Assessment Inventory Facilitation Process

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This document is intended to provide non-regulatory guidance and is subject to revision

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Section 1: Providing the District Context

Across the country, educators, parents and students are saying that there is too much testing in our schools and that testing is taking valuable time away from teaching and learning. These concerns are legitimate and merit attention. School district officials have the opportunity to respond to concerns about over-testing by leading a conversation among educators and the broader community that directly addresses the amount of testing – and points the way toward a more coherent, educationally-sound approach to assessment.

This *Assessment Inventory* is a process that district leaders can use to take stock of their assessments and assessment strategy, and do so from the perspective of a variety of stakeholders especially students.

These tools support a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used by educators to impact student learning. We encourage local district leaders who use this inventory to discuss the outcome with parents and the school board as well as develop recommendations for improvements in their assessment programs.

This facilitation guide provides a step by step process districts can follow to conduct their own inventory. We encourage district and school leaders to adjust the tools to fit their specific needs.

DISTRICT ASSESSMENT CONTEXT

Tests play a critical role in improving teaching and learning. They provide consistent measures that allow teachers, parents, and students themselves to monitor student progress, understand specific strengths and weaknesses, and set learning goals. They help teachers identify who needs support, who needs enrichment, and what changes in classroom instruction are needed. They inform teachers' understanding of how effectively they are advancing student learning. And, they can provide meaningful learning experiences for students. However, while tests are valuable, each test takes time and resources that could be used for other activities in the school day. Thus, it is essential to ensure that every assessment is used for an important purpose and leads to actions intended to improve student learning.

Districts often require numerous district wide assessments. Students must also take classroom-based tests and quizzes that are core to the instructional process. Students take still other tests for college admissions, placement or scholarships. Over time, school districts or individual schools may add assessments championed by a specific district leader, embedded in new instructional materials, or in response to a specific need such as evaluating teachers without ever taking a comprehensive look at its usefulness. As a result, districts may have a plethora of diagnostic,

formative, interim and summative assessments. However, districts have significant control over which tests to administer and the amount of time devoted to testing. For example, a recent study looking at district-mandated tests (excluding tests for special populations) across 12 urban districts showed that students in the districts with the most district-mandated testing spent 3.3 times as much time on testing as students in the districts with the least district-mandated testing.

Unfortunately, district choices are sometimes made without an explicit overall assessment strategy, without a clear understanding of the testing burden within the district and without an in-depth analysis of whether the time and resource costs of testing are justified by the importance of the information or experience the test provides and the action steps taken as a result.

Of course, along with test quantity, test quality is critical. To serve students and educators well, tests must be aligned to standards, meet criteria of high quality, and provide useful and timely results. Equally important, the approach to testing should be crafted in the context of the district's overall strategy to improve student learning. Within that context, districts must consider what insight they will gain from each assessment, who will use the information, what actions they will take, how they will be supported to take action, and how student learning will improve as a result.

Looking across all the assessments used in the district, a consideration is whether the overall array of tests is as limited and efficient as possible while obtaining essential information that will be used for improvement. The bottom line is that any time and resources spent on district assessments should provide valuable information and experiences that are not available on the state required assessment or in the classroom through daily instructional activities.

TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS AND ASSESSMENTS

States' and districts' transitions to new college- and career-ready assessments are heightening the urgency to review district assessments. Benchmarked to the demands of entry-level careers, freshman-level college courses, and workforce training programs, these new standards focus on the critical- thinking, problem-solving, and analytical skills students need to be successful. Georgia has moved to the new Milestone Assessments aligned to these new standards, districts need to ensure that their district-mandated assessments are the best possible in this relatively new context. Moreover, many new diagnostic, interim and curriculum-embedded assessments are being developed — by the state assessment consortia developing statewide assessments, by test publishers and by instructional materials developers – that are said to align to the new standards and usefully complement statewide assessments. Many districts are updating their current assessments to align with the new standards. Thus, districts now have both additional options for assessment that may better meet their needs and an obligation to examine carefully the claims of alignment and quality

WHY A DISTRICT ASSESSMENT INVENTORY

Leaders need to take stock of what tests students are required to take and determine what these tests are designed to do. Such a review will build a shared understanding of what purposes the assessments are designed to serve, point out gaps and redundancies overall

and for specific populations of students, identify lack of alignment with standards or low quality, illuminate the costs of testing in the district, and highlight which assessments provide results that are useful to teachers and students and which do not.

District leaders can take a role in this area, both in examining the state assessments and their own district assessments to streamline the amount of testing and increase the coherence. District leaders can best foster a conversation about the assessment strategy that is appropriate for their own district and lead an inventory process that streamlines the amount of testing required and works to ensure that the assessments that are in place are supported by structures and routines so that assessment results are actually used for improvement.

Taking stock and then taking action requires significant district commitment. A superintendent and/or school board must commit to the process and timeline, frame the purpose and importance of the effort for staff and district stakeholders, and support staff in prioritizing the work.

A suggested process for using the assessment inventory is described below, a few overarching issues leaders should keep in mind are:

1. The inventory tool is only one element of a thoughtful longer process that both engages productively with concerns about testing and leads to real changes in testing time. The process begins before the inventory with recognizing stakeholder concerns and framing the usefulness of an inventory process. It continues afterwards with implementation of recommendations.
2. The inventory tool is a template that all Georgia districts will be able to use.
3. The inventory is not a one-time event. Districts should regularly re-examine their assessments in light of changing district needs and improvements in available assessments.

GUIDING QUESTIONS

The assessment inventory tool envisions a five-stage process in districts: Reflect and Plan, Conduct the Inventory, Analyze the Inventory, Make Recommendations and on-going monitoring. The guiding questions below are designed to assist districts in going through each of these stages.

School districts can carry out each of these stages in different ways, using different individuals or groups based on the specific district context. Some districts may conduct the initial planning and information collection within the central office, either using internal staff or consultants, and then work with a broader stakeholder team, including school leaders, teachers, parents and students, to refine and analyze the information and make recommendations to the district superintendent and school board based on the results. Districts may begin the initial planning with a broader team, assign certain pieces of the assessment program to members of the team for information collection (e.g., district-required benchmark assessments), and then compile the results.

They may then develop recommendations within the central office and seek feedback on the recommendations from the team members. Other districts may use hybrids of these approaches or other approaches.

Regardless of the approach, district leaders should ensure that they have the necessary district staff involved. While the appropriate district staff will vary, the expertise and perspectives of those responsible for curriculum and instruction, for assessments and accountability, and for heavily tested content areas are likely to be essential. The same is true of staff members who work closely with teachers in analyzing data to improve instruction (e.g., principals, lead teachers, data coaches). Given that the inventory analysis and recommendations may have implications for professional development, data management or budget, among other areas, district staff in those areas may need to be engaged as well. Because decisions about what assessments to use and how their use is supported are often made within district "silos," it is particularly important that the team crosses offices and responsibilities to ensure a holistic approach.

Districts should also consider thoughtful processes for authentic input from teachers, parents and students. Finally, it is likely to be beneficial to start the process by grounding district staff and stakeholders in a common understanding of and common language for discussing assessment.

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Section 2: Assessment Inventory Facilitation Process

The recent implementation of the Georgia Standards of Excellence has brought higher than ever expectations for students. With the increase in rigor and expectations comes the need to assess for high levels of learning. This requires high quality assessments at the federal, state and district level. These assessments are used to make critical decisions at the classroom, school, district and state levels regarding instruction, interventions and accelerations, advanced educational opportunities such as dual placement as well as inform policies made by local and state school boards of education.

The inventory process includes five steps:

1. Reflect and Plan
2. Conduct the Inventory
3. Analyze the Inventory
4. Make Recommendations
5. Monitoring

School districts can carry out each of these stages in different ways, using different individuals or groups based on the specific district context. Some districts may conduct the initial planning and information collection within the central office, either using internal staff or consultants, and then work with a broader stakeholder team, including school leaders, teachers, parents and students, to refine and analyze the information and make recommendations to the district superintendent and school board based on the results. Some districts may begin the initial planning with a broader team, assign certain pieces of the assessment program to members of the team for information collection (e.g., district-required benchmark assessments), and then compile the results. They may then develop recommendations within the central office and seek feedback on the recommendations from the team members. Other districts may use hybrids of these approaches or other approaches.

Step 1: Reflect and Plan

District leaders should ensure that they have the necessary district and school staff involved in the district team who will conduct the inventory. The following roles are recommended and should be considered when selecting the team:

- District Assessment Director/Coordinator
- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for School Leadership
- District financial staff
- Any or all district curriculum specialists or coordinators
- District level professional learning director
- School board member
- Data Coach or other role that works with school-based staff around data

- School leaders including principals, instructional coaches, testing administrators
- Lead teachers
- School counselors
- Parents

When assembling the team, district leaders should ensure that they have the necessary district staff involved. While the appropriate district staff will vary, the expertise and perspectives of those responsible for curriculum and instruction, for assessments and accountability, and for heavily tested content areas are likely to be essential. The same is true of staff members who work closely with teachers in analyzing data to improve instruction (e.g., principals, lead teachers, data coaches). Given that the inventory analysis and recommendations may have implications for professional development, data management or budget, among other areas, district staff in those areas may need to be engaged as well. Because decisions about what assessments to use and how their use is supported are often made within district "silos," it is particularly important that the team crosses offices and responsibilities to ensure a holistic approach. Districts should also consider thoughtful processes for authentic input from teachers, parents and students.

It is also critical that the district team have the support they need to meet the goals of the inventory process.

- Team members will need access to assessment information, including practice assessments, sample items, specifications, and assessment windows.

- Team members will also need access to contracts, vendors, and budget information.

- The team needs to have the authority to make recommendations to the right decision-makers.

- District leaders, including the superintendent and school board, should communicate internally to the district and externally to the community about the purpose and importance of the inventory process.

Finally, it is likely to be beneficial to start the process by grounding district staff and stakeholders in a common understanding of and common language for discussing assessment. District teams should answer the following questions to plan the inventory. Remember to contextualize the plan within the implementation of the Georgia Standards of Excellence

1. What are the objectives of the student assessment inventory?

2. What evidence would indicate to the district that the process was a success?

3. What individuals are responsible for the success of this process? Document their specific roles and responsibilities.

4. How will the results of the inventory be communicated to district policymakers (e.g., school board), school leaders, parents, students, and the community?

5. Who will collect the information needed for the inventory table? How will they access this information?

6. How will the district communicate to necessary parties that these individuals will be collecting this information?

7. What is the scope of the inventory? Which assessment should be included and excluded from the inventory table? Based on this scope, what information is needed?

8. What groups should be convened or surveyed to help provide answers (e.g., groups of teachers and other assessment users)? How will they be convened (e.g., in focus groups by grade level or subject) and/or surveyed?

9. What individual or entity has the authority to act on the results of the inventory? Who will be making the recommendations?

10. Are there other districts with whom it would be useful to collaborate during this process?

General Guidelines

- Initially focus on district assessments given across multiple classrooms or schools rather than individual classroom-based assessments.

- It is more important to provide key details of each assessment than to spend significant time classifying an assessment as, for example, "summative" or "formative."

Step 2: Conduct the Inventory

There are two components to completing the inventory process. The assessment inventory table will be completed as well as multiple focus group sessions will be conducted. The assessment inventory table (see Appendix A) is designed to capture information the district collects about the assessments. District teams are encouraged to adapt the table as needed for their local context. In addition, the **Student Assessment Inventory for School Districts**

provides examples of how the assessment inventory may be completed for common district assessments.

There are three types of questions being asked in the table:

- Basic information questions
- Use/purpose questions
- Operational questions

Some information to complete the table will not be directly available from assessment specifications and will require communicating with users of the assessment, especially with respect to issues of assessment use and costs. In conjunction with the completion of the inventory table, a series of focus group sessions should be conducted to better understand how assessments are being used by multiple audiences. Guidelines for conducting focus groups are included in Section 3.

Basic Information Questions

- Information on most basic information questions should be available from assessment specification booklets and other information provided by vendors, or from state and district policy documents (e.g., contracts and/or budgets).

- Basic information may be available from the vendor or state (if commonly used across districts), or districts may undertake an independent alignment process to answer the question, "To which content standards is the assessment aligned?"

- A district might also want to consider a more thorough alignment analysis, to better understand how multiple related assessments can build (or hinder) understanding of student achievement and needs, or how assessments can better support alignment to instruction. Resources such as the Student Achievement Partners Assessment Evaluation Tool may be helpful for this task.

Use/Purpose Questions

- What is the difference between the assessment's intended purposes and uses? The purpose of the assessment is what it was designed to measure, while the intended use of the assessment reflects the kinds of decisions that the assessment is designed to inform. For example, the purpose of an assessment may be to measure students' reading comprehension while the intended use is to identify students in need of extra support/intervention.

- In order to understand whether users find assessment results useful or not, it is strongly encouraged that districts survey teachers, parents, students, and community members. This information will provide critical support for any recommendations that emerge from the process.

- Closely examining assessment use will help districts better understand why particular assessments are seen as useful or not by stakeholders (teachers, principals, central office staff, school board members, etc.). Questions districts can ask stakeholders about assessment use might include:

  - How well are assessment purpose and assessment use aligned?
  - How are assessment results used to inform instruction (or not)?
  - How timely are assessment results?
  - Are assessment results reported transparently so that stakeholders find them useful?

Operational Questions

- Information to address operational questions will typically be found in vendor's assessment descriptions and technical guides, as well as in the contract between district and vendor.

- Assessment administration frequency and time are critical questions to address through the inventory table. Aggregating that information across grades and subjects will help give districts a better sense of the overall 'assessment burden' faced by administrators, teachers, and students.

Potential Extensions of the Tool

- Your district may want to partner with other similar districts (e.g., demographics, location, size, instructional focus) to share outcomes of the inventory and strategies for streamlining the number of assessments. In collaboration with other districts, your district might also want to consider a more thorough alignment analysis, to better understand how multiple related assessments can build (or hinder) understanding of student achievement and needs, or how assessments can better support alignment to instruction.

Step 3: Analyze the Inventory

The assessment inventory tool is intended to guide districts in looking across assessments to inform their recommendations and decisions, in addition to reviewing assessments independently. As such, districts (or teams) should answer the following questions to analyze the inventory, inform public dialogue, and begin to formulate recommendations based on this look across assessments and within assessments.

In analyzing the inventory, it is critical to do several levels of analysis.

- Develop a student-level perspective by looking across all assessments students take at a particular grade level or grade band, and then by particular student needs and characteristics.

Potential guiding questions:
1. How many required assessments (beyond teacher-developed classroom assessments) do ALL 4th grade students (*for example*) typically take in a given year?
2. How often are ALL 4th grade students typically taking required assessments?
3. How many required assessments are many, but not all, 4th grade students taking in this district, based on their specific needs or characteristics?
4. How frequently are these students taking required assessments, including retakes?
5. Based on this analysis, are there particular grade levels, subject areas, or times in the school calendar where students are taking too many tests?

- Identify assessments that the district will continue to administer, and clarify any needs or changes that may be necessary to ensure the assessments are helpful for intended uses. Potential guiding questions:
    1. What assessments are essential for students to continue taking because of clear requirements in law or policy (and identify law/policy)?
    2. What assessments have real benefits to students, teachers, parents and the system as a whole?
    3. Which of these assessments are high quality and aligned to our state's standards?
    4. Of the assessments identified, what might strengthen the use of assessment results for their intended uses (e.g., assessment or report quality, professional development and school data teams, data management, test timing in relation to professional development cycles or curriculum pacing)?

- Identify the assessments that seem to be on the table for elimination or significant changes. Potential guiding questions:
    1. Are there assessments that are not being used for their intended uses?
    2. Are there assessments that users do not find useful? Of these, what might be the causes for lack of usefulness (e.g., assessment or report quality, alignment with full assessment system, professional development and school data teams, data management, test timing in relation to professional development cycles or curriculum pacing)?
    3. Are there assessments that are redundant?

- Help districts build toward recommendations while re-engaging with key stakeholders to review potential options and decision points. Potential guiding questions:
    1. For assessments that you identify as those you need to continue administering, are there certain assessments that need changes? Identify the assessments, potential changes that need to be made, and how those changes could occur.
    2. For assessments that you identify as not being used for their intended uses, are not useful, or are redundant, analyze the potential options and considerations:
        a. Stop administering the assessment
            i. Are there any current contracts or other operational issues that you need to be aware of?

          ii. If an assessment of this kind is needed to comply with a law or policy, or has critical instructional uses, would you need to replace the assessment with another assessment? If so, what criteria would you use to select an assessment that better serves your district's needs?

    b. Continue administering the assessment but make significant changes in design and/or administration

          i. What are the design and/or administration changes that are needed?

          ii. If the assessment was developed within the district, who will need to be involved in the redesign or restructuring process?

          iii. If the assessment is off-the-shelf, will the vendor be amenable to working with your district for changes? Can you work with other districts?

    c. Continue administering the assessment as is or with minor changes

          i. If your process has identified problems with this assessment, why will you recommend continuing as is? What mitigating factors are involved?

          ii. What evidence will teachers, parents and district leaders need to see for assurance that this process has explored all options?

Step 4: Make Recommendations

Based on the inventory analysis, develop recommendations to streamline and/or strengthen the assessment program. These recommendations should lead to enhanced use of assessment data to improve instruction in the classroom. The **Assessment Inventory Recommendation Table** provides a table that district teams may use to document and evaluate the district's decisions. Districts are encouraged to adapt this table as well (see Appendix B).

Step 5: Monitoring

Finally, district teams should create an ongoing monitoring process to determine the effectiveness and impact of the recommendations. This process will ensure that district teams continue examining their assessments on a regular basis to ensure assessments are providing quality information to the district.

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Section 3: Focus Group Guidelines

Moderator Suggested Script

- ➢ Determine the number of people needed to provide the district with the needed feedback but keep the number small enough for all to participate
- ➢ Select a random sampling of individuals in order to gain a varied perspective on your assessment program
- ➢ Clearly communicate your goals as well as the amount of time you will need with the group prior to convening the session.
- ➢ Choose a moderator who can be impartial and will allow for honest answers from the group members
- ➢ Choose a location that will be non-threatening to participants
- ➢ Establish expectations for participation at the beginning of the meeting
- ➢ Have a note-taker present to have a written record of the feedback
- ➢ Consider using a recording device to make sure no information has been missed
- ➢ Allow time for introductions of participants, the moderator and note-taker

Suggested Script:
- ➢ We are going to be talking about testing in our local schools. This will help the district better understand the volume, quality and use of assessments given in the district.
- ➢ This focus group is part of a larger process to take stock of the assessments, either school-based or district required, given to your students. The purpose is to give the district information which will help in making decisions regarding which assessments are high quality and necessary for effective instruction and which assessments can be modified or eliminated due to lack of quality or duplication of information.
- ➢ We value confidentiality. We will not associate any feedback from this focus group with a particular individual.
- ➢ There are no wrong answers to any of these questions. We are interested in hearing your perspectives.
- ➢ Everyone will have a chance to speak but only one person should speak at a time.
- ➢ Please turn off your cell phones and give the group your attention throughout the duration of our time together.
- ➢ A note-taker (introduce at this time) is present to make sure we get all your feedback. As stated earlier, no comments will be associated with an individual.
- ➢ The results of your feedback will be summarized and provided to you. If we missed any key points you raised during the conversation, please let us know.
- ➢ If there are no questions, let's get started.

Focus Group Questions

Parents and Community Members

1. What is your definition of assessment?
2. Do you believe that it is important to have an accurate measure of what your child knows? Please explain.
3. Are you familiar with differences between formative, interim, and summative assessments? Do you know how the information is used to guide instruction or measure how much your child has learned?
4. How do you typically receive information regarding tests?
5. Do you receive information regarding the results and the use of the information gathered from tests?
6. Do you believe too much time is spent on testing? Explain why.
7. Are the current tests appropriately written to provide the desired information regarding students' mastery of learning standards? How do you know?
8. What improvements would you like to see to the current tests administrated by the district?
9. Do you have concerns about low assessment scores in your school or district?
10. Are there any other suggestions you would like to make to the district as it reviews its testing program?

Focus Group Questions
Local School Staff Members

(Facilitator note- prior to asking questions 6-9, provide participants with a list of assessments as identified in the district inventory tool)

1. What is your definition of assessment?
2. Please explain the difference between formative, interim and summative assessments.
3. What types of assessments are given at your school?
4. Describe the purpose of the tests given at your school. In other words, what do you do with the results once they are received?
5. Do you feel that all teachers and administrators are equally skilled at using the assessment results? How would you improve the skills levels?
6. Would you describe your current assessment program as value added? Why or why not?
7. What are some examples of district assessments that have been helpful to your work? Describe how they are helpful.
8. Do all schools administer the same tests? If no, what concerns do you have regarding consistency within the district?
9. What local assessments would you suggest the district continue to administer as it does today? Why?
10. Are there any assessments that should be eliminated? Why?
11. Do you see any current gaps in the assessment program that the district should address?
12. Are there any other suggestions you want to make to the district as it reviews assessments?

Focus Group Questions
District Level Staff

1. What is your definition of assessment? Do you have a common understanding across the district of the purpose of your assessment program?
2. Explain the difference between formative, interim and summative assessments. Would you describe your current assessment program as value added?
3. What are you hearing about the district assessment program from local school staff?
4. What are some examples of district assessments that have been helpful to your work?
5. Explain the purpose of each of the assessments required by the district.
6. What are the expectations for district staff when it comes to the use of results and information attained through the assessments?
7. What are there expectations for local school staff regarding the use of assessment results?
8. Do you provide a forum for principals to discuss assessment results?
9. Is there a comprehensive testing calendar developed by the district that includes all types of assessments? If so, please describe it.
10. Are schools consistent in the type of tests given and the amount of time used?
11. Do you see any current gaps in the assessment program that the district should address?
12. Are there any suggestions you want to make to the district as it reviews assessments?

Focus Group Questions
Students

1. Describe the different types of tests you have taken in the last couple of years.
2. Once the results of the tests come back, does anyone explain what they mean to you as a learner? If yes, is the information useful to you? How?
3. How do you think your teachers use the results from the tests that you take?
4. Do you think you are required to take the right amount of tests? Explain your answer.
5. How are your test results communicated to your parents/family? Is this helpful to them?
6. What tests do you think you should keep taking? Why do you say that?
7. Are there tests you take that could be improved? How would you improve them?
8. Do you have any suggestions to share with your teachers or school district on how to make the test taking process a better experience?

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Section4: Communications Plan Guidelines

Engaging key stakeholders is essential throughout the process. Transparency in communications is important to building trust. To that end, districts should consider how they will communicate to all stakeholders consistently throughout the process. Below is a list of recommended considerations in developing a communications plan.

1. *Share your goal*: Be specific and transparent about what you are working to accomplish.
2. *Identify your audience*: Clearly identify your key stakeholders. These might include teachers, administrators, parents, policymakers, or other special interest groups. As you identify your audience, try to be as specific as possible. For example, it is best to say "parents of school-age children in our district" rather than "the general public."
3. *Agree on key message(s):* Throughout the process, agree on key messages you will use when discussing the work. These messages may differ by audience. Agreeing on key messages does not necessarily mean agreeing on specific recommendations or results; instead, it helps the group communicate more effectively to explain the goal you have set and the progress being made.
4. *Determine the best tactics or strategies*: After you identify your audience(s), determine how you will reach the various stakeholders at different points throughout the process (e.g., email, press releases, newsletters, public forums, social media, etc.). Each point of contact should be tailored by audience and employ multiple avenues of communicating to that specific group. For example, one email or one press release is not sufficient for reaching parents of school-age children. Instead, you may need to reach out to members of the media, the PTA, and social media. Keep in mind that you should continue to be transparent and communicate with your audiences and key stakeholders throughout the entire process, not just the beginning or the end.
5. *Be clear about their role*: Different groups of stakeholders will be involved in different ways throughout the process. Be clear about how you will engage with stakeholders upfront, including when you will solicit feedback and how you plan to address that feedback.
6. *Measure the results*: Measure the effectiveness of your communications throughout the process to make sure you are reaching the audiences you need to reach. Measurement tactics include focus groups, pre-surveys and post-surveys, and social media measurement tools. If you find that one communications tool is not working well, you may need to divert resources elsewhere.

To work through each of these steps, the following rubric may help districts in planning their communications campaign.

Question	Result/ District Response
Identify key leaders: Which individual(s) will take the lead on developing and implementing the plan? Which individual(s) will be the spokesperson(s) for results?	Responsible for developing the plan: Spokesperson(s):
Goals: What are the district's goals and anticipated outcomes around conducting the assessment inventory tool? Around releasing the results?	Goals of inventory: Goals after releasing the results:
Key audiences: Who are the target audiences/groups you want to engage around your efforts to address testing in the district? Who do you need to have in your tent to make progress to change what tests are given and change the perception of testing in the district?	Sample target audiences: Local school board, educators, parents, community members. Sample targets to change testing procedures: Local school board members, superintendent, principal.
Key messages: What are the three key messages you want to convey to all stakeholders. What are the additional messages, building on your key three, that you may want to use with specific audiences?	Sample of three key messages: 1) We reviewed all tests given in the district. 2) We want to discontinue tests that are not helpful to instruction. 3) We want to improve professional development for educators to use assessments to inform instruction. Sample additional messages: 1) Teachers – we want to help you understand how to use the data in a timely/ helpful manner. 2) Parents – we want you to have clear information about how your child is doing in school.
Communication channels & activities: Decide what communications channels you plan to use to deliver the messages. What types of advocacy materials should you create? Where will you publicly post the results of the inventory?	Sample communication channels: earned media, paid media, PSAs, social networks, roundtables, forums, press conferences. Sample advocacy materials: executive summary of results, fact sheets, etc.
Timeline: What are the phases of work for the communications and messaging plan for each constituency group? How is the communications and messaging timeline aligned with major milestones in the process?	Timeline should include aligning communications with stakeholder groups throughout the process, not just at the beginning and end.