

**Policy #002**  
**Arizona's Key Values in Selecting a New Statewide Assessment**

Adopted by the Arizona State Board of Education September 23, 2019

The Arizona State Board of Education (the Board) is responsible for prescribing the minimum course of study for public schools, adopting statewide academic standards, and selecting a statewide assessment to measure the Arizona academic standards. These Board adopted measures are considered by school districts and charter schools as they fulfill their local responsibility to prescribe curricula, criteria for the promotion of students, and any course of study or competency requirements greater than those prescribed by the Board.

A.R.S. §15-741 requires the Board to adopt and implement a test to measure pupil achievement in reading, writing and mathematics. In alignment with the 5-Year Assessment Plan, a new statewide assessment in mathematics and English language arts (ELA) must be selected for use in school year 2021-2022.

The new statewide assessment will be part of a larger state and local assessment system. In addition to statewide assessments that measure proficiency of specific skills at the end of a school year, the system includes other assessments selected and administered at the local school level that provide additional valuable information for students, parents and teachers. These can include benchmark assessments (measuring whether a particular unit of instruction has been mastered), formative assessments (gaging learning progress) and screeners (identifying student needs).

The Board is committed to adopting a new statewide assessment in ELA and mathematics best aligned with Arizona's values and that fits into the context of the state and local assessment system. Incorporating feedback from parents, educators, and business and community leaders, the following key values shall be the basis for the requirements of the RFP for the selection of the new statewide assessment.

It is essential that the new statewide assessment:

1. Align to, and measure the achievement of, the academic standards adopted by the Arizona State Board of Education.
2. Supply rigorous criterion referenced summative assessments for grades 3 through 8. For high school, supply a nationally recognized college entrance exam in grade 11 and, as provided for in state statute, the option for local education agencies to select a different nationally recognized college entrance exam in grade 11. Additionally, provide a preparatory test, aligned to the selected college entrance exam, to be administered in an earlier high school grade.
3. Assess, without bias, a range of proficiency skills with a focus on critical thinking and problem-solving across subjects.
4. Provide, and clearly communicate, valid, reliable and timely data to educators, policymakers, students and parents to advance the academic success of Arizona students and inform the State's accountability measures.
5. Offer educators, students, and families critical tools to improve student achievement, including, but not limited to, sample items and practice tests.
6. Allow meaningful national or multistate comparisons of school and student achievement.
7. If feasible for both local education agencies and the assessment, use 21st Century technology to deliver the assessment, while allowing local education agencies to administer the assessment in the form of a written test pursuant to A.R.S. § 15-741.
8. Ensure clarity, transparency, accuracy and security in all aspects of assessment development, deployment, scoring and reporting.
9. Provide for content and psychometric evaluation and validation.

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10. Establish the involvement of Arizona stakeholders – educators, students, parents, institutions of higher education, and business – in the development of the test, test related materials, and achievement levels indicative of college and career readiness.
11. Demonstrate accessibility for all students, with optimal access for multilingual students (English learners) and students with special needs.
12. Respect Arizona's local control of the selection of classroom instructional materials and recognize that the Board will not consider any assessment which requires the adoption of a statewide curriculum.
13. Deliver the requirements in a cost efficient manner, with accurate and descriptive cost information.