Galileo® K-12 Online: Assessment Planner and Test Review

Contents

BUILDING BENCHMARK ASSESSMENTS

ATI provides districts/charter schools with the opportunity to work with our Education Management Services (EMS) department in building the benchmark assessments that will be utilized by the district/charter school. To assist with this, ATI has developed the *Assessment Planner* tool. A district/charter school completes the *Assessment Planner* online, communicating to ATI which learning standards they would like assessed on a benchmark test.

Prior to completing the *Assessment Planner*, please call EMS (EdMgtSvs@ati-online.com) or your ATI Field Services Coordinator (800.367.4762) to discuss the subject, grade, standards, and delivery date of your test.

THE PROCESS OF CREATING A BENCHMARK ASSESSMENT

The benchmark test building process takes six (6) weeks.

```
EMS establishes        Administrator        ATI delivers draft      Administrator
planner         →      identifies subject,  →   test          →    defines test
                       grade, and                                  reviewers
                       standards
                                                                       ↓
Final test is    ←     Final review is    ←     Initial review is
delivered              conducted                conducted
```
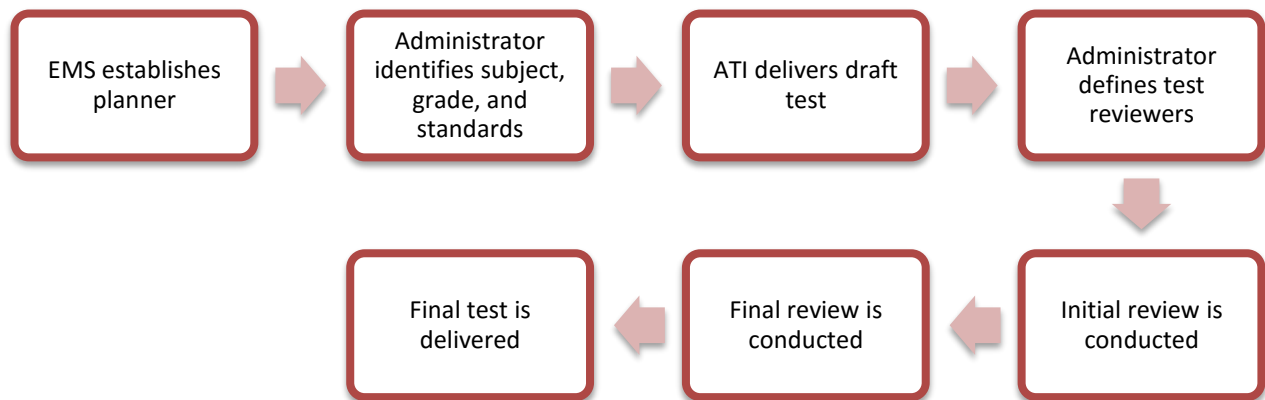
1. **Contact ATI's Educational Management Services** (EMS) (EdMgtSvs@ati-online.com or 800.367.4762) to discuss the subject, grade and standards for the benchmark assessment. With EMS' assistance you will identify the draft delivery, review, and final delivery dates.

2. **Complete the Assessment Planner**. You will need to submit a completed *Assessment Planner* at least six weeks before you wish to begin scheduling your benchmark assessments.

   The earlier a district/charter school completes its assessment planner(s), the more time ATI has to review the planner(s), make suggestions to the district/charter school, and work on constructing the test.

   Once ATI receives the completed planner, construction of the test draft will begin.

3. **A draft version of the benchmark assessment is delivered online** to the district/charter school. This is two weeks after the *Assessment Planner* is completed.

4. **District reviews the draft version of the test**. *Galileo K-12 Online* has an online *Test Review* tool that provides for different levels of review in the district/charter school and allows the reviewer to easily pick items from ATI's secure item bank. This review process should be completed within two weeks.

   From the submitted test review and ATI staff recommendations, ATI will produce a final benchmark assessment.

5. **The final version of the test is delivered**. A finalized test will then appear in the district's/charter school's secure library and is ready to be scheduled. The delivery date is defined in the *Assessment Planner* and predetermined by the district/charter school and ATI. Many districts/charter schools move the test from the secure library to an appropriate benchmark grade-appropriate library.

COMMUNICATION

ATI's EMS department communicates with the district's/charter school's primary contact when an assessment is delivered (either for review or the final version) or if questions arise while constructing the benchmark assessment. EMS can be contacted by phone (800.367.4762) or e-mail (EdMgtSvs@ati-online.com).

BENCHMARK TEST DEVELOPMENT RECOMMENDATIONS

The *Building Reliable and Valid Benchmark Assessments* paper located on the K-12 Publications area of ATI's web site (http://www.ati-online.com/pdfs/researchK12/BuildingReliableBenchmarks.pdf) provides suggested assessment strategies.
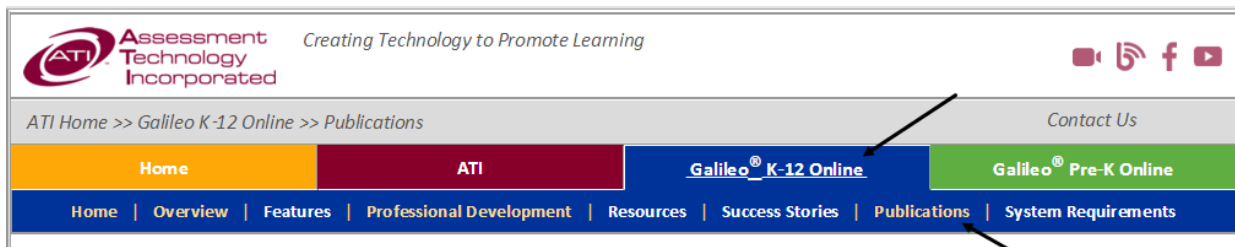
HOW MANY BENCHMARK ASSESSMENTS SHOULD BE GIVEN?

ATI recommends three or four benchmark assessments in a school year. This frequency of benchmark assessment allows time for significant positive outcomes of instruction to be identified and minimizes the amount of classroom time spent in assessment. A district/charter school may also plan additional (formative) assessments.

HOW MANY ITEMS PER OBJECTIVE SHOULD BE ON THE ASSESSMENT?

When districts/charter schools use the *Assessment Planner* tool to identify which standards to assess on a given benchmark test, they have the option of choosing one or more test items per objective. (ATI recommends choosing one to five test items per selected objective.) The number of items per objective does have an effect on the number of standards that can be accommodated when the issue of test length is considered.

HOW LONG SHOULD EACH BENCHMARK ASSESSMENT BE?

Test length is determined by how long a testing period your schedule permits and how many standards/items per objective you would like to use. ATI recommends that a minimum of 35 items be on each assessment. Test data reliability is directly related to the length of the test and 45 items or more will ensure the most reliable results. ATI also recommends that assessments not exceed 60 items. Test fatigue and time to complete the test begin to influence the student results on very long tests.

WHAT'S A WAY TO CREATE AN ELA TEST?

For an ELA reading test, ATI recommends that you should plan a benchmark assessment that focuses on no more than two genres. Additionally, when assessing a "compare and contrast" standard, tests will be longer since ATI has to include two separate passages – one for "compare" and one for "contrast." Consider having an ELA reading test for the literature cluster (RL) and another test for the non-fiction cluster (RI).

CAN I TEST ALL THE LEARNING STANDARDS?

You should select performance standards that can be assessed using the benchmark assessment format. ATI has incorporated notations in front of the standard to help you quickly identify the depth of knowledge the standards represent.

Notation	Definition	Example from the Arizona Common Core Standards
CR	This standard requires a constructed response to be scored by district/charter school.	AZ-L.4.1c **(CR)** Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
P	This standard is utilized as a writing prompt.	AZ-W.5.1 **(P)** Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
x	The standard is non-assessable using the Galileo item bank as the standard cannot be measured with a multiple choice question. This type of learning standard is greyed out within the *Assessment Planner* tool.	**x**AZ-RF.5.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

Notation	Definition	Example from the Arizona Common Core Standards
x (Use ….)	The standard is a duplicate standard. Items measuring this standard are located under another standard. The ATI suggested standard(s) to be used are noted in the parenthesis. This type of learning standard is greyed out within the *Assessment Planner* tool.	**x**AZ-RL.5.4 **(Use 5.4a & L5.5a)** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CAN I INCLUDE TECHNOLOGY ENHANCED (TE) AND/OR CONSTRUCTIVE RESPONSE IN A BENCHMARK ASSESSMENT?

Yes you can. ATI recommends that technology enhanced (TE) and constructive response (CR) test items do not comprise more than 30 percent of the total point value of the benchmark assessment. If this percentage is exceeded, it may affect the reliability of the assessment. A test containing TE items must be administered online. In the **Comments** box of the *Assessment Planner* you should make an entry stating that you want these test items.

TEST PROTOCOL

TEST SECURITY PROTOCOL

ATI recommends that you familiarize yourself with the *Developing District Test Security Protocol* whitepaper located on the **Tech Support** page.

The whitepaper describes the factors a district/charter school should consider during the development of a test security protocol for each type of assessment administered. A test security protocol defines district/charter school procedures for practices that impact test security including test creation, management, and administration. The paper also includes ATI's recommended test security protocols for benchmark assessments and instructional effectiveness pretests/posttests.

TEST COORDINATOR

ATI recommends that you familiarize yourself with the *Test Coordinator Manual for District-Wide Assessments* located on the **Tech Support** page. This manual contains ATI's guidelines for developing a plan for testing, preparing testing materials, supporting test administration, and activities following test completion.
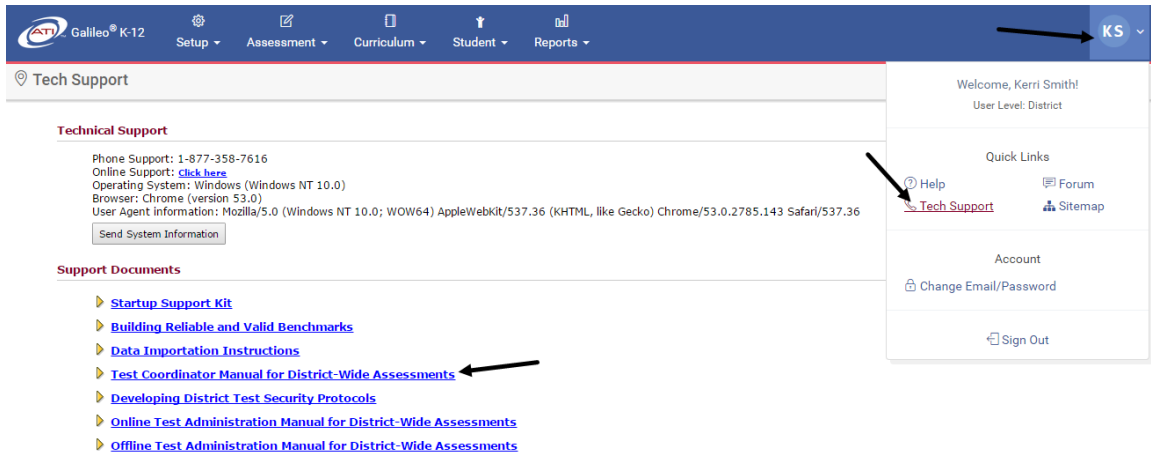

TEST ADMINISTRATION

The *Test Administration for District-Wide Assessments* manuals provides the Galileo test administrator with ATI's guidelines for administering a benchmark assessment (e.g., benchmark assessments, pretests, posttests). The guidelines and procedures for test administration vary depending on the method of administration (i.e., online and offline) therefore, please reference the appropriate version -- offline or online.

Each manual discusses recommended activities for test administrators at four different time points: (1) the day before the test, (2) on the day of the test, (3) during test administration, and (4) after test administration. The manual also provides supporting documents related to offline or online test administration that may be useful to test administrators.

The manuals can be found on the **Tech Support** and **Print Test Materials** pages.
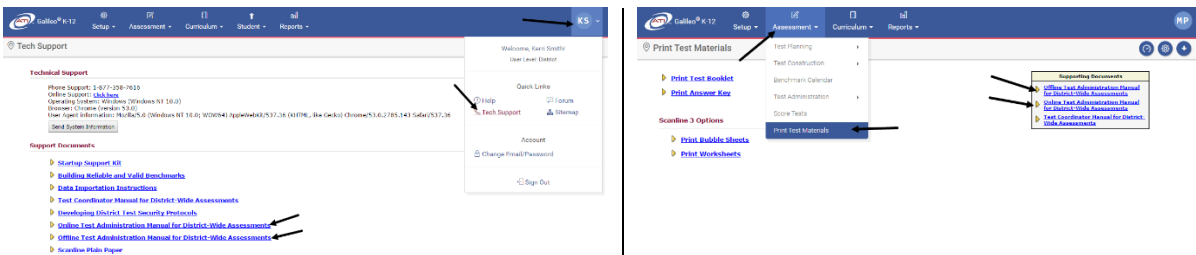
ASSESSMENT PLANNER ACCESS

The ability to view the *Assessment Planner* tool is available to all Class-, School- and District-level users. This allows all level of users to see a district's/charter school's assessment plan(s). The ability to make selections on the *Assessment Planner* tool, though, is only available to District- and selected School-level users.

DISTRICT-LEVEL USER ACCESS

All District-level users automatically have the ability to make selections on the *Assessment Planner*. Only District-level users can designate initial and final reviewers.

SCHOOL- AND CLASS-LEVEL USER ACCESS

A School- or Class-level user, who is designated by a District-level user to make *Assessment Planner* selections, needs to have been given the user permission to edit an assessment plan when his or her staff account is created. Please note, only those users who were given the permission to add/modify other users can provide staff with the assessment plan editing capability.

PROVIDE ACCESS TO A STAFF ACCOUNT

*You must be provided with "Allow user to add/modify/delete other users" options on the **Staff User Accounts** page. District-level users may manage other District-, School-, and Class-level users. School-level users may manage School- and Class-level users.*

1. Click **Setup>User Accounts>Staff Accounts**.
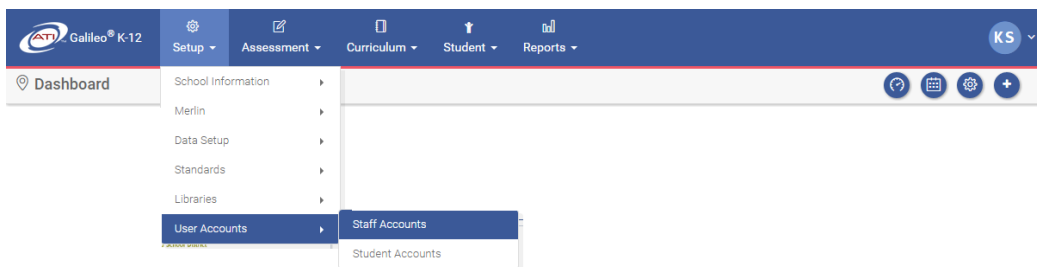
2. Locate the desired staff.

   a. Type the **Name** or **Login Name** and then click the *Filter List* button to display the filtered list.

b. You may scroll through the pages using the *navigational* buttons.

3. Click either the <u>staff's name</u> or **pencil icon**.

4. Verify the **User Level** and place a checkmark in the **Allow Assessment Plan Editing** field.
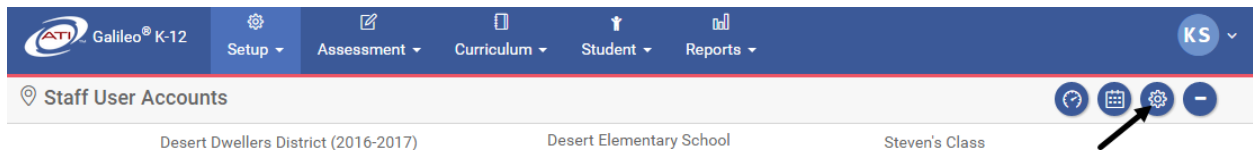

5. Click the *Save/Back* button.

SETTING YOUR SCHOOL YEAR

Verify the default school year to ensure that the benchmark plans show in the correct school year. If completing the *Assessment Planner* for the next school year, the year will be a future year.
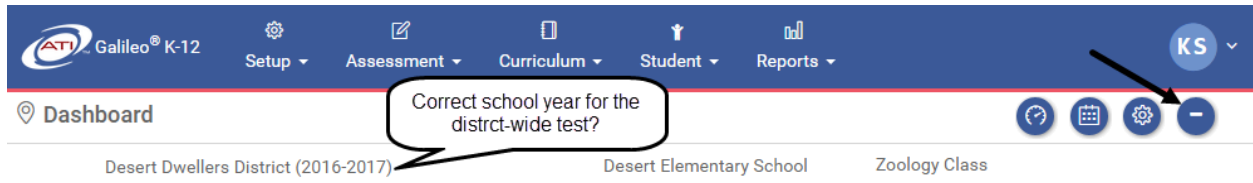
CHANGE YOUR YEAR

1. Click the **Settings** icon.

2. Activate the **Year & Location** tab, if not already active.

3. Use the down arrow on the **School Year** drop-down menu to select the appropriate school year.

*When completing the Assessment Planner for the next school year, your **School Year** will be the next school year. A message may display indicating that there is no enrollment data.*

4. Click the *Save School Year and Term* button.

5. The selected school year appears in the expanded **Settings** area.
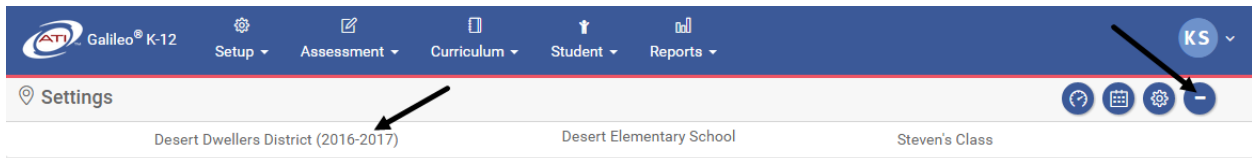
COMPLETING THE ASSESSMENT PLANNER

A District- or School-level user will need to complete an assessment planner for each grade level and subject that will take the benchmark assessment.

Prior to completing the Assessment Planner you must contact ATI's EMS (EdMgtSvs@ati-online.com or 800.367.4762) to discuss the subject, grade, and standards for the benchmark assessment. With EMS' assistance you will identify the timeframe for the draft delivery, review, and final delivery

ATI suggests that you complete an assessment plan for one test at a time, in each subject and at each grade-level in which you plan to administer a test.

If you are participating in the Community Item Banking (CAIB) Initiative, refer to the report directions in the CAIB Item Count Report section, page 21.

ACCESS THE ASSESSMENT PLANNER

1. Verify the **School Year** to ensure that the benchmark plans will show in the correct school year. Refer to the Setting your School Year section, page 10, for directions.
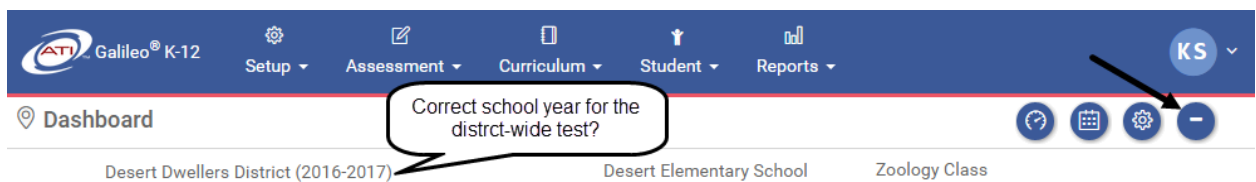
2. Click **Assessment>Test Planning>Assessment Planner**.
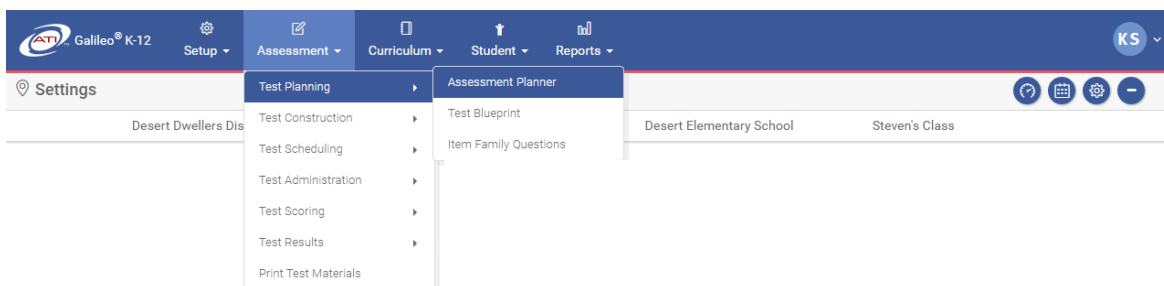
COMPLETE THE ASSESSMENT PLANNER

1. Access the **Assessment Planner** page. Directions are found in the Access the Assessment Planner section, page 11.

2. If you are not already familiar with the *Building Reliable and Valid Benchmark Assessments* paper, click the Building Reliable and Valid Benchmarks link. (Refer to Benchmark Test Development Recommendations section, page 4, for further information on this whitepaper.)
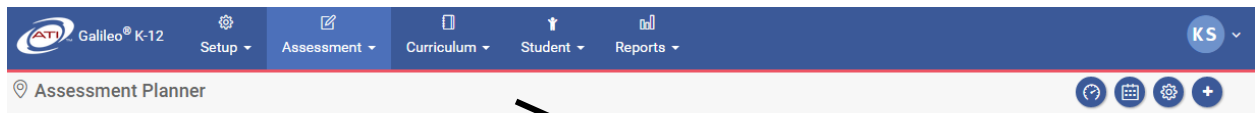
3. Select the **Library**. This Library name is generally "year District Assessment Planner" (e.g., 2016-17 ABC District Assessment Planner).

4. Select a **Subject**. The screen will refresh.
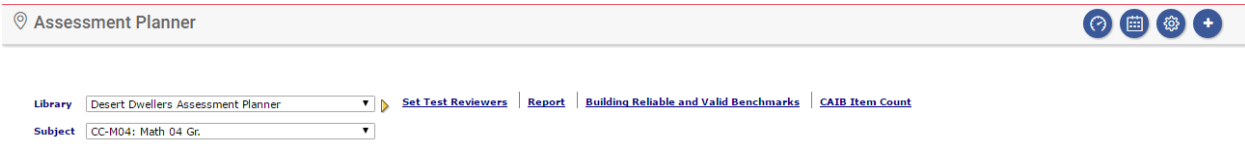
5. A **test number** tab will appear on the right side of the page.
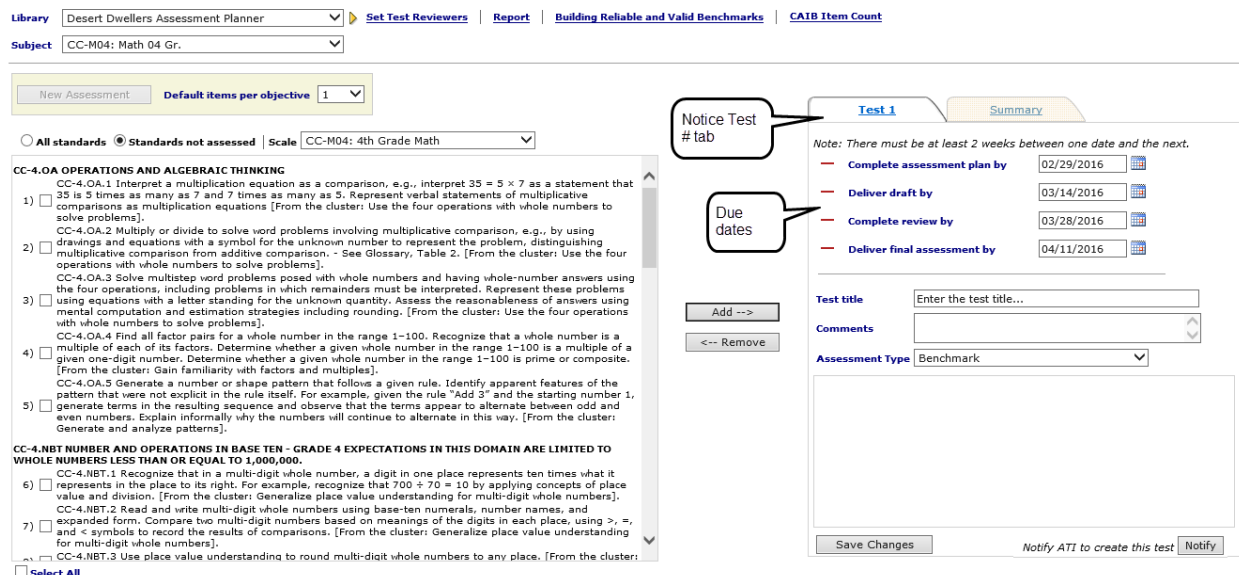
If there is no test number tab, please contact ATI's EMS (EdMgtSvs@ati-online.com or 800.367.4762) to discuss the subject, grade, and standards for the benchmark assessment. EMS creates the tab for each test.

6. Verify the assessment **dates**. There must be at least two weeks between one date and the next.

- **Complete assessment plan by**: Defaults current date, or the date EMS created the test plan.

- **Deliver draft by**: Defaults the date the drafts will be delivered to the review library for the district/charter school to review. The date defaults two weeks from the **Complete assessment plan by** field. Modify this date, if necessary.

- **Complete review by**: Defaults the date that the district's/charter school's review will be completed and ATI to begin creating final benchmark assessment. The date defaults four weeks from the **Complete assessment plan by** field. Modify this date, if necessary.

- **Deliver final assessment by**: Defaults the date the final benchmark assessment is delivered to the secure library. This date should be at least two weeks before you wish students to take the benchmark assessment to allow for scheduling and printing of tests. The date defaults six weeks from the **Complete assessment plan by** field. Modify this date, if necessary.

This benchmark building process takes six weeks.

7. Create a test **Title**. ATI suggests that test title should begin with the school year and contain the grade level, subject, and test number (e.g., 2016-17 Gr 06 Math #1).

8. If needed, add any comments related to this specific test in the **Comments** box.

(Image on next page.)

Place a comment to include only key concepts of an extended learning domain or request technology enhanced (TE) test items.

*Example: Math's standard Number and Operations in Base Ten (5.NBT), Performance operations with multi-digit whole numbers with decimals to hundredths, standard #7 covers add, subtract, multiply, and divide decimals to hundredths… If you want to only have addition and subtraction in this test, then include such a note in the **Comments** field.*

9. Determine the **Assessment Type:** Benchmark, Instructional Effectiveness Pretest, or Instructional Effectiveness Posttest.

ATI recommends that the Benchmark default is selected. This is because the test review process is <u>not</u> available for any instructional effectiveness tests created using the Assessment Planner.

10. Select the **number of assessment items** you would like generated for each objective you are going to specify. ATI recommends selecting one to five items per objective. If you need to modify the items per objective after the default is selected, refer to step 15 (page 18).

(Image on next page.)

11. Determine if you would like to choose from:

a. **All Standards** - Allows you to pick and choose from the entire grade-articulated scale each time. This option also allows you to assess the same standards on more than one assessment.

b. **Standards not assessed** – Displays only those standards that haven't already been assessed on a district/charter school assessment.

c. **Scale** – This defaults to the same subject as the **Subject** field. Refer to the <u>Additional Standards – Scales</u> section, page 17, for directions on selecting options for this field.

12. Click in the checkbox by the **standards** you would like assessed.

ATI recommends that technology enhanced (TE) or constructed response (CR) test items do not comprise more than 30 percent of the total point value of the benchmark assessment. If this percentage is exceeded, it may affect the reliability of the assessment.

If the total point value of the constructed-response items on an assessment exceeds 10 percent, the constructed response items are placed on a separate formative assessment (quiz) so that the test reliability is not affected.

13. Click the *Add→* button.

14. All the selected standards will move into the box on the right.

*To select all the learning standards for the selected subject, place a checkmark in the **Select All** field.*

ADDITIONAL STANDARDS – SCALES

When creating an assessment with a mixture of Common Core and state standards, you first select the **Subject** field and **Scale** that the majority of the assessment addresses. After selecting the desired performance objectives, use the **Scale** field to select the other desired standards and performance objectives.

REMINDERS

Just a few reminders when creating English language arts benchmark assessments:

    a. Plan a benchmark assessment that focuses on no more than two genres.

    b. When assessing a "compare and contrast" standard, tests will be longer since ATI has to include two separate passages – one for "compare" and one for "contrast."

    c. Consider having an ELA reading test for the literature cluster (RL) and another test for the non-fiction cluster (RI).

When you select an objective:

    a. Be sure to select performance standards that can be assessed using the benchmark assessment format. Refer to the table on page 5.

    b. ATI recommends that technology enhanced (TE) or constructed response (CR) test items do not comprise more than 30 percent of the total point value of the benchmark assessment. If this percentage is exceeded, it may

affect the reliability of the assessment. Tests containing TE test items must be administered online.

c. If the total point value of the constructed-response items on an assessment exceeds 10 percent, the constructed response items are placed on a separate formative assessment (quiz) so that the test reliability is not affected. This formative assessment is delivered to the secure library, similar to the benchmark assessments.

d. Be mindful of your district's/charter school's curriculum map. If you cover a performance objective the latter part of the school year, it generally is not included on the first benchmark test of the school year.

15. If necessary, use the drop-down box next to each standard to edit the **number of assessment items** you would like for specific performance standards.

16. Click the *Save Changes* button.

a. Save any changes prior to removing objective(s).

b. Click the *Save Changes* button once you have added **standards**; completed the **Delivery Dates**, **Test Title**, **Comments**; identified the **Assessment Type**; and, if necessary, altered the requested **number of items**.
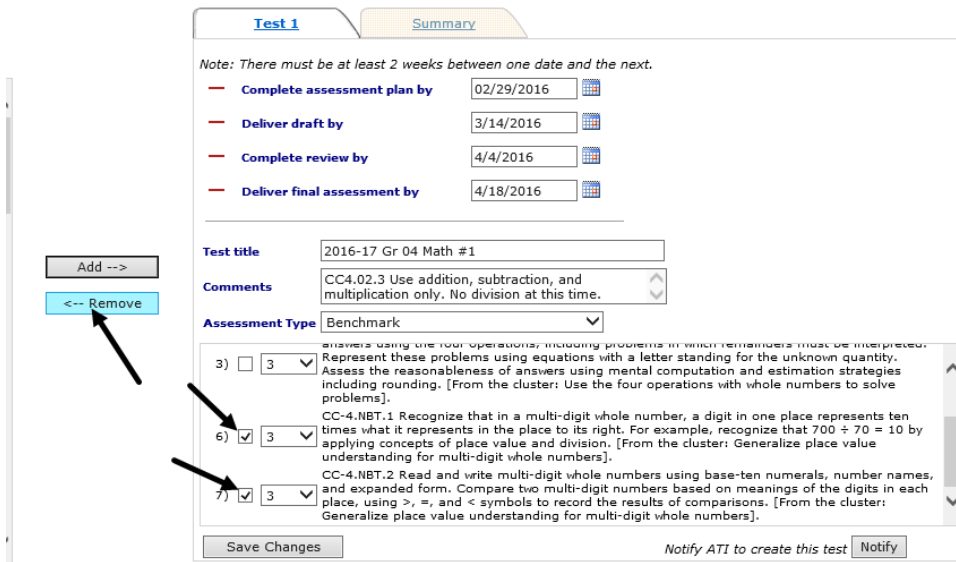
(Image on next page.)

17. To remove a standard from the assessment, simply select the **standard(s)** you wish to remove from the assessment and click the *Remove* button.

18. Once you are ready to send your assessment to ATI, click the *Notify* button. A notification message appears stating that no more changes are permitted once the planner is submitted. Click the *OK* button to confirm, or the *Cancel* button to exit.
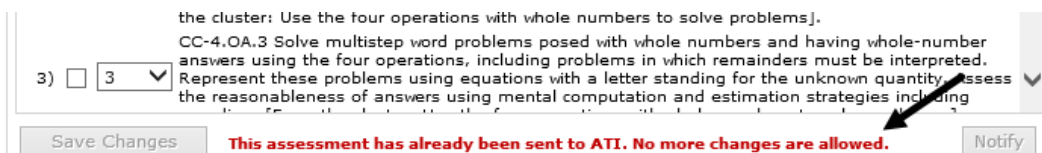
 This benchmark building process takes six weeks.

19. Once the assessment is submitted, a message will appears indicating that the test was submitted and no additional can be made.

ATI now begins the creation of an assessment based on the submitted benchmark assessment plan. ATI notifies the district/charter school's contact via e-mail when the draft assessment is delivered and ready for review. While the draft is being created by ATI, a District-level user may establish the reviewers' access. Refer to the Test Review Process section, page 27, for directions on defining and establishing the reviewer's security.

To complete an *Assessment Planner* for another test, verify the **Library** and **Subject** then select the default items per objective and click the appropriate **Test number** tab. You may repeat the steps outlined above to set up a second assessment.

If there is no test number tab, please contact ATI's EMS (EdMgtSvs@ati-online.com or 800.367.4762) to discuss the subject, grade and standards for the benchmark assessment. EMS creates the tab for each test.

ATI suggests that you complete and submit one benchmark assessment plan at a time.

*Be careful that the desired **Subject** and **Scale** are selected for the new assessment.*

SUMMARY TAB

The **Summary** tab displays a summary of each of the assessments and the ability to generate the *Assessment Planner* report.

ACCESS SUMMARY TAB

1. Access the ***Assessment Planner*** page. Directions are found in the Access the Assessment Planner section, page 11.

2. Select the **Library**. This Library name is generally "year District Assessment Planner" (e.g., 2016-17 ABC District Assessment Planner).

3. Select a **Subject**. The screen will refresh.

4. Click the **Summary** tab.
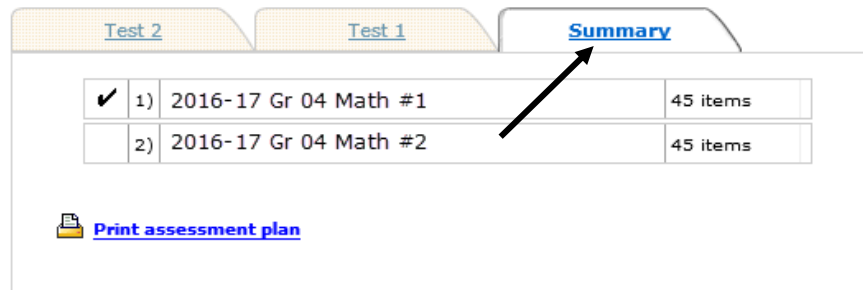
PRINT ASSESSMENT PLAN

5. On the **Summary** tab, click the Print assessment plan link.
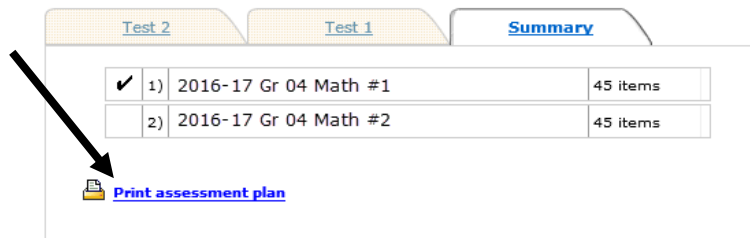
6. A report displays each test in the plan the standards for each test as well as the number of items per objective for the test.

CAIB ITEM COUNT REPORT

PURPOSE

The *CAIB Item Count* report shows the total number of non-certified and certified test items that have been written for each performance objective on the selected

grade level standards. This report is primarily generated by a district/charter school participating in the *Community Assessment and Item Banking (CAIB) Initiative*.

Only District-level users can generate this report. Only certified test items are included in an assessment.

GENERATE REPORT

1. Access the **Assessment Planner** page. Directions are found in the Access the Assessment Planner section, page 11.

2. Click the CAIB Item Count link to access the **Item Count Report** page.

3. Use the **Library** drop-down box to select the bank builder library which houses the desired items (e.g., CAIB-SS HS: HS American History-Desert Dwellers).

4. Use the **Select Scale** drop-down box to select the grade level standards which houses the desired items.

5. Click the *Run Report* button.

Library   CAIB-SS HS: HS American/AZ History - Desert Dwellers School District

Scale   AZ-SS HS: HS Social Studies--Strands 1-2

Bank Builder library

Grade level standards

Standards   **Item Count**

S1 C1 RESEARCH SKILLS FOR HISTORY

SSHS-S1C1-01. Interpret historical data displayed in maps, graphs,   0
tables, charts, and geologic time scales.

SSHS-S1C1-05. Evaluate primary and secondary sources for: a   2
authors' main points b. purpose and perspective c. facts vs.
d. different points of v   historical event (e.g.
Geography Concept 6   erspective can be diff
economic perspective   d validity.

Performance Objective (PO)

# of test items written for this PO. Count included non-certified and certified items.

SSHS-S1C1-06. Apply the skills of historical analysis to curr   0
political, geographic, and economic issues facing the world.

SSHS-S1C1-07. Compare present events with past events: a. cause   2
and effect b. change over time c. different points of view

S1 C2 EARLY CIVILIZATIONS

SSHS-S1C2-01. Describe Prehistoric Cultures of the North Amer
continent: a. Paleo-Indians, including Clovis, Folsom, and Plano
Moundbuilders, including Adena, Hopewell, and Mississippian c.
Southwestern, including Mogollon, Hohokam, and Ancestral Pue

Total # of test items written for the grade level standards. Count included non-certified and certified items.

Total Item Count: 6

ITEM FAMILY QUESTIONS REPORT

PURPOSE
The *Item Family Questions* report shows all the assessment items associated with a particular item family.

T I P   *Only District-level users can generate this report.*

GENERATE REPORT

1. Click **Assessment>Test Planning>Item Family Questions**.
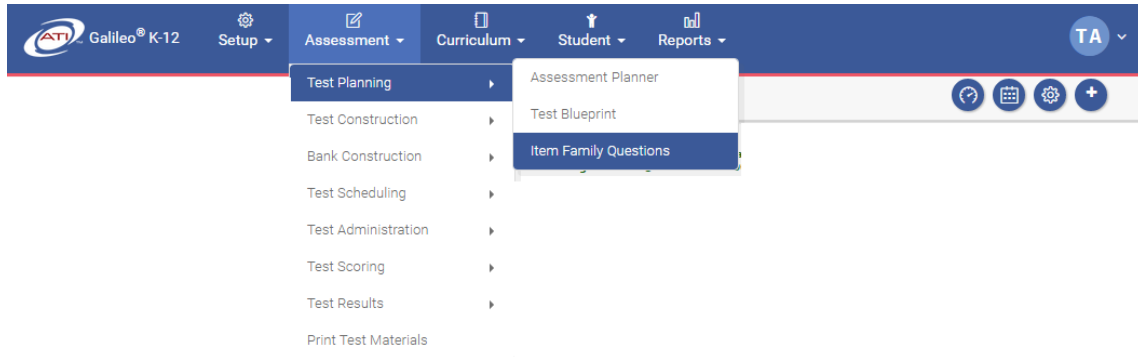
2. Use the **Library** drop-down box to select the subject's/grade's library.

3. Use the **Subject** drop-down box to select the subject and grade.

4. (*optional*) Use the **Specific Question Type Filter** drop-down box to select the type of question (e.g., multiple choice, open response, etc.)

5. Click the *Show Item Families* button.

6. All Item Families matching the selection criteria displays.

Select	Item Family	Genre	Lexile® Measure	Flesch-Kincaid	Word Count
☐	Treaty of Versailles	Unknown	000		
☐	The Truman Doctrine	Expository (E)	000		
☐	FDR to Congress	Expository (E)	000		
☐	Franklin D. Roosevelt's Declaration of War Speech	Unknown	000		

7. (*optional*) To view the Item Family, click on <u>Item Family's name</u>.

Select	Item Family	Genre	Lexile® Measure	Flesch-Kincaid	Word Count
☐	Treaty of Versailles	Unknown	000		
☐	The Truman Doctrine	Expository (E)	000		
☐	FDR to Congress	Expository (E)	000		
☐	Franklin D.				

> **Readability Index: :0   Lexile:**
> "The United States was at peace with that Nation [Japan] and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or or armed attack."
>
> -President Roosevelt to Congress, December 8, 1941

8. Click the **Select** box to the left of the desired item family. A checkmark is placed in this box. You can select up to 5 item families.

9. Click the *Run Report* button.

10. A table displays displaying information about the Item Families displays. Click on the **+** to expand the details. To collapse, click the **-**.

📍 **Item Family Question: Counts by Type**

This page displays the selected item families and their question counts by type. To view the item family, click its title. To view questions by goals, click the plus button before the item family title. To view questions, click the number under Total or question types. To sort item families by Genre, Lexile® Measure, Flesch-Kincaid, Word Count, Total, Multiple Choice, Educator Scored, Technology Enhanced or Multi-Part Item, click the column heading. If Lexile® Measure is 000, no Lexile is available.

Item Family Library: CAIB-07 Social Studies
Subject: AZ-SS 07: 7th Grade Social Studies
Specific Type:

	Item Family	Genre	Lexile® Measure	Flesch-Kincaid	Word Count	Total	Multiple Choice	Educator Scored	Technology Enhanced	Multi-Part Item
—	Declaration of Independence	Unknown	000			1	1	0	0	0
						Total	**Multiple Choice**	**Educator Scored**	**Technology Enhanced**	**Multi-Part Item**
		SS07-S3C2-01. Describe how the powers of checks and balances are used in the following: a. impeachment b. declaring war c. treaties d. veto e. judicial review				1	1	0	0	
+	Gettysburg Address	Unknown	000			1	1	0	0	0

11. (*optional*) To view the test item(s), click on <u>number</u> in the **Total** column or any of the total count columns (e.g. **Multiple Choice, Educator Scored**, etc.).

(Image on next page.)

Item Family Library:	CAIB-07 Social Studies
Subject:	AZ-SS 07: 7th Grade Social Studies
Specific Type:	

	Item Family	Genre	Lexile® Measure	Flesch-Kincaid	Word Count	Total	Multiple Choice	Educator Scored	Technology Enhanced	Multi-Part Item
—	Declaration of Independence	Unknown	000			1	1	0	0	0

				Total	Multiple Choice	Educator Scored	Technology Enhanced	Multi-Part Item
	SS07-S3C2-01. Describe how the powers of checks and balances are used in the following: a. impeachment b. declaring war c. treaties d. veto e. judicial review			1	1	0	0	

| | Gettysburg Address | Unkn... | | | | | | |

View Questions from Item Family

Item Family:	FDR to Congress
Subject:	AZ-SS 08: 8th Grade Social Studies
Goal:	SS08-S1C8-07. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt
Question Types:	Multiple Choice - Multiple Choice, True/False, Yes/No
Specific Type:	

Question Count: 1

Subject:	AZ-SS 08: 8th Grade Social Studies
Standard:	S1 C8 GREAT DEPRESSION & WWII
Objective:	SS08-S1C8-07. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt

Parameters: No parameters found

From the quote, why was Roosevelt especially surprised that Japan had attacked Pearl Harbor?
- A. A peace accord had been signed just before the bombing began.
- B. Talks were still going on between the two countries.
- C. Japan had delivered a note to the Secretary of State stating that Japan would not seek more territory.
- D. Japan had threatened war many times before but had not attacked.

ASSESSMENT PLANNER REPORT

PURPOSE

The *Assessment Planner* report shows all the assessment plan tests for each subject in the library with the delivery date, whether the test has been generated, title, and comment.

GENERATE REPORT

1. Access the **Assessment Planner** page. Directions are found in the Access the Assessment Planner section, page 11.

2. Click the Report link to access the **Assessment Plan Report** page.

3. If necessary, select the **Program Year**. The default date range is the school year.

4. Use the **Select Subject Library** drop-down box to select the subject. This Library name is generally "year District Planner" (e.g., 2016-17 ABC District Planner).

(Image on next page.)

5. Select the **Delivery stage date between/to** date range for which you want to run the report.

6. Place a checkmark by the **Planning**, **Draft in Construction**, **Reviewing Draft**, **Revising Draft**, **Assessment Completed**, and/or **Assessment Delivered** options.

7. Click the *Run Report* button.

Subject	Delivery Stage	Title	Item Count	Complete Plan	Deliver Draft	Complete Review	Final Delivery	Comments
AZ-R02: 2nd Grade Reading and Literature	Assessment Delivered	2010-11 02 Gr. Reading #1	24	---	---	---	09/20/2010	
	Assessment Delivered	2010-11 02 Gr. Reading #2	21	09/30/2010	10/14/2010	10/28/2010	11/11/2010	
	Planning	2010-11 02 Gr. Reading #3	21	12/27/2010	01/10/2011	01/24/2011	02/07/2011	
AZ-R03: 3rd Grade Reading and Literature	Assessment Delivered	2010-11 03 Gr. Reading #1	30	---	---	---	09/20/2010	
	Assessment Delivered	2010-11 03 Gr. Reading #2	25	09/30/2010	10/14/2010	10/28/2010	11/11/2010	
	Planning	2010-11 03 Gr. Reading #3	27	12/27/2010	01/10/2011	01/24/2011	02/07/2011	
AZ-R04: 4th Grade Reading and Literature	Assessment Delivered	2010-11 04 Gr. Reading #1	30	---	---	---	09/20/2010	
	Assessment Delivered	2010-11 04 Gr. Reading #2	21	09/30/2010	10/14/2010	10/28/2010	11/11/2010	
	Planning	2010-1104 Gr. Reading #3	18	12/27/2010	01/10/2011	01/24/2011	02/07/2011	
AZ-R05: 5th Grade Reading and Literature	Assessment Delivered	2010-11 05 Gr. Reading #1	35	---	---	---	09/20/2010	
	Assessment Delivered	2010-11 05 Gr. Reading #2	35	09/30/2010	10/14/2010	10/28/2010	11/11/2010	
	Planning	2010-11 05 Gr. Reading #3	24	12/27/2010	01/10/2011	01/24/2011	02/07/2011	
AZ-R06: 6th Grade Reading and Literature	Assessment Delivered	2010-11 06 Gr. Reading #1	30	---	---	---	09/20/2010	
	Assessment Delivered	2010-11 06 Gr. Reading #2	32	09/30/2010	10/14/2010	10/28/2010	11/11/2010	
	Planning	2010-11 06 Gr. Reading #3	30	12/27/2010	01/10/2011	01/24/2011	02/07/2011	

8. Items that are past the date are highlighted in red.

TEST REVIEW PROCESS

The test review process in Galileo allows ATI to quickly and efficiently deliver an electronic version of the draft assessment to a district/charter school. The initial reviewer evaluates the draft. The final reviewer then considers the initial reviewer's feedback and uses the item replace feature to choose items best suited for the

district/charter school assessment. Once the item replace process is completed, ATI publishes the final version of the assessment.

Administrator defines reviewer(s)	→	Initial review is conducted	→	Final review is conducted	→	Final test is delivered
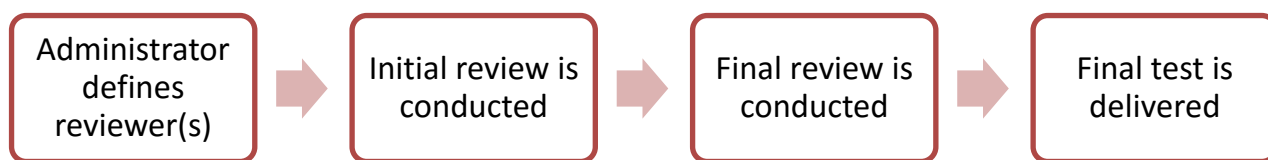
The test review process is <u>not</u> available for any Instructional Effectiveness (IE) tests created using the Assessment Planner.

TEST REVIEW PROCESS

1. **Define Initial Reviewer**. This individual (or individuals) will then be able to login to *Galileo K-12 Online*, see an electronic version of the benchmark assessment, and review the test. The reviews they submit are compiled and provided not to ATI, but to the district's/charter school's final reviewer. (Directions for this process are found in the <u>Define Reviewers</u> section, page 29.)

2. **Define Final Reviewer**. Only one person from each grade level/subject should be assigned this task. This individual will look over the initial reviewer's comments, make all necessary replacements, and submit a final test review to ATI. (Directions for this process are found in the <u>Define Reviewers</u> section, page 29.)

3. **Initial review take place**. The initial reviewer will complete the test review online. The individual(s) provide feedback to the final reviewer to accept or reject a test item. If a test item is rejected, a reason should be provided to the final reviewer. (Directions for this process are found in the <u>Initial Review Takes Place</u> section, page 30.)

   This step can be accomplished in a team environment or district/charter school may opt to skip this step and leave the final test review decision to the final reviewer.

4. **Final review takes place**. The final reviewer considers the input of the initial reviewer(s) and makes the final determination which items to accept and which items to replace. *(*Directions for this process are found in the <u>Final Review</u> section, page 34.) This individual uses the item replace tool to replace items. (Directions for this tool are found in the <u>Final Item Review</u> section, page 38.) They may also provide suggestions for future consideration they would like to submit to ATI.

5. **Save the final item review**. The final reviewer saves the review and ATI will then reorder the test items to save paper and publish the tests. (Directions for this step are found in the <u>Submit Final Review</u> section, page 45.)

DEFINE REVIEWERS

Only District-level users can define initial and final reviewers.

Establish the initial reviewer(s) first. Then you will repeat these steps to establish the final reviewer(s).

1. Access the ***Assessment Planner*** page. Directions are found in the Access the Assessment Planner section, page 11.

2. Click the Set Test Reviewers link. *The Set Test Reviewers link only appears for District-level users.*
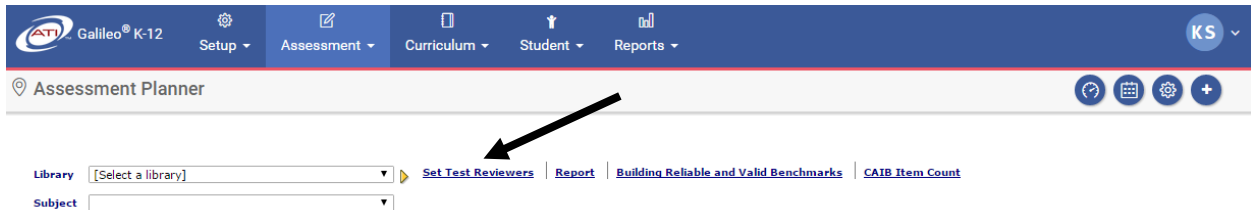
DEFINE INITIAL REVIEWER

3. On the ***Test Reviewers*** page, under the **Review Level** heading select **Initial**.
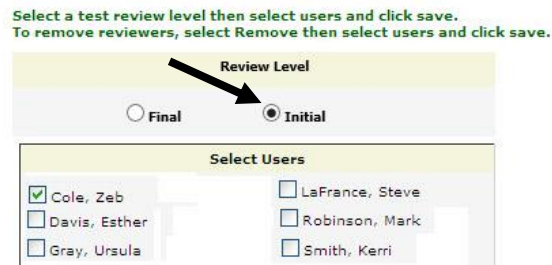
4. Place a checkmark by the user(s) you would like to be initial **reviewer(s)**.

5. Click the *Save* button.

DEFINE FINAL REVIEWER

6. On the ***Test Reviewers*** page, under the **Review Level** heading select **Final**.

7. Place a checkmark by the user(s) you would like to be final **reviewer(s)**.

ATI recommends that there is a final reviewer for each grade level and/or subject.

8. Click the *Save* button.

REMOVE REVIEWER

1. Access the **Assessment Planner** page. Directions are found in the Access the Assessment Planner section, page 11.

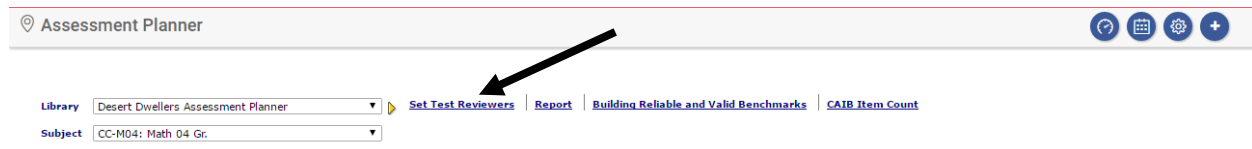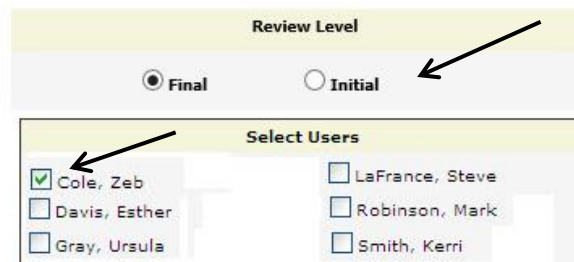2. Click the Set Test Reviewers link. *The Set Test Reviewers link only appears for District-level users.*

3. Select **the type of reviewer to remove** under the **Review Level** heading.

4. Remove the checkmark by the **user(s)** you would like to have removed as a reviewer

5. Click the *Save* button.

CONDUCT REVIEW

INITIAL REVIEW TAKES PLACE

Once a user has been established as an initial reviewer he or she will have access to the *Test Review* tools. The initial reviewer provides feedback to the final reviewer to accept or reject a test item. If a test item is rejected, a reason should be provided to the final reviewer.

1. Verify the **School Year** to ensure that the benchmark plans will show in the correct school year. Refer to the Setting your School Year section, page 10, for directions.
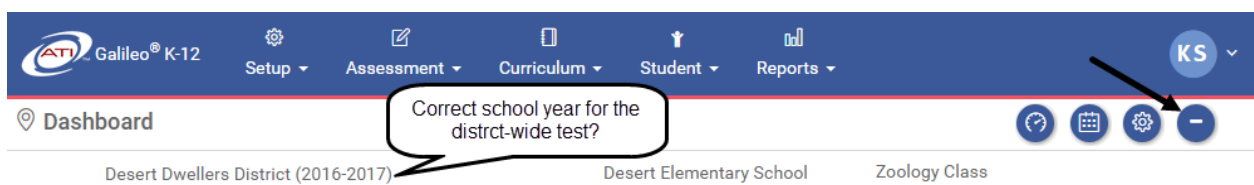
2. Click **Assessment>Test Construction>Test Review**. *This menu only appears for those users defined as reviewers. It will disappear from view if a user is removed as a reviewer.*
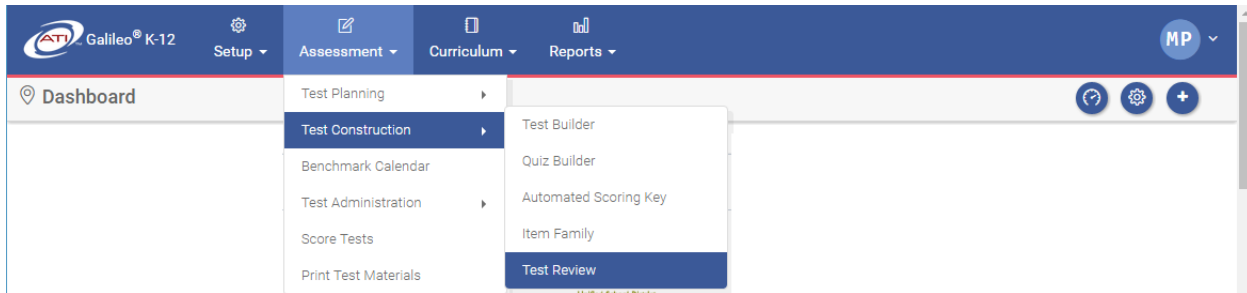
3. From the *Initial Review* page, select the **Library** that houses the benchmark assessment. This is generally the District Review Library (e.g., 2016-17 ABC District Review Library).

4. Select the **Test**. All the test items on this test will appear. The test name is generally the year District/Charter School Subject Grade Test # (e.g., 2016-17 ABC District Reading 03 Gr. #1).

5. (*optional, reserved for final reviewer*) Use the drop-down **Reviewer** menu to select the reviewer's name.

6. (*optional*) Click the radio button for the desired **Items** – Show all reviewed items, Show reviewed items excluding accepted items, or Show all items.

7. (*optional, reserved for final reviewer*) In the **General Comments** box, enter any general comments about the assessment and make suggestions for future item development. Only the final reviewer's comments are forwarded to ATI.

8. Read each test item while considering the learning standard, depth of knowledge (DOK), and scoring methodology. Evaluate the stem, response, and distractors.

9. Select an **Initial Item Review** choice from the following:

a. **Not Reviewed** – This is the default radio button. You have not reviewed the test item and made the determination to accept or reject the item.

b. **Accept** – Click this radio button if this test item is an acceptable item for this test.

c. **Replace** – Click this radio button if you want the final reviewer to substitute this item for another item within the secure item bank library. You **must** provide **Comments**. Your comments should be limited to the difficulty and/or type of the item. ATI does not change the wording within an item since it may affect the data psychometrics.

10. Click the *Save Review* button at any point during the review process.

Once the initial reviewer process has been completed and saved, the final reviewer may now login and conduct the final review on the test.

DELETE REVIEW
If during the review process, you want to reset the assessment to the ATI-delivered version, click the *Delete Review* button. All accept/replace radio buttons will be reset to "not reviewed" and all reviewer's comments for this assessment are removed.

PRINT REVIEW

Click the Print Review link to generate a printed version of the review.

FINAL REVIEW

Once a user has been defined as a final reviewer he or she will have access to the *Test Review* tools. The final reviewer considers the input of the initial reviewer(s) and makes the final determination which items to accept and which items to replace. ATI constructs the test based on the final reviewer's feedback.

ACCESS FINAL REVIEW PAGE

1. Verify the **School Year** to ensure that the benchmark plans will show in the correct school year. Refer to the Setting your School Year section, page 10, for directions.

2. Click **Assessment>Test Construction>Test Review**. *This menu only appears for those users defined as reviewers. It will disappear from view if a user is removed as a reviewer.*
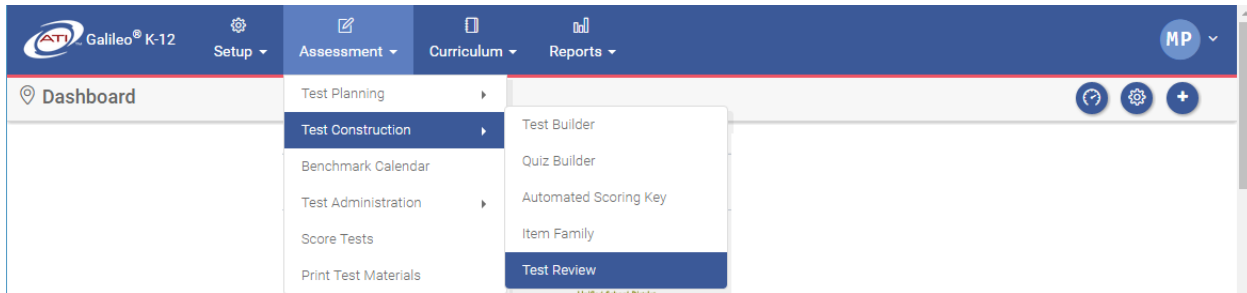
3. From the *Final Review* page, select the **Library** that houses the benchmark assessment. This is generally the District Review Library (e.g., 2016-17 ABC District Review Library).

4. Select the **Test**. All the test items on this test will appear. The test name is generally the year District/Charter School Subject Grade Test # (e.g., 2016-17 ABC District Reading 03 Gr. #1).

5. The **Final Review Completion Date** appears in red. The due date will usually be two weeks after the drafts have been delivered. You may arrange more time to review drafts; however, it will impact the delivery date of the final test.

PRINT INITIAL REVIEW
The final reviewer should print the initial reviewer's comments for reference. These comments can be helpful when selecting appropriate replacement items.

1. Access the *Final Review* page. Refer to the Access Final Review Page section, page 34, for directions.

2. Click the View Initial Reviews link.

(Image on next page.)

3. Select the **Library** that houses the benchmark assessment. This is generally the District Review Library (e.g., 2016-17 ABC District Review Library).

4. Select the **Test**. All the test items on this test will appear. The test name is generally the year District/Charter School Subject Grade Test # (e.g., 2016-17 ABC District Reading 03 Gr. #1).

5. Select the **Reviewer** whose comments you would like to see. You may view all comments by selecting the [All Reviewers] option.

6. (*optional*) Determine how you would like to view the reviewed **items** – All reviewed items, Reviewed items excluding accepted items, or All items.

7. You may:

   a. view the initial reviewer's feedback online, or

Set Review Options For Each Question.

Library [2016-17 ATI Review Library ▾]
Test [2016-17 ATI Reading 6th Gr. #2 ▾]   **Print Review**
Reviewer [[All Reviewers] ▾]

○ Show all reviewed items
Items ○ Show reviewed items excluding accepted items
○ Show all items

General Comments

		Learning standard
Subject:	AZ CC-R06: 6th Grade English Language Arts	
Standard:	AZ-L.6 LANGUAGE STANDARDS	
Objective:	AZ-L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Depth of Knowledge: 1		

DOK

1.

Auto Scored

Scoring methodology

Which sentence uses the active voice?   Test item

A ◉ The children made their teacher angry.
B ○ I was overcharged for this sandwich.
C ○ The garbage was not picked up today.
D ○ These cans of food were dropped off today.

Initial Reviews

Initial Reviewer: SARAH BELLUM   Initial reviewer

○ Not Reviewed
◉ Accept   Initial reviewer's review status
○ Replace

Comments

Initial Reviewer: STEPHEN WOLFE   Initial reviewer

○ Not Reviewed
○ Accept   Initial reviewer's rationale
◉ Replace

Comments
Students are not taught the passive and active voice terminology

b. click the Print Review link to generate a hardcopy report.

Set Review Options For Each Question.

Library [2016-17 ATI Review Library ▾]
Test [2016-17 ATI Reading 04 Gr. #1 ▾]   **Print Review**
Reviewer [[All Reviewers] ▾]

◉ Show all reviewed items
Items ○ Show reviewed items excluding accepted items
○ Show all items

General Comments

The printed version opens.

8. Once you have considered this input, you may now conduct the final item review (directions in the Final Item Review section below).

FINAL ITEM REVIEW

After the final reviewer reads and considers the initial reviewer's comments, the final reviewer now completes the review process. This involves accepting, deleting, or finding replacement test items. Based on the final reviewer's submission, ATI then creates the test.

1. Access the **Final Review** page. Refer to the Access Final Review Page section, page 34, for directions.

2. (*optional*) Determine how you would like to view the reviewed **items** – All reviewed items, Reviewed items excluding accepted items, or All items.

(Image on next page.)

◉ Show all reviewed items

Items ○ Show reviewed items excluding accepted items

○ Show all items

3. (*optional*) The **General Comments** box is for the final reviewer to provide ATI comments and suggestions for future item development.

4. Read each test item while considering the learning standard, depth of knowledge (DOK), scoring methodology, and item parameters. Also evaluate the stem, response, and distractors.

5. Also evaluate the **Initial Review Status**. The number of initial reviewers who did not review an item, accepted the item, and requested a replacement item. This information helps, along with the printed report generated from the Print Initial Review section (page 35) can help the final reviewer make his or her selection.

6. Click the radio button for the review:

    a. **Not Reviewed** – This is the default radio button. You have not reviewed the test item and made the determination to accept, replace, or delete the item. ATI will include this test item in the test delivered to your district's/charter school's secure test library.

    b. **Accept** – Click this radio button if this test item is an acceptable item for this test. ATI will include this test item in the test delivered to your district's/charter school's secure test library.

    c. **Replace** – Click this radio button to substitute this test item with an item from the secure item bank library. Refer to the Replace an Item section, page 41, for further details.

    d. **Delete** – Click this radio button to PERMANENTLY remove this item from the test. Refer to the Delete a Test Item section, page 44, for further details.

Once an item is deleted, ATI cannot identify which test item was on the test. The test item allocated slot is permanently removed from the test. In other words, if the test had 45 test items and you deleted a test item, you now have 44 test items on the test.

7. At any point during the review process, click the *Save Review* button.

REPLACE AN ITEM

The final reviewer should find a replacement item from the secure item bank library.

1. If you are in agreement with the initial reviewer's replacement rationale, click the **Replace** radio button.

Final Item Review

Initial Review Status: Not Reviewed (0) Accepted (0) Replace (2)

○ Not Reviewed

○ Accept

◉ Replace   Replace...   ⬅

○ Delete

2. Click on Replace... link.

3. On the **Replace Question** page, a box indicating which test item you are replacing along with the **total number** of possible replacement items is displayed. All the test items in the secure item bank that can replace the current item are displayed.

2016-17 ATI 06 Gr. ELA #1

Replacing question: 1

Possible replacement question(s): 6

4. Select the **Search Item Bank** library(ies).

Search Item Bank ☐ Current library ☑ ATI ☐ Public ☐ My district

☐ Show only items using the item families from current test

Refresh

a. **Current Library** – Searches the test item library where the **current test item resides**. You should select this option when conducting a test review for a K-2 grade test.

b. **ATI** – Searches for all items attached to the current test item standard **written by ATI**.

c. **Public** – Searches for test items from other districts/charter schools who contributed certified test items as part of the *Community Assessment and Item Banking (CAIB) Initiative*.

d. **My district** - Searches for test items written and certified by your district/charter school as part of the *Community Assessment and Item Banking Initiative* (CAIB).

e. **Show only items using the item families from current test** – Searches for all of the items for replacement with text (Item Family) already on the test.

> ⚠️ CAUTION
>
> *Use for 3ʳᵈ-12ᵗʰ grade ELA only. Do **not** use for 1ˢᵗ and 2ⁿᵈ grade items since there are duplicate item in the student read and teacher read banks and duplicates can occur.*

5. If changes are made to the **Search Item Bank** box, click the *Refresh* button.

6. Read each replacement test item while considering the learning standard, depth of knowledge (DOK), scoring methodology, and item parameters. Evaluate the stem, response, and distractors.

7. Select the radio button beside the **test item** you would like to appear on the test. This test item will replace the current test item.

Please note,

- You should consider the item parameters value (A, B, C) when selecting a test item replacement.
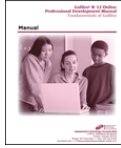
  Refer to the "Item Parameters" report in the "Generating Reports and Using Data" manual for an explanation of the parameters values. Instructions on generating this report are also found in the online help files.

- You may pick items for different text (Item Family) not already included in the assessment. After you select the replace function, the Item Family will appear on the assessment so that you may see the text. Keep in mind that bringing in new Item Families onto an assessment lengthens the reading required by students.

- When doing replacements for reading assessments, the replacement test item appears next to the text to which the question is referring. This changes the ordering of the questions.

- When replacing an item associated with an Item Family, include questions associated with the existing Item Family. Adding questions from new Item Family may lengthen an assessment since a new passage and question(s) are now included.

- Don't forget about the information in the Reminders section, page 17.

8. Click the *Replace Question* button.

9. Since the item was replaced, the Initial Review Status information no longer displays and the review status is reset to **Not Reviewed**.

10. Change the Final Item Review status to **Accept**.

DELETE A TEST ITEM

11. If you agree with the initial reviewer's rationale or you want to PERMANENTLY remove this test item from the test, click the **Delete** radio button.

Once an item is deleted, ATI cannot identify which test item was originally included on the test. The test item allocated slot is permanently removed from the test. In other words, if the test had 45 test items and you deleted one, you now have 44 test items on the test.

12. The test item will be deleted from this page is saved.

SAVE REVIEW

At any time during the review process and when all items have been reviewed, click the *Save Review* button.
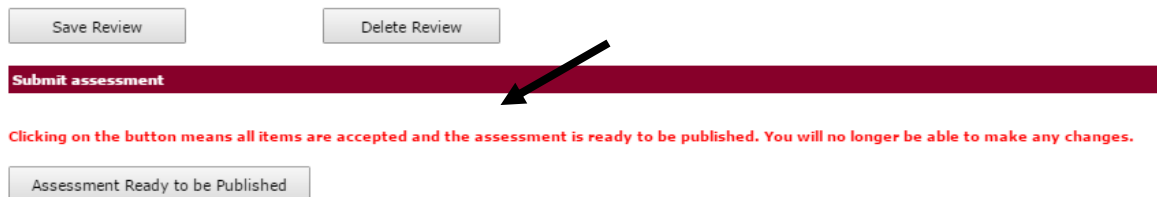
DELETE REVIEW

If during the review process, you want to reset the review, click the *Delete Review* button. The radio buttons will be reset to **Not Reviewed** and all final reviewer's comments for this assessment are removed. Please note that items that had the:

- **Accept** radio button selected, will be reset to **Not Reviewed**.

- **Replace** radio button selected, will be reset to **Not Reviewed**. If an item has been replaced, the original ATI test item selection is NOT restored. The replacement item displays.

- **Delete** radio button selected and the page was <u>not</u> yet saved, the radio button will be reset to **Not Reviewed**.

- **Delete** radio button selected and the page was saved prior to selecting the *Delete Review* button, the original ATI test item selection is not restored. The test item allocated slot was permanently removed from the test.

Save Review	Delete Review	←
Submit assessment		
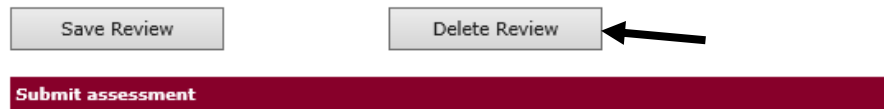
SUBMIT FINAL REVIEW

13. Once you have completed the final review of the test, read the warning message, and click the *Assessment Ready to be Published* button.

Save Review	Delete Review

Submit assessment

Clicking on the button means all items are accepted and the assessment is ready to be published. You will no longer be able to make any changes.

Assessment Ready to be Published

14. ATI creates the benchmark assessment based on the final item review. The finalized test will be delivered within two weeks or on the designated final assessment date, whichever is later.

T	I	P

If finalized assessments are not received two weeks after submitting reviews, please contact ATI's EMS (e-mail EdMgtSvs@ati-online.com or 800.367.4762) and inquire about the status.

(Image on next page.)

PRINT FINAL REVIEW

The final reviewer can generate a printed version of the review.

1. Access the *Final Review* page. Refer to the Access Final Review Page section, page 34, for directions.

2. Click the Print Review link.

3. The report is generated.

(Image on next page.)

34) Which sentence uses the passive voice?

A) Luckily, I was able to quickly recover from my illness.

✔ B) The kitchen floor is being cleaned right now.

C) Most of the plants in my yard are in bloom right now.

D) Let your brother come with you to the mall.

Subject: AZ CC-R06: 6th Grade English Language Arts
Standard: AZ-L.6 LANGUAGE STANDARDS
Objective: AZ-L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage   speaking.
Depth of Knowledge: 1
Score Methodology: Auto Scored
Initial Review Status: Not Reviewed: 0   Accepted: 1   Replace: 1
Review Status: Accept
Comment: STEPHEN WILSON   Students are not taught the passive and active voice terminology

MOVE A TEST

ATI notifies the district/charter school's contact via e-mail when the final benchmark assessments are delivered to the district's/charter school's secure library. The designated District-level user may move these assessments from the secure library into your district's/charter school's grade-appropriate benchmark library to provide access to school- and class-level users. Moving assessments to the grade-appropriate benchmark library allows results may be examined and utilized by administrators and teachers.
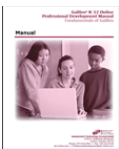
Directions for moving a test are included in the e-mail to the district's/charter school's primary contact when an assessment is delivered, in the Galileo Administrator Guide, in the Galileo Forum, and in the online help files.

Tests that reside in the secure library cannot be seen by other Galileo users, thus teachers cannot generate reports for these tests.

LIBRARIES

ATI's EMS will create your district's/charter school's grade-appropriate benchmark libraries. Depending on how your district/charter school desires to maximize security, the test may reside in your district's/charter school's secure library or a grade-appropriate benchmark library.

Certain benchmark assessments (e.g., Instructional Effectiveness assessments) reside in a *Results Only* Library. District-level users have access to this library. The

Results Only library access prevents Class- and School-level users from viewing the test items and scheduling a test; they may view the learning standards. Additionally, users cannot access details of certain report details (e.g., the test item), generate a test booklet or print answer key pages.

> **CAUTION** *Assessments residing in a "Results Only" library should remain in this secure library and should **not** be moved to a different library. The "Results Only" library permissions should not be modified.*

Please note, only District-level users have access to the secure library.

REPORTS

Tests that reside in a secure library cannot be seen by other Galileo users, thus educators (e.g., Class- and School-level users) cannot generate reports for these tests.

> **CAUTION** *Assessments residing in a "Results Only" library, such as Instructional Effectiveness (IE) assessments, should remain in this secure library and should **not** be moved to a different library.*

SCHEDULE A TEST

TEST ADMINISTRATION

Before test administration, you should be familiar with the content of the *Test Coordinator Manual for District-Wide Assessments*, *Offline and/or Online Test Administration Manual for District-Wide Assessments* manuals. Additional information can be found in the Test Administration section, page 7.

> **CAUTION** *It is important that that the test administrator receives the testing instructions (e.g., teacher instructions) and necessary testing materials (e.g., test booklet, bubble sheets).*

SCHEDULING OPTIONS

CLASS CALENDAR OR TEACHER DASHBOARD PAGE

Using the Schedule Test link from the **Class Calendar** page or the test link from the **Teacher Dashboard** page, any Galileo user may schedule a test for a class or intervention group. (Class- and School-level users are unable to schedule assessments residing in the *Results Only* Library.) Tests may be administered online, offline, and using Galileo-supported wireless responders.
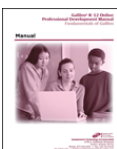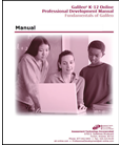
> *Refer to "A Guide for Galileo K-12 Online: Schedule an Assessment" documentation or the online help files for further information on this feature.*

BULK SCHEDULER

Galileo's *Bulk Scheduler* tool allows a District- or School-level user to schedule grade-level tests across the district/charter school, at selected schools and for selected classes as needed. The *Bulk Scheduler* tool may be used to schedule an online, offline, and wireless responder administered assessment.

Refer to "A Guide for Galileo K-12 Online Bulk Scheduler" documentation or the online help files for further information on this feature.

SCHEDULING IMPACTS REPORTS

How assessments are scheduled will impact the report results. It is ideal to schedule assessments only for the classes in which students will take the test. Limiting who is scheduled for a test will allow for more accurate measuring of participation.

SCANNING IMPACTS REPORTS

The categorical growth analysis compares observed student growth to growth expectations. The growth expectations vary depending on how many days transpired between the dates that the two assessments were administered. When tests are taken offline, the test date is defined as the date that the answer sheet is scanned into Galileo using *Scanline*.

It is important, therefore, that tests be scanned in the order they are administered: the pretest, test #1, test #2, then the posttest. Scanning should occur as close as possible to the date of the test administration. This ensures that the growth expectations are accurately calculated.