



K-2 ASSESSMENTS:

An Update on State Adoption and Implementation

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THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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K-2 ASSESSMENTS: AN UPDATE ON STATE ADOPTION AND IMPLEMENTATION

In ACT's 2016 report [State Adoption and Implementation of K-2 Assessments](#), 35 states had some form of state assessment in grades K-2 (primarily assessing reading) and that a little more than half of those states (n=18) allowed districts to choose their assessment from a state-approved list.¹

Since then, state and federal policies governing assessments have changed in ways that could potentially influence the extent of assessment use in these early grades. Two of the changes could potentially reduce the use of the assessments, while one change could increase it.

The first policy changes were the U.S. Department of Education's (USED) Testing Action Plan² and grants for assessment audits. The Testing Action Plan was released in response to the publication *Student Testing in America's Great City Schools* by the Council of the Great City Schools,³ which found when surveying urban schools that there was sometimes redundancy in the assessments districts administered. As part of the Testing Action Plan, USED encouraged states to use federal assessment funding "to review existing assessments to eliminate redundancy and ensure the assessments are high-quality, maximize instructional goals, and are designed to help students achieve state standards."⁴ Similarly, in the Every Student Succeeds Act (ESSA), states can apply for additional grant funding to conduct an assessment system audit, including examining assessments administered by local educational agencies.⁵

ESSA also made changes to teacher evaluation policy that may influence the number and type of assessments states may require. Before ESSA, Race to the Top and the Elementary and Secondary Education Act (ESEA) waivers both required applying states to adopt teacher evaluation policies that included measures of student growth for teachers in all grades and subject areas. Thus, some states opted to extend testing into lower grades either for evaluating K-2 teachers or to have a prior year of data for third-grade teachers. ESSA, however, does not require states to adopt teacher evaluation systems,⁶ giving states the autonomy to set their own requirements for their systems. This means that states may have decided to revise their teacher evaluation systems to eliminate certain assessments in the early grades.⁷

Although ESSA may have shifted states against administering assessments in non-federally required grades and subjects, recent state adoptions of third-grade reading retention laws may keep some of the assessments in place. In 2018, 16 states began to require (or will soon require) retention of students who are not proficient in reading by the third grade.⁸ The rise in third-grade reading retention laws may prompt states to monitor students prior to grade three so that educators can intervene early when reading difficulties are detected.

Because of these shifts in state and federal policy, it is useful now to re-examine what types of assessments states have adopted in grades K-2. Like the 2016 report, this report will examine the content areas assessed, the choice of assessment, the use of the assessment, and assessment reporting requirements.

METHOD

The state information was based on publicly available information from state websites collected in August 2018. The search included examining the following state web pages (if available): the assessment page, literacy page, and response to intervention page. If, based on this search, the state did not appear to have an assessment, a second search was conducted to see if the state had a yearlong kindergarten assessment (otherwise, kindergarten assessments were not included as part of this project).⁹ In addition, if the state had an assessment identified in the 2016 report, it was searched specifically for that assessment name.

The classifications for assessment type (i.e., summative, diagnostic/screener, and formative) are based on the state's description of the use of the test scores. In some cases, the state claimed to be using the assessment for multiple purposes, for instance, as both a screening tool and a formative tool to drive instruction. In these cases, multiple classifications were assigned to the assessment.

ASSESSMENT DEFINITIONS¹⁰

Summative An assessment generally administered once, typically at the end of the school year, to evaluate performance against a set of content standards.¹¹

Screener Brief assessment conducted to identify or predict students who may be at risk for poor learning outcomes.¹²

Diagnostic A more in-depth assessment used to determine eligibility for specialized programming (e.g., special education services).¹³

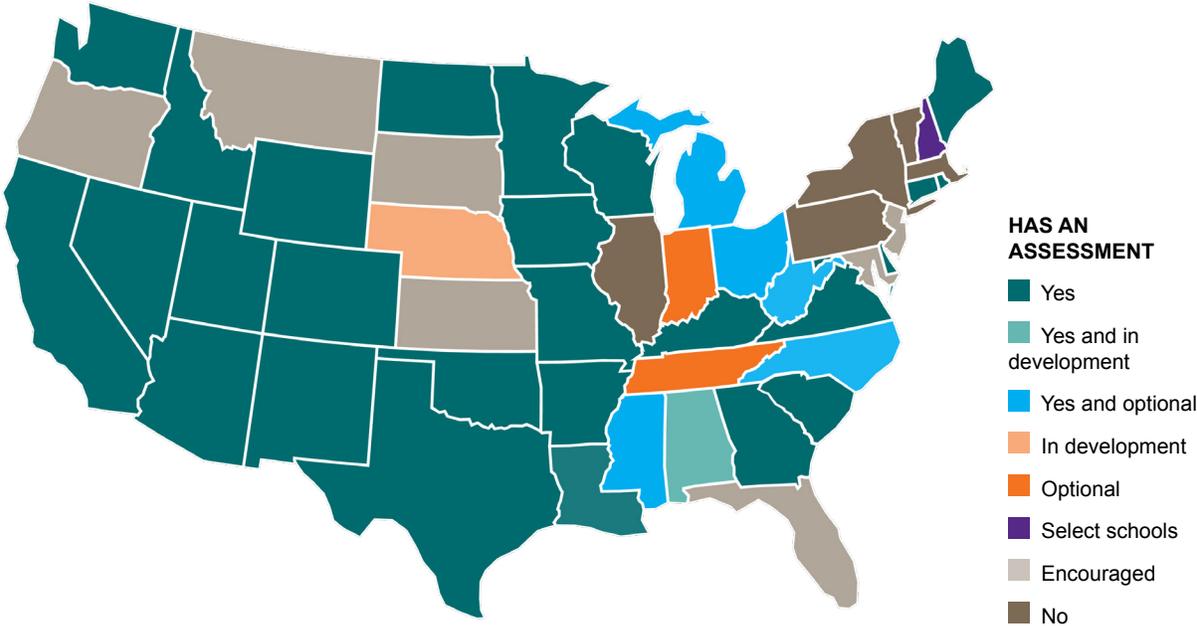
Formative A “planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.”¹⁴

Interim An assessment used to “evaluate students’ knowledge and skills relative to a specific set of academic goals, typically within a limited time frame” and used to inform decisions (at both the classroom and school or district level).¹⁵

RESULTS

Thirty-five states offered some type of a statewide assessment in grades K–2 (Figure 1). Six states offered both a statewide assessment as well as another type of test (either one in development or an optional assessment). Therefore, the results do not sum to 50. In the majority of the states (n=32), the state required that certain assessments were mandatory for all students, and one state required an assessment for select schools. Seven states offered optional assessments in which districts could decide whether or not to administer the assessment, and two states had at least one assessment in development.¹⁶ Eight states also encouraged (but did not require) some form of an assessment, typically through a state literacy plan, but did not make an assessment available to districts. Only six states did not require or explicitly encourage assessments in grades K–2.¹⁷

Figure 1



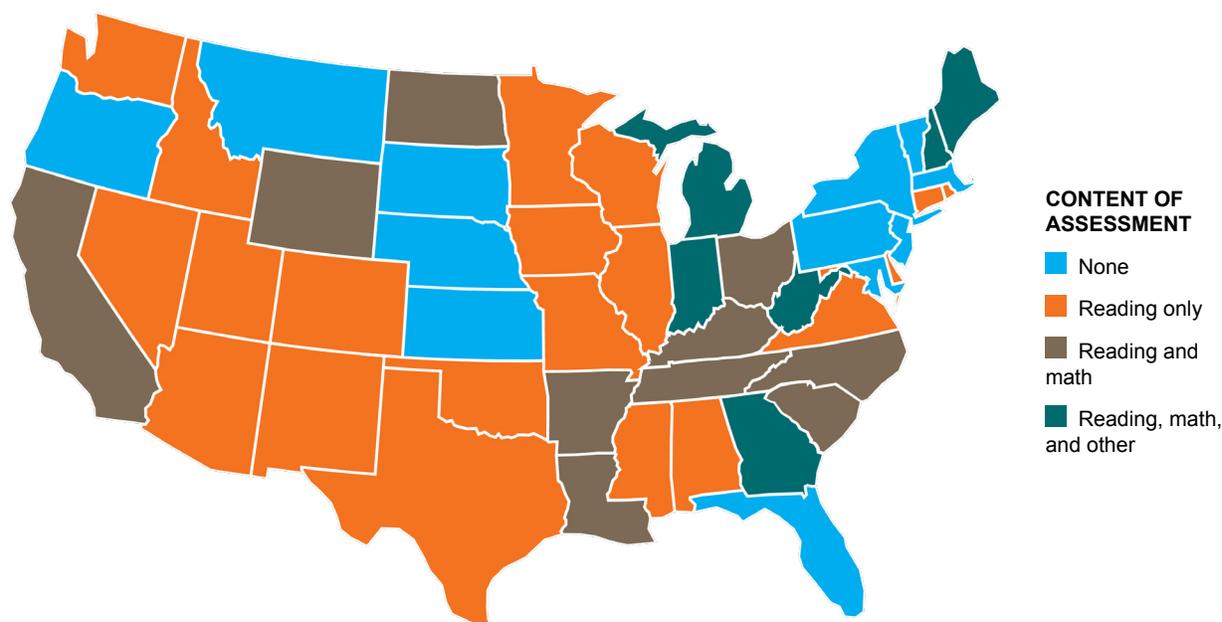
Note: Alaska and Hawaii do not offer assessments in grades K–2. However, Alaska does encourage the use of an assessment.

The remainder of this report will focus only on those state assessments that are required for at least some students in the state.

USE OF SCORES

Of the state assessments, only four were end-of-year summative assessments, a decrease from six in the 2016 report.¹⁸ Two states — Indiana and Michigan — offered multiple assessments in which one of the assessments was summative and the other was either diagnostic or formative. For example, Indiana offered two optional assessments: one summative end-of-year assessment and a formative assessment grant program in which districts can apply for funding. In one case, the assessment was a yearlong assessment in which scores were used for both a summative and a formative purpose.¹⁹ More frequently, states administered assessments for only diagnostic/screening purposes (n=20) or only formative/interim assessments (n=4). The remaining states administered assessments for both diagnostic and formative purposes (n=7). Like the summative assessment states, three states — North Carolina, South Carolina, and Wyoming — offered multiple assessments with different types of uses (see Appendix). In North Carolina, the state administered a reading assessment used for formative and diagnostic purposes as well as an optional math formative assessment. Similarly, in South Carolina, all schools were required to administer a gifted and talented screening assessment, and districts had the option to also administer formative assessments that are reimbursed by the state. Wyoming, on the other hand, administered an interim assessment as well as a reading screener.

Figure 2



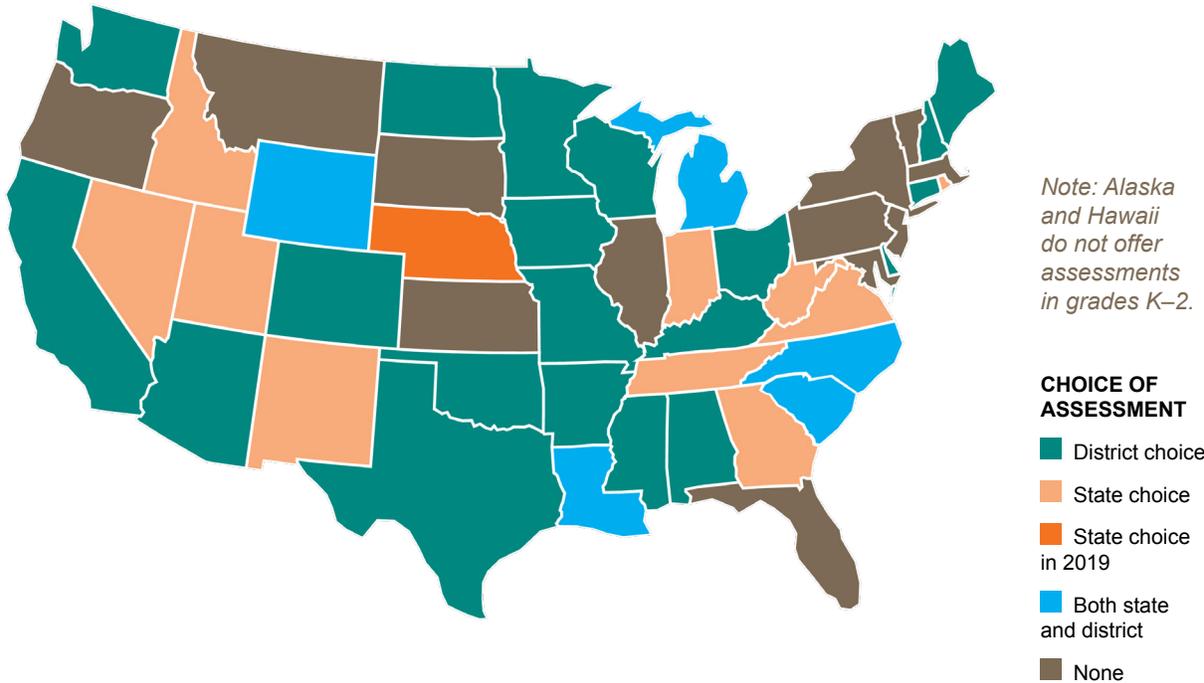
CONTENT OF ASSESSMENT

Consistent with the 2016 report, a reading and literacy assessment was offered in all 35 of the states under discussion (Figure 2). Eleven states also offered a math assessment, and six states offered an assessment that included math as well as another subject area. For two of those states — Georgia and West Virginia — the assessment was a yearlong kindergarten assessment that included a variety of other content areas, including social and emotional development measures. Maine, similarly, included behavioral measures, but did so as part of a statewide response-to-intervention initiative. One state — Michigan — offered an optional arts assessment. Indiana offered flexibility to districts, providing reimbursement for formative assessments in other content areas.

GRADE LEVEL

In terms of grade level, the assessments were fairly uniform among kindergarten (n=31), first grade (n=30), and second grade (n=32) (see Appendix). The uniformity in grade level may be due to the implementation of the third-grade reading retention laws, as states are sometimes statutorily required to monitor progress in the earlier grades to ensure that students have the opportunity for remediation prior to being retained at the end of third grade.

Figure 3



SELECTION

Regarding selection of the assessment, there is a growing interest in letting districts select an assessment from a state-approved list. As in the 2016 report, the majority of states used at least one district-selected assessment (n=20 in 2016; n=24 in 2018) (Figure 3). Specifically, 19 states offered only a district-selected assessment, and five states that administer more than one assessment had one state-selected assessment and allowed districts to choose the other(s). The remaining 11 states required districts to administer a state-selected assessment.²²

REPORTING

Approximately 70 percent of the states that offered an assessment (n=26) required districts to report the results to the state, and one state required reporting for select schools. This is an increase from the 2016 report, in which approximately half the states required reporting. In practice, the percentage may be higher, as some of the remaining states use online assessment platforms.

Despite districts reporting data to the state, few states publicly reported the data (n=7). Although one state included the data in its standard report card system,²³ other states opted to include the data in evaluation reports or other state reports.²⁴ As the scores are largely used for screening or diagnostic information, the lack of public reporting — particularly through a report card — may be appropriate to avoid pressure to artificially increase scores.²⁵ However, given the importance of the retention policies in a number of the states, having at least aggregate data available for evaluation purposes is necessary.

OTHER CHANGES FROM THE 2016 REPORT

As mentioned earlier, a number of states made changes since the 2016 report, primarily in the areas of testing requirements and district choice. With respect to the former, six states eliminated an assessment requirement, four states eliminated a reading test,²⁶ one eliminated an arts assessment,²⁷ one reclassified a required test as optional,²⁸ and one state eliminated an optional reading test and replaced it with a kindergarten reading screener.²⁹ Five states added — or will soon add — assessments: three added reading,³⁰ one added math,³¹ and one added both reading and math.³²

With respect to district choice, five states made changes: two eliminated it,³³ and three introduced it.³⁴

POLICY RECOMMENDATIONS

Although states have made headway in the area of K–2 assessments since the 2016 report, many of the same policy recommendations from that report, which dealt with how states can improve their policies and practices related to K–2 assessments, are still applicable with updates.

1. More states should consider requiring early screening in reading and other content areas.

More states are requiring reading screening assessments since 2016—most likely due to the increased number of states adopting third-grade reading retention laws. However, not all states are requiring screening assessments, and assessments in other content areas are relatively rare. States should consider adopting universal screening in areas such as math or academic behaviors to facilitate early intervention when appropriate. In doing so, states should also provide professional development to ensure that the screeners are appropriately administered and that the information from the assessments is properly used and understood.

2. States should consider the use of the scores when determining which entity should select the assessment.

More states are allowing districts to select from a state-approved list of assessments. This has advantages in that it allows districts to select an assessment that best fits the needs of their students, but it also makes it potentially difficult to evaluate how well school programs are working because the assessments may be measuring slightly different constructs. Particularly in states with third-grade reading retention laws, the state should consider the types of interpretations it wishes to make based on the data. If the state is interested in monitoring student progress, a sole state assessment may be better suited to that purpose.

3. States should better communicate the presence and use of the assessments.

Although the visibility of the assessments has improved since the 2016 report, information about the assessments can be difficult to find on state websites. Because the assessments are often housed within different departments from state to state or are part of special state initiatives, there is no consistent place for the general public—or, more important, parents—to find information about the assessments and how the scores are being used.

4. States should continue to collect assessment data to enable research and evaluation.

One area of improvement has been the increase in state collection of assessment data. The data are valuable to help evaluate policies and programs. States should continue to collect this data and report them in a way that preserves the integrity of the test scores, particularly in the case of screening/diagnostic assessments.

APPENDIX

TABLE A1. DETAILED STATE K–2 ASSESSMENT DESCRIPTION

State	Summative	Diagnostic/ Screener	Formative/ Interim	Grade Level			Reported to State (Y = yes; S = select schools)	State Reports (Y)	Select Citations
				K	1	2			
Alabama			Y	Y	Y	Y	Y		Alabama Department of Education, “Alabama Reading Initiative” Alabama Department of Education Summative Assessment RFP
Arizona		Y		Y	Y	Y	Y		Arizona Department of Education, “Move on When Reading”
Arkansas			Y	Y	Y	Y	Y		Arkansas Department of Education, “Arkansas K–2 Assessment”
California		Y				Y	Y		California Department of Education, “Grade Two Diagnostic Assessments”
Colorado		Y		Y	Y	Y	Y		Colorado Department of Education, “Colorado READ Act”
Connecticut		Y		Y	Y	Y	S		Connecticut Department of Education, “Research-based Universal Screening Reading Assessments for Grades K–3” Connecticut State Board of Education, “Position Statement on the Implementation of the Connecticut Arts Standards”
Delaware		Y		Y	Y	Y			Delaware Department of Education, “Response to Intervention (RTI) Frequently Asked Questions” Chapter 14 of the Delaware Administrative Code § 925 12.6.1

Georgia	Y		Y	Y			Y	Y	Georgia Department of Education, “Georgia Kindergarten Inventory of Developing Skills (GKIDS)”
Idaho		Y		Y	Y	Y	Y	Y	Idaho State Department of Education, “Idaho Reading Indicator” Idaho State Department of Education, “Idaho’s K–12 Report Card: IRI”
Indiana	Y		Y	Y	Y	Y			Indiana Department of Education, “IREAD K–2” Indiana Department of Education, “2018–2019 Formative Assessment Grant Overview”
Iowa		Y	Y	Y	Y	Y	Y		Iowa Department of Education, “Early Literacy Implementation”
Kentucky		Y		Y	Y	Y			Kentucky Department of Education, “Primary Diagnostic Assessment” Kentucky Department of Education, “Read to Achieve”
Louisiana		Y		Y	Y	Y	Y	Y	Louisiana Department of Education, “Kindergarten Through 2nd Grade Assessments” Louisiana Department of Education, “LEAP 360”
Maine		Y	Y	Y	Y	Y			Maine Department of Education, “Behavior” ³⁵
Michigan	Y	Y	Y	Y	Y		Y		Michigan Department of Education, “Guide to State Assessments” (2019–2019) Michigan Department of Education, “Michigan Arts Education Instruction and Assessment Project”
Minnesota		Y		Y	Y	Y	Y		Minnesota Department of Education, “Reading Proficiency” Minnesota Department of Education, “Identification and Reporting”

Mississippi		Y		Y	Y	Y	Y		Mississippi Department of Education. “Universal Screener and Diagnostic Assessment” Mississippi Department of Education. “Literacy-Based Promotion Act (LBPA) Assessments”
Missouri		Y		Y	Y	Y			Missouri Department of Education. “Serving Students At-Risk for Dyslexia: Guidance to LEA’s [sic]”
Nevada		Y		Y	Y	Y	Y		Nevada Department of Education. “Grades K–3: Measures of Academic Progress” Nevada Department of Education. “Nevada Department of Education Guidance Document for Nevada K.I.D.S. Read Nevada’s Read by Grade 3 Program”
New Hampshire			Y	Y	Y	Y			New Hampshire Department of Education. “New Hampshire Accountability Pilot Overview: Performance Assessment of Competency Education (PACE)” PACE Summary Chart of Tasks
New Mexico		Y	Y	Y	Y	Y	Y	Y	New Mexico Public Education Department. “New Mexico K–3 Plus” Istation. “Frequently Asked Questions”
North Carolina		Y	Y	Y	Y	Y	Y	Y	North Carolina Department of Public Instruction. “North Carolina Read to Achieve: A Guide to Implementation” North Carolina Department of Public Instruction. “Math Formative Assessment Tasks”

North Dakota			Y			Y	Y		North Dakota Department of Public Instruction, “Required Student Assessments in North Dakota”
Ohio		Y		Y	Y	Y	Y	Y	Ohio Department of Education, “Diagnostic Assessments”
Oklahoma		Y		Y	Y	Y	Y		Oklahoma State Department of Education, “Reading Sufficiency”
Rhode Island		Y		Y	Y				Rhode Island Department of Elementary and Secondary Education, “Comprehensive Assessment System: Rhode Island Criteria and Guidance”
South Carolina		Y	Y	Y	Y	Y			South Carolina Department of Education, “Gifted and Talented Program — Grade 2” South Carolina Department of Education, “Adoption List of Formative Assessments”
Tennessee	Y					Y	Y	Y	Tennessee Department of Education, “Grade 2 Assessment”
Texas		Y		Y	Y	Y	Y		Texas Education Agency, “Texas Literacy Initiative”
Utah		Y		Y	Y	Y	Y		Utah State Board of Education, “USBE Assessment and Accountability 2018–2019 Assessment Director Resource Guide”
Virginia		Y		Y	Y	Y*	Y		Virginia Department of Education, “Early Intervention Reading Initiative (EIRI)”
Washington		Y				Y	Y		Washington Superintendent of Public Instruction, “Second Grade Reading Assessment”
West Virginia		Y		Y	Y	Y	Y		West Virginia Department of Education, “West Virginia Early Learning Reporting System” West Virginia Department of Education, “Formative Assessment Toolkit”

Wisconsin		Y		Y	Y	Y	Y		<u>Wisconsin Department of Public Instruction, "Assessment of Reading Readiness"</u>
Wyoming		Y	Y	Y	Y	Y	Y		<u>Wyoming Department of Education, "WY-TOPP"</u>

* Required if the student did not meet earlier benchmarks.

ENDNOTES

1. Michelle Croft, *State Adoption and Implementation of K–2 Assessments* (Iowa City, IA: ACT, 2016), available at https://www.act.org/content/dam/act/unsecured/documents/5738_Issue_Brief_State_Adoption_of_K-2_Assess_WEB_secure.pdf. Although the report was published in 2016, the data collection took place during 2015.
2. U.S. Department of Education, “Fact Sheet: Testing Action Plan,” October 24, 2015, available at <https://www.ed.gov/news/press-releases/fact-sheet-testing-action-plan>.
3. Ray Hart, Michael Casserly, Renata Uzzell, Moses Palacios, Amanda Corcoran, and Liz Spurgeon, *Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis* (Council of the Great City Schools, 2015), available at <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Testing%20Report.pdf>.
4. U.S. Department of Education, “Fact Sheet: Testing Action Plan.”
5. 20 U.S.C. § 6362.
6. 20 U.S.C. § 6611(e).
7. Stephanie Aragon, *Policy Snapshot: Teacher Evaluation. Education Commission of the States Trends in Teacher Evaluation* (Education Commission of the States, 2018), available at https://www.ecs.org/wp-content/uploads/Teacher_Evaluations.pdf; Michelle Croft, Gretchen Guffy, and Dan Vitale, *The Shrinking Use of Growth: Teacher Evaluation Legislation since ESSA* (Iowa City, IA: ACT, 2018), available at <https://www.act.org/content/dam/act/unsecured/documents/teacher-evaluation-legislation-since-essa.pdf>.
8. Matt Weyer, “A Look at Third-Grade Reading Retention Policies,” *LegisBrief*, 26, no. 21 (National Conference of State Legislatures, June 2018), available at http://www.ncsl.org/documents/legisbriefs/2018/june/LBJune2018_A_Look_at_Third_Grade_Reading_Retention_Policies_gold32459.pdf.
9. Utah’s kindergarten assessment was included for math as the assessment includes an end-of-year component. Utah State Board of Education, *USBE Assessment and Accountability 2018–2019 Assessment Director Resource Guide* (Utah State Board of Education, 2018), available at <https://www.schools.utah.gov/file/4949b714-baa1-4550-aa3e-bef4baa74dff>.
10. The publically-available information would at times conflate assessment types. For the purpose of this report, assessment types have been combined based on the assessment’s function.
11. Marianne Perie, Scott Marion, Brian Gong, and Judy Wertzell, *The Role of Interim Assessments in a Comprehensive Assessment System* (The Aspen Institute, 2007)
12. Center on Response to Intervention, “Universal Screening,” <https://rti4success.org/essential-components-rti/universal-screening>.
13. Project IDEAL, “Definition/Types of Assessment,” available at <http://www.projectidealonline.org/v/definition-type-assessment/>.

14. The Council of Chief State School Officers, *Revising the Definition of Formative Assessment* (Washington, DC: CCSSO, 2018), available at <https://ccsso.org/sites/default/files/2018-06/Revising%20the%20Definition%20of%20Formative%20Assessment.pdf>.
15. Perie, Marion, Gong, and Wertz, *The Role of Interim Assessments in a Comprehensive Assessment System*.
16. Alabama's recent request for proposals for a new statewide summative assessment asked vendors to include cost options for reading, writing, and mathematics in grades K–2. *Alabama Department of Education, Alabama Department of Education Summative Assessment RFP* (Alabama Department of Education, 2018), available at https://www.alsde.edu/sec/sa/DYK/RFP_2018-13_Alabama_Summative_Assessment.pdf; Nebraska is developing a state reading screener in response to the enactment of the Nebraska Reading Improvement Act (LB 651).
17. Vermont requires that districts implement “a local comprehensive assessment system, including a balance of assessment types that provide information about student proficiency in a variety of ways.” As the policy does not specify a particular grade level and leaves the system to the district’s discretion, it was classified as not having a statewide assessment. Lori Dolezal, Megan Grube, and Tracy Bettale Watterson, *Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams* (Vermont Agency of Education, 2017), available at <http://education.vermont.gov/sites/aoe/files/documents/edu-student-learning-assessments-state-assessments-strengthening-and-streamlining-local-comprehensive-assessment-systems.pdf>.
18. Appendix A includes the detailed descriptions.
19. Georgia Department of Education, “Georgia Kindergarten Inventory of Developing Skills (GKIDS),” available at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx>.
20. In Georgia, the assessment includes ELA, math, social studies (optional), science (optional), approaches to learning, personal and social development, and motor skills (optional). Georgia Department of Education, “Georgia Kindergarten Inventory of Developing Skills (GKIDS),” available at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx>. In West Virginia the assessment includes reading/literacy, social and emotional development, language and literacy development, mathematics, science, the arts, and health and physical development. West Virginia Department of Education, “West Virginia Early Learning Reporting System,” available at <https://webtop.k12.wv.us/0/apps/elrs/>.
21. The Maine RTI program also includes screening and progress monitoring in reading, writing, and math. Maine Department of Education, “Behavior,” <https://www.maine.gov/doe/schools/safeschools/schoolclimate/behavior>.
22. Nebraska is planning to administer a state-selected assessment beginning in the 2019–2020 school year. Nebraska Reading Improvement Act, LB 651 (2018).
23. For example, Idaho includes results as part of a state report card. Idaho State Department of Education, “Idaho K–12 Report Card: IRI,” available at <http://apps.sde.idaho.gov/ReportCard/SchoolYear/24>.
24. Tennessee included optional grade 2 data in a report related to the state’s third-grade reading retention law. Tennessee Department of Education Division of Research and Data Use, *First Steps: A Report on Elementary Grades Reading in Tennessee* (Tennessee Department of Education, 2018), available at https://www.tn.gov/content/dam/tn/education/reports/rpt_first_steps_reading_report.pdf. New Mexico included state data as part of an evaluation report. New Mexico Legislative Finance Committee, *2017 Accountability Report: Early Childhood* (New Mexico Legislative Finance Committee, n.d.), available

at https://www.nmlegis.gov/Entity/LFC/Documents/Program_Evaluation_Reports/Final%202017%20Accountability%20Report%20Early%20Childhood.pdf. In North Carolina, data was included in reports to the North Carolina General Assembly related to the implementation of the assessments. North Carolina Department of Public Instruction, *Report to the North Carolina General Assembly Report #37* (North Carolina Department of Public Instruction, 2017), available at <http://www.livebinders.com/play/play/850102#anchor>. Louisiana published a reading report that included school, district, and state results. Louisiana Department of Education, *Fall 2017 Reading Report: School, District, and State Results for Kindergarten through Grade Three* (Louisiana Department of Education, n.d.), available at <https://www.louisianabelieves.com/docs/default-source/test-results/fall-2017-reading-report.pdf?sfvrsn=6>.

25. For example, in an *Education Week* article included on the Alabama State Department of Education website, the state claimed local newspapers reporting the results of the assessments had caused internal pressure such that schools focused too heavily on particular aspects of the reading screening assessment. Stephen Sawchuk, "Multiyear Professional-Development Effort is Tied to Reading Gains," *Education Week*, May 11, 2015, available at <https://www.edweek.org/ew/articles/2015/05/13/ala-reading-intervention-stands-test-of-time.html>.
26. Alaska had previously required an early learning screener through regulation (4 AAC 06.713). The regulation was repealed in 2016, and now assessments are encouraged through the Alaska State Literacy Blueprint. Alaska Department of Education & Early Development, "Alaska State Literacy Blueprint," available at <https://education.alaska.gov/blueprint/compre/index.html>. New York previously offered the Early Literacy Profile. Illinois previously offered the Illinois Snapshots of Early Literacy. Kansas previously required the Early Reading Assessment and has replaced it with *Ages & Stages: 3rd Edition and Social-Emotional, 2nd Edition*. Kansas State Department of Education, "Kindergarten Readiness," available at <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood/Kindergarten-Readiness>.
27. Connecticut previously administered a statewide arts assessment. Currently it has adopted the National Coalition of Core Arts standards, which includes Model Cornerstone Assessments that are resources for educators. Connecticut State Board of Education, "Position Statement on the Implementation of the Connecticut Arts Standards Adopted October 5, 2016," available at <https://portal.ct.gov/-/media/SDE/Board/ArtsStandards.pdf?la=en>.
28. Ohio reclassified math and writing assessments so that they would be optional assessments. Ohio Department of Education, "Diagnostic Assessments," <http://education.ohio.gov/Topics/Testing/Diagnostic-Assessments>.
29. The Florida Department of Education (FLDOE) retired the Florida Assessments for Instruction in Reading for the Florida Kindergarten Readiness Screener, which is administered within the first 30 days of instruction. FLDOE does provide progress monitoring resources through its Just Read, Florida! website to encourage assessment. Florida Department of Education, "Florida Kindergarten Readiness Screener," available at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs/>; Florida Department of Education, "Educator Resources," available at <http://www.fldoe.org/academics/standards/just-read-fl/resources.stml>.
30. The states included Mississippi, Nebraska, and Nevada. Mississippi Department of Education, "Universal Screener and Diagnostic Assessment," available at <http://www.mdek12.org/OSA/USDA>; Nebraska Reading Improvement Act (LB 651); Nevada Department of Education, *Nevada Department of Education Guidance Document for Nevada K.I.D.S. Read Nevada's Read by Grade 3 Program* (Nevada Department of Education, 2017), available at http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Read_by_Three/RBG3GuidanceDocument.pdf.

31. North Carolina developed formative math tasks. North Carolina Department of Public Instruction, “Math Formative Assessment Tasks,” available at <http://maccss.ncdpi.wikispaces.net/Home>.
32. South Carolina adopted optional formative assessments. South Carolina Department of Education, “Adoption List of Formative Assessments,” available at <https://ed.sc.gov/tests/middle/adoption-list-of-formative-assessments/>.
33. The states include Idaho and Wyoming.
34. The states include Iowa, Louisiana, and Wisconsin.
35. At the time of data collection, the Maine Response to Intervention (RTI) program description provided additional information regarding the program. Since the data collection, there were changes to Maine’s RTI webpage removing some of the documentation.