



ASSESSMENT TECHNOLOGY INCORPORATED

A Guide for Galileo[®] K-12 Online Intervention Alert

PURPOSE

This report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. The learning standards listed that do not have 75 percent of students mastering them, will be highlighted in red. Users can easily schedule follow-up assignments and/or quizzes for the learning standards, regardless of degree of student mastery.

GENERATE REPORT

You may run from the **Dashboard** page and the **Reports** tab. When you first log in, click on the .

1. Click the [Dashboard](#) link.
2. Select the **Staff View**, **School** and **Staff**. (The School and Staff defaults based on your **Settings** page.)



3. Click the [Home](#) tab.

4. Select the **Filter Mode**. If select:
 - **Standard**-verify the **Class**.
 - **Intervention Group**-select the Intervention Group **Library** and the **Intervention Group**.



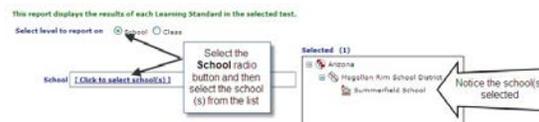
1. Click the **Reports** tab.
2. Click the [Intervention Alert](#) link under **Standards Mastery**.



3. Select the Select the Filter Mode -- **Standard** or **Intervention Group**. (**Standard** is the default.)

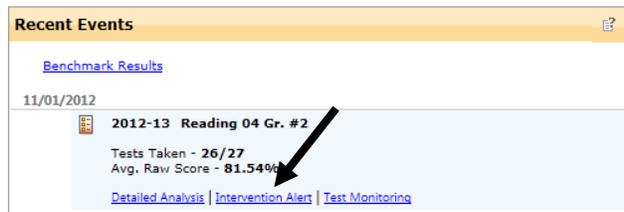


4. If you selected **Standard** mode and
 - a. are a District- or School-level level user with access to more than one school, select the **School** radio button and then the **School(s)** for which you want to generate a report.

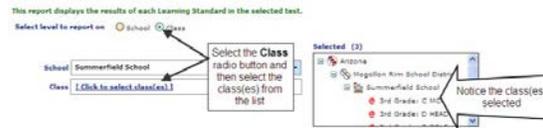


- b. are a District- or School-level user and want to run the report at the class level, select the **Class** radio button and then the **Class(es)** for which you want to generate a

- Click the Intervention Alert link under "Recent Events."



report.



- have access to multiple classes, select the **Class(es)** for which you wish to generate a report.



- If selected **Intervention Group** mode, select the Intervention Group **Library** and **Group**.

- Select the **Library** and **Test**.
- Click the **Run Report** button.

RESULTS

You have the option to check standards and create quizzes or schedule assignments, or drill down to Class-level information.

Aggregate View

Test	Question count	Demonstrated Mastery Of Learning Standards							
		Cottonwood Elementary School	Dayton Elementary School	Farmley Elementary School	Elview Elementary School	Silver Springs Elementary School	Yerinton Elementary School	Selected Schools	ATI Demo School District
2013-14 ATI Demo Math 05 Gr. #1		✓	✓	✓	✓	✓	✓	✓	✓
CC-5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. [From the cluster: Write and interpret numerical expressions].	10	32.69%	23.68%	14.04%	20.43%	30.23%	21.21%	23.54%	23.54%
CC-5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, use an expression "add 8 and 7, then multiply by 2" to represent $3 \times (18932 + 921)$ without having to calculate the indicated sum or product. [From the cluster: Write and interpret numerical expressions].	10	42.31%	21.05%	24.56%	33.33%	29.07%	33.33%	30.45%	30.45%
CC-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 represents in the place to its left. [From the cluster: Understand the place value system].	10	46.15%	44.74%	42.11%				50.32%	50.32%
CC-5.NBT.2 Explain patterns in the number system related to division. For example, recognize that 35 is divided by a power of 10. Use whole-number multiples of 10. [From the cluster: Understand the place value system].	3	36.54%	17.11%	17.54%	18.28%	19.77%			21.17%
CC-5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From the cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths].	3	44.23%	43.42%	52.63%	58.06%	48.84%	58.59%	51.84%	51.84%

Quiz Builder...

Assignments...

[print CSV \(Excel-compatible format\)](#)

Individual Class View

You have the option to check standards and create quizzes or schedule assignments.

Legend	Question count	ALFORD, Alyssa	ARMSTRONG, Sonja	CAFEEY, Dorell	CASTRO, Bernna	HOPKINS, Jonah	JAMES, Nicolas	NCE, Lily	Zane	LIVINGSTON, Kevin	MADDOX, Marissa	MAYER, Maurice	Mellow, Marsha	STARKE, Moniah	MARGAS, Julia	VELAZQUEZ, Henry	WATSON, Cassie	WINTERS, Tyree	Homesom 5, BURNETT	Cottonwood Elementary School	ATI Demo School District	Number of Students Meeting Standard	% of Students Meeting Standard	
<p>✓ Student took test.</p> <p>— Student did not take test.</p> <p>ES Exceeds Standard. (80.00%)</p> <p>MS Meets Standard. (60.00%)</p> <p>AS Approaches Standard. (40.00%)</p> <p>FFF Falls Below. (0.00%)</p>	2013-14 ATI Demo Math 05 Gr. #3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Learning standard</p> <p>Total number of questions for this learning standard. Hyperlink to view test items.</p>	CC-5.NBT.3b Compare two decimals to thousandths based on meaning of the digits in each place, using >, =, and < symbols to record the results of comparisons. (From the cluster: Understand the place value system).	2	AS	ES	AS	AS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student did meet learning standard</p>	CC-5.NBT.4 Use place value understanding to round decimals to any place. (From the cluster: Understand the place value system).	3	AS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student did not meet learning standard</p>	CC-5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. (From the cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths).	3	MS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Test statistics for class, school, and district</p>	CC-5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) (From the cluster: Use equivalent fractions as a strategy to add and subtract fractions).	2	ES	ES	AS	ES	AS	ES	ES	AS	ES	ES	ES	ES	AS	ES	ES	ES	AS	ES	ES	ES	ES	ES
<p>Class test statistics for this learning standard</p>	CC-5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$. (From the cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.)	4	AS	MS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student statistics</p>	# of Standards Met	10	16	15	16	16	17	16	16	17	15	15	---	16	15	17	16	15	---	---	---	---	---	---
	% of Standards Met	58.82%	94.12%	88.24%	94.12%	94.12%	100.00%	94.12%	94.12%	100.00%	88.24%	88.24%	---	94.12%	88.24%	100.00%	94.12%	88.24%	---	---	---	---	---	---

[Quiz Builder...](#)
[Assignments...](#)
[print CSV \(Excel-compatible format\)](#)

Quiz Builder and Assignments Options

Select the **objectives** for which you'd like to generate an assignment and/or quiz(zes).

Legend	Question count	ALFORD, Alyssa	ARMSTRONG, Sonja	CAFEEY, Dorell	HOPKINS, Jonah	JAMES, Nicolas	LAWRENCE, Lily	LESTER, Zane	LIVINGSTON, Kevin	MADDOX, Marissa	MAYER, Maurice	Mellow, Marsha	MARGAS, Julia	STARKE, Moniah	MARGAS, Julia	VELAZQUEZ, Henry	WATSON, Cassie	WINTERS, Tyree	Homesom 5, BURNETT	Cottonwood Elementary School	ATI Demo School District	Number of Students Meeting Standard	% of Students Meeting Standard	
<p>✓ Student took test.</p> <p>— Student did not take test.</p> <p>ES Exceeds Standard. (80.00%)</p> <p>MS Meets Standard. (60.00%)</p> <p>AS Approaches Standard. (40.00%)</p> <p>FFF Falls Below. (0.00%)</p>	2013-14 ATI Demo Math 05 Gr. #3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Learning standard</p> <p>Total number of questions for this learning standard. Hyperlink to view test items.</p>	CC-5.NBT.3b Compare two decimals to thousandths based on meaning of the digits in each place, using >, =, and < symbols to record the results of comparisons. (From the cluster: Understand the place value system).	2	AS	ES	AS	AS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student did meet learning standard</p>	CC-5.NBT.4 Use place value understanding to round decimals to any place. (From the cluster: Understand the place value system).	3	AS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student did not meet learning standard</p>	CC-5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. (From the cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths).	3	MS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Test statistics for class, school, and district</p>	CC-5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) (From the cluster: Use equivalent fractions as a strategy to add and subtract fractions).	2	ES	ES	AS	ES	AS	ES	ES	AS	ES	ES	ES	ES	AS	ES	ES	ES	AS	ES	ES	ES	ES	ES
<p>Class test statistics for this learning standard</p>	CC-5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$. (From the cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.)	4	AS	MS	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES	ES
<p>Student statistics</p>	# of Standards Met	10	16	15	16	16	17	16	16	17	15	15	---	16	15	17	16	15	---	---	---	---	---	---
	% of Standards Met	58.82%	94.12%	88.24%	94.12%	94.12%	100.00%	94.12%	94.12%	100.00%	88.24%	88.24%	---	94.12%	88.24%	100.00%	94.12%	88.24%	---	---	---	---	---	---

[Quiz Builder...](#)
[Assignments...](#)
[print CSV \(Excel-compatible format\)](#)

Clicking on the **Assignments** button and completing the Assignments page, you can automatically generate an assignment (e.g., an Instructional Dialog) for each objective listed. Additionally the assignment will be scheduled for students. Directions for using this tool are found in *A Guide for Galileo K-12 Online Dialogs via the Intervention Alert Report* document.

Clicking on the **Quiz Builder** button and completing the Quiz Builder page, you can automatically generate a 5-item quiz for each objective listed. Additionally, the quiz(zes) will be scheduled for only those students included in the Intervention Group. Directions for using this tool are found in *A Guide for Galileo K-12 Online Quiz Builder* document.