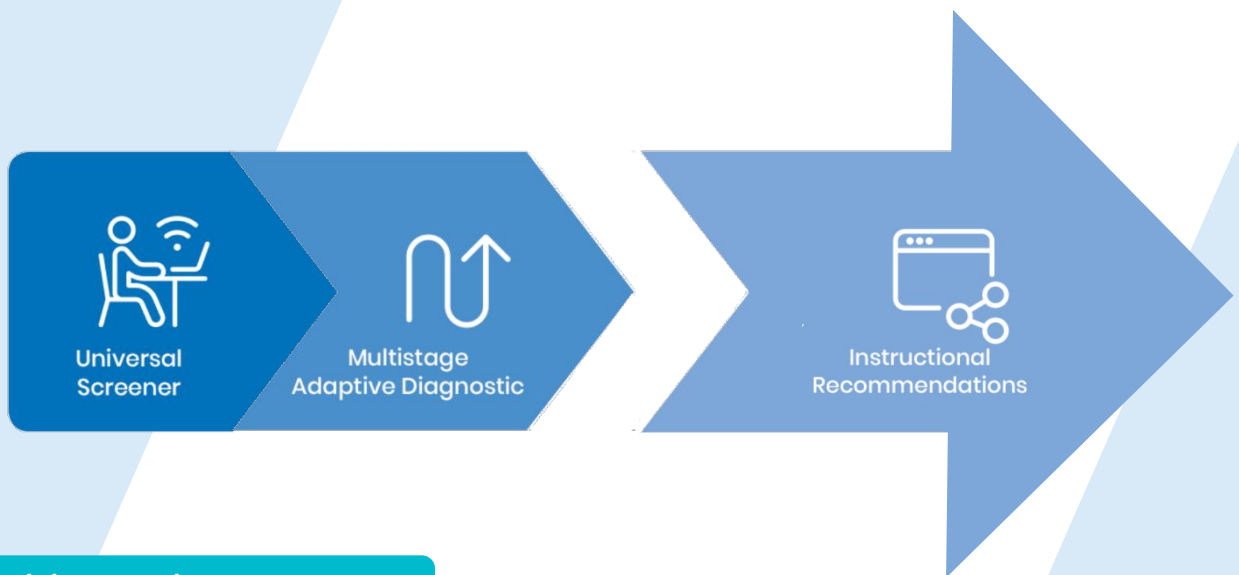


# Administrator's Guide to Using MSDA Actionable Data



## Additional Resources:

### Savvas Realize:

- MSDA User Guide – Comprehensive manual with assessment preparation guidance, administration instructions, teacher scripts, and testing level help.

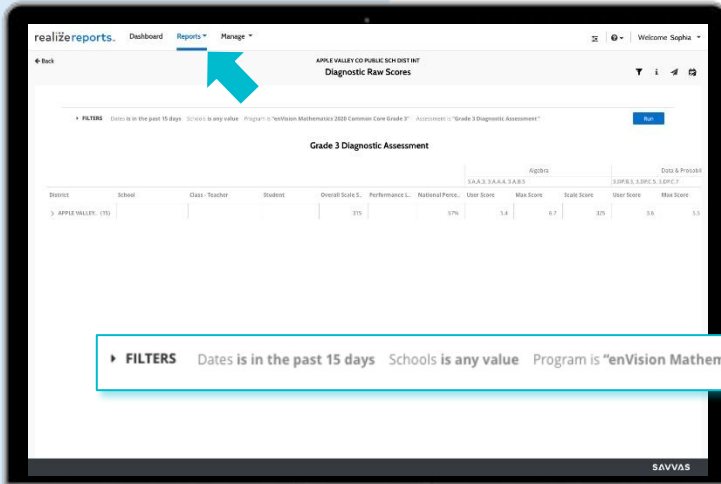
### My Savvas Training:

- Savvas Math Screener and Diagnostic Assessments asynchronous course – Comprehensive and self-paced teacher and administrator training course
- MSDA Assessor's Quick Guide – Introductory handout
- Teacher's Guide to MSDA Actionable Data – Next steps support and instructional ideas
- MSDA Year at a Glance Planning Tool – Disaggregate data and plan to use MSDA resources as just in time support all year
- MSDA Getting Students Topic Ready Planning Guide – Targeting student growth before a Topic

# SAVVAS math Screener & Diagnostic Assessments

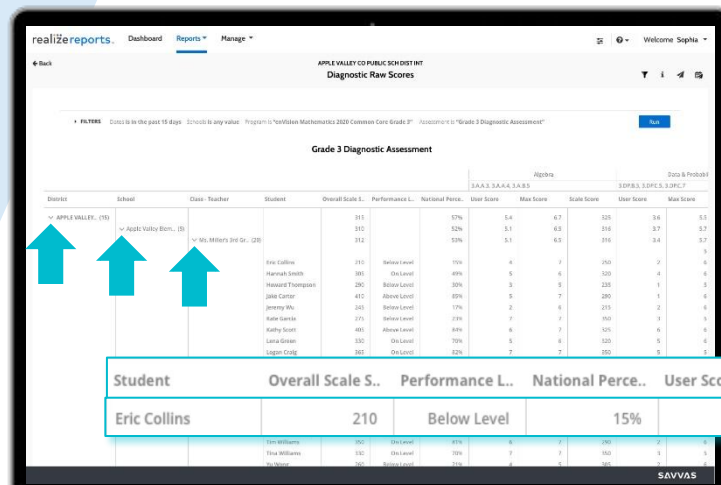



**Accessing Your Reports**



Access MSDA reports by opening the Reports menu in Realize Reports. Choose your report and use the filters to view the desired data.

**FILTERS** Dates is in the past 15 days Schools is any value Program is "enVision Mathematics 2020 Common Core Grade 3" Assessment is "Grade 3 Diagnostic Assessment"



Use the arrows to open and close groups and drill down by school, teacher/class and student.

Student	Overall Scale S.	Performance L.	National Perc..	User Score	Max Score	Scale Score	User Score	Max Score
Eric Collins	210	Below Level	15%	4	7	250	2	6

# SAVVAS math Screener & Diagnostic Assessments



Explore the Student Report

Use the drop down menu to quickly see another student's report.

The Overall Score is a raw score that shows how a student compares to their peers in class and nationally.

The National percentile ranking compares the student to their peers nationally.

Celebrate strengths and set goals for Areas for Improvement.

Print and share the Student Report with families.

Use the arrows to see Strengths and Areas for Improvement by Domain.

Actionable recommendations for teachers.

Concept Summaries, Worked Out Examples and Practice Masters are assignable from the report using these links.

Standards are identified so resources can be assigned as just-in-time support before a related Topic.

Deaso, Dinny

Print Student Report

**Overall score**  
**1417**

Dinny's overall scale score was a 1417 with an on level target of between 1493-1585. Dinny is in the **9th percentile**, which means Dinny scored better than 9% of their peers.

**Performance by domain**

Domain	Score	Status
Algebraic Reasoning	1335	Does not meet
Data and Probability	1294	Does not meet
Fractions	1581	Meets
Geometric Reasoning	1456	Approaching

**Algebraic Reasoning** (1452-1492)

Does not meet (<1452) | Approaching (1452-1492) | Meets (1493-1585) | Exceeds (>1585)

1417 | National Median 1498

**Algebraic Reasoning** 1335 **Does not meet**

**Relative Strengths**  
Name or identify triangles. Analyze their defining attributes.  
Name or identify rectangles based on defining attributes.  
Name or identify circles based on defining attributes.

**Areas for Improvement**  
Use tiling to show that the area of a rectangle with whole lengths  $a$  and  $b$  is the sum of a  $6$  by  $b$  and a  $6$  by  $c$ .  
[3.MD.6.5](#)  
Understand/explain unit square.  
[3.MD.6.1](#)

**Stretch Goal**  
Find the perimeter of polygons with whole-number side lengths (either given or measured).  
[3.MD.16.1](#) + 3 more

**Measurement** 1294 **Does not meet**

**Relative Strengths**  
No skills to show

**Areas for Improvement**  
Measure mass in kilograms.  
[3.MD.14.7](#)  
Tell and write time on analog or digital clocks displaying times to the nearest minute, using "a.m." and "p.m." appropriately...  
[3.MD.14.1](#)

**Stretch Goal**  
Solve one- and two-step real-world problems involving elapsed time (NOT crossing between a.m. and p.m.).  
[3.MD.14.2](#) + 3 more

**Number and Operations** 1418 **Does not meet**

Click the [Student Report for Diagnostic Assessments Help](#) for more information.

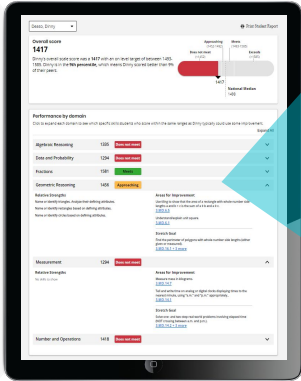
# SAVVAS math Screener & Diagnostic Assessments



Multiple Adaptive Diagnostic



Recommending MSDA Resources



**Geometric Reasoning** 1456 Approaching

**Relative Strengths**

- Name or identify triangles. Analyze their defining attributes.
- Name or identify rectangles based on defining attributes.
- Name or identify circles based on defining attributes.

**Areas for Improvement**

Use tiling to show that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of a  $a \times b$  and a  $a \times c$ .

[3.MD.6.5](#)

Understand/explain unit square.

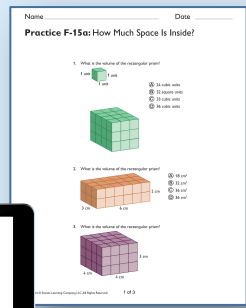
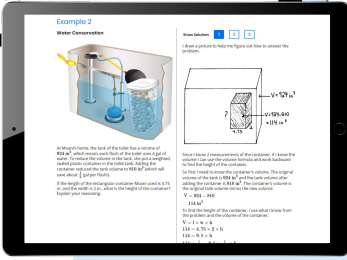
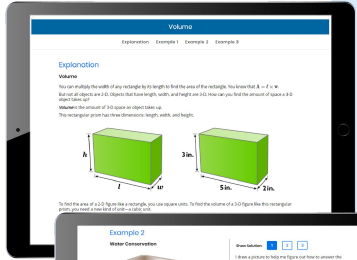
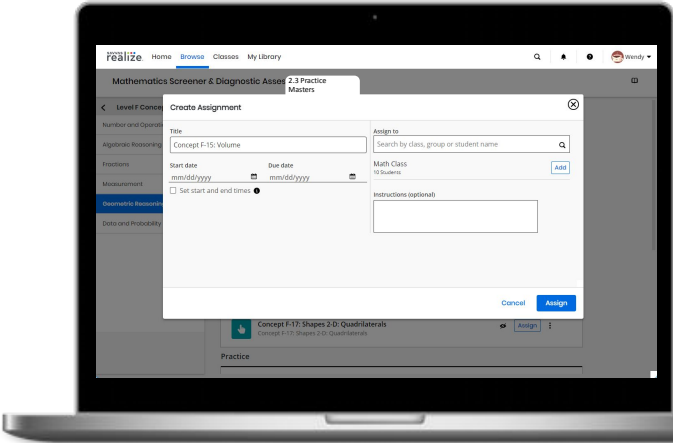
[3.MD.6.1](#)

**Stretch Goal**

Find the perimeter of polygons with whole-number side lengths (either given or measured).

[3.MD.16.1 + 3 more](#)

- Find the targeted instructional content in the **Performance by Domain** section at the bottom of the **Student Report**. Expand each domain to see the blue links to resources.
- Teachers can assign, present, or print any of the recommended instructional resources directly from Savvas Realize. Use the resources for Topic planning, student grouping or differentiation.
- These materials are grouped by level and by Domain and include Concept Videos (Levels A and B), Concept Summary web pages that include instruction, videos, and worked-out examples with a variety of solutions (Levels C-I), and Practice Pages that allow students to practice and apply specific skills and concepts (Levels B-I).
- These resources are also assignable by accessing the Concept Library on Savvas Realize.



# SAVVAS math Screener & Diagnostic Assessments



Universal  
Screener



Multitopics  
Adaptive Diagnostic



Maximizing Instructional Impact

Consider coaching teachers to use MSDA reports and recommendations to inform instructional decisions and accelerate learning.

Create intentional student partner pairings based on MSDA results

Discuss data with other educators who work with your students to make a team plan

Assign MSDA recommended resources like Practice Masters before a Topic

Look for trends in the Class Summary Report and plan to scaffold prior knowledge for the whole class when appropriate

Create student self monitoring tools to chart and celebrate growth

Assign recommended Concept Summaries before a Topic

Create an intentional seating chart with At-Risk students seated along the most used teacher path

Intentionally plan for filling gaps and front-loading prior knowledge before starting each Topic

Pat yourself on the back for using your students' data to drive your instructional decisions before each Topic

Make sharing data and setting goals a visible part of your classroom and one of your professional norms

Adjust pacing so time is allocated for scaffolding Topics that have greatest need for additional support

Assign MSDA recommended resources as flipped classroom homework

Create a Year at a Glance document matching groups of students with their greatest Areas for Improvement Topics

Celebrate areas of strength with students and families

Assign MSDA recommended worked out examples before a Topic

Have students set Topic assessment growth goals based on prior knowledge shown in Diagnostic data

Share the Student Summary Report with families and include them in ongoing conversations about student growth

Intentionally create, and routinely pull small groups of students.

Use summary reports to mix up student groups based on prerequisite knowledge for an upcoming Topic.

Leverage MSDA results as additional data to inform ARD meetings, IEPs, Special Education and Gifted Program recommendations