

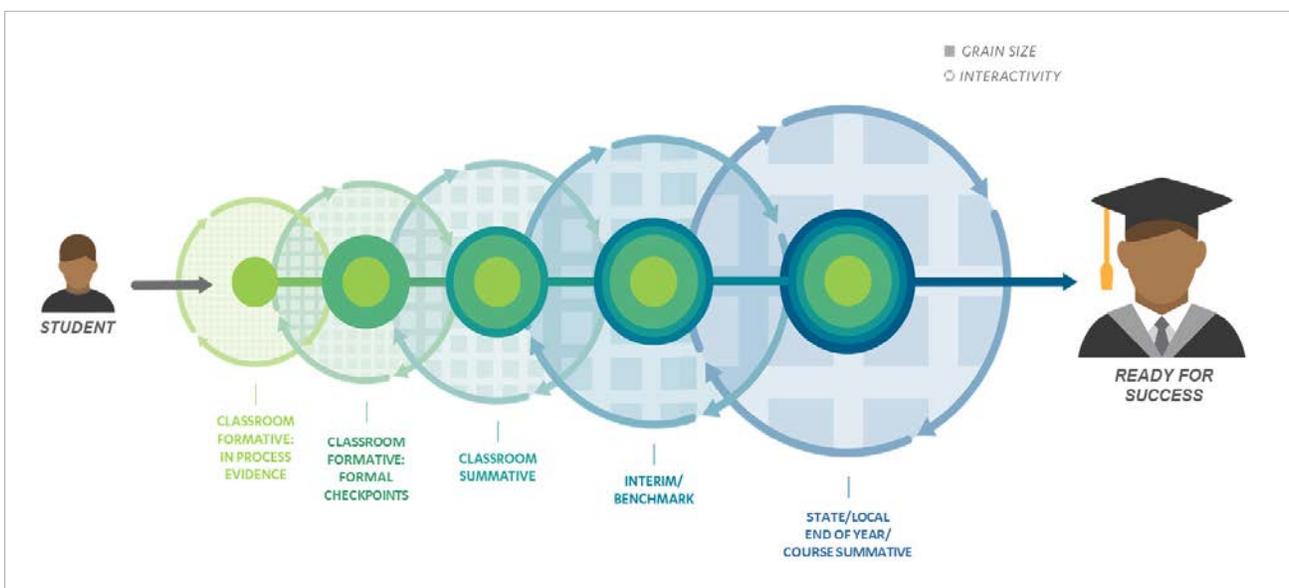
Comprehensive Assessment Framework

Related Questions for State Education Agency Leadership

ESSA invites states, in collaboration with diverse stakeholders, to rethink their assessment systems to better support student learning and serve stakeholders' information needs. How will states engage their stakeholders in system design if they do not have a common language or understanding of what comprises the system? How will states implement new or revised systems if all stakeholders do not share a common understanding of what the system is and how it is supposed to work? These are key problems that CSAI's Standards-Based Comprehensive Assessment Framework, developed initially in collaboration with Colorado, addresses. The Framework is customizable for any state or district.

Framework: Functions

- Lays out common vision of how various types/levels of assessment are supposed to work, combatting conflicting definitions that hamper effective communication
- Helps districts and schools assess their assessment needs and move to better, more efficient, streamlined systems
- Responds to concerns for too much testing and parent opt outs by helping all understand assessment purposes
- Builds assessment literacy for quality implementation and use with associated web-based professional development toolkit



Framework: Description

- Types of assessment addressed: diagnostic/screening, formative in process, formative formal checks, classroom summative, interim, state accountability, national/international
- Users addressed: student, teachers, student support professionals, school/district administrators, state, family
- Categories of information provided: assessment type, purpose, frequency and relationship to instruction, evidence gathering methods use, information provided, potential user actions based on results

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
Category of assessment and who uses the assessment type and results	Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment	How often and when to assess students in relation to instructional goals	Strategies for obtaining evidence of learning	Types of evidence or information gained from assessment to inform uses and actions (see next column)	Actions that educators and students might take in relation to assessment information

Web-Based Toolkit Supporting Framework and Assessment Literacy

- Orientation to the framework
- Interim assessment
- Formative assessment

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