



Online Assessment Planning Tool COMMUNICATIONS WORKSHEET

This worksheet is one of a set of resources addressing eight key elements of online assessment readiness. The worksheets are designed to assist districts and schools in planning actions steps that will move them from their current stage of readiness to their next targeted level of preparation and practice.

The table is titled "Systems Integration" and is part of the "Online Assessment Planning Tool WORKSHEET". It is organized into three main columns: "Check", "Strategies for moving from Awareness toward Adaptation", and "Strategies for moving from Adaptation toward Transformation". The rows are categorized by focus areas: PEOPLE, TECHNOLOGY, and PROCESS & PROCEDURE. Each cell contains specific tasks and strategies. To the right of the main table is an "Action Plan" section with columns for "What", "Who", and "When".

Systems Integration			Action Plan		
Check	Strategies for moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation	What	Who	When
PEOPLE Cross-Functional Systems Perspective (Bring a bigger picture to inform administrative processes)	Engage a cross-functional team to review the school systems inventory (see below), discuss common issues, and identify ways to improve efficiency and usability.	Maintain data on systems usage and common issues (e.g., conflicts, duplications, confusion, data migration problems), and use the findings to inform integrated planning for technology, data management, and assessment/practice products.			
PEOPLE Systems Mapping (Identifying details of multiple systems in order to convey complexity and efficiency)	Conduct an annual inventory of technology-based assessment, instruction, and data systems in use, including data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority.	Maintain an ongoing system map for technology-based assessment, instruction, and data systems that is regularly updated to reflect any changes. Include data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority, as well as data formats and transfer paths, interoperability standards in use, and how systems connect to each other. Understand interdependencies, gaps, duplications, and conflicts.			
TECHNOLOGY Cross-System Solutions (Identifying integration and access solutions)	Identify solutions for common systems integration issues, including services and processes, for better cross-platform management of login credentials, student rosters, student data, shared instructional content, and other information. Utilize restricted program and content access through district hubs.	Implement a range of solutions to streamline login, consolidate content access, and enable data exchange between multiple systems, with the goal of enabling a seamless user experience when switching between assessment, reporting, and instructional platforms and improving analytics across digital tools.			
TECHNOLOGY Interoperability (Building systems for more effective integration and cross-platform data exchange)	Understand what interoperability standards are available for different kinds of instructional and assessment content and data, such as CEDS, IMS Global (QTI, APF, LTI, OneFoster, Canvas, EdX), and others. Understand the implications of these standards to different systems within the school.	Specify the technical information that potential vendors must produce during the procurement process and what technical requirements their solutions must meet. Base this list on instruction and assessment needs, technology levels, and other functions. Insist that vendors utilize open standards (rather than vendor proprietary formats) for data exchange and systems interoperability such as CEDS, IMS Global (QTI, APF, LTI, OneFoster, Canvas, EdX), and others.			
PROCESS & PROCEDURE Coordinated Requirements for Procurement (Establishing a set of technical and functional requirements for future procurements that address interdependent and conflicting needs of the different platforms that have to serve instructional, assessment, and administrative purposes)	Understand how potential products will handle data inputs and outputs, what is self-contained and what is reusable, what formats are being used, what content and which data formats are proprietary, and how the products might work in concert with the products and systems already in use in the district and the schools.	Specify the interoperability standards that potential products and vendors must support and implement moving forward so that the district builds content and data systems that can more easily exchange information across platforms.			
PROCESS & PROCEDURE Enterprise Maintenance (Seeking efficiencies in coordinated maintenance programs for multiple technical systems)	Protect expensive digital investments with quality maintenance and support programs.	Where possible, coordinate maintenance and support contracts to include multiple platforms as a means to promote more effective systems uptime (COP).			

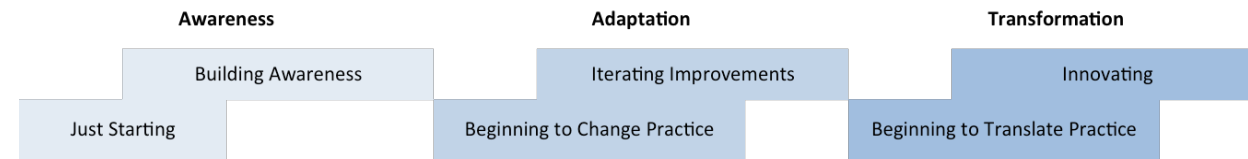
- Planning and Leadership
- Communications
- Assessment Practices
- Instructional Practices
- Professional Development
- Technology Infrastructure
- Systems Integration
- Logistics

How to Use Online Assessment Planning Tool Worksheets

Each worksheet features Focus Areas with recommended strategies for moving a district and its schools along the spectrum toward greater degrees of online assessment readiness. Using the results from the Online Assessment Planning Survey, a district's planning team can identify their current stage along the spectrum for each element and where they would like to be in the future. The planning team can identify and prioritize critical areas on which to focus efforts by placing a check in the columns on the left side of the worksheet. The area on the right side of the worksheet should be used to identify action steps that will help achieve both short and longer-term goals. Each worksheet groups strategies into practical categories, including People (professional development, planning, engagement), Technology (systems, devices, infrastructure, software), and Process (policies, protocols, workflows, scheduling) to assist schools and districts in integrating assessment strategies with broader planning efforts.

This PDF is designed to be printed onto 11" x 17" paper.

Additional Online Assessment Planning Resources are available at <http://www.elearninstitute.org/assessment>.



Communications

	Focus Areas	Strategies for Moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation
PEOPLE	Check Communications Inventory (<i>Planning for communications mechanisms and messages to meet the needs of different groups including administration, teachers, students, and parents</i>)	Evaluate how different pieces of information are being communicated to different audiences. Identify and address communications gaps, and eliminate legacy practices that are ineffective.	Talk with different groups to better understand their communications needs (e.g., in what ways have they felt underinformed in the past). Plan for what pieces of information will be essential for each audience in different scenarios (e.g., beginning of year, preparing for statewide testing, emergencies during testing windows, when results are released).
	Communications Channels (<i>Setting consistent expectations for how people can find and contribute information regarding online assessment</i>)	Establish a communications calendar that clearly identifies critical messages and their distribution channels at important milestone points in the assessment year.	Establish a streamlined and consistent set of channels for communicating about online assessments and getting stakeholder feedback, based on key communications types by audience as identified in your Communications Inventory.
	Assessment Messaging (<i>Working cross-functionally to develop effective ways of talking about assessment goals, processes, and outcomes</i>)	Engage your cross-functional team to design a set of key messages and definitions regarding online assessment. Post this information to your district website for easy access by teachers, students, and families.	Create multiple in-person and online forums to share key messages and definitions with stakeholders. Refine messaging based on their feedback.
TECHNOLOGY	Access to Online Assessment Practice Tools (<i>Communicating with parents and other community stakeholders about technology tools and student online assessment interactions</i>)	Create a space online where parents and community members can learn about the different types of online assessments and gain hands-on exposure to the range of item types and response entry tools that students will encounter during testing.	Host in-person opportunities for stakeholders to learn about online assessments, ask questions, share concerns, and gain hands-on exposure to the range of item types and response entry tools that students will encounter during testing.
	Communication with District IT (<i>Ensuring effective ongoing communications between schools and district Information Technology throughout the school year, and when urgent response is needed during test administration</i>)	Create a communications reference sheet that identifies important IT information channels and lists key IT personnel with their roles and contact information. Aggregate help desk phone numbers and email addresses for all online assessment products.	Schedule time for schools to meet with District IT at several points each school year to review online assessment plans, discuss evolving needs, and ensure adequate technology capacity.
POLICIES & PROCEDURES	Access to Online Assessment Policy Information (<i>Communicating with parents and other community stakeholders about online assessment policies and procedures</i>)	Establish a consistent location where parents and community members can access information regarding assessment-related policies and procedural updates. Provide contact information for someone at the district/school to whom parents can direct questions.	Engage school parent committees and other stakeholder groups in discussion around online assessment policies at multiple points in the annual cycle of policy and process review, creation, adoption, and implementation. Hear their questions and concerns and help them understand school and district decision-making, including the implications of state and district policies and regulations.
	Access to Assessment Results (<i>Ensuring effective communications with students and families about student assessment data</i>)	Establish a consistent location where students and families can learn how results from each type of assessment will be communicated to them and how different types of assessment data will be used by the school, the district, and the state. Provide information about how to interpret score reports.	Host in-person opportunities for parents to learn how results from each type of assessment will be communicated to them and how different types of assessment data will be used by the school, the district, and the state. Provide information about how to interpret score reports.
	Communication Between Schools and the District Assessment Office (<i>Ensuring effective ongoing communications regarding assessment throughout the school year</i>)	Create an assessment communications schedule that anticipates at which points in the assessment planning cycle information from the district should be available, and when school-based assessment information should be conveyed to the district.	Schedule time for schools to meet with district assessment leaders at several points each school year to review online assessment plans, discuss evolving needs, and ensure adequate capacity for test administration.

Action Plan		
What	Who	When
What	Who	When
What	Who	When