



ASSESSMENT TECHNOLOGY, INCORPORATED

A Guide for Galileo® K-12 Online: Overview of Assessment Results

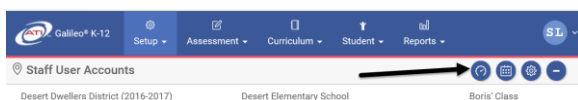
PURPOSE

Assessment results can be accessed from several pages within Galileo. Benchmark test results are found on the **Benchmark Results** page, providing you with each student's results on each benchmark assessment. This page provides links to three different reports (*Class Development Profile Grid*, *Detailed Analysis*, and *Risk Level*) that are helpful to teachers when planning instruction as well as the **Benchmark Summary** tab. The *Instruction Performance Tracker* report found on the **Teacher Dashboard** page provides you with results for multiple benchmark tests. Formative test results are found on the **Formative Test** page and links to two reports (*Class Development Profile Grid* and *Detailed Analysis*).

ACCESS BENCHMARK RESULTS PAGE

This report can be run from the **Dashboard** page or **Reports** menu.

1. Click the **Dashboard** icon.



2. Hover over the **Dashboard Menu Option** and select **Teacher**.

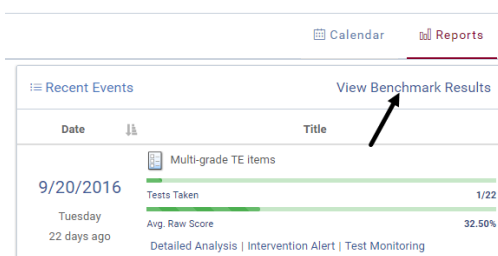


3. In the *Dashboard Group Filter* widget, select **Class** filter mode.
4. Then:
 - a. If you are a District- or School-level user or a user with access to multiple schools, use the **School** drop-down field to select the school.

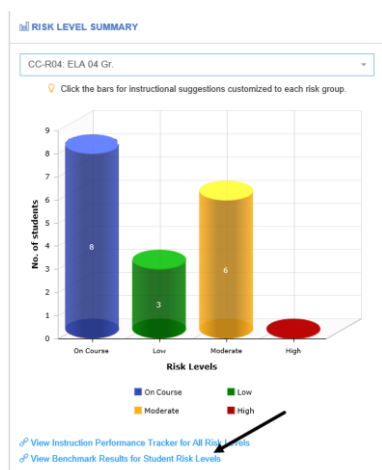
1. Click **Reports>Test Sets>Benchmark Results**.

2. Proceed to step #7.

- b. Verify the **Class**.
5. Click the Reports link.
6. The **Benchmark Results** page can be accessed from either the *Recent Events* or the *Risk Level Summary* widget. Either:
 - a. Select the *View Benchmark Results* button in the *Recent Events* widget.



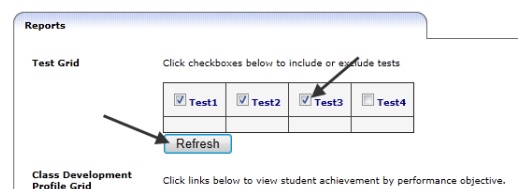
- b. Select the **Subject** in the *Risk Level Summary* widget. Click the View Benchmark Results for Student Risk Levels link.



7. Verify the **School** and **Class**.
8. If necessary, select the test **Library**. *The Library is usually your district's/charter school's Assessment Planner library.*
9. If necessary, select the **Subject**.

REPORT TAB

- 10.(optional) Place a checkmark by clicking or unclicking the **test** you wish to view/not view.
- 11.Click on the *Refresh* button.



VIEW STUDENT NAME/ID

Select the appropriate radio button to show the **Student name**, **student ID**, or **both**.

Risk Level Click links below to view student's overall risk level for not meeting the standards as measured by the state test.

☒ High Risk
 ☐ Moderate Risk
 ☐ Low Risk
 ☐ On Course (minimal risk)

1 0 2 12

☒ Show Student Name
 ☐ Show Student ID
 ☐ Show Both

Benchmark Summary [Print Benchmark Summary](#)

Students	2013-14 ATI Demo Math 05 Gr. #1 Possible Scores: 682 to 1363 Avg DL: 1023 ES: 1029 HS: 928 AS: 878	2013-14 ATI Demo Math 05 Gr. #2 Possible Scores: 683 to 1337 Avg DL: 1113 ES: 1096 HS: 995 AS: 945	2013-14 ATI Demo Math 05 Gr. #3 Possible Scores: 658 to 1305 Avg DL: 1195 ES: 1141 HS: 1040 AS: 990	Risk Assessment
ALFORD, Alyssa	827 (FFB)	782 (FFB)	962 (FFB)	High Risk

CLASS DEVELOPMENT PROFILE GRID

This report helps teachers create intervention groups based on how students did on each performance objective measured. This report lists the achievement level of each student on each performance objective that was tested on the particular test.

Class Development Profile Grid Report

Class: Homeroom 5: BURNETT
Test: 2013-14 ATI Demo Math 05 Gr. #1

Standards	ALFORD, Alyssa	AMSTERDAM, Sonia	CAREY, Daniel	CASTRO, Brenda	HOWARD, Joseph	JAMES, Nicolas	LAWRENCE, Lily	LESTER, Zane	LYN, Kevin	MARTIN, Marissa	WATKINS, Marissa
CC-5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. [From the cluster: Write and interpret numerical expressions].	FFB	MS	FFB	AS	MS	MS	MS	MS	ES	ES	MS
CC-5.OA.2 With numbers, and in them. For example, multiply by 2 as is three times as large as 18932 = 921, without having to calculate the indicated sum or product. [From the cluster: Write and interpret numerical expressions].	AS	MS	FFB	ES	MS	MS	MS	MS	MS	ES	MS
CC-5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. [From the cluster: Write and interpret numerical expressions].	AS	AS	FFB	FFB	FFB	AS	AS	FFB	AS	MS	MS

DETAILED ANALYSIS

This report presents the percentage of students who correctly answered each item, a break down of student responses for each answer choice as well as the breakdown of student responses by percentile rank, and drill downs to additional information, such as student level information. This report helps teachers create intervention groups based on how students did on each test item.

Homeroom 5: BURNETT: [Class](#) [View Report](#)

Test: 2013-14 ATI Demo Math 05 Gr. #3

Total Students: 23 Total students who took the test

Question # and learning standard

1) CC-5.NF.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) [From the cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions].

Percentile Rank	A	B	C	D	Not Answered
80 - 100	---	---	39.13%	---	---
60 - 79	---	---	4.35%	---	---
40 - 59	---	---	21.74%	8.70%	---
20 - 39	---	---	8.70%	---	---
0 - 19	---	4.35%	13.04%	---	---
Total	0.00%	4.35%	86.96%	8.70%	0.00%

For each percentile rank range you may see a list of students who selected that answer

Correct answer

Link to see students who selected this option, individual percentile ranks, and individual raw scores

Click on any blue link and drill-down to additional information

RISK LEVEL

The *Risk Level* report helps teachers create intervention groups based on students' risk levels. Additionally, the report will identify performance objectives and specific students that teachers can target for instruction. Click the risk level number to access the **Group Benchmark Profile** page.

Reports

Test Grid Click checkboxes below to include or exclude tests

<input checked="" type="checkbox"/> Test1	<input checked="" type="checkbox"/> Test2	<input checked="" type="checkbox"/> Test3	<input checked="" type="checkbox"/> Test4
---	---	---	---

[Refresh](#)

Class Development Profile Grid Click links below to view student achievement by performance objective.

Test 1	Test 2	Test 3	Test 4
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Detailed Analysis Click links below to view student achievement by test question.

Test 1	Test 2	Test 3	Test 4
------------------------	------------------------	------------------------	------------------------

Risk Level Click links below to view student's overall risk level for not meeting the standards as measured by the state test.

■ High Risk	■ Moderate Risk	■ Low Risk	★ On Course (minimal risk)
12	8	2	1

BENCHMARK SUMMARY TAB

To see an individual student's percentile rank and raw score on a particular test, place your mouse over his or her test score. A pop-window displaying the percentile rank will appear.

Benchmark Summary [Print Benchmark Summary](#)

Students	2013-14 ATI Demo Math 05 Gr. #1 Possible Scores: 682 to 1363 Avg DL: 1023 ES: 1029 MS: 928 AS: 878	2013-14 ATI Demo Math 05 Gr. #2 Possible Scores: 663 to 1337 Avg DL: 1113 ES: 1096 MS: 995 AS: 945	2013-14 ATI Demo Math 05 Gr. #3 Possible Scores: 658 to 1305 Avg DL: 1195 ES: 1141 MS: 1040 AS: 990	Risk Assessment
ALFORD, Alyssa	837 (FFB)	782 (FFB)	982 (FFB)	■ High Risk
ARMSTRONG, Sonia	1063 (ES)		1183 (ES)	★ On Course (minimal risk)
CAREY, Darrell	697 (FFB)		1197 (ES)	■ Low Risk
CASTRO, Brenna	1055 (ES)		1228 (ES)	★ On Course (minimal risk)
HOPKINS, Jonah	1038 (ES)		1228 (ES)	★ On Course (minimal risk)
JAMES, Nicolas	1003 (MS)	1150 (ES)	1212 (ES)	★ On Course (minimal risk)
LAWRENCE, Lily	1046 (ES)	1137 (ES)	1197 (ES)	★ On Course (minimal risk)
LESTER, Zane	1029 (ES)	1137 (ES)	1228 (ES)	★ On Course (minimal risk)

Raw Score: 55/69

Percentile Rank: 93.38%

RISK LEVEL REPORT

1. Click the Risk level link you want to drill down on.
2. A new browser window opens to the **Group Benchmark Profile** page.

(Image on next page.)

a - Overall risk

Student Risk Level
 High ☒
 Moderate ☐
 Low ☐
 On Course ☐

Class (1): Homeroom 5: BURNETT:

	2013-14 ATI Demo Math 05 Gr. #1	2013-14 ATI Demo Math 05 Gr. #2	2013-14 ATI Demo Math 05 Gr. #3
Average DL Score	837	782	982
Cutoff	928	995	1040

b - Average DL Score

c - Cut score

Note: Mastery Probabilities is the likelihood that a student with the average DL score has mastered the performance objective. The performance objectives are listed from least likely mastered to most likely mastered unless mastery has been demonstrated. Those performance objectives are listed last.

d - Mastery Probabilities and Average Percent Correct

Performance Objective - Steps to standards mastery		Mastery Probabilities	Avg Percent Correct
Step 1 Move <input checked="" type="checkbox"/> High Risk students to <input checked="" type="checkbox"/> Moderate Risk Assignments... Quiz Builder...			
1.	CC-5.NF.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane labeled with an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel from the origin in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Use the coordinate plane to solve real-world and mathematical problems.	50.00%	0.00%
2.	CC-5.NF.2 Additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this operation to real-world and mathematical problems. [From the cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition].	50.00%	20.00%
3.	CC-5.G.1 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles. So all squares have four right angles. [From the cluster: Classify two-dimensional figures into categories based on their properties].	50.00%	20.00%
4.	CC-5.NF.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. [From the cluster: Graph points on the coordinate plane to solve real-world and mathematical problems].	50.00%	20.00%
5.	CC-5.MD.5 (Items found in 5.MD.5a-c) Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. [From the cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition].	50.00%	25.00%
6.	CC-5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. [From the cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition].	50.00%	0.00%
Step 2 Move <input checked="" type="checkbox"/> Moderate Risk students to <input checked="" type="checkbox"/> Low Risk Assignments... Quiz Builder...			
1.	CC-5.MD.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. [Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition].	50.00%	40.00%
2.	CC-5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. [From the cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition].	50.00%	20.00%

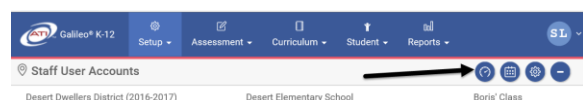
e - List and order standards

INTERVENTION PLANNING TAB

- shows the students' overall risk level for not meeting the standard as measured by the state test.
- provides the students' average Developmental Level Score on the benchmark assessment.
- shows the "cut" score or the Developmental Level Score that corresponds to the score needed to "meet the standard" on the state standardized assessment.
- Lists the:
 - Mastery Probabilities - The probability that a student with the average Developmental Level (DL) score of the selected risk group has mastered items that tested a standard. This is generated using Item Response Theory (IRT). If the performance objective was on multiple tests, the mastery probability is averaged across the tests.
 - Average Percent Correct - This is the earned points divided by the total number of test items for that standard.
- Standards - The standards on the assessment(s). This list helps educators identify 1) the standard that, if learned, will most significantly reduce a student's risk designation and 2) where to target instruction.

ACCESS INSTRUCTION PERFORMANCE TRACKER PAGE

- Click the **Dashboard** icon.

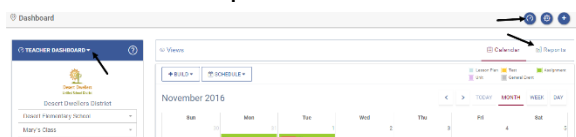


- Hover over the **Dashboard Menu Option** and select **Teacher**.

(Image on next page.)



3. In the *Dashboard Group Filter* widget, select either **Class** or **Intervention Group** filter mode.
4. If selected the
 - a. **Class** radio button filter mode:
 - i. If you are a District- or School-level user or a user with access to multiple schools, use the **School** drop-down field to select the school.
 - ii. Verify the **Class**.
 - b. **Intervention Group** radio button filter mode, select the Intervention Group **Library** and the **Intervention Group**.
5. Click the Reports link.



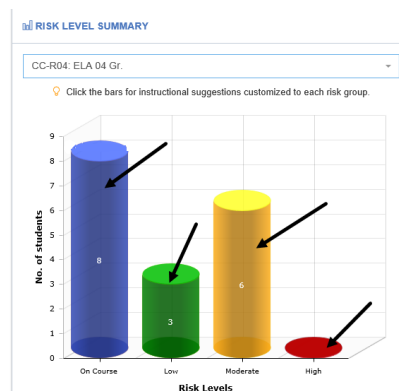
6. In the *Risk Level Summary* widget, select the **grade's subject**.



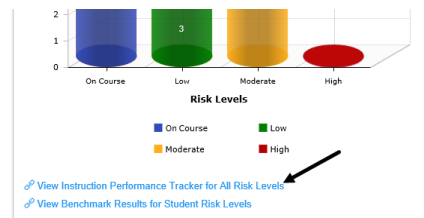
The risk level data appears after the first benchmark

assessment has been administered.

7. Click either the:
 - a. risk level graph bar to view the *Instruction performance Tracker* report for the selected risk level.



- b. View Instruction Performance Tracker for All Risk Levels link to view the report for all risk levels.



8. The *Instruction Performance Tracker* report opens in a new window.

REPORT INTERPRETATION

View Performance Tracker


[Back to Dashboard](#)

Settings	
School: Desert Elementary School	Library: Desert Dwellers Assessment Planner
Class: Adam's Class	Subject: CC-R04: ELA 04 Gr.

Select a risk group to view intervention planning suggestions based upon student mastery of POs that have appeared on Benchmark Tests for the selected Subject.

Student Risk Level

High ☐

Moderate ☒

Low ☐

On Course ☐

All ☐

of Students: **13**

Benchmark Tests

	Student Count	Test Title	Average DL Score	Cutoff
1.	17 of 25	2016-17 ATI CCP ELA 04 Gr. _Pretest-IE	847	ES: 1046 MS: 884 AS: 826
2.	24 of 25	*2016-17 ATI CCP ELA 04 Gr. CBAS #1	898	ES: 1029 MS: 947 AS: 830

Intervention Planning

Note: Mastery Probabilities is the likelihood that a student with the average DL score has mastered the performance objective. The performance objectives are listed from least likely mastered to most likely mastered unless mastery has been demonstrated. Those performance objectives are listed last.

On Test #	# of Questions	Performance Objective - Steps to standards mastery	Mastery Probabilities	Avg % of Total Points	
Step 1:					
Move <input checked="" type="radio"/> Moderate Risk students to <input type="radio"/> Low Risk					
Assignments... Quiz Builder...					
1, 2	4	CC-RI.4.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	43.89%	53.37%	✓
1, 2	6	CC-L.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	44.06%	56.62%	✓
1, 2	4	CC-L.4.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	45.90%	51.90%	✓
Step 2:					
Move <input checked="" type="radio"/> Low Risk students to <input type="radio"/> On Course (minimal risk)					
Assignments... Quiz Builder...					
1, 2	4	CC-RL.4.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	47.64%	63.60%	✓
1, 2	2	CC-L.4.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	50.47%	49.39%	✓
1, 2	10	CC-RI.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	51.28%	51.81%	✓

- The **Library** and **Subject** where the assessments reside.
- The table lists all administered benchmark assessments. Each assessment has a number which is referenced in "On Test #" column (g). The student's included in the report, average Developmental Level (DL) score along with the district-wide performance levels and their cutscores.
- The risk level or class selection. This is based on all administered benchmark assessments.



Click the **Student Risk Level** radio button to change the displayed information.

- The total number of students in the selected risk level.
- The step to move the selected Student Risk Level (c) from one risk level to another risk level.
- The *Assignment* and *Quiz Builder* buttons allow the teacher to quickly schedule an assignment and/or quiz for the selected standard.
- The benchmark on which the standard appeared. If multiple numbers appear (1, 2) this indicates that the standard appeared on assessment #1 and assessment #2.

- h. The total number of test items that appeared on all the administered benchmark assessments addressing this standard.
- i. The performance objective addressed.
- j. The probability that the students in the selected Student Risk Level have mastered the standard. This is generated using Item Response Theory (IRT). IRT estimates the probability of mastering an item based on the ability of the students and the item characteristics. Item characteristics include the difficulty of the item and the ability of the item to discriminate between students of differing levels.
- k. The earned points divided by the total number of test items for that standard.
- l. Checkbox to select (or deselect) the performance objective for an action (f).

INTERVENTION TOOLS

ASSIGNMENTS

At each step in the **Intervention Planning** section, the user has access to assignments. By clicking on the *Assignments* button and completing the **Assignments** page, you can automatically generate assignments (e.g, Instructional Dialog, and KHAN Academy®) for each performance objective listed under that step. Additionally, the assignment will be scheduled for students. Directions for using this tool are found in *A Guide for Galileo K-12 Online: Assignments via Benchmark Results* document or the online help files.

QUIZ BUILDER

At each step in the **Intervention Planning** section, you have access to the *Quiz Builder* tool. By clicking on the *Quiz Builder* button and completing the **Quiz Builder** page, you automatically generate up to a 5-item test for each objective listed under that step. Directions for using this tool are found in *A Guide for Galileo K-12 Online: Quiz Builder* document or the online help files.

FORMATIVE ASSESSMENTS

This report can be run from the **Assessment** or **Reports** menu.

1. Click **Assessment>Test Results>Formative Results**.
2. Select the **School** and **Class**.
3. Select the **Subject**.

1. Click **Reports>Test Sets>Formative Results**.

Select a class.		Select a subject.	
School	Summerfield School	Subject	AZ-M03: 3rd Grade Math
Class	3rd Grade: Z COLE		

4. The page is divided into two tabs – **Reports** and **Formative Results** tabs.

Select a class. Select a subject.

Class: Mary's Class Subject: AZ-M04: 09-10 4th Grade Math

Reports

Test Date	Formative Tests	Class Development Profile Grid a	Detailed Item Analysis b
10/26/2011	M04-SSC2-08	Class Profile Grid	Detail Analysis
08/10/2010	Understand and Apply Vertex-edge Graphs	Class Profile Grid	Detail Analysis
03/22/2010	SSC1-01 Analyze common algorithms	Class Profile Grid	Detail Analysis

Formative Results

Students	10/26/2011 c M04-SSC2-08	08/10/2010 Understand and Apply Vertex-edge Graphs	03/22/2010 SSC1-01 Analyze common algorithms
	Avg: 44.00% d	Avg: 91.67%	Avg: 92.11%
Able, Amy	00/05 = 0.00%	06/12 = 50.00%	12/12 = 100.00%
Allan, Carl	00/05 = 0.00%	12/12 = 100.00% f	12/12 = 100.00%
Bullock, Steve L.	03/05 = 60.00% e	12/12 = 100.00%	12/12 = 100.00%

- a. Class Development Profile Grid – This report helps teachers create intervention groups based on how students did on each standard measured. This report lists the achievement level of each student on each performance objective that was tested on the particular test.
- b. Detailed Analysis – This report presents the percentage of students who correctly answered each item, a break down of student responses for each answer choice as well as the breakdown of student responses by percentile rank, and drill downs to additional information, such as student level information. This report helps teachers create intervention groups based on how students did on each test item.
- c. Name of the administered formative assessment.
- d. The class average presented as a percentage.
- e. The total points possible for the assessment.
- f. The assessment grade presented as a percentage.