



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

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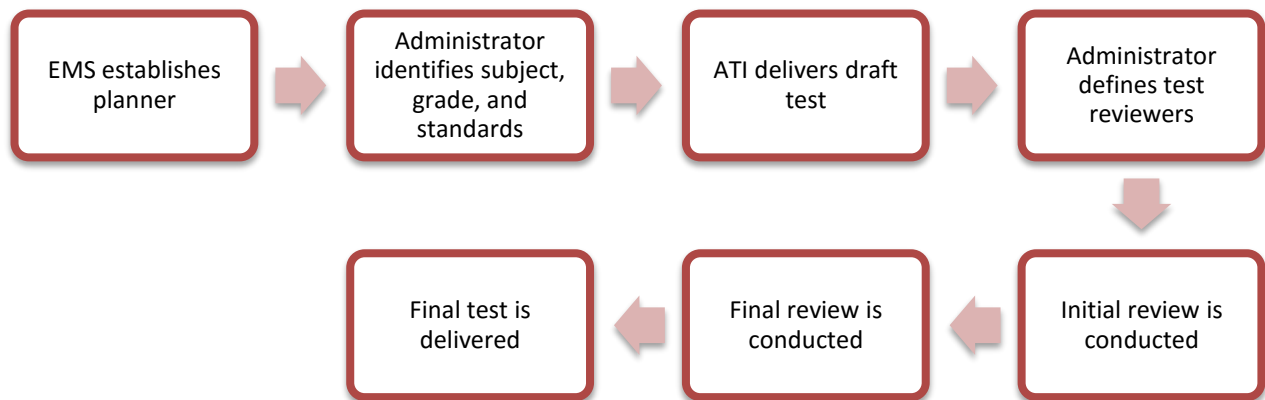
## BUILDING BENCHMARK ASSESSMENTS

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](mailto: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.



1. **Contact ATI's Educational Management Services (EMS)** ([EdMgtSvs@ati-online.com](mailto: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.

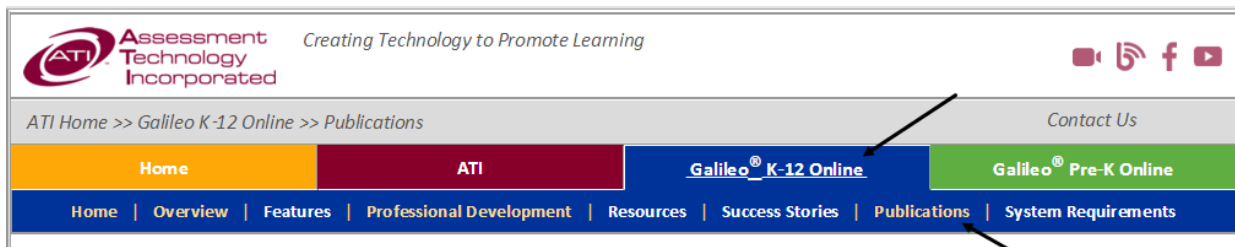
5. **The final version of the test is delivered.** A finalized test will then appear in the district's/charter school's secure library and is ready to be scheduled. The delivery date is defined in the *Assessment Planner* and predetermined by the district/charter school and ATI. Many districts/charter 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](mailto: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 <b>(CR)</b> 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 <b>(P)</b> 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 <i>Assessment Planner</i> tool. | <b>x</b> 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 <i>Assessment Planner</i> tool. | <b>xAZ-RL.5.4 (Use 5.4a &amp; L5.5a)</b> 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

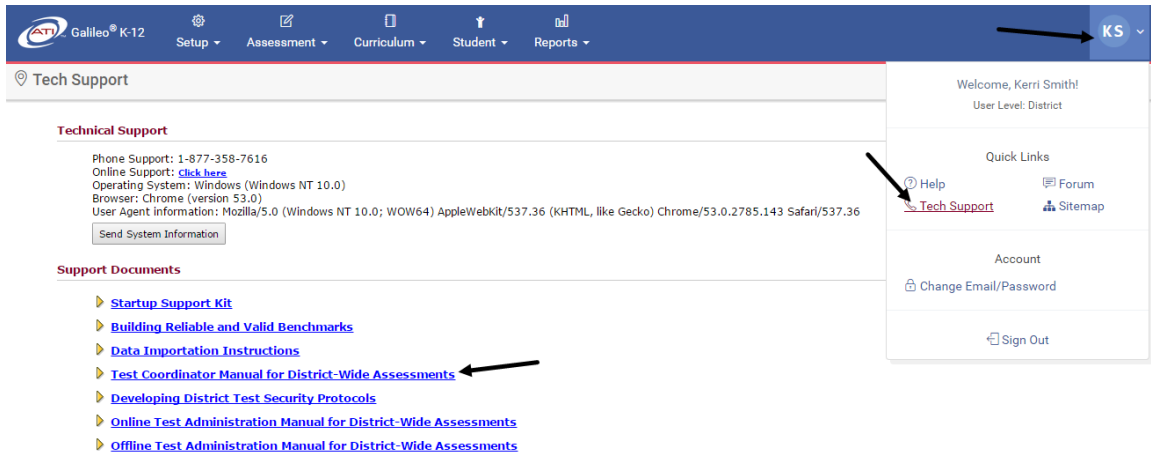
### TEST SECURITY PROTOCOL

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.

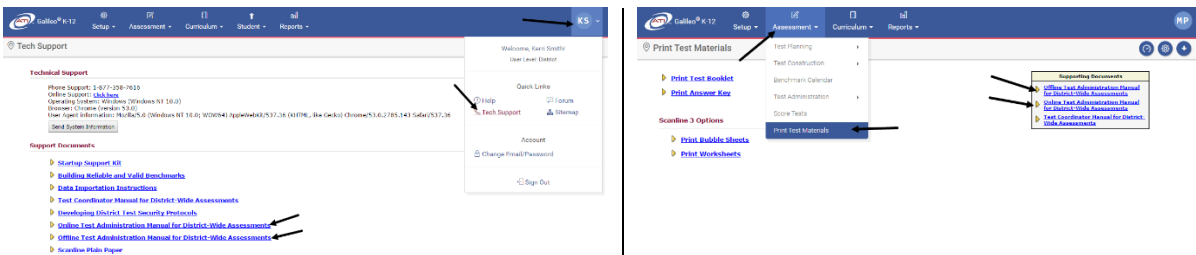


## TEST ADMINISTRATION

The *Test Administration for District-Wide Assessments* manual 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

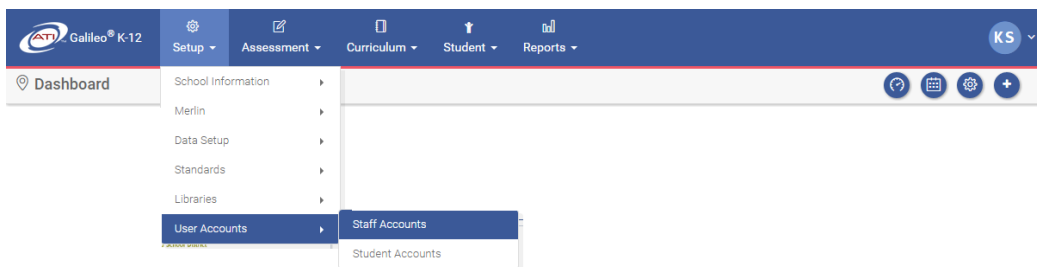
A School- or Class-level user, who is designated by a District-level user to make *Assessment Planner* selections, needs to have been given the user permission to edit an assessment plan when his or her staff account is created. Please note, only those users who were given the permission to add/modify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






| Name <input type="text"/> |                    | Login Name <input type="text"/> | Filter List <input type="button" value="Filter List"/> |
|---------------------------|--------------------|---------------------------------|--|
| Action                    | Name               | Login Name                      | User level   |
|                           | Acronym, Amanda    | cctrain01                       | Class  |
|                           | Airplane, Adrienne | cctrain02                       | Class  |
|                           | Alexander, Hector  | halexandercot                   | Class  |
|                           | Allison, Sarah     | common                          | Class  |
|                           | Allison, Terrell   | tallisoncot                     | Class  |



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



3. Click either the staff's name or **pencil icon**.

| Action  | Name               | Login Name | User level |
|---|--------------------|------------|------------|
|   | Acronym, Amanda    | 7Amanda    | Class      |
|   | Airplane, Adrienne | 7Adrienne  | Class      |
|   | Andiron, Adam      | 7Adam      | Class      |

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

Enter information in the fields below. Make sure to click Save when you are finished.

**User Information**

First Name:

Amanda

Last Name:

Acronym

Middle Name:

Login Name:

7Amanda

Password:

•••••

Confirm Password:

•••••

User Level:

School

☐ Create Default Libraries

☐ Force user to change password upon login

**User Permissions**

☐ Allow Bank Tool Access

☒ Allow Assessment Plan Editing

☒ Allow user to add students

☐ Allow user to delete students

☒ Allow user to enroll and drop students at the district level

☒ Allow user to enroll and drop students at the school level

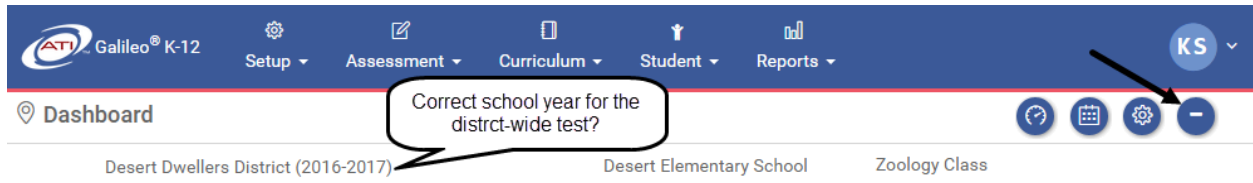
☒ Allow user to add/modify/delete other users

☐ Allow user to print report cards

5. Click the *Save/Back* button.

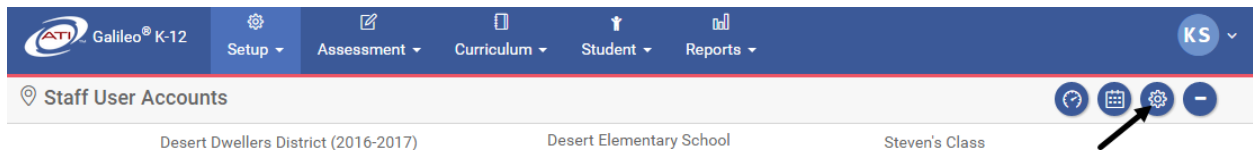
## SETTING YOUR SCHOOL YEAR

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.

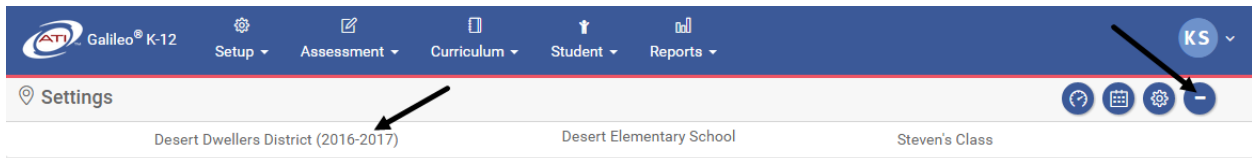


When completing the *Assessment Planner* for the next school year, your **School Year** will be the next school year. A message may display indicating that there is no enrollment data.

Use this page to specify the default settings you want each time you log-in to Galileo.

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](mailto: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*

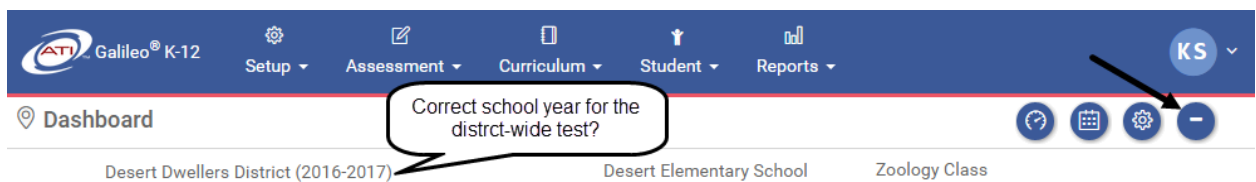


*ATI suggests that you complete an assessment plan for one test at a time, in each subject and at each grade-level in which you plan to administer a test.*

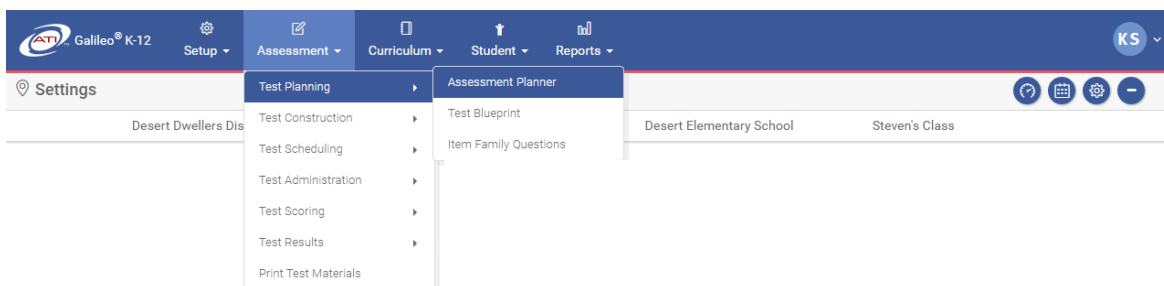
*If you are participating in the Community Item Banking (CAIB) Initiative, refer to the report directions in the [CAIB Item Count Report](#) section, page 21.*

## 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.

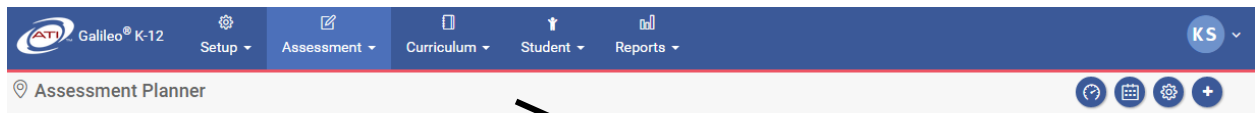


2. Click **Assessment>Test Planning>Assessment Planner**.

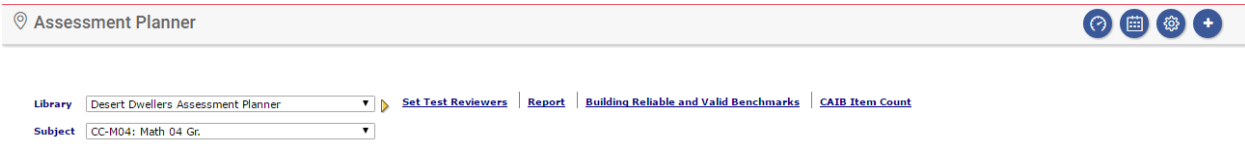


## COMPLETE THE ASSESSMENT PLANNER

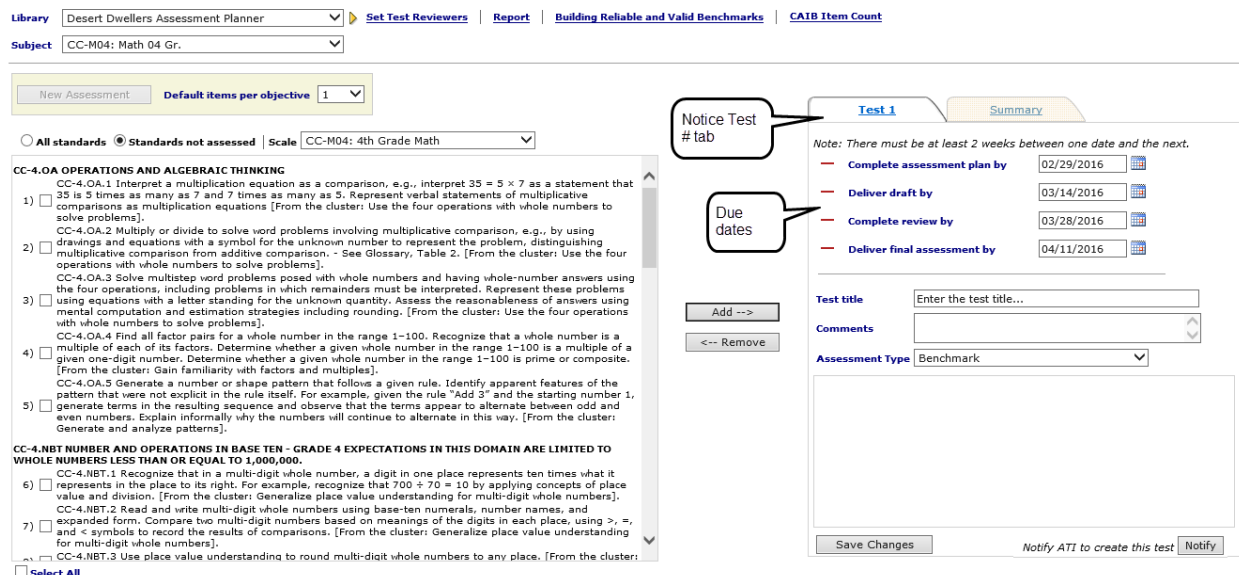
1. Access the **Assessment Planner** page. Directions are found in the [Access the Assessment Planner](#) section, page 11.
2. If you are not already familiar with the *Building Reliable and Valid Benchmark Assessments* paper, click the [Building Reliable and Valid Benchmarks](#) link. (Refer to [Benchmark 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](mailto: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 not 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.)*

Library: Desert Dwellers Assessment Planner | Set Test Reviewers | Report | Building Reliable and V

Subject: CC-M04: Math 04 Gr.

New Assessment | Default items per objective: 1

☐ All standards ☒ Standards not assessed | Scale: CC-M04: Math 04 Gr.

**CC-4.OA OPERATIONS AND ALGEBRAIC THINKING**

1) ☐ CC-4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations [From the cluster: Use the four operations with whole numbers to solve problems].

2) ☐ CC-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. - See Glossary, Table 2. [From the cluster: Use the four operations with whole numbers to solve problems].

3) ☐ CC-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [From the cluster: Use the four operations with whole numbers to solve problems].

4) ☐ CC-4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From the cluster: Gain familiarity with factors and multiples].

5) ☐ CC-4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. [From the cluster: Generate and analyze patterns].

**CC-4.NBT NUMBER AND OPERATIONS IN BASE TEN - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO WHOLE NUMBERS LESS THAN OR EQUAL TO 1,000,000.**

6) ☐ CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

7) ☐ CC-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

8) ☐ CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

☐ Select All

11. Determine if you would like to choose from:

New Assessment | Default items per objective: 3

☒ All standards ☐ Standards not assessed | Scale: CC-R04: 4th Grade English Language A

**CC-RL.4 READING STANDARDS FOR LITERATURE**

1) ☐ CC-RL.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.

2) ☐ CC-RL.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- 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.
- Standards not assessed** - Displays only those standards that haven't already been assessed on a district/charter school assessment.
- Scale** - This defaults to the same subject as the **Subject** field. Refer to the Additional Standards – Scales section, page 17, for directions on selecting options for this field.



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

**CC-4.OA OPERATIONS AND ALGEBRAIC THINKING**

- ☐ CC-4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations [From the cluster: Use the four operations with whole numbers to solve problems].
- ☒ CC-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. - See Glossary, Table 2. [From the cluster: Use the four operations with whole numbers to solve problems].
- ☒ CC-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [From the cluster: Use the four operations with whole numbers to solve problems].
- ☐ CC-4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From the cluster: Gain familiarity with factors and multiples].
- ☐ CC-4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. [From the cluster: Generate and analyze patterns].

**CC-4.NBT NUMBER AND OPERATIONS IN BASE TEN - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO WHOLE NUMBERS LESS THAN OR EQUAL TO 1,000,000.**

- ☒ CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].
- ☒ CC-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. [From the cluster: Generalize place value understanding for multi-digit whole numbers].
- ☐ CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

**Test 1 Summary**

Note: There must be at least 2 weeks between one date and the next.

- Complete assessment plan by 02/29/2016
- Deliver draft by 3/14/2016
- Complete review by 4/4/2016
- Deliver final assessment by 4/18/2016

Test title: 2016-17 Gr 04 Math #1

Comments: CC4.02.3 Use addition, subtraction, and multiplication only. No division at this time.

Assessment Type: Benchmark

Save Changes Notify ATI to create this test

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.

**CC-4.OA OPERATIONS AND ALGEBRAIC THINKING**

- ☐ CC-4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations [From the cluster: Use the four operations with whole numbers to solve problems].
- ☐ CC-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. - See Glossary, Table 2. [From the cluster: Use the four operations with whole numbers to solve problems].
- ☐ CC-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [From the cluster: Use the four operations with whole numbers to solve problems].
- ☐ CC-4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From the cluster: Gain familiarity with factors and multiples].
- ☐ CC-4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. [From the cluster: Generate and analyze patterns].

**CC-4.NBT NUMBER AND OPERATIONS IN BASE TEN - GRADE 4 EXPECTATIONS IN THIS DOMAIN ARE LIMITED TO WHOLE NUMBERS LESS THAN OR EQUAL TO 1,000,000.**

- ☐ CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].
- ☐ CC-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. [From the cluster: Generalize place value understanding for multi-digit whole numbers].
- ☐ CC-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

**Test 1 Summary**

Note: There must be at least 2 weeks between one date and the next.

- Complete assessment plan by 02/29/2016
- Deliver draft by 3/14/2016
- Complete review by 4/4/2016
- Deliver final assessment by 4/18/2016

Test title: 2016-17 Gr 04 Math #1

Comments: CC4.02.3 Use addition, subtraction, and multiplication only. No division at this time.

Assessment Type: Benchmark

Save Changes Notify ATI to create this test



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



47) ☒ CC-W.4.7 (P) Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

48) ☒ CC-W.4.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

☒ **Select All**

### 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.

Library: 2012-13 CC Assessment Planner [Set Test](#) [Building Reliable and Valid Benchmarks](#)

Subject: CC-M05: 5th Grade Math

New Assessment Default items per objective 3

Test 2 Test 1 Summary

Note: There must be at least 2 weeks between one date and the next.

Complete assessment plan by 01/02/2013

Enter draft by 01/16/2013

Complete review by 01/30/2013

Enter final assessment by 02/13/2013

Test title: Math Grade 5 Test #2-CC

Comments:

Assessment Type: Benchmark

4) 3

AZ-5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it

The majority of this benchmark test contains Common Core 5th grade math standards

This benchmark test contains 5th grade math state standards in addition to the Common Core standards

(1) The Common Core standards were already selected.  
(2) Now select the performance objectives for the state 5th grade math standards.

Scale: AZ-M05: 09-10 5th Grade Math

**S1C1 UNDERSTAND AND APPLY NUMBERS, WAYS OF REPRESENTING NUMBERS, AND THE RELATIONSHIPS AMONG NUMBERS AND DIFFERENT NUMBER SYSTEMS.**

1) ☒ M05-S1C1-01. Determine equivalence by converting between benchmark fractions, decimals, and percents.

2) ☒ M05-S1C1-02. Differentiate between prime and composite numbers.

3) ☐ M05-S1C1-03.

4) ☐ M05-S1C1-04. percent.

5) ☐ M05-S1C1-05. extend prod.

6) ☐ M05-S1C1-06. context.

**S1C2 UNDERSTAND AND RELATIONSHIP TO ONE ANOTHER.**

7) ☐ M05-S1C2-01. Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.

### REMINDERS

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

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

When you select an objective:

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

Note: There must be at least 2 weeks between one date and the next.

Complete assessment plan by 02/29/2016

Deliver draft by 3/14/2016

Complete review by 4/4/2016

Deliver final assessment by 4/18/2016

Test title 2016-17 Gr 04 Math #1

Comments CC4.02.3 Use addition, subtraction, and multiplication only. No division at this time.

Assessment Type Benchmark

1 CC-4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. - See Glossary, Table 2. [From the Master: Use the four operations with whole numbers to solve problems].

2) ☐ 3 Select the # of test items for this objective

3) ☐ 8

4 CC-4.OA.3 Multiply or divide to solve problems posed with whole numbers and having whole-number answers, including problems in which remainders must be interpreted. - See Glossary, Table 2. [From the Master: Use the four operations with whole numbers to solve problems].

5 CC-4.OA.4 Find all factor pairs for a given whole number in the range 1-100. Recognize that a whole number is an even multiple of two of its factors. - See Glossary, Table 2. [From the Master: Use the four operations with whole numbers to solve problems].

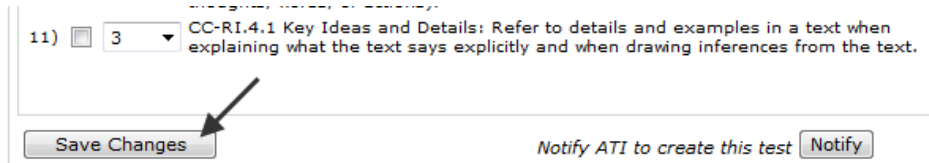
6) ☐ 3

Save Changes Notify ATI to create this test Notify

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**.

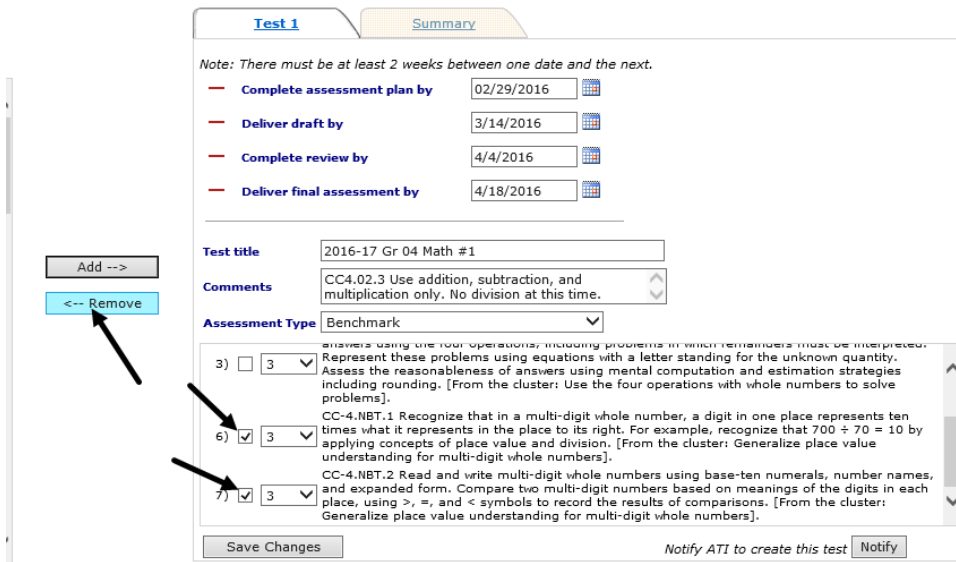
(Image on next page.)



11) ☐ 3 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.

Save Changes Notify ATI to create this test Notify

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.



Test 1 Summary

Note: There must be at least 2 weeks between one date and the next.

Complete assessment plan by 02/29/2016

Deliver draft by 3/14/2016

Complete review by 4/4/2016

Deliver final assessment by 4/18/2016

Test title 2016-17 Gr 04 Math #1

Comments CC4.O2.3 Use addition, subtraction, and multiplication only. No division at this time.

Assessment Type Benchmark

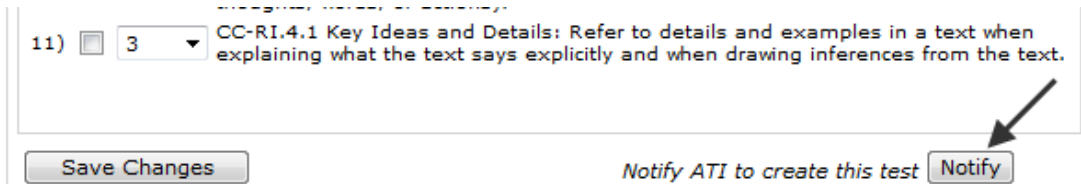
3) ☐ 3 CC-RI.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

6) ☒ 3 CC-4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

7) ☒ 3 CC-4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. [From the cluster: Generalize place value understanding for multi-digit whole numbers].

Save Changes Notify ATI to create this test Notify

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.



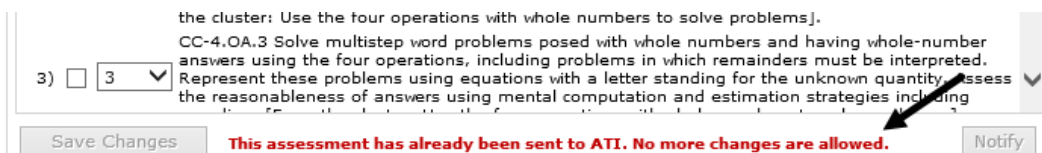
11) ☐ 3 CC-RI.4.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Save Changes Notify ATI to create this test Notify



*This benchmark building process takes six weeks.*

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



the cluster: Use the four operations with whole numbers to solve problems].

CC-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including

3) ☐ 3

Save Changes This assessment has already been sent to ATI. No more changes are allowed. Notify

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](mailto: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.*



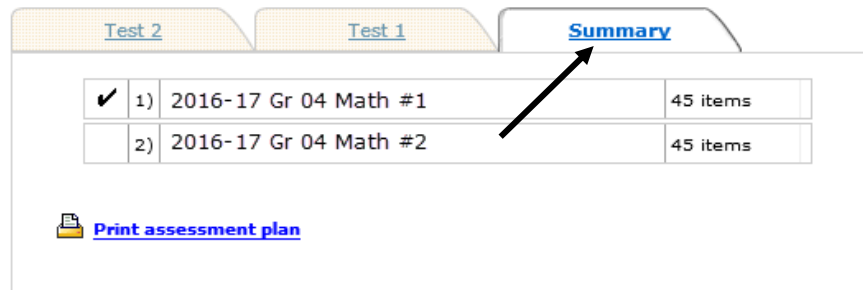
## SUMMARY TAB

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

### ACCESS SUMMARY TAB

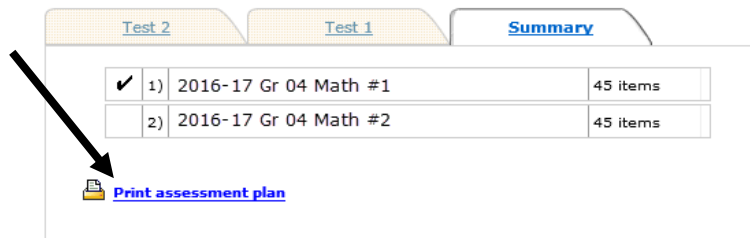
1. Access the **Assessment Planner** page. Directions are found in the [Access the Assessment Planner](#) section, page 11.
2. Select the **Library**. This Library name is generally "year District Assessment Planner" (e.g., 2016-17 ABC District Assessment Planner).
3. Select a **Subject**. The screen 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.

| Assessment Planner  |   |
|---|---|
|    | <b>District:</b> ATI Demo School District<br><b>School:</b> Cottonwood Elementary School<br><b>Class:</b> Homeroom 5: BURNETT:<br><b>Library:</b> Common Core Demo Assessment Planner<br><b>Subject:</b> CC-R04: Reading 04 Gr. |
| <hr/>   |   |
| <b>Test:</b>  | 2013-14 ATI CC-CBAS Reading 04 Gr. #1 Sample  |
| <b>Date Of Delivery:</b>  | 04/04/2013  |
| Performance Objective   | Number Of Items   |
| CC-RL.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.                                 | 3   |
| CC-RL.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.   | 4   |
| CC-RL.4.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 6   |
| CC-RL.4.4 (see also L.4.4a & L.4.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant                       | 4   |

## 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.

|   |   |
|---|---|
| <b>Library</b> CAIB-SS HS: HS American/AZ History - Desert Dwellers School District   |   |
| <b>Scale</b> AZ-SS HS: HS Social Studies--Strands 1-2   |   |
| <b>Standards</b>  |   |
| <b>S1 C1 RESEARCH SKILLS FOR HISTORY</b>  |   |
| SSHS-S1C1-01. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.  | 0 |
| SSHS-S1C1-02. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.  | 0 |
| SSHS-S1C1-03. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.  | 0 |
| SSHS-S1C1-04. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.  | 0 |
| SSHS-S1C1-05. Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. d. different points of view e. historical event (e.g. Geography Concept 6) f. perspective can be different g. validity.                 | 2 |
| SSHS-S1C1-06. Apply the skills of historical analysis to current political, geographic, and economic issues facing the world.   | 0 |
| SSHS-S1C1-07. Compare present events with past events: a. cause and effect b. change over time c. different points of view  | 2 |
| <b>S1 C2 EARLY CIVILIZATIONS</b>  |   |
| SSHS-S1C2-01. Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Pueblo | 6 |
| <b>Total Item Count:</b>  |   |

## ITEM FAMILY QUESTIONS REPORT

### PURPOSE

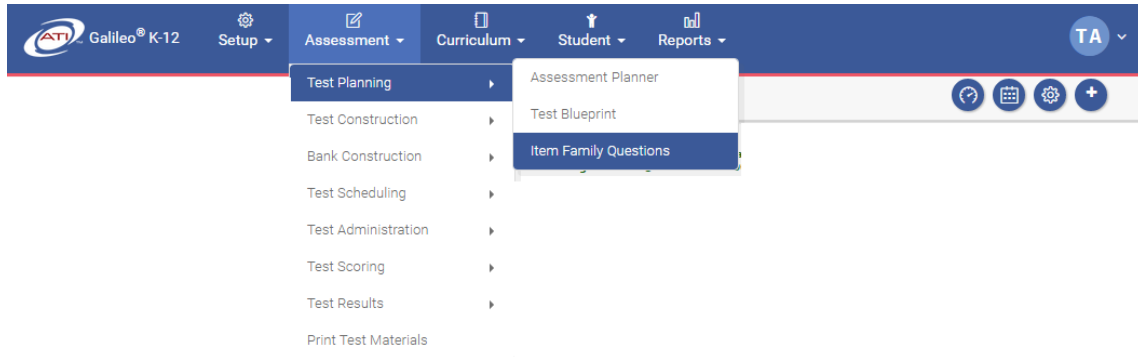
The *Item Family Questions* report shows all the assessment items associated with a particular item family.



*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.)

Item Family Questions: Select

Select a library and a subject, then click Show Item Families button to display the item families. To view the item family, click its title. Select one or more item families (up to 5) then click Run Report button. A new tab will open showing question counts by type. To sort item families by Genre, Lexile® Measure, Flesch-Kincaid, Word Count, click the column heading. If Lexile® Measure is 000, no Lexile is available.

School: Desert Dwellers School  
 Class: Social Studies CAIB  
 Library: CAIB-08 Social Studies  
 Subject: AZ-SS 08: 8th Grade Social Studies

Specific Question Type Filter: Multiple Choice

Show Item Families Run Report

5. Click the *Show Item Families* button.
6. All Item Families matching the selection criteria displays.

Show Item Families Run Report

4 item families

| Select                   | Item Family                                       | Genre          | Lexile® Measure | Flesch-Kincaid | Word Count |
|--------------------------|---|----------------|-----------------|----------------|------------|
| <input type="checkbox"/> | Treaty of Versailles                              | Unknown        | 000             |                |            |
| <input type="checkbox"/> | The Truman Doctrine                               | Expository (E) | 000             |                |            |
| <input type="checkbox"/> | FDR to Congress                                   | Expository (E) | 000             |                |            |
| <input type="checkbox"/> | Franklin D. Roosevelt's Declaration of War Speech | Unknown        | 000             |                |            |



7. (optional) To view the Item Family, click on Item Family's name.

4 item families

| Select                   | Item Family          | Genre          | Lexile® Measure | Flesch-Kincaid | Word Count |
|--------------------------|----------------------|----------------|-----------------|----------------|------------|
| <input type="checkbox"/> | Treaty of Versailles | Unknown        | 000             |                |            |
| <input type="checkbox"/> | The Truman Doctrine  | Expository (E) | 000             |                |            |
| <input type="checkbox"/> | FDR to Congress      | Expository (E) | 000             |                |            |
| <input type="checkbox"/> | 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 of 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 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: CA1B-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               |
|   | 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 number 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                      |
|  |         |                 |                |            | <b>Total</b> | <b>Multiple Choice</b> | <b>Educator Scored</b> | <b>Technology Enhanced</b> | <b>Multi-Part Item</b> |
| 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.

Galileo® K-12 Setup Assessment Curriculum Student Reports KS

Assessment Planner

Library [Select a library] Set Test Reviewers **Report** Building Reliable and Valid Benchmarks CAIB Item Count

Subject

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.)

Program Year

Select subject library

Delivery stage date between  to

☒ Planning
 ☒ Draft in Construction
 ☒ Reviewing Draft
 ☒ Revising Draft
 ☒ Assessment Completed
 ☒ Assessment Delivered

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.

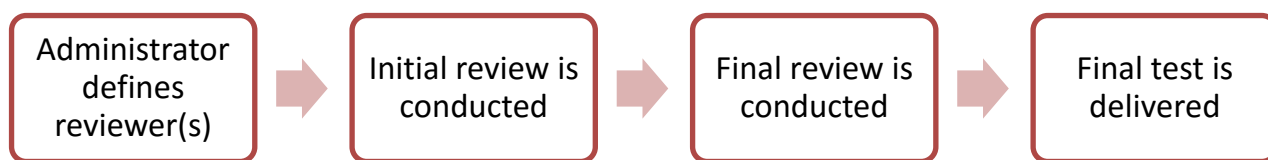
| Subject                                  | Delivery Stage       | Title                     | Item Count | Complete Plan | Deliver Draft | Complete Review | Final Delivery | Comments |
|--|----------------------|---------------------------|------------|---------------|---------------|-----------------|----------------|----------|
| 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             | 2010-11 04 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.



*The test review process is not 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 [Define Reviewers](#) 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 [Define Reviewers](#) 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 [Initial Review Takes Place](#) 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 [Final Review](#) section, page 34.) This individual uses the item replace tool to replace items. (Directions for this tool are found in the [Final Item Review](#) 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 [Submit Final Review](#) section, page 45.)

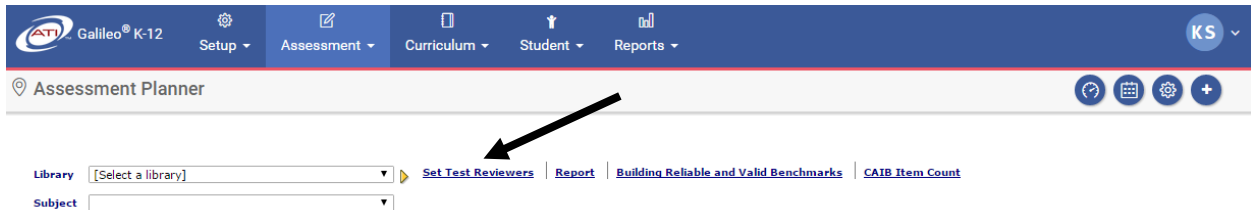
## DEFINE REVIEWERS



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

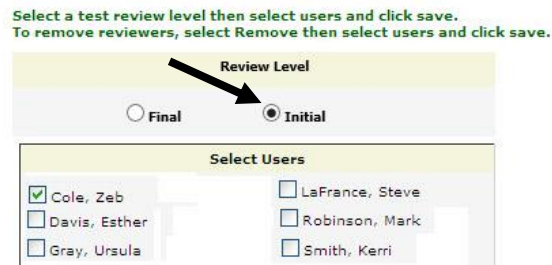
Establish the initial reviewer(s) first. Then you will repeat these steps to establish the final reviewer(s).

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)**.

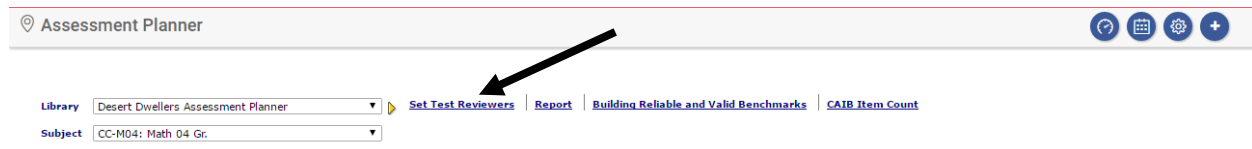


ATI recommends that there is a final reviewer for each grade level and/or subject.

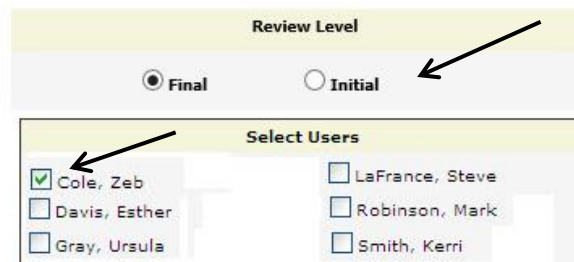
8. Click the **Save** button.

## 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



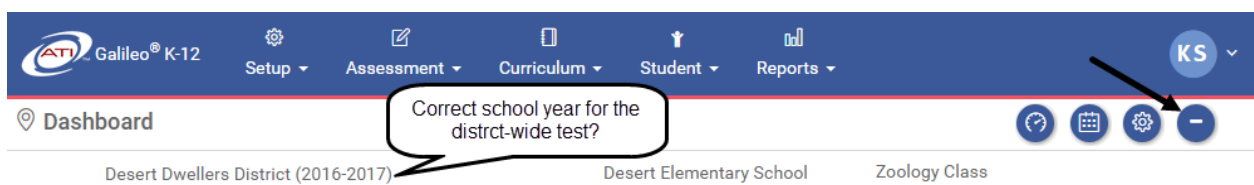
5. Click the **Save** button.

## CONDUCT REVIEW

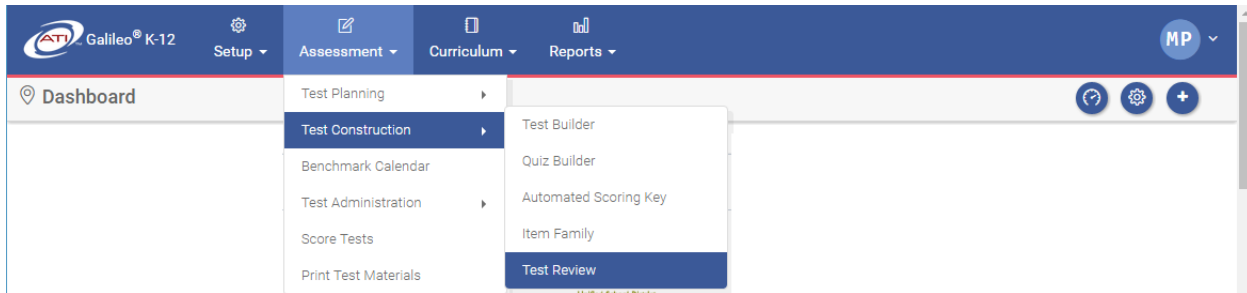
### INITIAL REVIEW TAKES PLACE

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.



- 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.*



- 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).
- 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).

**Set Review Options For Each Question.**

Library: 2016-17 ATI Review Library  
 Test: 2016-17 ATI Reading 04 Gr. #1  
 Reviewer: [Select a reviewer]  
☐ Show all reviewed items  
 Items: ☐ Show reviewed items excluding accepted items  
☒ Show all items

[Print Review](#)

- (optional, reserved for final reviewer) Use the drop-down **Reviewer** menu to select the reviewer's name.
- (optional) Click the radio button for the desired **Items** – Show all reviewed items, Show reviewed items excluding accepted items, or Show all items.
- (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.

**General Comments and Suggestions for Future Item Development**



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

The screenshot shows the 'Initial Item Review' interface. At the top left, a box contains the following information:

- Subject:** AZ-CC-R06: 6th Grade English Language Arts
- Standard:** AZ-RL.6 READING STANDARDS FOR LITERATURE
- Objective:** AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Depth of Knowledge:** 2

Callouts point to these elements:

- Learning standard:** Points to the Objective text.
- DOK:** Points to the Depth of Knowledge value.
- Scoring methodology:** Points to the 'Auto Scored' label.
- Test item:** Points to the title 'The Children's Hour'.
- Stem:** Points to the question text: 'Which technique used by the author in these lines most emphasizes the speaker's feelings?'.
- Item Family (not all test items have this component):** Points to the poem text on the left.
- Correct response:** Points to the selected radio button for option C.
- Non-correct responses are distractors:** Points to the unselected radio buttons for options A, B, and D.

The interface also includes a 'Comments (please be specific)' text area at the bottom.

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.

The form shows the 'Initial Item Review' section with three radio buttons: 'Not Reviewed' (selected), 'Accept', and 'Replace (please comment)'. Below the buttons is a text area labeled 'Comments (please be specific)'.

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

The form shows the 'Initial Item Review' section with three radio buttons: 'Not Reviewed', 'Accept' (selected), and 'Replace (please comment)'. Below the buttons is a text area labeled 'Comments (please be specific)'.



- 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.

Initial Item Review

☐ Not Reviewed  
☐ Accept  
☒ Replace (please comment)

Comments (please be specific)

Poetry has not yet been covered by the testing window. Please exchange this question with another piece of literature.

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

☐ Not Reviewed  
☒ Accept  
☐ Replace (please comment)

Comments (please be specific)

Save Review Delete Review

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.

☐ Not Reviewed  
☒ Accept  
☐ Replace (please comment)

Comments (please be specific)

Save Review Delete Review

## PRINT REVIEW

Click the [Print Review](#) link to generate a printed version of the review.

Set Review Options For Each Question.

Library: 2016-17 ATI Review Library

Test: 2016-17 ATI Reading 04 Gr. #1

Reviewer: [Select a reviewer]

☐ Show all reviewed items  
☐ Show reviewed items excluding accepted items  
☒ Show all items

[Print Review](#)

**2016-17 DD 06 Gr. ELA #1 (Item Review)**

Please Note: ATI does not receive initial reviewer comments. These comments are for final reviewer reference only.

**General Comment:**  
Final Review: No comment entered.  
Read each question carefully.

1) from "The Children's Hour"

Based on the author's word choice, which best describes the mood of the first four stanzas of this poem?

☐ A) frightening  
☒ B) suspenseful  
☐ C) busy  
☐ D) funny

**Subject:** AZ CC-R06: 6th Grade English Language Arts  
**Standard:** AZ-RL.6 READING STANDARDS FOR LITERATURE  
**Objective:** AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  
**Depth of Knowledge:** 3  
**Score Methodology:** Auto Scored

**Review Status:** Replace

**Comment:** Please select a different piece of literature as poetry hasn't been covered by the time this test is administered.

1

Reviewer's status and comments

## 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.

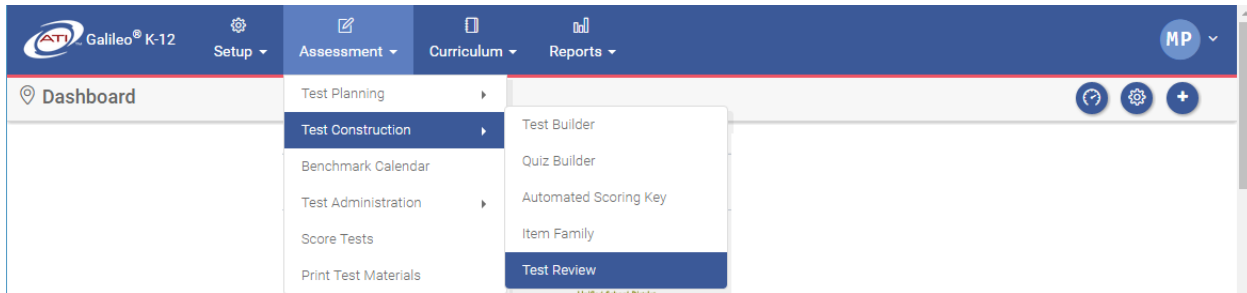
Galileo® K-12 Setup Assessment Curriculum Student Reports KS

Dashboard

Correct school year for the district-wide test?

Desert Dwellers District (2016-2017) Desert Elementary School Zoology Class

- 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.*



- 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).
- 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).
- 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.

Set Review Options For Each Question.

Library: 2016-17 ATI Review Library

Test: 2016-17 ATI Reading 04 Gr. #1

Reviewer: [Dropdown]

Items: ☐ Show all reviewed items ☐ Show reviewed items excluding accepted items ☒ Show all items

Final Review Completion Due by 02/11/2016

Save Review

[Print Review](#) [View Initial Reviews](#)

Link displays once review is saved

### 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.

- Access the **Final Review** page. Refer to the [Access Final Review Page](#) section, page 34, for directions.
- Click the [View Initial Reviews](#) link.

(Image on next page.)

Set Review Options For Each Question.

Library

Test

Reviewer

[Print Review](#) [View Initial Reviews](#)



Items ☐ Show all reviewed items

☐ Show reviewed items excluding accepted items

☒ Show all items

Final Review Completion Due by 02/11/2016

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.

Set Review Options For Each Question.

Library

Test

Reviewer

Items

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

☒ Show all reviewed items

Items ☐ Show reviewed items excluding accepted items

☐ Show 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  
 Reviewer: [All Reviewers]

[Print Review](#)

- Items: ☒ Show all reviewed items  
☐ Show reviewed items excluding accepted items  
☐ Show all items

General Comments

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

Learning standard

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  
☐ Replace

Initial reviewer's review status

Comments

Initial Reviewer: STEPHEN WOLFE

Initial reviewer

- ☐ Not Reviewed  
☐ Accept  
☒ Replace

Initial reviewer's rationale

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  
 Reviewer: [All Reviewers]

[Print Review](#)

- Items: ☒ Show all reviewed items  
☐ Show reviewed items excluding accepted items  
☐ Show all items

General Comments

The printed version opens.

2) from "The Children's Hour"

Read the lines.

"By three doors left unguarded  
They enter my castle wall!"

What does this metaphor mean?

✓ A) The girls have come into the speaker's study.

B) The girls are playing with a toy castle.

C) The speaker has a toy castle.

D) The speaker lives in a large castle with his daughters.

**Subject:** AZ CC-R06: 6th Grade English Language Arts

**Standard:** AZ-RL.6 READING STANDARDS FOR LITERATURE

**Objective:** AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Depth of Knowledge:** 2

**Score Methodology:** Auto Scored

**Initial Reviewer:** Sarah Bellum

**Review Status:** Reject

**Comment:** We don't cover poetry until the last 2 months of school. Could you find a non-poetry passage for this standard?

**Initial Reviewer:** Stephen Wolfe

**Review Status:** Reject

**Comment:** Please select a different piece of literature as poetry hasn't been covered by the time this is administered.

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.

Save Review

General 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.

Subject: AZ CC-R05: 6th Grade English Language Arts  
 Standard: AZ-RL.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
 Objective: AZ-RL.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
 Depth of Knowledge: 2

DOK level  
 Readability and Lexile information (not available for all test items)  
 Excelsior® 9L1 850 Readability Index: 5.1 Lexile: 880L  
 Parameters: A=1.36 B=0.91 C=0.20

7. Auto Scored  
 Test item parameters  
 Link to item family (not on all test items)  
 Scoring methodology  
 • Excelsior

from "Excelsior"  
 Read the quotation.  
 "The king stood before the rebellious nobles and said, 'My good lords, throw down your arms and submit. Britain will only suffer if we fight. Already our enemies abroad look across the sea and make plans to invade and conquer our lands.'"  
 What do Arthur's words show?

Stem  
 A. He knows that the nobles are allied with Britain's foreign enemies.  
 B. He is trying to trick the nobles into giving up their rebellion.  
 C. He does not want to attack the nobles because he fears them.  
 D. He is concerned for the well-being of the country.

Correct response  
 Non-correct responses are distractors

"Excelsior"  
 based on Sir James Knowles's *The Legends of King Arthur and His Knights*  
 The young King Arthur and his knights left London for a great feast would be held to honor the new king. The Arthur at the city and showered him with praise.  
 However, when the king rose at the feast to grant fiefdoms [parcels of land], the nobles refused them. They shouted, "We will take nothing from a beardless boy of unknown birth! Rather, we will make him presents of sword strokes between the head and shoulders."  
 His anger kindled to great flame, Arthur drew the sword he had pulled from the stone and leapt at the nobles. The brave Sir Key and the rest of Arthur's knights

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.

Final Item Review

Initial Review Status: Not Reviewed (0) Accepted (1) Replace (1)

☒ Not Reviewed  
☐ Accept  
☐ Replace  
☐ Delete

Review selections  
 Initial reviewer's review status

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.

Final Item Review

---

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

---

☒ Not Reviewed 

☐ Accept

☐ Replace

☐ Delete

- 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.


Final Item Review

---

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

---

☐ Not Reviewed

☒ Accept 

☐ Replace

☐ Delete

- 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.

|  |
|--|
| <b>2016-17 ATI 06 Gr. ELA #1</b>           |
| Replacing question: <b>1</b>               |
| Possible replacement question(s): <b>6</b> |

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

The screenshot shows a search interface with several options. Callout 'a' points to the 'Search Item Bank' checkbox. Callout 'b' points to the 'Current library' checkbox. Callout 'c' points to the 'ATI' checkbox, which is checked. Callout 'd' points to the 'Public' checkbox. Callout 'e' points to the 'Show only items using the item families from current test' checkbox. A 'Refresh' button is located at the bottom left of the search area.

- 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.
- 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.



Use for 3<sup>rd</sup>-12<sup>th</sup> grade ELA only. Do **not** use for 1<sup>st</sup> and 2<sup>nd</sup> 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.

The corresponding item bank question is the same as the one you are replacing

Objective(s): AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Learning standard

Link to item family (not an option on all test items)

**Riding the Waves 6Ld 455** Readability Index: 2.2 Lexile: --- Readability and Lexile information (not available on all test items)

Depth of Knowledge: 2 DOK level

Parameters: A=1.02 B=-0.75 C=0.36 Test item parameters

Auto Scored Scoring methodology

Replacement test items display below

• Riding the Waves

Select radio button to place this test item on the test

Riding the Waves from Act Two Item family (not an option on all test items)

JACK.  
JULIET.  
MALCOLM.  
SHAW.

[It is a summer morning on the beach in San Diego. In the background, birds are chirping. The regular sound of waves crashing on the shore can be heard. BEN, JACK, and JULIET are walking across the sand, wearing wetsuits and carrying surfboards and backpacks. MALCOLM and SHAW are already past the point where the waves break, surfing. They are experienced and can surf very well.]

JACK [pointing out over the ocean]. Is that Shaw? Look at him! It's like he's not even trying. He just stands up on the surfboard and the wave carries him in. There is no way that I am going to

from Riding the Waves Test item

Read the excerpt.

"JULIET [kindly.] It's true, Jack. Give it a try. You don't even need to stand up on the surfboard. Let's just get out there and teach you how to crouch. Once you catch a wave or two, you'll love it. I promise.

JACK [looks from BEN, who is nodding in agreement, to JULIET, who smiles, and back to BEN again. JACK tries to smile, too]. Well...I'm here. I guess I might as well give it a try."

What effect do Juliet's words have on Jack? Stem

☐ A. He becomes fearful. Distractor

☒ B. He feels encouraged. Response

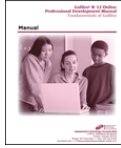
☐ C. He feels like he does not fit in. Distractor

☐ D. He becomes upset and angry. Distractor

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.
- Click the *Replace Question* button.
  - Since the item was replaced, the Initial Review Status information no longer displays and the review status is reset to **Not Reviewed**.

Final Item Review

Initial Review Status: No Reviews

☒ Not Reviewed

☐ Accept

☐ Replace

☐ Delete

Test item was replaced. Notice the Review Status is set to "No Reviews"

Now you should click the **Accept** radio button

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

Final Item Review

---

Initial Review Status: No Reviews

---

☐ Not Reviewed  
☒ **Accept** ←  
☐ Replace  
☐ Delete

#### 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.

Final Item Review

---

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

---

☐ Not Reviewed  
☐ Accept  
☐ Replace  
☒ **Delete** ←



*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.

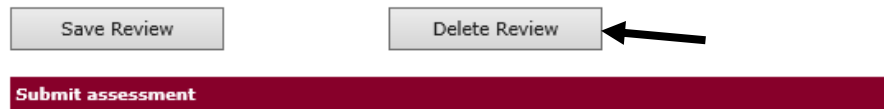
←

**Submit assessment**

## DELETE REVIEW

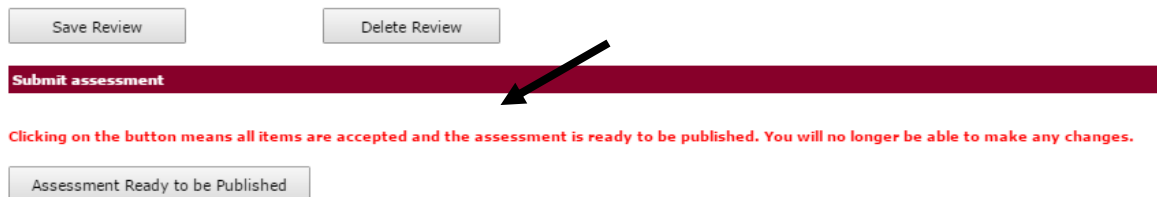
If during the review process, you want to reset the review, click the *Delete Review* button. The radio buttons will be reset to **Not Reviewed** and all final reviewer's comments for this assessment are removed. Please note that items that had the:

- **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 not 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.



## 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.



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.



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

*(Image on next page.)*

Library: \*2012-13 AZ-Desert Dwellers Planner | [Set Test Reviewers](#) | [Report](#) | [Building Reliable and Valid Benchmarks](#) | [Copy Assessment Planner Library](#) | [CAIB Item Count](#)

Subject: AZ CC-M06: Math 06 Gr. CC

New Assessment | Default items per objective: 1

☐ All standards ☒ Standards not assessed Scale: CC-M06: 6th Grade Math

**AZ-6.RP RATIOS AND PROPORTIONAL RELATIONSHIPS**

3) ☐ AZ-6.RP.3 Understand ratio concepts and use ratio reasoning to solve problems: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

5) ☐ AZ-6.RP.3b Understand ratio concepts and use ratio reasoning to solve problems: Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

6) ☐ AZ-6.RP.3c Understand ratio concepts and use ratio reasoning to solve problems: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

7) ☐ AZ-6.RP.3d Understand ratio concepts and use ratio reasoning to solve problems: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

**AZ-6.NS THE NUMBER SYSTEM**

AZ-6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Add --> <-- Remove

Test 1 | Summary

Note: There must be at least 2 weeks between one date and the next.

Complete assessment plan by: 02/29/2016

Deliver draft by: 03/14/2016

Complete review by: 03/28/2016

Deliver final assessment by: 04/11/2016

Test title: 12-13 Gr 6 Math #1

Comments: AZ-6.NS.3 Should be limited to add and subtract for this test

Assessment Type: Benchmark

1) ☐ 4

AZ-6.RP.1 Understand ratio concepts and use ratio reasoning to solve problems: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird

## 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.

### Set Review Options For Each Question.

Library: 2016-17 ATI Review Library

Test: 2016-17 ATI Reading 04 Gr. #1

Reviewer:

☐ Show all reviewed items

Items ☐ Show reviewed items excluding accepted items

☒ Show all items

[Print Review](#) [View Initial Reviews](#)

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.

Test  
item

**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 in speaking.

**Depth of Knowledge:** 1

**Score Methodology:** Auto Scored

**Initial Review Status:** Not Reviewed: 0 Accepted: 1 Replace: 1

**Review Status:** Accept

**Comments:** STEPHEN WILSON Students are not taught the passive and active voice terminology

Final review status

Learning  
standard

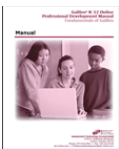
Scoring methodology

Initial review status

Initial review rationale

## 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.



*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.



*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.

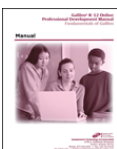


*It is important that the test administrator receives the testing instructions (e.g., teacher instructions) and necessary testing materials (e.g., test booklet, bubble sheets).*

### 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.

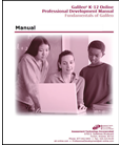


*Refer to "A Guide for Galileo K-12 Online: Schedule an Assessment" documentation or the online help files for further information on this feature.*



## **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.