

Comparison of State Through-Year Assessment Models

Which subjects and grades are through-year assessments administered in?

Through-year assessments (TYA) refer to any assessment system with multiple administrations over the course of one school year.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
3-9; English language arts (ELA) & Math	3-10 ELA; 3-8 Math	3-8,10; ELA & Math	4 ELA; 5 Math	3-8; ELA & Math	3-8; ELA & Math	3-8; ELA & Math

Which entity developed the assessment?

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
NWEA	State Education Agency	NWEA	State Education Agency	New Meridian	NWEA	Pearson

Is the assessment administered statewide?

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
Yes	Yes	Yes	No, pilot approved July 2025	Yes	Yes, but beginning and middle of year tests are optional	Yes

Has the assessment been approved via federal peer review?

Federal peer review ensures that state assessments meet federal assessment technical quality and accessibility requirements. No state implementing through-year assessments has been fully approved via the peer review process. Alaska and Maine have completed an initial evaluation and need to provide additional evidence before their assessment models can be approved.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
No	No	No	No	No	No	No

How long do the assessments take to administer per subject?

Testing time directly relates to disruptions in instructional time. Particularly for beginning and middle of year administrations, disruptions to instruction can be minimized if tests can be completed in a single class period. Estimated testing time typically does not include the time it takes students to log into testing platforms and for proctors to provide instructions for completing the assessment.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
End of year (EOY): 60-70min	BOY and MOY: 90-100min	No information publicly available	TBD	15-30min/ "testlest" (20 total in ELA & Math)	EOY: 60-90min	No information publicly available

Are BOY and MOY administrations aligned to state grade-level standards?

In order for assessment results to make valid claims about student grade-level proficiency, questions must be aligned to state academic standards. This alignment is also required for (BOY) middle of the year (MOY) results to be used to inform end of year proficiency determinations, but the full depth and breadth of grade-level standards can be broken up across administrations.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
No	Yes	No	Yes	Yes	No	Yes

Do BOY and MOY administrations assess the full set of standards or a subset of standards?

TYA that test a subset of standards each time a student is tested typically allow for local flexibility in the timing of the tests, meaning students are assessed on the content they have been taught. This can make assessment more engaging and the data more actionable. TYA that assess the full standards in each administration allow for progress monitoring and predict end-of-year results, but are not typically as instructionally useful.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
Not aligned to standards	Full set of standards	Not aligned to standards	ELA: Full set of standards Math: Subset of standards	ELA: Full set of standards Math: Subset of standards	Not aligned to standards	Full set of standards

Are the BOY and MOY assessment results norm or criterion referenced?

Norm referenced results compare a student's performance against the performance of other students that have taken the same assessment and are typically presented as a percentile ranking. Norm referenced results do not provide information about how students performed against grade level standards. Criterion referenced results show how each student performed against a set benchmark, typically grade-level academic standards, and can provide predictions of students' end-of-year proficiency. Both types of results can provide information about what skills and knowledge students demonstrate. The level of detail for this information is largely dependent on the types and number items students complete.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
Norm referenced	Criterion referenced	Norm referenced	Criterion referenced	Criterion referenced starting in SY25-26	Norm referenced	Criterion referenced

Is the EOY summative score normed?

As noted above, norm referenced results compare student performance to that of other students. As such, they cannot be used to make determinations of students grade-level proficiency. Only EOY criterion referenced results can be used to determine student grade-level proficiency.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
No, but EOY assessment also contains MAP Growth items that produce a separate normative score	No	No, but EOY assessment also contains MAP Growth items that produce a separate normative score	No	No	No, but EOY assessment also contains MAP Growth items that produce a separate normative score	No

Do BOY and MOY scores count toward the EOY summative proficiency score?

As noted above, only BOY and MOY administrations that produce criterion referenced scores can be used to contribute to an EOY proficiency score.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
No	No	No	Yes	Yes	No	No

Is within-year (BOY-EOY) growth used for school accountability?

Together BOY, MOY, and EOY norm referenced results can be used to show how student performance on the assessment changed over the course of the school year, as compared to other students who took the assessment. This measure of growth does not show whether students are making progress toward grade-level proficiency. As of yet, no states are currently using such a measure in their accountability system. To do so, all students in the state would need to take the same assessment for all administrations.

ALASKA	FLORIDA	MAINE	MISSOURI	MONTANA	NEBRASKA	VIRGINIA
No	No	Plans to do so, but this has not been implemented	No	No	No	No

Sources:

Alaska

[AK STAR: Alaska System of Academic Readiness - Education and Early Development Test Administration Directions](#)
[Family Guide to Student Reports](#)

Florida

[2024-25 FAST Grades 3-10 Fact Sheet](#)
[2024-25 Statewide Assessments Guide](#)

Maine

[Maine Through Year Assessment: Math & Reading | Department of Education Assessment - Maine Through Year Assessment Overview For Parents - 2.12.2025.pdf](#)
[Q&A MTYA Scoring and Reporting_0.pdf](#)
[ESEA - Consolidated State Plan - 2.25.2025.pdf](#)
[ESSA Dashboard | Department of Education](#)

Missouri

[SRSA IADA application | Missouri Department of Elementary and Secondary Education](#)

Montana

[MontCAS MAST Testing Time Recommendations.pdf](#)
[Math Assessment Specifications.pdf](#)
[ELA Assessment Specifications.pdf](#)
[Interpretive Guide for MAST Testlet Reports](#)
[MAST_Parent_Score_Report_Letter.docx](#)

Nebraska

[Nebraska Student-Centered Assessment System \(NSCAS\) Update \(PPT\)](#)
[Educator overview: NSCAS Assessments for Grades 3–8](#)

Texas

[89\(1\) SB 8 - Engrossed version](#)

Virginia

[Growth Assessments | Virginia Department of Education; Test Blueprints | Virginia Department of Education; Federal Accountability | Virginia Department of Education](#)
[Peer Review](#)
[Key Documents: School Support and Accountability | U.S. Department of Education](#)