CCSSO’s vision of the future for education should be based on the best thinking and research about *education* and *learning*. It should be a vision of what assessment *SHOULD* look like, not a retouched picture of the past; a vision that will inform and provide leadership for the political process rather than being a product of it.

The role for CCSSO is to strategically plan and facilitate work toward a shared vision. This vision of student assessment should be based on the critical needs of education listed below and advice and guidance from the chiefs, educators at all levels and national and international assessment experts. CCSSO’s three other strategic initiatives will also provide guidance for this work.

**Desired vision:**

- The student assessment process will be considered as a *system* with a variety of purposes such as informing learning and instruction, determining progress, and providing partial accountability information.
- The assessment *system* will address the depth and breadth of all standards, not just those that are easy or politically expedient to measure.
- The *system* will include *all* students as an integral part of the system. We will no longer retrofit a system that wasn’t designed to serve a particular population’s needs.
- The *system* of assessment will allow *all* students to demonstrate what they know and can do.
- The assessment *system* will honor the research that indicates struggling students learn best when given challenging content and provided with assistance, guidance, and feedback on a regular basis.
- The *system* will employ a variety of appropriate measures, instruments, and processes at the classroom level, the interim or benchmark level, and the large-scale, state level. Schools will be accountable for having such a system.
- Teachers will assume a new important role in the assessment system because the classroom is where teaching and learning take place.
- Students will engage in the assessment process and have a clearer idea of what is expected of them and what they can do to improve.
- New technologies will transform ways the assessment process is developed, delivered, and used, most notably in providing appropriate, immediate feedback with instruments designed to support good decisions.
- Scoring student work based on shared targets will be common classroom practice for teachers. New teachers and educational leaders will be well educated in these new expectations.
- Data generated at all levels of the assessment system will be become part of the Longitudinal Student Data System and will contribute to a rich profile of student accomplishment.
- Next generation learning systems will include integrated assessment programs that allow all students to demonstrate their learning as a continuous process.