This Framework has an Inadequate Focus on the Evaluation and Goal of Math Proficiency  
  
Math builds on itself so that without assuring mastery of each topic students are unprepared, thus PROFICIENCY must be the goal, not just “enhancing learning”, or “positive mathematics identities”. Standardized tests are most effective at evaluating proficiency.  To supplement these tests some measures allow for after the formal assessment on can “test limits”, deviating from standard procedures gathering qualitative observations such as those described as “formative assessment”.   
  
There is an entire chapter of over 60 pages on Assessment and no where is there a mention of modern test standards that are based on rigorous psychometric data including norms, reliability, and validity testing.  Specifically, no where is there any reference to the term test validity, the concept that assessments must have some evidence that they measure the underlying concept they purport to measure.  For example, one would expect a score on a test of Advanced Placement Calculus to predict whether students could solve Calculus problems in different college level tests or for their score on the test to be related to their grade in the class.  There is also no reference to reliability (e.g.scores are not random so that if students take a test twice, their scores should be roughly comparable as measured by a reliability coefficient [a correlation between scores across students]).   To have these essential features requires the use of standardized tests such as the CAASP and MDTP. There is a discussion of giving students feedback on their assessment which is laudable; however, to the extent that feedback is vague and unreliable rather than providing refined information on subskill mastery using measures that meet the rigorous psychometric standards of the National Center of Intensive Intervention (NCII), it is useless. NWEAMAP would give far more granular detail about subskill mastery. Refer to the www.thescienceofmath.com for further discussion. If a goal of the Framework is to increase math ability, there is no discussion of using evidence-based norms to compare whether students are falling behind expected rates of improvement.  Here are the ethical standards for Educational Testing that are freely downloadable and which must be adhered to for ethical assessment.  https://www.testingstandards.net/uploads/7/6/6/4/76643089/standards\_2014edition.pdf  
https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf  
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