Galileo Administrator Guide

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# Galileo Administrator Guide

## Table of Contents

**ATI Contacts** .......................................................................................................................... 1  
**Populate Galileo** .................................................................................................................. 1  
**Implementation Checklist** .................................................................................................. 2  
  - Year End Review .................................................................................................................. 2  
**Assessment Options** ........................................................................................................... 3  
  - Types of Galileo Assessments .............................................................................................. 3  
  - Process Overview .................................................................................................................. 4  
  - Test Schedule ....................................................................................................................... 4  
  - Assessment Options .............................................................................................................. 4  
  - Assessment Planner .............................................................................................................. 6  
    - Process of Creating a District Curriculum Aligned Assessment (DCAA) ....................... 6  
  - Communication ..................................................................................................................... 8  
  - Test Development Recommendations ............................................................................... 8  
    - Number of Benchmark Assessments .............................................................................. 8  
    - Items per Standard on the Assessment ........................................................................... 8  
  - Assessment Length .............................................................................................................. 8  
**Test Administration** ........................................................................................................... 9  
  - Process Overview .................................................................................................................. 9  
  - Testing Protocol .................................................................................................................... 9  
    - Test Security Protocol ...................................................................................................... 9  
    - Test Coordinator Protocol .............................................................................................. 10  
    - Test Administration Protocol ....................................................................................... 10  
  - Assessment Administration Methods .............................................................................. 11  
  - Test Delivery ......................................................................................................................... 11  
    - Naming Convention .......................................................................................................... 11  
    - Secure Library .................................................................................................................. 12  
    - Results Only Library ....................................................................................................... 13  
  - Print Test Materials ............................................................................................................ 13  
    - Test Booklet ...................................................................................................................... 13  
    - Bubble (Answer and Grading) Sheets ............................................................................. 13  
    - Worksheets ....................................................................................................................... 14  
  - Move a Test ............................................................................................................................ 14  
  - Schedule Test ......................................................................................................................... 16  
    - Scheduling Impacts Reports .............................................................................................. 16  
    - Scanning Impacts Reports .............................................................................................. 16  
    - Dashboard/Class Calendar Page ...................................................................................... 17  
    - Bulk Scheduler .................................................................................................................. 18  
    - Bulk Schedule History ...................................................................................................... 24  
  - Test Administration ............................................................................................................. 29  
  - Move Testing Data ............................................................................................................... 30  

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Revised as of 10.04.18
**Data Parameters** ........................................................................................................ 32
**Participation Rate** ........................................................................................................ 32
**Generate Report** ........................................................................................................... 33

**Managing Galileo Data** ................................................................................................. 37
**External Tests** ............................................................................................................... 37
**Form Builder** ................................................................................................................ 37
**Library** .......................................................................................................................... 38
  - Access Library Builder Page ......................................................................................... 39
  - Create a Library ............................................................................................................ 39
  - View Library Permission ............................................................................................ 44
  - Edit Library Permission .............................................................................................. 45
  - Delete a Library .......................................................................................................... 45
**Intervention Groups** ...................................................................................................... 45
  - Purpose ....................................................................................................................... 45
  - Access Intervention Groups Page ............................................................................... 46
  - Create a Group ........................................................................................................... 47
  - Create a Composite Set ............................................................................................. 49
  - View an Intervention Group ....................................................................................... 50
  - Edit an Intervention Group ....................................................................................... 50
  - Delete an Intervention Group ..................................................................................... 51
**Reports** .......................................................................................................................... 52
  - Ready-Made Reports ................................................................................................. 52
  - Custom Reports ......................................................................................................... 52

**Additional Resources** .................................................................................................. 53
**Help Files** ..................................................................................................................... 53
**Technical Support** ......................................................................................................... 53
**Professional Development** ............................................................................................ 54
ATI CONTACTS

ATI’s phone number is 800.367.4762 or 520.323.9033.

<table>
<thead>
<tr>
<th>ATI Contact</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Services Coordinator (FSC)</td>
<td>Supports implementation of Galileo</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:FSC@ati-online.com">FSC@ati-online.com</a></td>
</tr>
<tr>
<td>Educational Management Services (EMS)</td>
<td>Creates and delivers assessments</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:EdMgtSvs@ati-online.com">EdMgtSvs@ati-online.com</a></td>
</tr>
<tr>
<td>Data Importation</td>
<td>Supports the importing of Student Information System (SIS) data</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:GalileoDataImport@ati-online.com">GalileoDataImport@ati-online.com</a></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Provides onsite and webinar trainings</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ProfessionalDevelopment@ati-online.com">ProfessionalDevelopment@ati-online.com</a></td>
</tr>
<tr>
<td>Research</td>
<td>Contact once benchmark testing is complete¹</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Research@ati-online.com">Research@ati-online.com</a></td>
</tr>
<tr>
<td>Technical Support</td>
<td>Troubleshoots technical difficulties</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:TechSupport@ati-online.com">TechSupport@ati-online.com</a></td>
</tr>
</tbody>
</table>

POPULATE GALILEO

The district/charter school may populate Galileo by (1) using GDI import procedures and the Galileo Upload Planner tool (2) using Clever integration or (3) manually entering the information and then using the Annual Data Setup tool to transfer the information to a new school year. Either way the information populated in Galileo is based on the information in the district/charter school’s student information system (SIS).

The “Galileo Data Setup” manual may be provided to the district/charter school Galileo Administrator during Galileo implementation.

¹ Item Response Theory (IRT) analysis is automatically calculated for core subject areas (ELA, math, science) for districts/charter schools based on Arizona. Districts/charter schools outside of Arizona and any district/charter school administering non-core subject testing must contact ATI for IRT to be generated.
IMPLEMENTATION CHECKLIST

The Galileo® K-12 Online Implementing Galileo Checklist for Benchmark Assessments walks the Galileo Administrator through all the steps necessary for a successful implementation. This checklist is provided to the district/charter school Galileo Administrator during Galileo implementation. An additional checklist can be found at http://www.ati-online.com/pdfs/profdevelopment/K-12/forms/Getting_Started_With_Galileo_LS_Checklist.pdf.

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**YEAR END REVIEW**

Each spring ATI offers a complimentary Year End Review and Preparing for the New School Year Learning on Demand webinar providing participants the opportunity to reflect on the prior year’s successes and challenges with Galileo implementation.
Participants are guided through a “checklist” of preparation topics for the new school year including an overview of ATI’s new initiatives and professional development opportunities. Further information on the Learning on Demand webinars can be found in the Professional Development section, page 54.

**ASSESSMENT OPTIONS**

**Types of Galileo Assessments**

Benchmark (aka district-wide assessments) and formative tests (aka teacher-created assessments) are assessments that measure the achievement of standards. Benchmark assessments typically cover a broad range of standards. For example, a benchmark test may be used to measure the achievement of standards targeted for instruction over an extended time period. Formative assessments are typically short informal assessments covering a small number of standards and are designed to provide information to guide instruction.

For further information regarding assessments, please refer to the "Composition of a Comprehensive Assessment System“ white paper found on ATI’s web site, [www.ati-online.com](http://www.ati-online.com).
It is the responsibility of the district’s/charter school’s Galileo Administrator to communicate with their ATI Educational Management Services (EMS) Coordinator on which benchmark assessment options they will administer during the school year, which subject areas, and which grades. Additionally, ATI needs to have the district’s/charter school’s testing schedule, thus ensuring that the tests are delivered in time for test administration. When appropriate the test delivery date to the district’s/charter school’s secure test library should also be included in the testing schedule.

Depending on the benchmark test being requested from ATI, the benchmark test may take 2-6 weeks for delivery. When building your benchmark assessment schedule, this timeframe should be taken into consideration.

A district/charter school may utilize Galileo for their benchmark assessments. Due to the ATI robust nature of ATI’s item bank, please discuss your district’s/charter school’s assessment needs with your ATI Educational Management Services (EMS) Coordinator (refer to page 1, ATI Contacts). It is important to discuss your assessment needs with your ATI EMS Coordinator since not all of assessments are available in all states.
<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Blueprint Assessment Series (CBAS)</td>
<td>CBAS tests are a series of pre-built, predictive benchmark assessments designed to be administered district-wide and can be used to forecast performance on statewide assessments, inform instruction, and monitor progress across time. Each assessment in this series is aligned to the appropriate state test blueprint and is updated in a timely manner with any changes to the blueprint or standards. Multiple versions of each assessment are available so that the assessments may be administered quarterly if the district/charter school chooses. Each version contains a different set of items so that the content of the assessments may be made available to teachers and students following administration without compromising the security of future assessments. Since scores from assessments are placed on a common scale, a change in a student’s score across assessments is a direct measure of growth.</td>
</tr>
<tr>
<td>Technology Enhanced Blueprint Assessment Series (TE CBAS)</td>
<td>CBAS assessments provide a comprehensive offering of grade-level standards. Test consists of approximately 30% Technology Enhanced (TE) items, 70% multiple choice items. Blueprint may vary from test to test.</td>
</tr>
<tr>
<td>District Curriculum-Aligned Assessments through the Assessment Planner (DCAA)</td>
<td>District/charter school designed assessments which can be aligned to district/charter school curriculum. District/charter schools choose standards to be assessed by filling out the Assessment Planner. Pretests and posttests can be constructed through the Assessment Planner.</td>
</tr>
<tr>
<td>Instructional Effectiveness Series (IE)</td>
<td>Comprised of two tests – a pretest and a posttest. The primary function of IE assessment is to evaluate the amount of growth that students demonstrate between the pretest and the posttest and to assist a district/charter school in measuring an educator’s effectiveness.</td>
</tr>
<tr>
<td>College Prep Tests</td>
<td>Tests are a series of pre-built, predictive benchmark assessments designed to be administered district-wide and can be used to forecast performance on college entrance exams, inform instruction, and monitor progress across time.</td>
</tr>
<tr>
<td>Early Education Assessment Series</td>
<td>Consists of computer-presented assessments aligned to Common Core State Standards in kindergarten and first grade. There are English Language Arts (TE EL) and Math (TE EM) assessments.</td>
</tr>
<tr>
<td>Assessment Options</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ATI-Built District-Created Assessments Community Assessment Item Banking Initiative (CAIB)²</td>
<td>District/charter school designed custom assessments which can be aligned to district/charter school curriculum for non-state tested subject areas (e.g., Social Studies, PE, foreign language).</td>
</tr>
<tr>
<td>Formative Assessment Series: AZ Civics test</td>
<td>This formative assessment is based on the information covered on the U.S. citizenship test. Current test versions include: (1) all multiple choice items and (2) multiple choice with open response items.</td>
</tr>
</tbody>
</table>

For more detailed information on these assessments and other assessment options, please refer to the Galileo® K-12 Online: ATI-Created Assessment Options document, [http://ati-online.com/pdfs/profdevelopment/k-12/assessment_Options.pdf](http://ati-online.com/pdfs/profdevelopment/k-12/assessment_Options.pdf) found in the online help files.

**ASSESSMENT PLANNER**

ATI provides district/charter school the opportunity to work with our Education Management Services (EMS) department in building their benchmark assessments aligned to specific standards. Galileo’s Assessment Planner tool is used to provide ATI the pertinent information required to build the assessments. The planning process is often initiated by identifying essential standards to be targeted for instruction. Once the standards are identified, the assessments are planned using the Assessment Planner tool. The Assessment Planner tool allows the district/charter school to specify:

- The number of benchmark assessments planned for the year (generally three or four).
- A requested delivery date for each assessment.
- The specific standards to be measured on each assessment.
- The number of items (generally between one and five) desired for measuring each standard on each assessment.

**PROCESS OF CREATING A DISTRICT CURRICULUM ALIGNED ASSESSMENT (DCAA)**

The district-wide curriculum aligned assessment building process takes six (6) weeks.

² Assessment option is not available in all states. District/charter school must participate in ATI’s Community Assessment and Item Banking Initiative (CAIB) professional development session(s). For further information, contact ProfessionalDevelopment@ati-online.com or 800.367.4762.
1. **Contact ATI’s Educational Management Services** (EMS) 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. (Refer to the ATI Contacts section, page 1, for contact information.)

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

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

5. **The final version of the test is delivered to the district/charter school.** A finalized test will then appear in the district’s/charter school’s secure testing library and is ready to be moved and scheduled. The delivery date is defined in the Assessment Planner tool and predetermined by the district/charter school and ATI.

   To receive guidance in designing the District Curriculum Aligned Assessments and prior to using the Assessment Planner tool, please contact ATI’s Educational Management Services (EMS) (refer to the ATI Contacts section, page 1, for contact information).

   *Directions for completing the Assessment Planner and the test review process can be found in the “Assessment Planner and Test Review” document and in the online help files.*

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3 Tests residing in a Results Only test library should not be moved out of this 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.

**TEST DEVELOPMENT RECOMMENDATIONS**

You should read the *Building Reliable and Valid Benchmark Assessments* resource paper located on the Galileo K-12 Online’s Publications area of ATI’s web site ([http://www.ati-online.com](http://www.ati-online.com)). This paper includes suggested assessment strategies.

**NUMBER OF BENCHMARK ASSESSMENTS**

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.

**ITEMS PER STANDARD 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 standard. The number of items per standard does have an effect on the number of standards that can be accommodated when the issue of test length is considered.

**ASSESSMENT LENGTH**

Test length is determined by how long of a testing period your schedule permits and how many items per standard you would like to use. ATI recommends that a minimum of 35 items be on each assessment. Test 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.
TEST ADMINISTRATION

PROCESS OVERVIEW

Testing Protocol
• Review ATI’s protocols for Test Security, Test Coordinator, and Test Administration
• Utilize ATI’s protocol or create district/charter school testing protocol

Determine Test Administration Method
• Online and/or Offline

Test Delivery
• ATI delivers test to appropriate test library
• District-level users have access to secure test library

Print Test Materials
• Student login name/password (if online testing)
• Print: test booklet, answer sheet, and worksheet (when applicable)

Move Test
• Instructional Effectiveness, pretests, and posttests are not moved from the Results Only test library
• Class- and School-level users cannot see results until test is moved to grade-appropriate test library

Schedule Test
• Individual educator schedules the test from the Teacher Dashboard
• Administrator uses Bulk Scheduling tool

Test Administration
• Scan answer sheets and worksheets, if necessary
• Contact ATI’s Research department for Item Response Theory (IRT) to be performed

Data Analysis

TESTING PROTOCOL

TEST SECURITY PROTOCOL

The Developing District Test Security Protocols whitepaper describes factors a district/charter school should consider when developing a test security protocol for each type of assessment they will administer. A test security protocol defines district/charter school procedures and practices that impact test security including test creation, management, and administration. The whitepaper also includes ATI’s recommended test security protocols for benchmark assessments and instructional effectiveness pretests/posttests. This whitepaper may help districts and charter schools develop test security protocols specific to the district/charter school.
**Test Coordinator Protocol**
The Test Coordinator Manual for District-Wide Assessments manual located within Galileo provides the Galileo test coordinator with ATI’s guidelines for administering a benchmark assessment. This document may help the district/charter school to develop testing procedures and protocols specific to their needs.

**Test Administration Protocol**
The Offline Test Administration Manual for District-Wide Assessments and the Online Test Administration Manual for District-Wide Assessments manuals located within Galileo provide the Galileo test administrator with ATI’s guidelines for administering a benchmark assessment. These documents may help the district/charter school to develop test administration protocols specific to the district/charter school.
ASSessment Administration Methods

In order for the assessment to be administered, Galileo must be populated with the information from the district/charter school’s student information system. Information on populating Galileo is found in the “Galileo Data Setup” manual and in the online help files.

There are two methods for delivering an assessment. They are:

1. **Online** – Students complete the test on the computer or a Galileo-supported mobile device through the K-12 Student-Parent Center.

   Refer to the appropriate “Galileo K-12 Student-Center” manual or the online help files for details.

2. **Offline** – Students use a test booklet and mark their responses on a scannable answer sheet. The answer sheet is scanned into Galileo using GradeCam or Scanline.

   Refer to the appropriate “Scanline” manual for details.

**CAUTION**

No matter which delivery method is used the test must be scheduled. A test may be scheduled at the District-, School-, and Class-level. Access to schedule a test is a library permission. Scheduling information can be found in the Schedule Test section, page 16.

**Test Delivery**

ATI delivers the benchmark assessment to a secure library. Only District-level users have access to the secure library. Based on the type of test, the test may need to moved from a secure library to an appropriate test library. Directions for moving a test can be found in the Move a Test section, page 14.

**Naming Convention**

This table describes the standard naming convention for a test library and test name.
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Test Library Security</th>
<th>Test Library Name</th>
<th>Test</th>
<th>Moving a Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness (IE) Assessments</td>
<td><strong>Result Only</strong> library</td>
<td>school year district name IE Library</td>
<td>school year ATI-state IE Pretest (or Posttest) Subject Grade level</td>
<td>Test should remain in this library.</td>
</tr>
<tr>
<td></td>
<td>District-level users may access the content of this library (e.g., print and/or schedule test). School- and Class-level users can generate reports that show results but not the items.</td>
<td>Example: 2018-19 ABC District IE Library</td>
<td>Example: 2018-19 ATI AZ-IE Pretest Reading 06 Gr.</td>
<td></td>
</tr>
<tr>
<td>Pre/Post assessments and all other benchmark assessments</td>
<td><strong>Read-Only</strong> library</td>
<td>school year district name Test Type Library</td>
<td>school year ATI-state Subject Grade level</td>
<td>For users to generate reports, the test should be moved from the secure library to a grade-appropriate benchmark test library.</td>
</tr>
<tr>
<td></td>
<td>All users may access the content of this library (e.g., print and/or schedule test)</td>
<td>Example: 2018-19 ABC District Benchmark Library</td>
<td>Example: 2018-19 ATI AZ Reading 06 Gr.</td>
<td></td>
</tr>
</tbody>
</table>

After the benchmark test is delivered the test may be scheduled. Scheduling may be done by a District- and/or School-level user using the Bulk Scheduler tool and/or via the Teacher Dashboard page. The type of benchmark test dictates the user’s permission for scheduling.

* Bulk scheduling instructions are found in this manual on page 16. Scheduling instructions can be found in the “Galileo Online and Offline Assessment” manual, “A Guide for Galileo K-12 Online: Schedule an Assessment” document, and in the online help files.

**Secure Library**

Contents of a Secure Library can only be accessed by District-level users. School- and Class-level users are unable to access a Secure Library, and thus schedule, and print from a Secure Library. If you want School- and/or Class-level users to print,

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4 Refer to the Move a Test section, page 13.

5 Instructional Effectiveness assessments reside in a Results Only Secure Library. Refer to the Results Only Library, page 7, for further information.
schedule, and generate reports on benchmark assessments residing in a Secure Library, the tests should be moved into an appropriate library.

Directions for moving a test can be found in the Move a Test section, page 14, and in the online help files.

RESULTS ONLY LIBRARY
There are certain benchmark assessments (e.g., Instructional Effectiveness assessments) that 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, these users cannot access 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.

PRINT TEST MATERIALS
When a test is administered offline, materials should be printed.

TEST BOOKLET
Once ATI delivers the benchmark assessment, the test booklet can be printed at any time. This test booklet is not personalized for the student and/or class, therefore, one is printed from Galileo and then copied so that there are sufficient numbers for the testing class.

Directions for printing a test booklet can be found in the “Galileo Online and Offline Assessment” manual, “A Guide for Galileo K-12 Online: Print Test Booklet”, “A Guide for Galileo K-12 Online: Print Teacher-Read Instructions” documents, and in the online help files.

BUBBLE (ANSWER AND GRADING) SHEETS
Once ATI delivers the benchmark assessment and the test is scheduled, the test bubble (answer and/or grading) sheets can be printed. A GradeCam bubble sheet may be printed with or without the student’s information as desired by the teacher. A Scanline bubble sheet is personalized for the given student.
Directions for printing the bubble sheets can be found in the “Scanline Plain-Paper” and the “Scanline High-Speed” manual.

Directions for printing GradeCam bubble sheets can be found on the Tech Support page in Galileo.

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.

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.

WORKSHEETS
Districts/charter schools using the plain-paper Scanline may generate and print personalized worksheet(s) for the test. Worksheets are printed after ATI delivers the benchmark assessment.

Directions for printing the worksheets can be found in the “Scanline Plain-Paper” manual.

MOVE A TEST
Once ATI has delivered your finalized benchmark assessments, a District-level user should move these assessments from the Secure Library into your district’s/charter school’s testing Library. (Tests that reside in the Secure Library cannot be seen by other Galileo users, thus Class- and School-level users cannot see the content of these tests.6) Instructional effectiveness assessments residing in a Results Only library should remain in this secure library and should not be moved to a different library.

ATI’s Educational Management Services (EMS) creates your district’s/charter school’s testing libraries. Once the assessments reside in your district’s/charter school’s library, you may begin the scheduling process.

Only District-level users have access to the Secure Library.

1. Click either:
   a. Test Builder tile.

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6 Instructional Effectiveness assessments remain in the Results Only Secure Library. Refer to the Results Only Library, page 7, for further information.
b. **Assessment>Test Construction>Test Builder.**

2. Click the **Move Test** button.

3. Use the **Library** drop-down field to select the library that houses the test you would like to move. A Secure Library name is generally “year District Secure Library” (e.g., 2018-19 ABC District Secure Library).

   **CAUTION**
   Assessments residing in a “Results Only” library should remain in this secure library and should **not** be moved to a different library.

4. Place a checkmark by the **test(s)** you would like to move. You may use the **Select All** or the **Deselect All** link.

5. Select the **Library** where you would like to place the test(s).
6. Click the Move Test button.

**Schedule Test**

In order to administer an assessment in Galileo, a test must be scheduled. (Refer to the Assessment Administration Methods section, page 11, for delivery options.) A benchmark assessment can be scheduled by any Galileo user. However, access to the scheduling of a test is based on the library permission (e.g., only District-level users have the Secure Library and Results Only permission test libraries). Tests can be scheduled using the Teacher Dashboard and Class Calendar pages or using the Bulk Scheduler tool.

**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 GradeCam or 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.
**DASHBOARD/CLASS CALENDAR PAGE**

Users may schedule a published test, for offline and online test administration, from the **Teacher Dashboard** page as well as from the **Class Calendar** page. Scheduling a test on the **Class Calendar** page is done by a School- or District-level user.

Instructions for scheduling a test from the **Teacher Dashboard/Class Calendar** pages can be found in the “Galileo Online and Offline Assessment” manual, "A Guide for Galileo K-12 Online: Schedule an Assessment” document, and in the online help files.
**Bulk Scheduler**

**Purpose**
The Bulk Scheduler tool in Galileo allows users to schedule grade-level tests across the district/charter school, at selected schools, and for selected classes as needed. The bulk scheduler is a tool that may be used for offline and online assessments.

Panel: Test libraries permissions determine which Galileo user can schedule a test using the Bulk Scheduler tool. Refer to the Test Delivery section, page 11, for further information.

**Steps**
The directions provided below are for bulk scheduling a test. The scheduling a Dialog or Unit is very similar.

1. **Click** either:
   a. Bulk Scheduler tile.
   b. Assessment>Test Scheduling>Bulk Scheduler.

2. **Select the Library** that houses the test you would like to schedule.

3. **Select the Test(s)** you would like to schedule.
Tests of the same grade level are generally scheduled at the same time. For example, all 6th grade tests, then all 7th grade, etc.

4. Click the Next >> button.

5. Select the **School Type** – grade, middle, or high school.

6. Select which **School(s)** in the district/charter school for which you wish to schedule a test.

7. If there are additional grade, middle, and/or high school, click the appropriate **School Type** radio button and select the desired **school(s)**.

8. Click the Next >> button.

9. Filter the **Class** at the schools for which you wish to schedule the assessment. You may filter by one or all of these options:
   
   a. Select the **Course Grade Level** at the schools for which you wish to schedule the assessment.

   b. Type in character from the **Course Code** (e.g. MAT, ALG, GEOM).

   TIP: You may enter up to ten course code filters, each separated by a comma.

   c. Type in character from the **Class Name**.

   TIP: You may enter up to ten class names filters, each separated by a comma.

   d. Select the **Student Grade Level** at the schools for which you wish to schedule the assessment.

   e. *(optional)* Place a checkmark in the **Only include classes not already scheduled for the test** box.
10. Click the Next >> button.

If a selected grade level(s) is chosen that does not match the test’s grade level, a warning message appears letting you know that a test does not match the grade-level of you selected. You may still schedule the test(s).

11. Place a checkmark by the class(es) for which you wish to schedule the test.

12. Verify the Instructor of Record. The default is the individual designated as the class’ teacher. When scheduling a test for:

   a. under 1000 classes, the Instructor of Record selection is part of the bulk scheduling process. The scheduler may change the Instructor of Record default.

   b. over 1000 classes the scheduler cannot edit the Instructor of Record during the scheduling process. After scheduling the test, the Bulk
**Schedule History** page is accessed and editing (selection) is done. (Refer to the Bulk Schedule History section, page 24, for further details.)

13. Click the Next >> button.

14. Select the **date** and **time** for which you would like the test to be available for students to take.

![Step 5: Set time range when test will be taken](image)

Please note the following:

a. When administering the test online, you will only want to make it available for the amount of time that the students will have available to take the test. If you make a test available for longer than that, a student could log into the system, retake the exam, or change his or her answers.

b. A test must be scheduled in order for bubble sheets to be printed.

c. Completed test bubble (answer) sheets and, when applicable, worksheets, may be scanned into Galileo at any time. Scanning may, but does not have to, occur during the dates and times you have established.

d. The printing of worksheets is in no way dependent on scheduling a test.

15. Click the Next >> button.

16. To define the calculator when:

   a. one test is being scheduled, proceed to the next step.

   b. 2 or more tests are being scheduled, click the [Click here to view/update available tools for the student](#) link and proceed to the next step.
17. Click the **Override calculator default selection** field. If statewide test provides calculator, the bolded calculator is the default.

18. To edit **each test** schedule, password, randomization, dictionary, thesaurus, text-to-speech, and posting of student scores:
a. Select the desired testing date.

b. By default the test does not have a password. To define a test password, remove the checkmark in the No Password field and type the test password in the Password box. A password only applies to tests scheduled for a class and are administered online.

c. Select Randomize items if desired. This option applies only to online testing.

   ATI recommends that you do not randomize kindergarten, first grade or the College Prep writing/language assessments.

d. (Optional) place a checkmark in the Translator field to allow translation into a language of the student’s choice

e. (Optional) Place a checkmark in the Dictionary/Thesaurus field to allow students’ to access the online dictionary/thesaurus.

f. (Optional) Select the Text-to-Speech field if there are students who require the accommodation. All students in the selected class(es) will have access to this tool. Users may access their Teacher Dashboard or the Bulk Schedule History page and modify the students. Text-to-Speech is not available for ASK or formative tests.

g. (Optional) Select the Scores checkbox, and the date and time fields to post scores in the Galileo K-12 Student-Parent Center.

h. (Optional) Select the Responses field for students to view the test items and their responses in the K-12 Student-Parent Center.
1. Click either:
   a. **Bulk Schedule History** tile.
   b. **Assessment>Test Scheduling>Bulk Schedule History**.

**BULK SCHEDULE HISTORY**

**PURPOSE**
The Bulk Schedule History displays all events scheduled using the Bulk Scheduler tool. Edits to scheduled events can be done from the Bulk Schedule History page.

**ACCESS BULK SCHEDULE HISTORY**
The directions provided below are for editing a bulk scheduled test. The editing of a scheduled Dialog or Unit is very similar.

*Editing the schedule of an assessment that was done using the Bulk Scheduler tool, can only be done by a School-level and higher users.*

*Test libraries permissions determine which Galileo user can edit a scheduled test using the Bulk Scheduler tool. Refer to the Test Delivery section, page 11, for further information.*
2. The schedules that are listed differ for District- and School-level users:
   a. **District-level**: sees all bulk-schedules created for the selected test (district-wide).
   b. **School-level**: only sees bulk-schedules that user created, and will receive a message if they select a test schedule created by someone else.
   c. **Class-level**: only sees bulk-schedules that user created, and will receive a message if they select a test schedule created by someone else.

3. Select the scheduled event type – **Test, Assignment, Unit** or **Lesson Plan**.

4. Use the down arrow on the **School** drop-down menu to select the school or the [All Schools] option.

5. Use the down arrow on the **Library** drop-down menu to select the test library.

6. Use the down arrow on the **Test** drop-down menu to select the test.

**EDIT TEST SCHEDULE, STUDENT TOOLS & PASSWORD**

These instructions are for modifying the test schedule for all scheduled classes. To edit the testing schedule for an individual class, refer to the **View/Edit Scheduled Class section**, page 26, **Edit Instructor of Record section**, page 27, and **Remove Scheduled Class section**, page 28.

1. Access the **Bulk Scheduling History** page. Refer to the **Access Bulk Schedule History section**, page 24, for instructions.

2. Click the **pencil** icon next to the testing schedule you would like to edit, or click the desired schedule link under **Testing Period**. The scheduler will open.

   (Image on next page.)

<table>
<thead>
<tr>
<th>School</th>
<th>Library</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>[All schools]</td>
<td>[2010-2011 Desert D“er Benchmark Assessment]</td>
<td>[2010-2011 Sr. ELA Benchmark Assessment]</td>
</tr>
</tbody>
</table>

3. Make your **edits** to the schedule including adding/editing any test password and student tools.

   **T I P**

   *To edit the student who will be provided the Text-to-Speech tool, refer to the Text-to-Speech instructions in the online help files.*

4. Click the **Save** button.

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DELETE SCHEDULED EVENT
1. Access the *Bulk Scheduling History* page. Refer to the Access Bulk Schedule History section, page 24, for instructions.

2. Click the trashbin icon for the scheduled event.

3. If there is student testing data, refer to the Move Testing Data section, page 30, for directions.

   Please note, if test scores have been entered, including the scanning of the bubble sheets, the scheduled test cannot be deleted.

VIEW/EDIT SCHEDULED CLASS
1. Access the *Bulk Scheduling History* page. Refer to the Access Bulk Schedule History section, page 24, for instructions.

2. Click the [Edit Classes] link.

3. The scheduled class(es) appear.
4. Click the View link.

5. The pop-up message displays whether scores have been recorded and/or bubble sheets have been printed for a given scheduled test. Classes that have recorded scores and/or printed bubble sheets cannot be deleted.

6. If necessary, click the Back to Bulk Schedule History link.

**EDIT INSTRUCTOR OF RECORD**

1. Access the **Bulk Scheduling History** page. Refer to the Access Bulk Schedule History section, page 24, for instructions.

2. Click the [Edit Classes] link.
3. The scheduled class(es) appear.

4. Place a checkmark in the **Select** column for the school/class for which the **Instructor of Record** is to be modified.

5. Update the **Instructor of Record**.

6. Click the **Update Teacher** button.

   An asterisk(*) next to a teacher’s name means they no longer have a Staff User account.

7. If necessary, click the **Back to Bulk Schedule History** link.

**REMOVE SCHEDULED CLASS**

1. Access the **Bulk Scheduling History** page. Refer to the **Access Bulk Schedule History** section, page 24, for instructions.

2. Click the **[Edit Classes]** link.

An asterisk next to the teacher’s name indicates the individual does not have a Staff User account.
3. Place a checkmark in the **Select** box for that class or classes.

4. Click the **Delete** button. If there is student testing data, refer to the **Move Testing Data** section, page 30, for directions.

5. If necessary, click the **Back to Bulk Schedule History** link.

   **CAUTION**
   
   You should not use the bubble sheets that were generated for the deleted test schedule.

**TEST ADMINISTRATION**

Once the assessment is delivered by ATI, scheduled by the designated district/charter school staff, and the necessary materials printed, the test can be administered to the students.

Please be sure to review and follow your district/charter school’s testing protocol. If you do not have one, please refer to ATI’s guidelines found in the **Testing Protocol** section, page 9.

Class-level users cannot generate reports for tests residing in a Secure Library. A District-level user must move the test to a grade-appropriate test library. Refer to the **Move a Test** section, page 14, for instructions.

Reports based on raw scores are available immediately when tests are administered online or once the bubble sheets are scanned using Scanline. In States other than Arizona, reports based on Developmental Level (DL) scores are available once an Item Response Theory (IRT) analysis is performed by ATI.
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.

**Move Testing Data**
If testing data has been recorded for a student and the testing schedule is deleted, the student’s testing data must be moved to another testing schedule.

1. Click one of the following:
   a. **Class Calendar** tile.
   b. **Class Calendar** icon.
   c. **Assessment > Test Scheduling > Class Calendar**.

2. Use the down arrow on the **School** drop-down menu to select the school in which the test is scheduled.

3. Use the down arrow on the **Class** drop-down menu to select the class in which the test is scheduled.

4. Locate the test schedule that needs to be deleted and click the **test name** link.
5. Click the **Delete** button.

6. When prompted that testing data must be moved to a new schedule, then decide to move the same schedule to all students or move individual students to different schedules.

7. Use either the:
   
   a. **Assign the same schedule to all students** drop-down menu
   
   i. and select the desired **schedule**.
ii. Click the Apply button.

b. **individual student's test schedule** drop-down menu
   i. and select the desired **schedule**.
   ii. Click the Apply button.

8. Click the X to close the **Galileo: Schedule Test** popup window.

9. Once the student’s testing information is moved to a different schedule, then the event may be deleted.

**DATA PARAMETERS**
For benchmark assessments, once the Item Response Theory (IRT) analysis is performed, the student’s Scale Score (the Developmental Level Score), Percentile Rank, and Risk Level are available.

**PARTICIPATION RATE**
In order for ATI to begin the IRT analysis for non-Arizona school districts, we need 85 percent or more of enrolled students to have completed the test. The **Testing Activity** report allows administrators to check the progress of testing across each individual school. Your district/charter school Galileo Administrator should contact ATI if they do not foresee meeting this percentage. (Refer to the **ATI Contacts** section, page 1, for contact information.) ATI can then run the IRT analysis on your district’s/charter school’s data using the current participation rate; however, participation rates that are less than 85 percent may affect the accuracy of the forecasting data.

<table>
<thead>
<tr>
<th>Summerfield School</th>
<th>View Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Range:</strong> 02/04/2013 to 04/11/2013</td>
<td></td>
</tr>
<tr>
<td><strong>Participation:</strong> 95.23 %</td>
<td></td>
</tr>
</tbody>
</table>

Click on a test to view the participation detail by class.

<table>
<thead>
<tr>
<th>Test</th>
<th>Taken/Scheduled</th>
<th>Participation</th>
<th>Full?</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07 ATI Benchmark Series 03 Gr. Reading #2</td>
<td>55 / 70</td>
<td>82.86 %</td>
<td></td>
</tr>
<tr>
<td>06-07 CCSD 3 Gr. Math #2</td>
<td>59 / 70</td>
<td>84.29 %</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>117 / 140</td>
<td>83.57 %</td>
<td></td>
</tr>
</tbody>
</table>

Call ATI if you will have less than 85% participation rate.

**IRT analysis is automatically calculated for core subjects (ELA, math, science) for districts/charter schools based on Arizona, thus these districts/charter schools do not need to contact ATI for IRT analysis to be generated. All districts/charter schools outside of Arizona and any district benchmark testing in non-core subject areas (e.g., Social Studies) must contact ATI for IRT to be generated.**

Once ATI has the necessary participation rate, the IRT analysis of your district’s/charter school’s data is conducted.
Districts/charter schools should allow at least ten (10) business days for generating these parameters.

**Generate Report**
1. Click either:
   a. **Testing Activity** tile.
   b. **Reports>Monitoring>Testing Activity**.

2. Select the **School** or [All Schools] whose testing activity you would like to see.
3. *(optional)* Use the down arrow on **Filter by grade level** and then select the desired **grade level**.
4. Using the calendar, set the **dates** between which you would like to view activity.
5. Select the desired radio button – **All Tests, Only include benchmark tests**, or **Only include formative tests**.

**Tip**
*Benchmark tests are tests created by ATI. Formative tests are educator-created tests.*
6. Click the Run Report button.

7. A list of all of the tests scheduled during the specified time frame will appear. You will also see:

<table>
<thead>
<tr>
<th>Summerfield School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Range:</strong> 11/06/2006 to 12/17/2006</td>
</tr>
<tr>
<td><strong>Participation:</strong> 83.57%</td>
</tr>
<tr>
<td><strong>Click on a test to view the participation detail by class.</strong></td>
</tr>
<tr>
<td><strong>Test</strong></td>
</tr>
<tr>
<td>06-07 ATI Benchmark Series 03 Gr. Reading #2</td>
</tr>
<tr>
<td>06-07 GCSD 3 Gr Math #2</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
</tr>
</tbody>
</table>

   a. **Taken** - This is the number of students “scheduled” to take the test who actually took the assessment.
   
   b. **Scheduled** - This is the total number of students who were scheduled to take a particular test. 

   If all classes were indiscriminately scheduled to take a test, this number will not be accurate. You will want to compare this number to the number of students you know should be taking this test.

   c. **Participation** - This is the percentage of students who were scheduled to take the test who actually took the test.
   
   d. **Full?** - You will see a checkmark in this column if all students scheduled to take the test, do indeed take it.

8. To preview or print this information click the View Report link.
9. To see more details about a test click the name of the test link.

10. You will see a list of those classes that were scheduled to take this test, the number of students in each class, the number of students who actually took the test, the percentage of students who took the test, and whether it was full participation. You may consult this list of classes to determine which class or classes neglected to schedule and have students take a particular assessment.

11. Click the class link to see a list of the students and their test status. (Image on next page.)
Remember, once ATI has the necessary participation rate, the IRT analysis of your district’s/charter school’s data is conducted. Refer to the Participation Rate section, page 32, for further details.

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.
MANAGING GALILEO DATA

EXTERNAL TESTS
Galileo provides users with the ability to house the results of external tests, such as state standardized assessment and DIBELS, in student forms created in Galileo. These scores may be manually entered into Galileo or this data can be imported into Galileo. To find out more about the housing external tests, please contact ATI’s Information Services department (see ATI Contacts section, page 1, for contact information).

Information on generating external tests can be found in the “Generating Reports and Using Data” manual.

Most districts/charter schools opt to submit a data upload to ATI to populate a form instead of manually entering this information. ATI’s preference is that state-wide assessment data is submitted from the original state file. Further information is located in the “Galileo Data Setup” manual and in the online help files.

FORM BUILDER
In today’s rapidly changing world, there is increasing recognition of the value of dynamic web-based approaches for gathering, analyzing, and reporting information. Rapid access to information for decision-making is essential to educators. Galileo technology offers educators an adaptable, web-based approach for data collection, monitoring, coordinating, and reporting. Through tools such as Form Builder, Galileo can accommodate the array of data-capture and reporting needs.

Galileo allows you to create a number of different types of forms using the Form Builder tool. You may create student, district, school, class, and staff forms. The stored form information may be viewed and utilized in Individual, Class, School, and District Summaries reports thus allowing users to filter the data.
Most districts/charter schools opt to submit a data upload to ATI to populate a form instead of manually entering this information. Further information is located in the “Galileo Data Setup” manual.

To find out more about the Form Builder tool, please contact your ATI Field Services Coordinator (see ATI Contacts section, page 1, for contact information).

**LIBRARY**

A Galileo library is best thought of as an electronic filing cabinet. This technology will allow you to replace the big, metal filing cabinets at the back of a classroom or office. Once these items are created and stored in the libraries, they may be accessed, edited or printed anytime at the click of a mouse.

Libraries are automatically created for Class-level users; District- and School-levels libraries may be created automatically if designated when their staff account is created in Galileo. All users may create libraries to house content such as tests, assignments, lesson plans, Intervention Groups, and such in Galileo.

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

Information on staff accounts can be found in the “Galileo Data Setup” manual and in the online help files.

ATI’s Educational Management Services creates your district’s/charter school’s benchmark test libraries. Once the assessments reside in your district’s/charter school’s library, the scheduling process can begin. Additional information can be found in the Test Delivery section, page 11.

The Library Builder tool provides users with a variety of ways to share the content housed in libraries. Below are directions for setting up a basic library. For more information on creating libraries with sharing capabilities, please visit the Galileo help files. (Refer to Additional Resources section, page 53, for further details on these resources.)
ACCESS LIBRARY BUILDER PAGE
1. Click one of the following:
   a. Library Builder tile.
   c. Setup>Library Builder.

2. If necessary, select the School and Class in which the library is to be saved.

3. Use the down arrow on the Library Type drop-down menu to select your library type to create, edit, or delete.

CREATE A LIBRARY

2. Click the New library link.

3. You will be brought to a 3-tabbed set-up process. The books icon in the upper right-hand corner will bring you back to the Library Builder home page.

NAME AND YEAR TAB
4. Type in the name of your Library.
5. Determine if you would like this library available for **All Years** or just the **Current Year Only**.

   *Most educators select the “All Years” option. This allows them to access/administer the same item over multiple school years. Intervention Group libraries are generally set for “Current Year Only” since there are different set of students each school year.*

6. Click the *Save and Next* button.

7. If you are a:

   a. **Class-level user** and therefor can only create a Class-level library, and will automatically skip the **Library Assignment** tab and be brought to the **Summary** tab. Proceed to **Summary Tab** section, page 43, for next steps.

   b. **School- or District-level user** must now decide the access and permission levels. (They are automatically the user/owner of the newly created library.) Proceed to the next step.

**Library Assignment Tab**

**Steps 1 and 2 – Access Level**

8. Select the level at which you wish to assign the library using the **Choose an Access Level** drop-down menu. The access levels that you may create depend on your user level are:

   a. **District-level users**: Creates District-, School-, Class-, or User-level libraries.

   b. **School-level users**: Creates School-, Class-, or User-level libraries.

   c. **Class-level users**: Creates Class-level libraries.
9. Select an **Access Level**. If you select

   a. **District**: Your district/charter school will appear in the box. To assign this library to the entire district/charter school, click in the checkbox next to your district’s/charter school’s **name**.

   ![District Access Level](image1)

   b. **School**:  
      
      i. Select the **School Type** – grade, middle, or high school.  
      
      ii. Based on the selected **School Type**, all the schools you have access will appear. Click in the checkbox next to the **school(s)** to which you would like to assign this library.

   ![School Access Level](image2)
c. **Class**: All the classes you have access to in a selected school will appear. Click in the checkbox next to the **class(es)** to which you would like to assign this library.

![Library Assignment](image)

- **Class**: Dallas Elementary School, Class A
- **User**: All the schools in your district/charter school will appear, with the users therein beneath them. Click in the checkbox next to the school and that school's specific **user(s)** to whom you would like to assign this library.

![Library Assignment](image)

**STEP 3 – PERMISSION LEVEL**

10. Click the radio button for the desired **Set Permission Level**. Users with:

a. **Read-Only** permission will only be able to view the contents of the library, and will need to make a copy of the contents to their own libraries to edit them.
b. *Write* permission can edit the contents of the library, and all other users with permissions to that library will see and be affected by the changes.

c. *Results Only permission* prevents Class- and School-level users cannot access details of certain reports (e.g., test items, lock/unlock students on the *Test Monitoring* report), generate a test booklet, print answer key pages, or schedule the test. This permission level is generally used with an Instructional Effectiveness (IE) test library. This permission level is only available in the Test library.

**Step 4 - Users**

11. When creating a District- or School-level access library, determine which **Users** you would like to have access to this library. Click in the desired radio button. You may select:

   a. **Access Level Only** to assign this library to those users who have the same user level as the library access assignment you selected. For example, if the **Access Level** was School as selected in step #9 and this **Users’** radio button is selected, then all School-level users for the selected school(s) have permission to this library.

   b. **All Users** to assign this library to all users at and below the selected level in the district/school. For example, if the **Access Level** was School as selected in step #9 and this **Users’** radio button is selected, then all Galileo users for the selected school(s) have permission to this library.

12. Click the *Save and Next* button. You will automatically be brought to the **Summary** tab.

**Summary Tab**

13. The **Summary** tab will tell you to which school year, schools, classes, and users this library has been made available. The creator of the library will always have *Write* permission to the library, and is automatically listed under **Users**.

(Image on next page.)
14. When you have finished creating the library, you may click the **Library Builder home** icon to return to the Library Builder home page.

You may repeat the previous steps for new libraries, or to create different access permissions to the same library for different schools and classes. For example, you may want to give Class-level users *Read-Only* permission to a library, but give other District-level users *Write* permission to the same library.

**VIEW LIBRARY PERMISSION**
1. Access the **Library Builder** page. Refer to the Access Library Builder Page section, page 39, for instructions.

2. Click the **binoculars** icon on the index list next to the desired library.
EDIT LIBRARY PERMISSION

2. Click the pencil icon on the index list next to the desired library.

3. Make your changes and then save the library.

DELETE A LIBRARY

2. Click the trashbin icon on the index list next to the desired library.

In order to delete a library, the library must be empty. The contents of the library must be deleted or moved to a different library.

INTERVENTION GROUPS

PURPOSE
Galileo allows users to group students together in what are called “Intervention Groups.” An Intervention Group allow teachers and other district or school staff to group students with similar abilities for instruction and assessment purposes. Galileo allows students within a class to be grouped, but also allows administrators to create Intervention Groups for many classes and school sites. In this way Galileo Intervention Groups help facilitate classroom interventions as well as site and district/charter school interventions (such as pullout classes). Intervention Groups
are not only helpful for implementing interventions but grouping students can also be beneficial for data analysis. For example, you may create a group that consists of all students with an IEP, and run a Development Profile report on this group of students periodically through the year.

Galileo automatically creates Intervention Groups for users from the Intervention Alert report, Student Growth and Achievement report, and the Risk Level (Instruction Performance Tracker, Group Benchmark Profile, and Aggregate Multi-test with Risk Levels) reports. It is also possible for users to create their own Intervention Groups.

Furthermore once a group is created that group may be accessed from the Teacher Dashboard. From the Teacher Dashboard content such as tests and assignments maybe scheduled for the group, and reports related to the group may be analyzed.

Refer to the “Using Galileo’s Intervention Tools to Implement Interventions” manual and the online help files for details on Galileo-created Intervention Groups based on reports.

**ACCESS INTERVENTION GROUPS PAGE**

The Intervention Groups page can also be accessed from the Teacher Dashboard page’s Roster widget.

1. Click one of the following:
   a. Intervention Groups tile.
   b. Setup>School Information>Intervention Groups.
c. **Setup>Intervention Groups.**

2. Select the Intervention Group **Library** where the group will be saved, viewed, edited, or deleted.

**CREATE A GROUP**

All Galileo users can create an Intervention Group by selecting individual students or based on form variables.

1. Access the **Intervention Groups** page. Refer to the Access Intervention Groups Page section, page 46, for instructions.

2. Click the **Add an intervention group** link.

**NAME INTERVENTION GROUP**

3. Type in the **name** of this intervention group.
You may select individual students (explained in the Select Students section) or use the form filter (explained in the Select Student Form Information section).

**SELECT STUDENTS**

4. You must select the individual students. If you are a:

   a. **District-level user** - determines if you would like to pull students from individual **schools** or [All Schools]. [All Schools] will pull together all students enrolled the district/charter school, regardless of grade-level.

   b. **District- or School-level users** - determine if you would like to pull students from individual **classes** or [All Classes]. [All Classes] will pull together all students enrolled the school, regardless of grade-level.

   c. **Users with access to more than one class** - select the **Class** you would like to pull students from. [All classes] will combine all students enrolled in all your classes.

5. Place a checkmark in **Select individual students from** class (otherwise all students currently enrolled will be added) box.

6. Double-click in the left-hand box on the **Students** you wish to include in this intervention group. The student will be placed in the **Students in intervention group** box.

7. Click the **Save Intervention Group** button.

**SELECT STUDENT FORM INFORMATION**

As mentioned in the **Form Builder** section, page 37, districts/charter schools may opt to populate additional information about their students.

Most districts/charter schools opt to submit a data upload to ATI to populate a form instead of manually entering this information. Further information is located in the “Galileo Data Setup” manual.
8. Select the **form** from which you wish to choose a variable.

9. Place a checkmark by the **variable**.

10. Click the **Save Intervention Group** button.

**CREATE A COMPOSITE SET**

Once intervention groups are created, they can be merged in a variety of ways by creating Composite Intervention Groups. The composite group tool allows you to run reports on any combination of variables.

1. Access the **Intervention Groups** page. Refer to the Access Intervention Groups Page section, page 46, for instructions.

2. Click the **Add composite intervention group** link.

3. Create a **name** for your composite set.

4. Select the **Library** that houses the set you would like to include in your composite.
5. Double click the **intervention group(s)** to select the ones that will make up the composite set you are building.

6. Click the **Save Intervention Group** button.

**VIEW AN INTERVENTION GROUP**

1. Access the **Intervention Groups** page. Refer to the **Access Intervention Groups Page** section, page 46, for instructions.

2. A list of your Intervention Groups will appear.

3. Click the **Print Roster** link next to the desired Intervention Group. The file opens in a PDF.

**EDIT AN INTERVENTION GROUP**

1. Access the **Intervention Groups** page. Refer to the **Access Intervention Groups Page** section, page 46, for instructions.
2. A list of your Intervention Groups will appear.

3. Click the pencil icon the index list next to the desired Intervention Group or the group’s name link.

4. Make your changes and save the group.

DELETE AN INTERVENTION GROUP
1. Access the Intervention Groups page. Refer to the Access Intervention Groups Page section, page 46, for instructions.

2. A list of your Intervention Groups will appear.

3. Click the trashbin icon next to the desired Intervention Group you wish to delete.
4. Answer the confirmation prompt.

REPORTS

READY-MADE REPORTS
Galileo allows users to generate a variety of reports that are intended to give educators valuable information about students, learning, teaching, and progress. Galileo keeps an electronic history of student data, enabling users to generate reports for any date in time for which data was recorded.

To find out more about generating custom reports, please refer to the “Generating Reports and Using Data” manual, the online help files, or contact your ATI Field Services Coordinator (see ATI Contacts section, page 1).

CUSTOM REPORTS
There are two types of custom reports.

- **Custom Form Report**: To view data that has been imported into Galileo, such as external tests, a custom form report was created by ATI. To view this information, you must generate a Custom Form Report.

- **Custom Test Report**: Galileo allows District- and School-level users to generate custom export files. A single file can contain data for multiple tests, and it can be from a selected school or the entire district.

To find out more about generating custom reports, please refer to the “Generating Reports and Using Data” manual, the online help files, or contact your ATI Field Services Coordinator (see ATI Contacts section, page 1).
ADDITIONAL RESOURCES

In addition to this manual and other ATI-created documentation, assistance in using Galileo is available.

HELP FILES
The Help link in the User Options icon contains easy-to-follow instructions demonstrating the use of different Galileo features.

Also available within a page’s widget are help files specific to the widget, tool or feature.

TECHNICAL SUPPORT
With ATI’s Technical Support line you receive free, unlimited technical support service. Our technical support staff may be reached at 520.323.9033, 877.358.7616, or by completing the Tech Support online form, or emailing TechSupport@ati-online.com. (Additional contact information can be found in the ATI Contacts section, page 1).

(Image on next page.)
PROFESSIONAL DEVELOPMENT

ATI’s professional development is an excellent way for new users to learn particular aspects of Galileo technology. ATI provides several professional development opportunities:

a. **On-Site Professional Development**: Teachers, administrators, and support staff receive instruction on selected modules with detailed steps for each topic.

b. **Learning on Demand**: ATI’s Learning on Demand webinars assist educators and administrators in becoming proficient users. Learning on Demand live and recorded sessions are complimentary, ranging from 30-60 minutes. The listing of the current sessions can be found at [http://www.ati-online.com/pdfs/K12/PDONDemandSeries-Flyer.pdf](http://www.ati-online.com/pdfs/K12/PDONDemandSeries-Flyer.pdf).

c. **Tutorial video**: ATI offers short tutorial recordings, that explains the functionality of a particular page. Videos can be found in the online help files.

The listing of sessions (both tutorial and Learning on Demand) sessions can be found at [http://ati-online.com/pdfs/profdevelopment/k-12/lod/Videos.pdf](http://ati-online.com/pdfs/profdevelopment/k-12/lod/Videos.pdf).

To learn more about the ATI’s professional development services, please contact ATI’s Professional Development team ([ProfessionalDevelopment@ati-online.com](mailto:ProfessionalDevelopment@ati-online.com) or 800.367.4762) or visit the **Galileo Online Professional Development** web page, [http://www.ati-online.com/galileoK12/K12ProfessionalDevelopment.php](http://www.ati-online.com/galileoK12/K12ProfessionalDevelopment.php).