



Creating Technology to Promote Learning

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## FOR IMMEDIATE RELEASE

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### The Next Generation of Integrated Assessment and Reporting Tools for K-12 Education: ATI's Enhanced Galileo Comprehensive Assessment System is Now Online

Tucson, AZ/July 2011 – Assessment Technology Incorporated (ATI), the leading provider of research-based, standards-aligned K-12 online instructional improvement systems, announces the release of its next generation *comprehensive assessment system*. Engineered by ATI's Research and Development and Assessment and Instructional Design teams, the *comprehensive assessment system* is completely integrated into ATI's Galileo K-12 Online Instructional Improvement System (IIS). Integration within Galileo ensures that educators, administrators, and specialists have easy and rapid access to the full range of innovative assessment, reporting, curriculum, and measurement tools provided all within one system.

"ATI's approach to building a next generation comprehensive assessment system within the Galileo K-12 Online IIS makes it possible for ATI to deliver a powerful, completely integrated, data-driven, and user-friendly IIS to schools and classrooms. Our solution is simple: One comprehensive assessment system, one sensible fee. Perhaps the most important benefit of the next generation Galileo *comprehensive assessment system* is that it supports the ability of America's educators to adapt to continuous change, which is a hallmark of education in our times. Assessment needs change continuously and the Galileo *comprehensive assessment system* includes technology capable of accommodating change. It includes the ability to adapt to continuously changing standards. It has the capability to rapidly align items to changing standards. It includes dynamic certified item banks that expand continuously. It can generate innovative item types that will be required as the transition to online assessment accelerates, and it is capable of incorporating new types of assessments to meet changing needs. ATI's Galileo K-12 Online IIS is and will always be a work in progress. Nothing less will meet the educational challenges faced by educators in today's rapidly changing world," said John R. Bergan, Ph.D., President, Assessment Technology Incorporated.

"ATI's *comprehensive assessment system* is part of our ongoing commitment to 'think ahead' so that school districts and charter schools can continuously build their own capacity to lead change in ways that enhance the quality and impact of education on our nation's children and youth. In this regard, the Galileo *comprehensive assessment system* is designed to effectively address the most pressing and ever-increasing needs in K-12

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education. These needs include utilizing a comprehensive array of research-based, standards-aligned assessment, reporting, and curriculum tools to guide local educational decision-making/practice and implementing state and federal education legislation,” says Jason K. Feld, Ph.D., Vice President Corporate Projects, Assessment Technology Incorporated.

Within the Galileo next generation *comprehensive assessment system*, *district customized interim benchmark assessments* are designed to inform instruction and predict student risk of not meeting standards as measured by statewide tests. *Formative assessments* are designed to provide teachers and teaching teams with easy access to information on student learning and the impact of intervention as a part of daily teaching and learning activities. *Standards-aligned pretests and posttests* make it possible to measure academic progress over an extended period of time, and support state legislative instructional effectiveness initiatives. *Screening instruments* provide information to help identify students at risk for learning problems. *Placement tests* inform grade-level placements and advanced course placements. *Computerized Multi-Stage Adaptive Tests* provide efficient measures of academic proficiency and help support targeted instruction and RTI initiatives. *Observational assessments* provide measures of student capabilities as they are demonstrated in the environment in which those capabilities are used. *Final course* and *summative assessments* provide measures of student mastery of specific course content. *Test arrays* (small item sets each of which may be administered on a separate occasion and combined for reporting purposes) are ideal in those instances in which it is not convenient to administer a long test on a single occasion. For example, test arrays may be used effectively to assess young children. *Dialogic assessments* create a seamless integration between assessment and instruction thereby making it possible both to use assessment information to rapidly adjust instruction and to track instructional outcomes. Finally, ATI’s *ASK Technology* allows for automated importation of assessments initially built outside Galileo, and once imported the capability of automated scoring, reporting, and data aggregation through Galileo.

One of the most salient features of the Galileo *comprehensive assessment system* is the extensive use of *Item Response Theory (IRT)*. IRT is used in implementing virtually every statewide test and the National Assessment of Educational Progress (NAEP). In addition, both the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC) will be utilizing IRT. IRT is used within the Galileo *comprehensive assessment system* to place scores from multiple assessments on a continuous common scale. Scores placed on a continuous common scale can be used to measure student progress and can be used to plan next instructional steps. Past generation assessments that used percent correct or raw scores are not capable of meeting this need. For example, if a student attained a score of 80 percent correct on an initial test and 90 percent correct on a subsequent test, we would not be able to say that the student increased proficiency because the second might have been easier than the first test. Consequently, next instructional steps would be difficult to discern. IRT provides a continuous scale of student proficiency, making it possible to track student

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progress throughout the school year with the points on the scale reflecting equal intervals. Moreover, IRT makes it possible to use Galileo assessments including benchmark and pre-post assessments to compare results from one year to the next.

Use of IRT facilitates linking scores on Galileo assessments to scores on statewide assessments. This makes it possible to use ATI assessments to continually forecast student on statewide tests. One of the most important uses of IRT is to take account of guessing, item difficulty, and item discrimination. This cannot be achieved with raw scores or percentages. Finally, the use of IRT within the Galileo comprehensive assessment system makes it possible to estimate the probability that a student will be able to respond correctly to any item on a test reflecting the ability being assessed even if the student has not responded to the item. This characteristic makes it possible for ATI to provide reports that identify the next instructional steps while reducing the number of assessments needed to obtain this information.

#### **About ATI's Galileo comprehensive assessment system:**

The Galileo *comprehensive assessment system* offers a full range of assessment options including benchmark, formative, screening and placement tests, plus interim and final course examinations, pretests and posttests, and instruments documenting instructional effectiveness. With a wide array of assessment types available online and offline, and a wide variety of ways to develop, administer, and use standards-based assessments as part of an effective educational system, Galileo K-12 Online can accommodate all assessment needs. [Learn more by linking to the White Paper, Composition of a Comprehensive Assessment System.](#)

#### **About Galileo K-12 Online:**

Galileo K-12 Online from Assessment Technology Incorporated is a fully integrated, standards-based Instructional Improvement System, providing comprehensive assessment and instructional tools. State standards are built in and ready for use, as Common Core State Standards are as they receive state adoption. Galileo K-12 Online management tools assist educators in establishing instructional goals reflecting the district's curriculum, assessing goal attainment, forecasting standards mastery on statewide tests, and using assessment information to guide classroom instruction, enrichment, and reteaching interventions. ATI's patented technology is uniquely qualified to address a district's goals when implementing standards-based strategies to raise student achievement.

For more information, call 1.877.442.5453 or visit [ati-online.com](http://ati-online.com).

#### **About Assessment Technology Incorporated:**

Established in 1986 and headquartered in Tucson, Arizona, Assessment Technology Incorporated (ATI) is comprised of a professional staff with expertise from a variety of disciplines related to early childhood and K-12 education including teaching, training, educational measurement and outcomes evaluation, research, software development, information management systems, multimedia production, and the design of web-based applications for education. ATI was among the first to provide online testing, real-time results, and risk assessment identifying students at risk for not meeting standards. ATI technology continues to evolve based on client needs, research undertakings, government accountability requirements and advances in technology.

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