

Rubric- Assessment Plan		Alabama	Alaska
Score	Definition	4	2
0	No assessment plan is described	p. 9-10 outline specific ways in which alabama intends to "conduct assessments for all program activities, including teacher and student participation", including monitoring access of EE podcasts, ALEX system, and EE related student science fair projects	Alaska ELP, in curriculum/content standards section describes the plan to identify areas of state academic standard areas currently assessed that related to EL concepts and track them (p. 27). Does not give specific detail on reporting measurements or annual report card. Other sections detail using counts of students in nonformal EL programs.
1	X		
2	Describes only some of the methods; or does not outline reporting of measurements		
3	X		
4	Describes the methods that the state education agency will use annually to measure environmental literacy: traditional assessments, counts of student participation or performance, and other mechanisms. Should be reported annually, possibly on a state education agency's federally mandated report card (NAAEE, 2008).		

Arizona	Arkansas	California	Colorado
0	0	2	2
No ELP	ELP in writing phase	"Establish environmental literacy learning outcomes for the state of california that are linked to the EP&Cs", "Integrate assessment of student learning in environmental literacy with emerging state assessments" (p. 26)	P. 23 notes reporting of "assessment data" from environmental education programs, but there is no mention of reporting data/assessment by Pk-12 teachers/schools districts/formal programs

Connecticut	DC	Delaware	Florida
2	4	0	4
Describes areas where research needs to be done to plan assessment methods but not in significant enough detail to be implemented without further planning.	Objective 4: sets timeline for designating science standards that contain EL concepts, item development for DC CAS tests, evaluate CCSS for possible EL concept correlation, monitor NGSS adoption, and promote EL in non-test driven opportunities all in progress.	ELP in writing phase	Assessment section is mostly a plan to plan, "5.1. Within 6 months, work with the new DOE STEM office to select proxy instruments for measuring EL from existing assessment methods (e.g., Biology end of course exam and 8th grade FCAT Science assessment).", implementation update notes that DOE is looking into tracking Environmental STEM enrollement starting in middle school. Also, notes that section 5.4. seeks to identify existing EL assessment tools such as NELA

Georgia	Hawaii	Idaho	Illinois
0	4	2	2
ELP in writing phase	pg. 45-50: Assessment section details developing a formal tool to measure EL consistent with HIDOE K-12 assessment schedule and reporting on a 2-3 year schedule as appropriate, also discusses assessment from informal EL programs through Hawaii Green Schools program. Also, mentions the development of a tool to assess the HELP	p. 9 outlines some areas where IDEEA would begin to look for assessment of students and of plan. No specific details are provided.	"State assessment that includes environmental education: Although there is not a specific assessment for environmental education, there are many questions in the State's standardized tests that are related to environmental education", Pg. 15 also discusses evaluation of ELP but without any specific details

Indiana	Iowa	Kansas	Kentucky
0	2	4	2
No assessment plan is described	pg. 6 includes several areas of possible assessment of environmental literacy, but does not include plan for reporting of measurements	pg. 32-33 outline working with KSBE to identify areas to measure EL in current assessments. Does state that measurements would be on state report card every year. Also mentions participations counts in informal EL programs. Separate webpage includes the "Environmental Literacy Assessment for Kansas Middle/High School Students" (found at http://www.kacee.org/ks-environmental-literacy-assessment)	P. 24-25 outlines goals for identifying areas of environmental literacy in current assessments. Also notes that "Existing environmental literacy assessments can be reviewed for possible modification and use" (p.25). KELP states that KDE has a negotiated assessment contract and that customised assessments may be able to be negotiated when KY adopts new science standards.

Louisiana	Maine	Maryland	Massachusetts
2	2	0	0
"The LDOE will continue to assess environmental concepts as part of the grades three through eight statewide assessments and as part of the Biology I EOC assessment at the high school level" (p. 12). Gives no additional detail on assessing explicit EL concepts, or reporting.	Key Area 3: Outlines short term and long term assessment strategies including tracking LA, Math and science performance for students with EE and without EE programming, also outlines the plan for DOE to work with MEEA to "create a common measurement tool for assessing changes in teacher understanding of pedagogical practices in EL education" p.8. Does NOT outline plan for specific measurement of EL measures or reporting EL measures	No ELP	ELP in writing phase

Michigan	Minnesota	Mississippi	Missouri
2	0	0	2
"Action 5.4.1. Examine existing frameworks for assessing environmental literacy (including the framework developed by the North American Alliance for Environmental Education) then develop draft assessments that reflect the goals of this Plan. Action 5.4.2. Identify best assessment practices from other states and determine if they could be used in Michigan."	ELP in writing phase	ELP in writing phase	Stretegy 4; Objective 1 and 2, discuss use of current assessments and creation of a "no stakes" web based assessment, but does not give specific detail or reporting of measurements

Montana	Nebraska	Nevada	New Hampshire
0	2	4	2
Not yet begun writing	Address some of the assessment plan but with no specific detail regarding mechanism for assessment or reporting	Describes all aspects of assessment plan, broken into formal and informal education, as well as Knowledge and Skills, Actions and Behavior. Includes areas where counts of participation can be examined, traditional assessment areas reported and the use of student portfolios for measuring skills, actions and behavior areas.	pg. 21 discusses exploring NECAPs for areas that can be linked to EL for assessment purposes. No details on reporting basis or on determining counts of participation in informal EL programs.

New Jersey	New Mexico	New York	North Carolina
0	2	2	4
The Call to Action notes as a goal to develop "Methods for measuring and reporting on student progress regarding environmental literacy performance and achievement in grades pre-K-12;" (pg. 21) but no further detail is provided	pg. 18- lays out "Assessment" plan but does not provide any detail in terms of specific assessment methods or reporting measurements.	p. 14- "Objective 2: Create or revise assessment tools to measure the effectiveness of environmental literacy Strategy 1: Identify existing metrics for environmental literacy in PreK-12 education and teacher preparation Strategy 2: Create and use effective metrics for assessing environmental literacy in research efforts"	outlines strategies for measurement of env literacy in three categories: env attitudes and behavior, env knowledge and skills, and access to quality outdoor learning; EOCs and other testing is reported annually

North Dakota	Ohio	Oklahoma	Oregon
0	4	0	4
Not yet begun writing	Goal V (pg. 15) discusses some methods for assessing or measuring environmental literacy, including traditional assessments using curriculum crosswalk areas, journals/projects, and participation counts-- appendix details agencies and specific resources to contribute to assessing EL	No mention of a k-12 formal or informal EL assessment plan or counts of participation	Ch.5: Assessment of environmental literacy addresses all the areas; "NELA..This reliable and valid instrument could be adapted for use in Oregon" (p.31)

Pennsylvania	Rhode Island	South Carolina	South Dakota
2	2	0	2
"students will be tested through the mandated Science & Technology & Engineering standard as well as the Environment and Ecology PA System of School Assessment (PSSA) test and the Biology Keystone exam. ", but is not tied directly to environmental literacy key areas but to Environment and Ecology standards	Concerned with assessment changes based on planned adoption of CCSS, and possible adoption of NGSS. Describes some of the goals for assessment of environmental literacy, including "Investigate the possibility of implementing a separate environmental literacy assessment similar to the national recently-piloted middle school assessment funded by the National Oceanic and Atmospheric Administration and the National Science Foundation (McBeth, Hungerford, Marcinkowski, Volk, & Meyers, 2008)." but does not mention specifics in reporting or participation counts in other EE or EL programming	ELP in writing phase	pg. 15 gives some examples of areas where assessment work can be done, including traditional and counts of student participation/portfolios. Includes plan to survey student knowledge and attitude, as well as examine positive action. Without crosswalk, assessment plan is limited. No mention of reporting of measurements.

Tennessee	Texas	Utah	Vermont
4	2	0	0
outlines strategies for meaurement of env literacy; EOCs and other testing is reported annually by LEAs	Goal V (p.12) "develop systems fr the evaluation of the overall Texas Natural Resource/Environmental Education plan; including assessment of effective strategies and programs for ongoing improvement"	ELP in writing phase	No assessment plan is described

Virginia	Washington	West Virginia	Wisconsin
0	2	0	4
ELP in writing stage	Describes using science state standard areas that are aligned with ESE standards for reporting, and teacher formative assessments. No mention of reporting time frames or count of informal EE participation. "It may be advantageous to work with other states to develop validated and common (national) comprehensive assessment resources that states could use to determine students' environmental and sustainability literacy and inform instructional practices." (p. 24-- does not mention any previously created EL assessments)	Writing stage of ELP	pg. 22-23 discuss assessment plan for traditional assessments, participation counts, etc. Also outline reporting measurements as described by Wisconsin Act 299. WI ELP mentions the possible use of the "National Environmental Literacy Assessment,29 completed in 2008,"

Wyoming
0
Writing stage of ELP