Development of California's Comprehensive K-12 Assessment System: A Vision for the Future
Draft Framework
Resource for Advisory Panel Participants

Each of these vision statements, or principles, is introduced with the following statement:

California stakeholders — including students, educators, and parents — envision and will benefit from...

1. **...an integrated, coherent system of multiple measures**, all working in unison to (a) model and enable effective teaching practices that promote student engagement and optimal learning; and (b) yield trustworthy performance data that can be used in a wide range of content areas.

2. **...a system that communicates and supports state priorities** for instruction of all students, including expectations for learning related to rigorous college- and career-ready standards, qualifying for postsecondary education and training (e.g., A-G subject requirements), and critical 21st century skills.

3. **...a purpose-driven system** in which each measure in this system — whether traditional selected response items, a writing prompt, performance- or portfolio-based, a culminating project, or other assessment type — serves a specific purpose or addresses a particular need.

4. **...an inclusive system** in which each measure is developed, administered, and scored using research-supported recommendations (e.g., universal design for assessment, bias and sensitivity reviews) for ensuring it is fair and accessible to all students, including English learners and students with disabilities.

5. **...a system that is guided by research and industry best-practice-supported expectations** for ensuring that each measure in this system meets high standards for technical quality. For each assessment in this system, the body of evidence to support test use should include (a) a statement of test purpose and target population for testing and (b) specification of the content standards on which the test is based. If designed for high stakes purposes such as school- or state-level accountability, the body of evidence also should include (c) evidence of alignment to those standards; (d) specification of the rationale for the approach to each measure (e.g., research-based recommendations about best practices in specific content areas such as science); and (e) appropriate evidence of technical quality, including validity for the intended purpose and its reliability.

6. **...an innovative system** that capitalizes on existing and emerging technologies that enable effective and efficient testing of all students and the timely and responsible use of results by a range of stakeholders.

7. **...a transparent system** that provides clear guidelines for appropriate administration, scoring, reporting, and use of results.

8. **...a dynamic, streamlined system** that is feasible, efficient, and cost-effective; designed to yield actionable information about what students or groups of students know and does so...
in strategic ways (e.g., matrix sampling, frequency of assessment) in order to minimize burden to local educational agency staff and disruption to instruction.

9. ...general guidance, resources, and tools from the CDE that support local-level decision-making about the combination of measures that is most appropriate in each situation.