grades 3-8 planned	Three broad windows: • ELA: one form per window each covering the full set of standards, where each form is made up of five modules (reading, language, listening, research, writing) • Math: 11 adaptive cluster assessments in a district-chosen order (3 by fall, 7 by winter, all 11 by spring), plus an end-of-grade performance task; one retest per cluster	Banked scores combined into one score through hierarchical IRT; Students retest only on modules or clusters not yet mastered
Texas (TTAP)	Paused through Spring 2029; HB 8 requires a program by 2027-28	Math, 3, 6–8; Social Studies, 8 (2024-25 pilot; science in 2022-23 only)	Three Windows (Opportunity 1, Opportunity 2, Opportunity 3): • One assessment per window covering all standards; first two windows optional, last required	Tests scored separately using IRT; Under exploration: better of spring score or weighted average of all 3
Georgia (NAVY)	Ended 2022-23; piloted 2019-20 to 2021-22; never operational	ELA & Math, 3–8 and HS courses	Full year assessment window: • Short tests on single standards, assigned by teachers any time; up to 3 attempts per standard	Never determined; Percent of Standards Mastered based on a Diagnostic Model Considered
Louisiana (IAP)	Ended 2023-24; Piloted in 2022-23 and 2023-24, scores used operationally under IADA	ELA 6–8	Three Windows (Fall, Winter, Spring): • 3 tests tied to units of a single curriculum (ELA Guidebooks), with some unit choice; same standards covered on each assessment.	All tests treated as a single test; linked to statewide summative scale; Scale (IRT) scores reported
Louisiana (MGA)	Ended 2024-25; Piloted in 2023-24; never operational	Math	Five windows: • 10–14 testlets on standard clusters	Never determined

State (Program)	Status	Subjects & Grades	Within-Year Tests & Content Design	Summative Score
Missouri (PIE)	Ended 2024-25; Piloted in 2024-25	Math, 5	Full year assessment window: • Short tests on 25 priority standards, given by teachers after instruction	Hybrid IRT model recommended
New Hampshire (PACE)	Ended 2022 (no scores after 2019); scores used operationally 2014-15 to 2018-19 under an NCLB waiver, then IADA	ELA 4–7; math 3, 5–7	Full Year Assessment Window: • Locally designed, curriculum-embedded unit assessments plus one common performance task per grade and subject	Based on all tasks, calibrated by teacher judgment and local evidence; achievement levels only

Table B2. Technical Details for Interim-Plus Assessment Programs

State (Program)	Status	Subjects & Grades	Within-Year Tests & Content Design	How Within-Year Results Are Used
Alaska (AK STAR)	Operational since 2023-24	ELA & math, 3–9	Optional fall and winter adaptive tests built from MAP items; spring test pairs a MAP component with the state summative	Growth on the MAP scale
Florida (FAST)	Operational since 2022-23; PM3 used for accountability since 2023-24	ELA 3–10; math 3–8	3 required tests (PM1–PM3), each covering all standards	Progress monitoring; scale scores and performance levels each window
Indiana (ILEARN Checkpoints)	Operational since 2025-26; piloted 2024-25	ELA & math, 3–8	3 required computer-adaptive Checkpoints (20–25 items) on subsets of standards, plus a shortened spring test	Within-year information for teachers; optional second opportunity (retest) in each window
Maine (Through-Year Assessment)	Operational since 2023-24; first spring administration 2022-23	ELA & math, 3–8 and HS	Required fall and optional winter MAP-based tests; spring is a two-component test, with a MAP component and a custom state summative component	Growth on the MAP scale
Nebraska (NSCAS General)	Operational since 2025-26	ELA & math, 3–8	Optional state-funded MAP Growth in fall and winter (districts may use another interim or none); spring state summative	Growth on the MAP scale for districts that opt in
North Carolina (NCPAT)	Operational since 2024-25; piloted 2021-22 to 2023-24 under IADA	Reading & Math 3–8; science 5, 8	3 optional Check-Ins on 4–15 standards each, given when taught (Sept.–May)	Sets each student's starting point on the adaptive spring test (if 2+ taken)

State (Program)	Status	Subjects & Grades	Within-Year Tests & Content Design	How Within-Year Results Are Used
Virginia (SOL Growth Assessments)	Operational since 2022-23; piloted 2021-22	ELA & math, 3–8	Required fall (prior-grade content) and winter (current-grade) adaptive tests; since 2024-25, districts may substitute other SOL-aligned assessments	Growth across the year
Georgia (GMAP)	Ended 2022-23; piloted 2019-20 and 2020-21	ELA & math, 3–8	3 tests (fall, winter, spring) from a state version of NWEA MAP, each covering all standards; run by a district consortium under IADA, not by GaDOE	Never determined; pilot ended before results were used
Nebraska (NSCAS Growth)	Ended 2024-25; piloted 2019-20 and 2020-21	ELA & Math, 3–8	3 custom state tests, each covering all standards; fall and winter later made optional	Fall-to-spring growth on a state scale linked to MAP

APPENDIX C: STATE REQUIREMENTS OR GUIDANCE RELATED TO INTERIM ASSESSMENTS

This table was populated by searching state websites for Grade 3–8 interim assessments in mathematics, ELA, science, and social studies; it may contain errors or omissions. We included all programs that a state was operating operationally or as a pilot as of the 2025-26 school year, including “interim-plus” and through-year assessment programs. The table excludes required screeners in early literacy, numeracy, and other subjects. States will have multiple rows if they offer different types of interim designs—All Standards (all standards); large chunk (physical science, fractions); and/or small chunk (a few standards).

The “Categorization” options include:

- Through-year program: within-year results contribute to the summative score
- Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score
- State provides free interim option(s) connected with state assessment program
- State provides free interim option(s) NOT connected with state assessment program
- State provides list of approved interims
- State provides non-regulatory guidance on selecting interims to fulfill state law
- Could not locate any state involvement with interims or through-year

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Alabama	State provides list of approved interims	Optional	See approved list here .	Unclear	Math	K-5
Alaska	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	Optional	AK STAR fall and winter (state version of NWEA MAP Growth)	All Standards	ELA & Math	3-9
Arizona	State provides free interim option(s) NOT connected with state assessment program	Optional	Navy ELA & Math (Pearson) (LEAs can add on science and SS for fee)	Small Chunk	ELA & Math	3-12

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Arkansas	State provides free interim option(s) connected with state assessment program	Optional	Gr 3-10 ATLAS Interim	All Standards	ELA & Math	3-10
California	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-12
California	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-12
California	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-12
California	State provides free interim option(s) connected with state assessment program	Optional	CAST Interim Assessments	All Standards	Science	3-5
California	State provides free interim option(s) connected with state assessment program	Optional	CAST Interim Assessments	Large Chunk	Science	6-12
Colorado	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Connecticut	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-10
Connecticut	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-10

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Connecticut	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-10
Delaware	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-10
Delaware	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-10
Delaware	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-10
Delaware	Through-year program: within-year results contribute to the summative score	State-required	Delaware Social Studies Through-Course Assessments	All Standards	Social Studies	4-8
District of Columbia	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA (piloted 25-26)	All Standards	ELA & Math	3-10
District of Columbia	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs (piloted 25-26)	Large Chunk	ELA & Math	3-10
District of Columbia	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs (piloted 25-26)	Small Chunk	ELA & Math	3-10
Florida	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	State-required	FAST Progress Monitoring (PM1, PM2)	All Standards	ELA & Math	3-10 (ELA), 3-8 (Math)

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Georgia	State provides free interim option(s) NOT connected with state assessment program	Optional	DRC BEACON	All Standards	ELA & Math	3-8
Hawaii	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA, Math	3-10
Hawaii	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-10
Hawaii	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-10
Idaho	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-10
Idaho	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-10
Idaho	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-10
Idaho	State provides free interim option(s) connected with state assessment program	Optional	ISAT Science Comprehensive Interim Assessment	All Standards	Science	3-12
Idaho	State provides free interim option(s) connected with state assessment program	Optional	ISAT Science Testlets	Small Chunk	Science	3-12

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Illinois	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Indiana	State provides list of approved interims	Optional	See approved list here: https://www.in.gov/doe/files/2025-2026-Formative-Interim-Assessment-Grant-Guidance.pdf	All Standards	ELA & Math	K-12
Indiana	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	State-required	ILEARN Checkpoints	Large Chunk	ELA & Math	3-8
Iowa	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Kansas	State provides free interim option(s) connected with state assessment program	Optional	KAP Interim	Large Chunk	ELA, Math, Science	K-8, 10
Kansas	State provides free interim option(s) connected with state assessment program	Optional	KAP Mini Tests	Small Chunk	ELA, Math, Science	K-8, 10
Kentucky	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Louisiana	State provides free interim option(s) connected with state assessment program	Optional	Leap 360 (DRC Insight)	All Standards	ELA & Math	3 - 8, EOC

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Louisiana	State provides free interim option(s) connected with state assessment program	Optional	Eagle Items	Small Chunk	ELA & Math	3 - 8, EOC
Maine	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	State-required (fall); Optional (winter)	Maine Through-Year Assessment fall and winter (state version of NWEA MAP Growth)	All Standards	ELA & Math	3-8, 10
Maryland	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Massachusetts	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Michigan	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-8
Michigan	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-8
Michigan	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-8
Michigan	State provides list of approved interims	Optional	Curriculum Associates NWEA, Renaissance	All Standards	ELA & Math	3-8
Minnesota	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Mississippi	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Missouri	Through-year program: within-year results contribute to the summative score	Optional (pilot)	Success-Ready Student Assessment (SRSA) pilot	Small Chunk	ELA & Math	3-8
Montana	Through-year program: within-year results contribute to the summative score	State-required	Montana Aligned to Standards Through-Year (MAST) testlets	Small Chunk (Math), All Standards (ELA)	ELA & Math	3-8
Nebraska	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	Optional	NSCAS: optional NWEA MAP Growth in fall and winter	All Standards	ELA & Math	3-8
Nevada	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-8
Nevada	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-8
Nevada	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-8
New Hampshire	State provides free interim option(s) connected with state assessment program	Optional	NH SAS (Cambium)	All Standards	ELA & Math	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
New Hampshire	State provides free interim option(s) connected with state assessment program	Optional	NH SAS (Cambium)	Small Chunk	ELA & Math	3-8
New Jersey	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
New Mexico	State provides free interim option(s) connected with state assessment program	Optional	Interim Measures of Student Success (iMSSA)	All Standards	ELA & Math	3-8
New Mexico	State provides non-regulatory guidance on selecting interim, screener, etc. to fulfill state law	State-required	Locally Procured - No List	Unclear	ELA & Math	3-8
New York	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
North Carolina	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	Optional	NC Check-Ins 2.0	Large Chunk	ELA, Math, Science (5, 8)	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
North Dakota	State provides list of approved interims	State-required	K-10 Math and reading interims required by state law 2x/year or more. Schools can use state-provided interim assessment or use one from the state-approved vendor list. Any interim vendor must share assessment data with SLDS. Approved list: Curriculum Associates; Edmentum; NWEA; Pearson Assessments (provided free); Renaissance Learning	All Standards	ELA & Math	K-10
North Dakota	State provides free interim option(s) connected with state assessment program	Optional	ND A-Plus INTERIM (ND A+ Interim) (Pearson interim product -- free for schools to use to fulfill law	All Standards	ELA & Math	K-10
North Dakota	State provides free interim option(s) connected with state assessment program	Optional	ND A-Plus (ND A+ FORMATIVE) (Pearson interim product --includes formative component (ND A+ Formative=Navvy=standard level)-- free for schools to use to fulfill law	Small Chunk	ELA & Math	K-10
Ohio	State provides free interim option(s) connected with state assessment program	Optional	Readiness Assessments: Benchmark Tests	All Standards	ELA, Math, Science (5,8,Bio)	3-12
Ohio	State provides free interim option(s) connected with state assessment program	Optional	Readiness Assessments: Checkpoint Assessments (one reporting category)	Large Chunk	ELA, Math, Science (5,8,Bio)	3-12

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Oklahoma	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Oregon	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-12
Oregon	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-12
Oregon	State provides free interim option(s) connected with state assessment program	Optional	Science IABs	Large Chunk	Science	3-12
Oregon	State provides free interim option(s) connected with state assessment program	Optional	Science FIABs	Small Chunk	Science	3-12
Pennsylvania	State provides free interim option(s) connected with state assessment program	Optional	Firefly Benchmark Assessments	All Standards	ELA & Math, Sci (5,8), EOC	3-12
Pennsylvania	State provides free interim option(s) connected with state assessment program	Optional	Classroom Diagnostic Tools (CDT)	All Standards	ELA, Math & Sci (3-8), EOC	3-12
Rhode Island	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
South Carolina	State provides list of approved interims	State-required	State legislation required providing adoption list from which districts can select if they want to use state funds. As amended in 2024, beginning with 2024-25 SY, the list shall include no more than 5 "interim" assessments and districts must assess all K-8 using one of these state-approved during Fall, Winter, Spring each year and provide all data/scores by grade level and school to the department. Approved list: DRC BEACON; iReady Diagnostic; Istation' indicators of progress (ISIP) K-2 published by Amira; MAP Growth; Mastery View Predictive Assessments (Instructure); STAR Reading and Mathematics	All Standards	ELA & Math	K-8
South Dakota	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-8
South Dakota	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs & Science IABs	Large Chunk	ELA, Math, Science	3-8
South Dakota	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs & Science FIABs	Small Chunk	ELA, Math, Science	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Tennessee	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Texas	State provides free interim option(s) connected with state assessment program	Optional	STAAR Interim Assessments (final year 26-27)	All Standards	ELA, Math, Science (3-8), Social Studies (8), EOC	3-12
Utah	State provides free interim option(s) connected with state assessment program	Optional	RISE Benchmark Modules	Small Chunk	ELA Reading (3-8), Writing (5,8), Math (3-8), Science (4-8)	3-8
Utah	State provides free interim option(s) connected with state assessment program	Optional	RISE Interim Assessments (up to 2x/year; adaptive)	All Standards	ELA Reading (3-8), Math (3-8)	3-8
Utah	State provides free interim option(s) connected with state assessment program	Optional	Utah Core Standard Benchmarks	Small Chunk	Mathematics (Secondary Math I, II, III), English, Reading, Science (Physics, Chemistry, Biology, Earth Science)	9-12

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Vermont	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8
Virginia	Interim-plus program: state requires or incentivizes within-year assessments that do not count toward the summative score	State-required	Standards of Learning (SOL) Growth Assessments (fall, winter)	All Standards	ELA & Math	3-8
Washington	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced ICA	All Standards	ELA & Math	3-10
Washington	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced IABs	Large Chunk	ELA & Math	3-10
Washington	State provides free interim option(s) connected with state assessment program	Optional	Smarter Balanced FIABs	Small Chunk	ELA & Math	3-10
West Virginia	State provides free interim option(s) connected with state assessment program	Optional	Benchmark Assessments	All Standards	ELA & Math	3-8
West Virginia	State provides free interim option(s) connected with state assessment program	Optional	Module Assessments	Small Chunk	ELA & Math	3-8
Wisconsin	Could not locate any state involvement with interims	N/A	N/A	N/A	N/A	3-8

State	Categorization	Optional or required	Assessment Name	Design	Subject Area	Grade Levels
Wyoming	State provides free interim option(s) connected with state assessment program	Optional	WY-TOPP Interims (2x/year) (adaptive for math and ELA)	All Standards	ELA, Math, Science (4,8,10), Writing (5,7,9)	3-10
Wyoming	State provides free interim option(s) connected with state assessment program	Optional	WY-TOPP Modulares (on demand)	Small Chunk	ELA, Math, Science (3-10), Writing (3-11)	1-11

ENDNOTES

- 1 Education First (2026a, 2026b); Kim, Broer, Hooper, & Paulson (2026).
- 2 As one example, see Center for Assessment (2022).
- 3 U.S. Department of Education (n.d.). The Competitive Grant for State Assessment (CGSA) program replaced the Enhanced Assessment Grants (EAG) program; awards made under the EAG program are not included in this count.
- 4 U.S. Department of Education. (2026).
- 5 Dadey & Gong (2023); Gianopulos (2025); Dadey, Evans & Lorie (2023); Education First (2022a, 2022b).
- 6 Perie, Marion, & Gong (2009).
- 7 See Appendix B for a detailed scan of state-supported interim assessments.
- 8 Dadey & Gong (2023); Dadey, Evans, & Lorie (2023).
- 9 Dynamic Learning Maps (2025).
- 10 Delaware Department of Education (2025, n.d.-a, n.d.-b).
- 11 Montana Office of Public Instruction (n.d.).
- 12 Texas Education Agency (2026).
- 13 Nash, Thompson, & Majerus (2026); Missouri Department of Elementary and Secondary Education (2025, 2026, n.d.).
- 14 Kahler (2026); Kansas State Board of Education (2026).
- 15 Georgia: U.S. Department of Education (2023a). Louisiana: Wexler (2026). Missouri: Nash, Thompson, & Majerus (2026). New Hampshire: U.S. Department of Education (2022b).
- 16 New Hampshire Learning Initiative (2026); Accessible Teaching, Learning, and Assessment Systems (ATLAS) (n.d.).
- 17 Alaska Department of Education and Early Development (n.d.); AK STAR (n.d.); Florida Department of Education (n.d.); Maine Department of Education (2024); Virginia Department of Education (n.d.).
- 18 Alaska Department of Education and Early Development (n.d.); AK STAR (n.d.); Maine Department of Education (2024).
- 19 Virginia Department of Education (n.d.).
- 20 Nebraska Department of Education (2025a, 2025b).
- 21 North Carolina Department of Public Instruction (n.d., 2026).
- 22 Indiana Learning Lab (n.d.); Indiana Department of Education (2026a, 2026b).
- 23 Nebraska Department of Education (2025a, 2025b); T. Clark & C. Seiboldt, personal communication, November 24, 2025; Marion & Evans (2021); U.S. Department of Education (2023a).
- 24 There is a lot of nuance in these programs that we want to acknowledge. While Montana's ELA and Delaware's social studies through-year programs do assess across all standards, they don't assess all content at each administration. For example, the Delaware assessment tests certain periods of history at each administration, even though the content standards are the same—synthesizing text, using historical references, etc.
- 25 Evans, Wylie, Marion, & Landl (2025); Marion, Pellegrino, & Berman (2024).
- 26 Dadey, Evans, & Lorie (2023).
- 27 Education First (2026a).
- 28 Dadey & Diggs (2019); McClure (2026).

- 29 Marion, Thompson, Evans, Martineau, & Dadey (2019).
- 30 Education First (2026a).
- 31 Montana State Board of Education (2025).
- 32 Education First (2026a), p. 41.
- 33 Dadey, Evans, & Lorie (2023).
- 34 Czapryk et al. (2025).
- 35 Rose (2026).
- 36 Montana State Board of Education (2025), p.154.
- 37 Evans & Marion (2024).
- 38 Education First (2026a).
- 39 Montana Office of Public Instruction (2026).
- 40 Shepard (2008).
- 41 Accessible Teaching, Learning, and Assessment Systems (ATLAS). (2025b).
- 42 Czapryk et al. (2025), p. 3.
- 43 Texas Education Agency. (2024b).
- 44 Rose (2026).
- 45 Montana Office of Public Instruction, project abstract, in U.S. Department of Education (2026).
- 46 AK STAR (n.d.).
- 47 Czapryk et al. (2025).
- 48 Croft, Ali, & O’Keefe (2023).
- 49 Wexler (2026).
- 50 NWEA (2021).
- 51 White, J. (2022), as described in Wexler (2026). John White was Louisiana’s State Superintendent when the Innovative Assessment Program launched, so the dissertation is not a disinterested source.
- 52 Montana State Board of Education (2025), p. 157.
- 53 Montana State Board of Education (2025), p. 157.
- 54 ATLAS (2025b).
- 55 Marion & Evans (2021).
- 56 Czapryk et al. (2025), p. 3.
- 57 Marion & Evans (2021).
- 58 Powell et al. (2023), p. 13.
- 59 Texas Education Agency (2024b), pp. 3–4.
- 60 U.S. Department of Education, Office of Special Education Programs. (2023c).
- 61 Montana State Board of Education (2025), p. 154.
- 62 Texas Education Agency. (2024a), p. 9.
- 63 Texas Education Agency (2024b), p. 5.
- 64 Accessible Teaching, Learning, and Assessment Systems (ATLAS). (2026). IRT = Item response theory; DCM = Diagnostic classification model.
- 65 Missouri Department of Elementary and Secondary Education (2025).
- 66 Innovative Assessment Solutions. (n.d.). SEM = Structural equation model.

- 67 Texas Education Agency (2024b), p. 4.
- 68 Ibid., p. 3.
- 69 T. Clark & C. Seiboldt, personal communication, November 24, 2025.
- 70 U.S. Department of Education. (2023b).
- 71 Becker, Thacker, Sinclair, Dickinson, Woods, & Wiley (2017).
- 72 T. Clark & C. Seiboldt, personal communication, November 24, 2025.
- 73 New Hampshire Department of Education (2014).
- 74 Education First (n.d.-a).
- 75 Education First (n.d.-b).
- 76 Tung (2010).
- 77 Marion & Evans (2021).
- 78 T. Clark & C. Seiboldt, personal communication, November 24, 2025.
- 79 Montana State Board of Education (2025), p. 157.
- 80 Croft et al. (2023), p. 28.
- 81 Czupryk et al. (2025), p. 12.
- 82 Bennett, Kane, & Bridgeman (2011).

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