



# SAVVAS **literacy** Screener & Diagnostic Assessments

## USER GUIDE

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Powered by **SAVVAS realize™**

**Fall 2023**

Developed in Partnership with **WestEd**  
WestEd.org

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## Note about Resources

This comprehensive guide is intended for those who have time and the need to read everything about this program. If you want more targeted information about specific components, please try [Appendix A – Top 5 Tips & Tricks and Top 5 Stumbling Blocks](#) or the below resources, which are also located in the “Getting Started” folder of the LSDA program on Realize:

### What is LSDA?

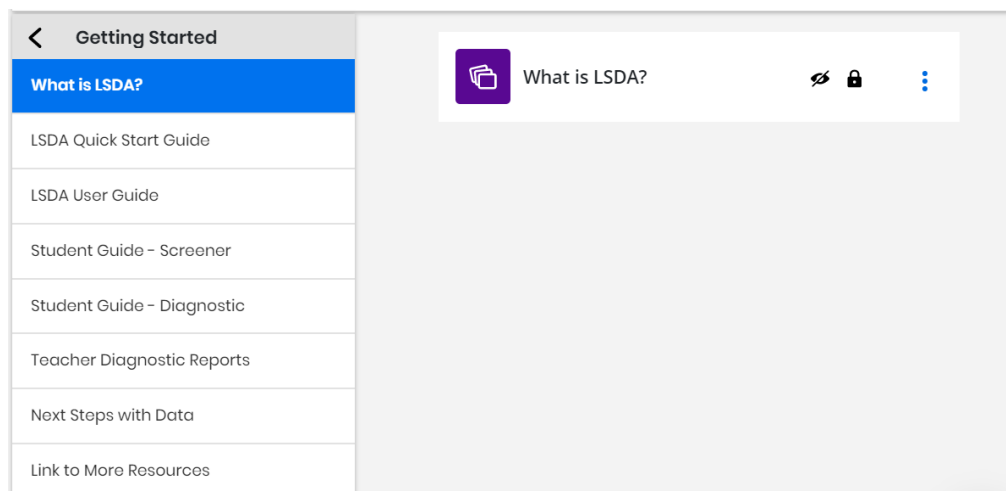
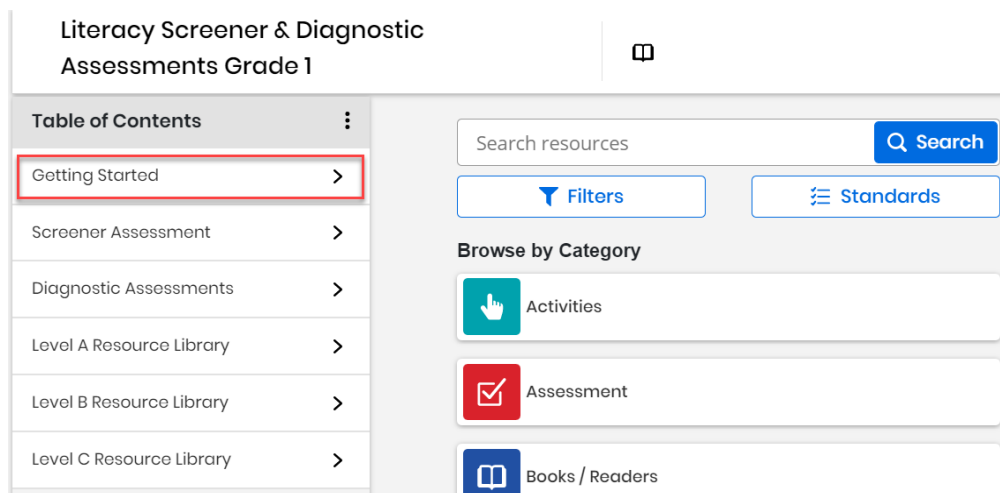
#### LSDA Quick Start Guide

#### Student Guide – Screener

#### Student Guide – Diagnostic

#### Teacher Diagnostic Reports

Next Steps with Data *Coming Soon*



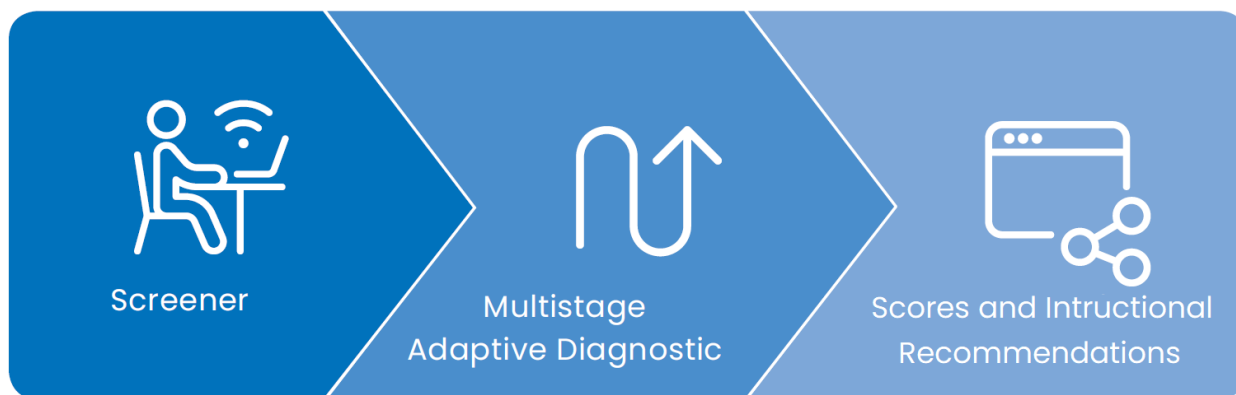
If you would like more support on how to use Realize or this program, please visit [My Savvas Training](#) or contact [Customer Support](#).

## Part 1 – General Overview

This user guide provides overall information about the Savvas Literacy Screener and Diagnostic Assessments (LSDA) Program as well as specific guidelines for administering both the Screener and Diagnostic. Teachers and other test administrators should carefully read and review the contents of this guide prior to testing to ensure the highest levels of test fidelity.

### About the Savvas Literacy Screener & Diagnostic Assessments (LSDA) Program

The road to understanding is different for every learner. Students have different learning styles, abilities, and prior knowledge. The Savvas Literacy Screener and Diagnostic Assessments (LSDA) program is designed to be a digital tool to help educators understand students' prior knowledge in Grades K-8. The result is personalized instructional recommendations for each student.



How do we do this? In four phases: Screener, decision, Diagnostic, recommendations. The whole LSDA process looks like this:

1. Students take a Screener.
2. Teachers assign students either an on- or prior-grade level Diagnostic based on their Screener results.
3. Students take the assigned Diagnostic.
4. Teachers can immediately access score reports including instructional recommendations.

The Savvas Literacy Screener & Diagnostic Assessment program is not intended to be used multiple times to measure growth over the course of one school year. If students have seen the same passages and items multiple times, they may answer correctly based on familiarity rather than increased understanding alone.

## Lettering System

Assessment titles include a lettering system that corresponds to grades. For instance, Level A refers to content intended for students in Kindergarten, and Level B is for students in Grade 1.

Grade Level	Title of Assessments
Kindergarten	Level A
Grade 1	Level B
Grade 2	Level C
Grade 3	Level D
Grade 4	Level E
Grade 5	Level F
Grade 6	Level G
Grade 7	Level H
Grade 8	Level I

### **\*Note about Kindergarten Students**

Students in Grades 1–8 have two options after the Screener: on-grade or prior-grade Diagnostic. However, at the Kindergarten level (Level A), the Screener will only be able to recommend the on-grade level Diagnostic because there is no Pre-K Diagnostic. However, performance on pre-K material in the Level A Screener Assessment will inform beginning-of-year instructional planning. For this reason, we recommend that Kindergarten students take both the Level A Screener Assessment and Level A Diagnostic Assessment.

## About the Screener Assessment

The Screener Assessment, or Screener, is the first component of the LSDA and is intended to be administered as close as possible to the beginning of the school year. It assesses prior skills necessary for success in the current grade and can identify at risk learning behaviors that require additional screening.

The Screener is assigned and administered on the Savvas Realize platform. **It usually takes 20–40 minutes to complete.** In Kindergarten through Grade 3, students will answer passage-based and discrete, or standalone, items. In Grades 4 and up, all items are passage-based.

## Screener Details by Grade

Grade Level	Level	Number of Passages in Screener	Number of Items in Screener	Approx. Time (min)
Kindergarten, Grades 1 and 2	Levels A, B, and C	2	21	20–30
Grade 3	Level D	2	20	20–30
Grades 4 and 5	Levels E, F	2	14	20–30
Grades 6, 7, and 8	Levels G, H, and I	2	14	30–40

## Screener Domains

Screeners assess prior-year standards in the following areas.

Domain	Kindergarten	Grades 1–3	Grades 4–8
Comprehension: Literature		X	X
Comprehension: Informational Text		X	X
Vocabulary		X	X
Foundational Skills	X	X	
Emergent Literacy	X		
Listening Comprehension	X		

## About the Diagnostic Assessment

The Diagnostic Assessment, or Diagnostic, is the second portion of the LSDA program. It provides detailed information about student strengths, areas for improvement, and stretch goals.

Each Diagnostic contains a total of 28 items. In Kindergarten through Grade 2, students will answer passage-based and discrete, or standalone, items. In Grades 3 and up, all items are passage-based. **In all, students generally need 35–60 minutes to complete a Diagnostic.**

## Diagnostic Details by Grade

Grade Level	Level	Number of Passages in Diagnostic	Number of Items in Diagnostic	Approx. Time (min)
Kindergarten	Level A	3	28	35–50
Grades 1, 2, 3, 4, 5, 6, 7, and 8	Levels B, C, D, E, F, G, H, and I	4	28	45–60

Both the Screener and Diagnostic Assessments are meant to be administered on a computer only. For a summary of information about the Screener and Diagnostic Assessments, see the [LSDA Summary Table](#) on the last page of this User Guide.

## Diagnostic Domains

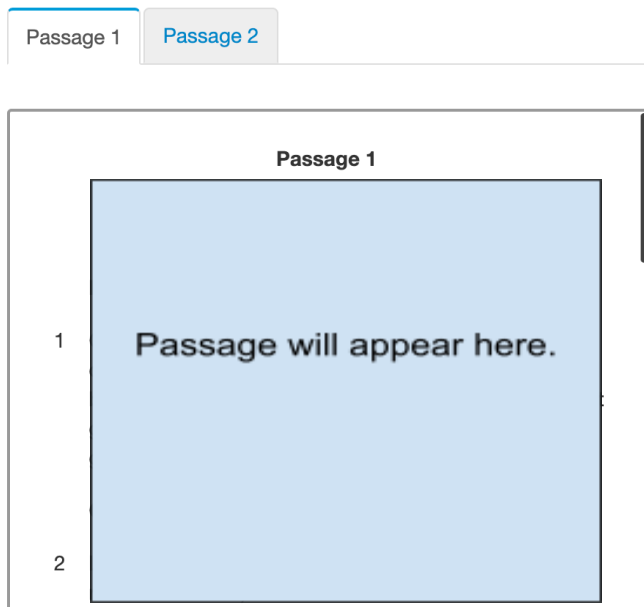
Diagnostics assess standards in the following areas.

Domain	Kindergarten – Grade 2	Grades 3–8
Comprehension: Literature	X	X
Comprehension: Informational Text	X	X
Vocabulary	X	X
Foundational Skills	X	

## Passages

**Screener and Diagnostic Assessments**  include passages and associated items at all grades. Kindergarteners will see a picture and listen to each passage. At Grades 1 and 2, students will see the text of each passage but will also have access to an audio recording of the passage. A scroll bar, if necessary, appears on the right side of each passage.

In the **Diagnostic Assessments**, students in Grades 2 and up may encounter paired passages (see image below). Tabs at the top of the passages, labeled Passage 1 and Passage 2, allow students to toggle between the two.





## Item Types

**Screeners Assessments** are intended to be brief and include multiple choice items only.

- **Multiple Choice** items allow the student to choose one option from a list of possible answers.

adapted from *The Wasp's Picnic*

1  
2  
3  
4

Passage will appear here.

▶ 10

How does the picture help the reader understand the passage?

☐ ▶ 10  
by showing how Mom feels about the wasp

☐ ▶ 10  
by showing how Stevie fixes the problem

☐ ▶ 10  
by showing when the family has a picnic

☐ ▶ 10  
by showing where the family lives

**Diagnostic Assessments** use multiple choice, drag and drop, hot spots and drop down item types:

- **Drag and Drop** items allow the student to match, sort, order, or fill in missing information by dragging and dropping items.

adapted from *The Wasp's Picnic*

1  
2  
3  
4

Passage will appear here.

▶ 10

Retell the passage by dragging and dropping the events into the correct order.

▶ 10  
Stevie puts meat on the ground for the wasp.

▶ 10  
Stevie says the wasp likes Mom's food.

▶ 10  
The family goes on a picnic together.

▶ 10  
Mom thinks a bee is trying to sting her.

- **Hot Spot** items allow the student to click an image or text that has predefined regions.

Passage 1

1
2

Passage will appear here.

▶ ⏮ 10 ⏭

In Passage 1, choose the **two** phrases from paragraph 2 that **best** show the author's feelings about weeds.

▶ ⏮ 10 ⏭

Weeds can be pests in a garden. Gardeners do not plant them. The wind can blow their seeds into gardens. Sometimes seeds fall from birds or other animals. Once weeds have made their home in a garden, getting rid of them can be a bother.

- **Fill in the blank: Drop Down** items allow the student to make words or complete sentences by choosing affixes, words, or phrases from drop-down lists of possible answers.

adapted from "Geared-Up Animals"

1
2
3

Passage will appear here.

▶ ⏮ 10 ⏭

Select an option from **each** drop-down menu to correctly complete the sentences.

▶ ⏮ 10 ⏭

The author of the passage describes how a helmet is like an 

Choose... ▾

 and how goggles work like an 

Choose... ▾

. The author also compares an 

Choose... ▾

 to skis.

Note: These item types will be described in the Student Guide – Diagnostic video in your Getting Started folder. Please show it to your students prior to administering the Diagnostic assessment. Younger students in particular may need help understanding how to answer each item type.

## Part 2 – Preparing for the Savvas Literacy Screener and Diagnostic Assessments Program

### Scheduling the LSDA

Schedule the LSDA during a time of minimal distractions. Although the estimated test-taking time is 20–40 minutes for the Screener and 35–60 minutes for the Diagnostic, some students may require additional time.

You **MUST** administer the Screener first and then the Diagnostic.

Students may complete both the Screener and Diagnostic in multiple sessions if necessary, as long as they complete both assessments within your designated administration window. Further information about administering each assessment is provided in [Part 3](#) and [Part 5](#) of this manual.

### Setting Up Realize for New Customers or Those Who Do Not Have myView or myPerspectives

If you are new to Savvas Realize or have a Realize account for a product other than myView and myPerspectives, you will need to set it up before you begin. Otherwise, you can skip to the next section, [LSDA Preparation Checklist](#).

The LSDA program is located on the Realize platform. Before you can assign the Screener or Diagnostic in Realize, you must have account credentials, students rostered, and at least one class. If you don't have access, ask your school technology contact or principal for your Realize account information. If you are unable to successfully log in, you or your administrator may contact [Savvas Customer Care](#). There you will find contact information, login help, and tutorials for how to get started setting up classes.

Once you have logged in successfully to Realize, see the [Realize Instructor Help](#) for further information on getting started. Need more? Visit [My Savvas Training](#) for on-demand tutorials, virtual professional learning, chat, and email support.

## LSDA Preparation Checklist

Prior to administering the Screener or Diagnostic, complete the following tasks:

- ☐ Read this User Guide thoroughly.
- ☐ Preview the videos and read the documents in the Getting Started folder. These are also linked on the **first page** of this User Guide.

The screenshot shows the Savvas Realize interface for Grade 6 Literacy Screener & Diagnostic Assessments. The top navigation bar includes links for Home, Browse (highlighted), Classes, and My Library. On the right, there are icons for search, notifications, help, and a user profile for Ms. Wells. The main content area is titled 'Literacy Screener & Diagnostic Assessments Grade 6'. On the left is a 'Table of Contents' with a hand cursor pointing to 'Getting Started'. The table of contents includes: Getting Started, Screener Assessment, Diagnostic Assessments, Level F Resource Library, Level G Resource Library, Level H Resource Library, Credits, Level F, and Credits, Level G. On the right, there is a search bar, a 'Search' button, and buttons for 'Filters' and 'Standards'. Below these are 'Browse by Category' options: Activities, Assessment, Teacher Support, and Video / Audio. The footer contains copyright information for 2022 Savvas Learning Company LLC, links to User Agreement, Privacy Policy, and Credits, and the Savvas logo.

- ☐ Complete any Realize and/or LSDA training offered by your school or district. You may also visit **My Savvas Training** for on-demand tutorials, virtual professional learning, chat, and email support.
- ☐ For students who may not have familiarity with Realize or testing,
  - ☐ Familiarize yourself first and then direct students to the **Realize Student Help** or the **Realize Help for Early Learners**.

- ☐ If available, collect prior year data (IEP, 504, academic grades, test scores) to help identify where off-grade assignments may be warranted.
- ☐ If you are administering assessments in a physical classroom,
  - ☐ arrange the room to prohibit talking and sharing of responses with other students.
  - ☐ check that each computer or tablet has headphones plugged in with the volume set at an appropriate level.
  - ☐ download student usernames and passwords. **Take care to destroy any printed copies of personal information after the test.**
  - ☐ post a Do Not Disturb sign where those entering the classroom can see it.
  - ☐ if you are able, load the [Savvas Sign In page](#) on each computer. This will make it easier to begin testing.
- ☐ For virtual administrations,
  - ☐ encourage students to find a quiet place where they can complete the Screener without distractions.
  - ☐ students may wish to use speakers or headphones. Check that the volume is at an appropriate level.

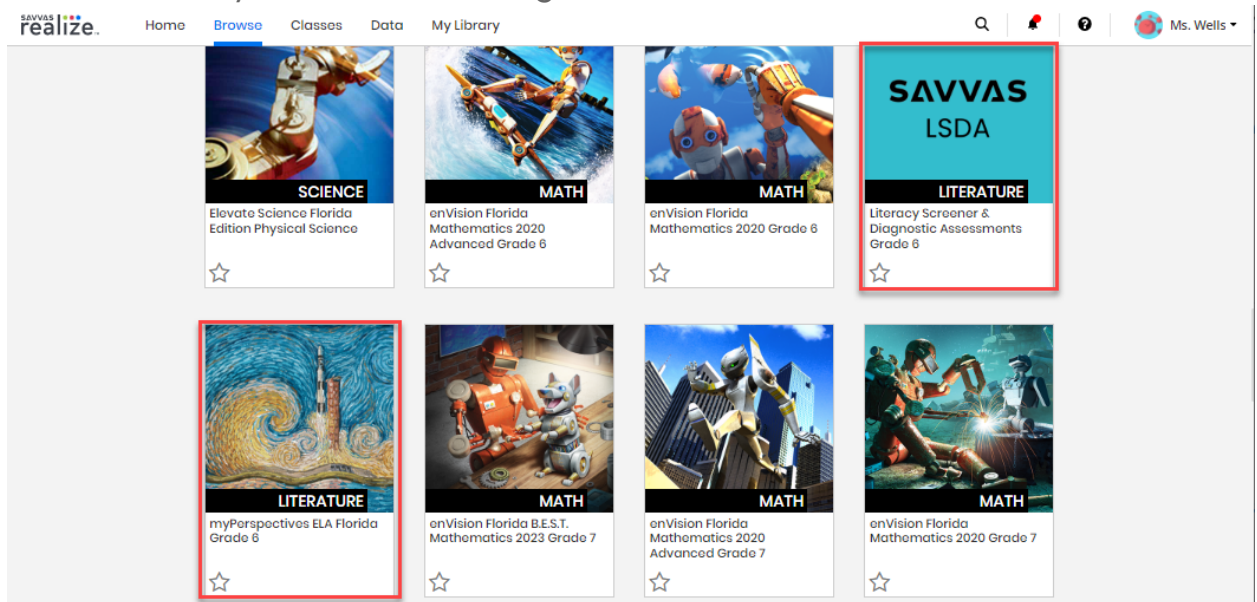
## Assigning the Screener

First you will verify that your classes taking the LSDA have access to the Savvas Literacy Screener and Diagnostic Assessments program. Click **Browse** in the top navigation bar.



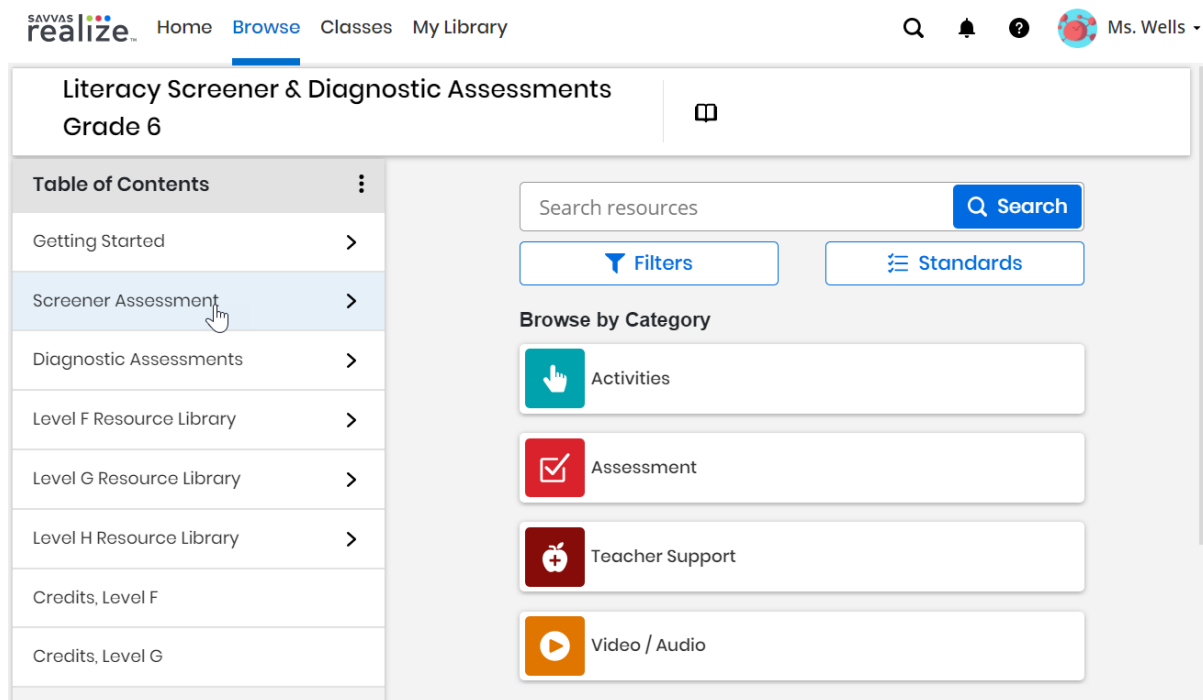
Check if either:

- the Savvas Literacy Screener and Diagnostic Assessments program is listed; or
- for myView or myPerspectives customers, check if you have the LSDA by browsing within either program's Table of Contents and looking for Savvas Literacy Screener and Diagnostic Assessments.

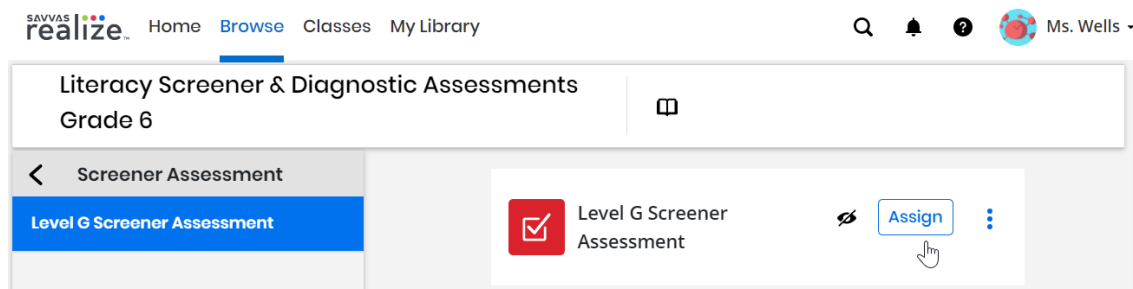


The next step is to consider guidance from your school or district administration and/or evidence of prior learning such as last year's test scores or grades, an IEP, or a 504 plan to **assign the most appropriate Screener Assessment** to your students.

You will need to find the LSDA program again either on the right side navigation panel on your **Home** tab or under the **Browse** tab, then click the Screener Assessment.



Select your Screener on the left, then click **Assign**.



Fill out the start and end dates, **add** students by name or class, then fill out any instructions you want the students to see. You may also leave the instructions box blank and default instructions will appear for students. When you are finished, click **Assign**.

After you have assigned the Screener, click **Home** on the top menu bar. Verify that the correct due date is listed for the Screener Assessment assignment.



The Screener Assessment is recommended for all students in Grades K–8 (Levels A–I). See the [Note about Kindergarten Students](#) for more information.

*Important!* Assign the Screener exactly as it is. Do not customize the Screener. Changing the test will invalidate MSDA scores.

## **Accommodations**

All items are narrated throughout the assessment for all students. To listen, press the arrow inside the black oval. Students in Kindergarten and Grades 1–2 can also listen to the passages. Ensure students have functioning headphones so that the sound does not interfere with test administration.

You may assign off-grade level Screeners by adding other grade levels in Settings.

Browser zoom functions are supported.

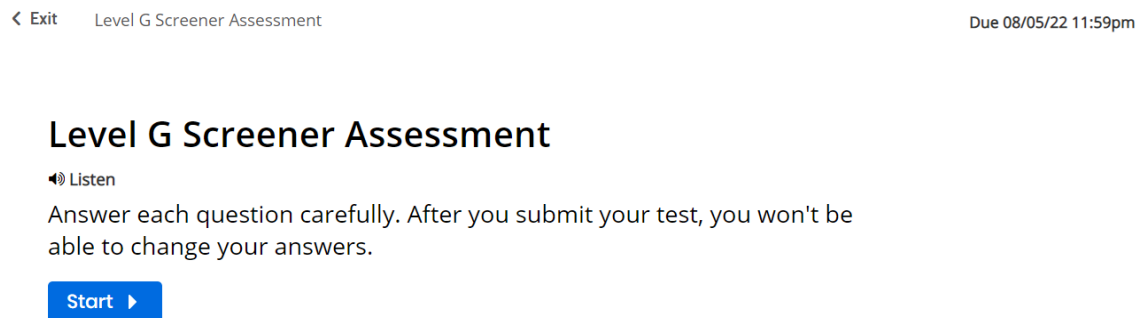
## Part 3 – Administering the Screener Assessment

### Administering the Screener

Please go back and review the [LSDA Preparation Checklist](#) in [Part 2](#) prior to testing. On the day of the assessment, ensure your students are logged in to Realize. This may be by logging in directly to [www.SavvasRealize.com](http://www.SavvasRealize.com) or through your district portal.

Present the [Student Guide – Screener](#) video to the students, or use the script in [Appendix B](#). You will need to pause the video a few times to answer student questions, so read the script or watch the video before showing it to your students.

Students will see this screen when they successfully start:



Students may navigate through the Screener using the Next button at the bottom of their screen. Students are not allowed to go back to review their progress before submitting the test.

If students must leave the assessment before they have completed it, they should simply close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

After all items have been completed, students should be sure to click the **Submit Test** button. After clicking **Submit Test**, the test is scored and students may not go back.

After submitting their Screener, students will see a **Score Summary**, including overall performance and details by item. Overall data includes percent correct, raw score, areas for improvement, and skills successfully completed.

### Score Summary

Toby Chen: 21% (3/14)

#### You need more practice with:

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

They will also see information for every item including whether each item was answered correctly or incorrectly, points earned, and a link to view the question again.

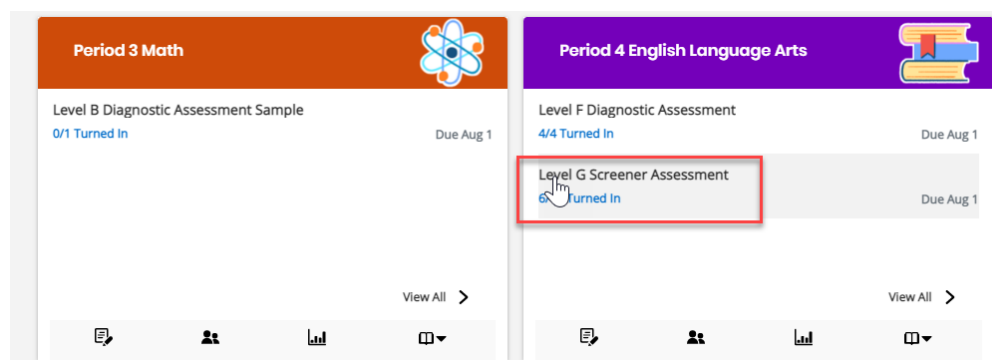
Question	Answer	Points per question	View
Question 1	✖ Incorrect	0 out of 1 point	<a href="#">View question</a>
Question 2	✔ Correct	1 out of 1 point	<a href="#">View question</a>
Question 3	✖ Incorrect	0 out of 1 point	<a href="#">View question</a>
Question 4	✖ Incorrect	0 out of 1 point	<a href="#">View question</a>
Question 5	✖ Incorrect	0 out of 1 point	<a href="#">View question</a>

This concludes the Screener Assessment.

## Part 4 – Viewing Screener Results and Assigning the Diagnostic Assessment

### Viewing Screener Results

Find your class on the Home screen. To find all of your Screener data, start by selecting the Screener within the class of your choice on your Home page.



On this page, you may check to see which students have turned their Screener in, are still in progress, or haven't started yet. You can also preview the Screener in the **Teacher's Preview** section. This will allow you to see exactly what the students see when they go through the Screener.

Select **View Data** on the top right corner of the page to view the results of those who have turned in their Screener.

The screenshot shows the SAVVAS literacy interface. At the top, there's a navigation bar with 'Home', 'Browse', 'Classes', and 'My Library'. The main header shows 'Period 4 English Language Arts' and 'Level G Screener Assessment' with a '44% Avg Score' and 'Due Aug 1'. A red box highlights the 'View Data' button in the top right corner. Below the header, there's a 'Teacher's Preview' section. On the left, there's a table showing student scores:

Turned In (6)	
Dana, Geraldino	14%
Dolphina, Ida	36%
Ever, Gerald	100%
Gracja, Najla	71%

On the right, there's a 'Level G Screener Assessment' section with a 'Listen' icon and the text: 'Answer each question carefully. After you submit your test, you won't be able to change your answers.' Below this is a 'Start' button.

Although the results from the Screener allow you to decide which Diagnostic Assessment to assign, you may also use them to begin planning instruction. Screener results allow you to understand how well students know prerequisite skills. There are four types of reports for the Screener:

1. **Standard Analysis** will display how students performed on each prior-year standard. Each student's overall score is displayed as a number and percentage correct. Sort overall scores by clicking one of the small arrows to the right of **Score**. You'll use these scores to assign the Diagnostic in the **next section**.

The screenshot shows the SAVVAS literacy Screener & Diagnostic Assessments interface. The top navigation bar includes Home, Browse, Classes, and My Library. The user is logged in as Ms. Wells. The main content area is titled "Period 4 English Language Arts" and shows the "Class results by assignment" view for the "08/01/22: Level G Screener Assessment". The assessment is assigned to "Period 4 English Language Arts" and has an average score of 44%. The "Standard Analysis" tab is selected, showing a table of student scores for various standards. The table includes columns for Name, Score, and specific standards (L.5.4.a, VOC.5.4.a, and 4.a.1). The scores are as follows:

Name	Score	L.5.4.a	VOC.5.4.a	4.a.1
Dana, Geraldine	14% (2/14)	1/1	1/1	1/1
Delphina, Ida	36% (5/14)	1/1	1/1	1/1

2. **Question Analysis** will display how the whole class answered each item on the Screener.

The screenshot shows the SAVVAS literacy Screener & Diagnostic Assessments interface, specifically the "Question Analysis" view for the "08/01/22: Level G Screener Assessment". The assessment is assigned to "Period 4 English Language Arts" and has an average score of 44%. The "Question Analysis" tab is selected, showing a bar chart of student performance on 14 questions (Q1 to Q14). Below the chart is a table of question details, including the question number, standard, max points, and the number of students correct, incorrect, and partially correct. The table is as follows:

Question	Standard	Max Points	# of Students Correct	# of Students Incorrect	# of Students Partial Correct
Question 1	L.4 + 5 more	1	3	3	0
Question 2	LIT.5.4 + 4 more	1	2	4	0

3. **Student Analysis** will display how each student performed overall and on each item.

08/01/22: Level G Screener Assessment								
Program: Literacy Screener & Diagnostic Assessments Grade 6 > Screener Assessment								
Assigned to: Period 4 English Language Arts								
Average score: 44%								
<div> <div>Standard Analysis</div> <div>Question Analysis</div> <div><b>Student Analysis</b></div> <div>Performance Analysis</div> </div>								
Question(s) 1-6 of 14 <span>Export Data</span>								
	Name ▾	Score ▾	Q1 ▾	Q2 ▾	Q3 ▾	Q4 ▾	Q5 ▾	Q6 ▾ ↻
↓	Dana, Geraldine	14% (2/14)	0/1	0/1	0/1	1/1	0/1	0/1
↓	Delphina, Ida	36% (5/14)	0/1	0/1	1/1	0/1	0/1	0/1
↓	Ever, Gerald	100% (14/14)	1/1	1/1	1/1	1/1	1/1	1/1
↓	Gracja, Najla	71% (10/14)	1/1	0/1	0/1	0/1	1/1	0/1
↓	Sydnee, Zander	21% (3/14)	0/1	0/1	0/1	1/1	0/1	1/1
↓	Xing, Kenan	21% (3/14)	1/1	1/1	0/1	0/1	0/1	0/1
Total Correct			3	2	2	3	2	2
Total Incorrect			3	4	4	3	4	4
Total Partial			0	0	0	0	0	0

4. Use **Performance Analysis** to group students by standard or overall score and assign resources in Realize. Note that LSDA resources do not appear for the Screener results. These resources appear only after students have completed the Diagnostic.

08/01/22: Level G Screener Assessment			
Program: Literacy Screener & Diagnostic Assessments Grade 6 > Screener Assessment			
Assigned to: Period 4 English Language Arts			
Average score: 44%			
<div> <div>Standard Analysis</div> <div>Question Analysis</div> <div>Student Analysis</div> <div><b>Performance Analysis</b></div> </div>			
View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students between the performance bands.			
Performance by		Overall Score ▾	Break point 70 % <span>Show Performance</span>

## Using Screener Results to Decide which Diagnostic to Assign

We recommend that students in Grades 1–3 who correctly answer 13 or fewer and students in Grades 4–8 who correctly answer 8 or fewer items on the Screener be assigned the **Prior-grade level Diagnostic**.

Students in Grades 1–3 who correctly answer 14 or more and students in Grades 4–8 who correctly answer 9 or more items on the Screener should be assigned the **On-grade level Diagnostic**. These scores (14 or 9) are also called “cut scores.”

**Diagnostic Recommendation Table**

Grade & Screener Levels	Cut Score	Recommended Diagnostic Assessment	
		Less Than Cut Score	Greater Than or Equal to Cut Score
Kindergarten Level A	--	All students should be assigned the Level A Diagnostic Assessment.	
Grade 1 Level B	66% (14 out of 21)	Level A Diagnostic Assessment	Level B Diagnostic Assessment
Grade 2 Level C	66% (14 out of 21)	Level B Diagnostic Assessment	Level C Diagnostic Assessment
Grades 3 Level D	70% (14 out of 20)	Level C Diagnostic Assessment	Level D Diagnostic Assessment
Grades 4–8 Levels E–I	64% (9 out of 14)	Prior-grade level Diagnostic	On-grade level Diagnostic (matches the Screener level)

*For example, a student in Grade 3 taking the Level D Screener scores 65% (13 out of 20) and is recommended to take the prior-grade Level C Diagnostic. A classmate scoring 70% (14 out of 20) on the Level D Screener Assessment is recommended to take the on-grade Level D Diagnostic.*

Ultimately, the decision about which Diagnostic to assign is up to you and your administration.

## Assigning the Diagnostic Assessment

**Assign the recommended Diagnostic Assessment** using information from the table above.

1. For students scoring above the cut score, assign the on-grade level Diagnostic.
2. For students scoring below the cut score, assign the prior-grade level Diagnostic.

Home [Browse](#) Classes My Library 🔍 🔔 ?

### Screener & Diagnostic Assessments Grade 6

#### Create Assignment

Title

Level F Diagnostic Assessment

Start date

08/01/2022

Due date

08/01/2022

☐ Set start and end times ⓘ

Assign to

Geraldine Dana ✕

Ida Delphina ✕

Zander Sydnee ✕

Kenan Xing ✕

xin ✕

Period 4 English Language Arts

11 Students

Add

Period 3 Math

1 Student

Add

Period 2 Math

2 Students

Add

Period 1 Math

Add

Cancel

Assign



## Part 5 – Administering the Diagnostic Assessment

Review the **LSDA Preparation Checklist** in **Part 2** prior to testing. On the day of the assessment, ensure your students are logged in to Realize. This may be by logging in directly to [www.SavvasRealize.com](http://www.SavvasRealize.com) or through your district portal.

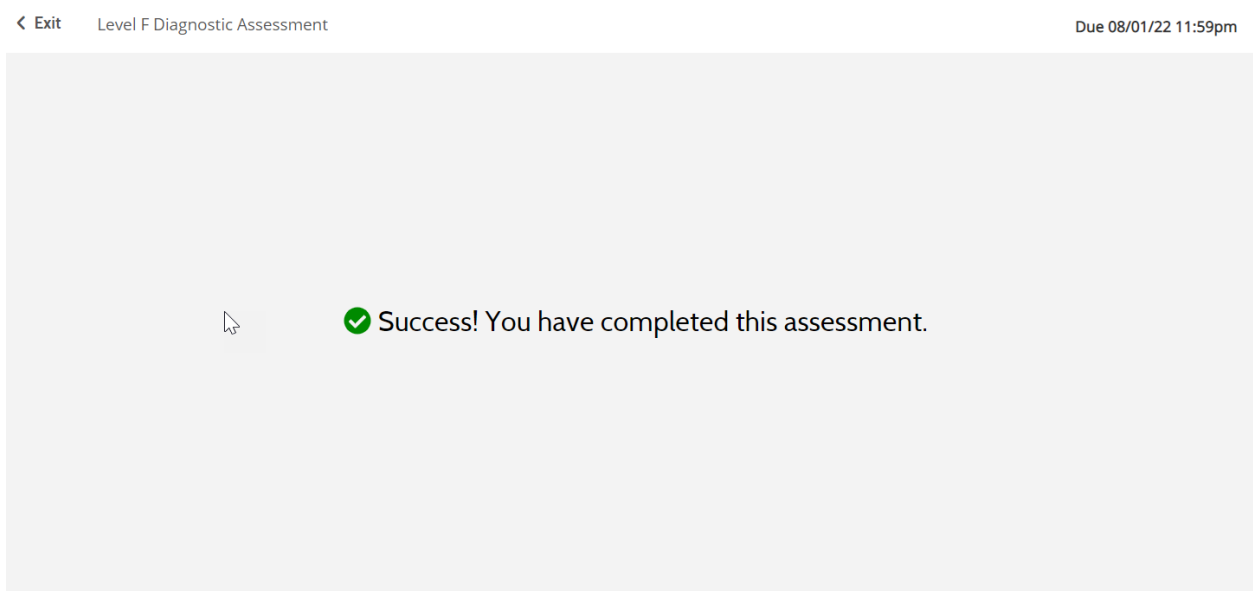
Present the **Student Guide – Diagnostic** video to the students or use the script in **Appendix C**. Pause the video to answer student questions, so you may wish to read the script or watch the video before showing it to your students.

If students leave the assessment before they have completed it, they should close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

It is not possible to go back to review answers before submitting the test. Once all items have been completed, students should be sure to click the **Submit Test** button. After clicking **Submit Test**, the test is scored and students may not go back.

Students will not be able to see their scores on the Diagnostic.

Unlike the Screener, students will not see a Score Summary at the end of the Diagnostic. They will see *“Success! You have completed this assessment.”* and will need to click **Exit** or close their browser. They will not be able to see the items or review their answers.



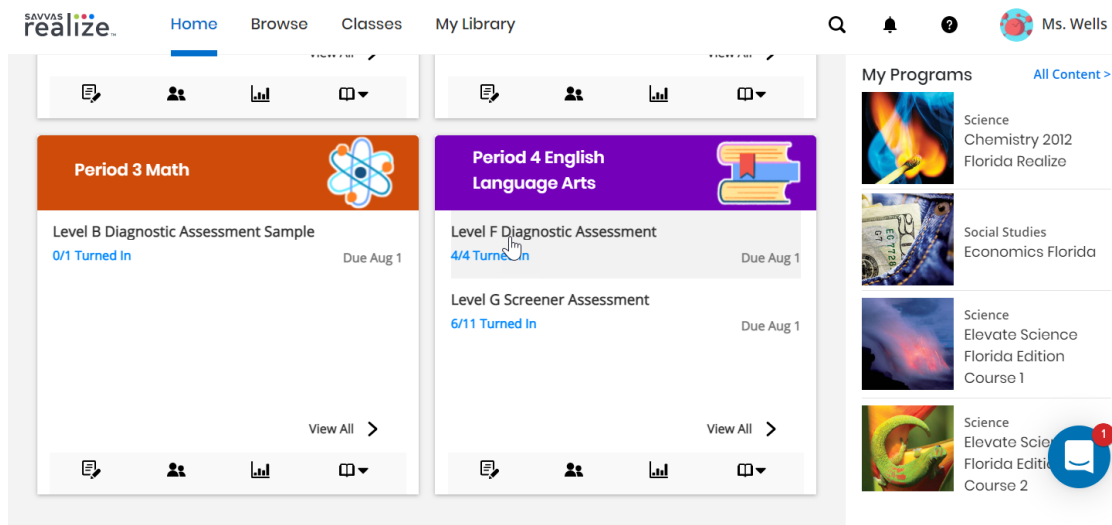
This concludes the Diagnostic Assessment.

## Part 6 – Accessing Diagnostic Class Summary and Student Reports

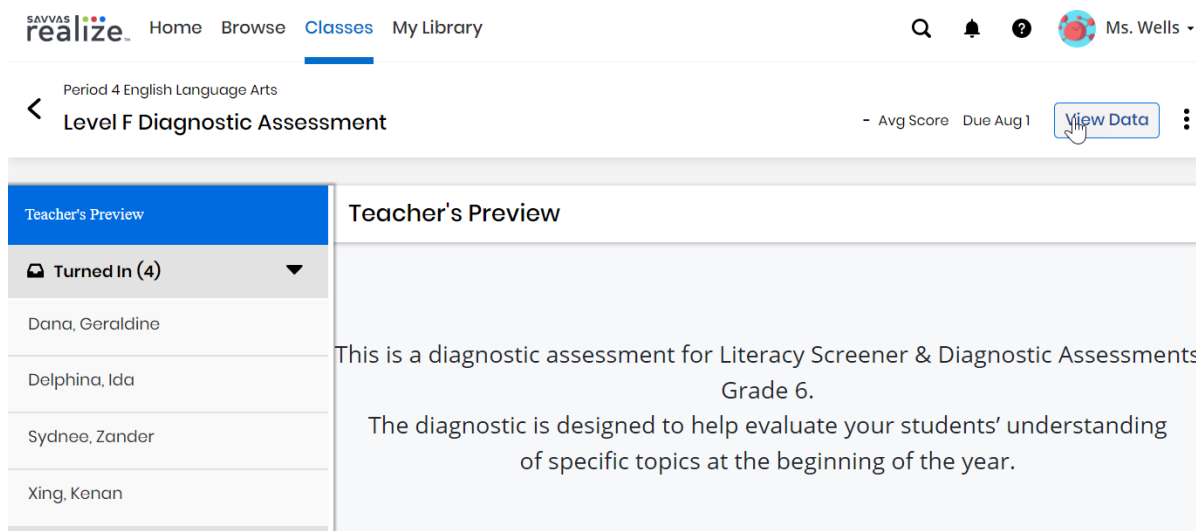
After students complete a Diagnostic assessment in the LSDA, you can find their results within minutes in Realize.

NOTE: Unlike the Screener, students are not able to view their own Diagnostic results. You are in control of how and when to share that information with your students.

To find your Diagnostic data, start by selecting the Diagnostic within the class of your choice.

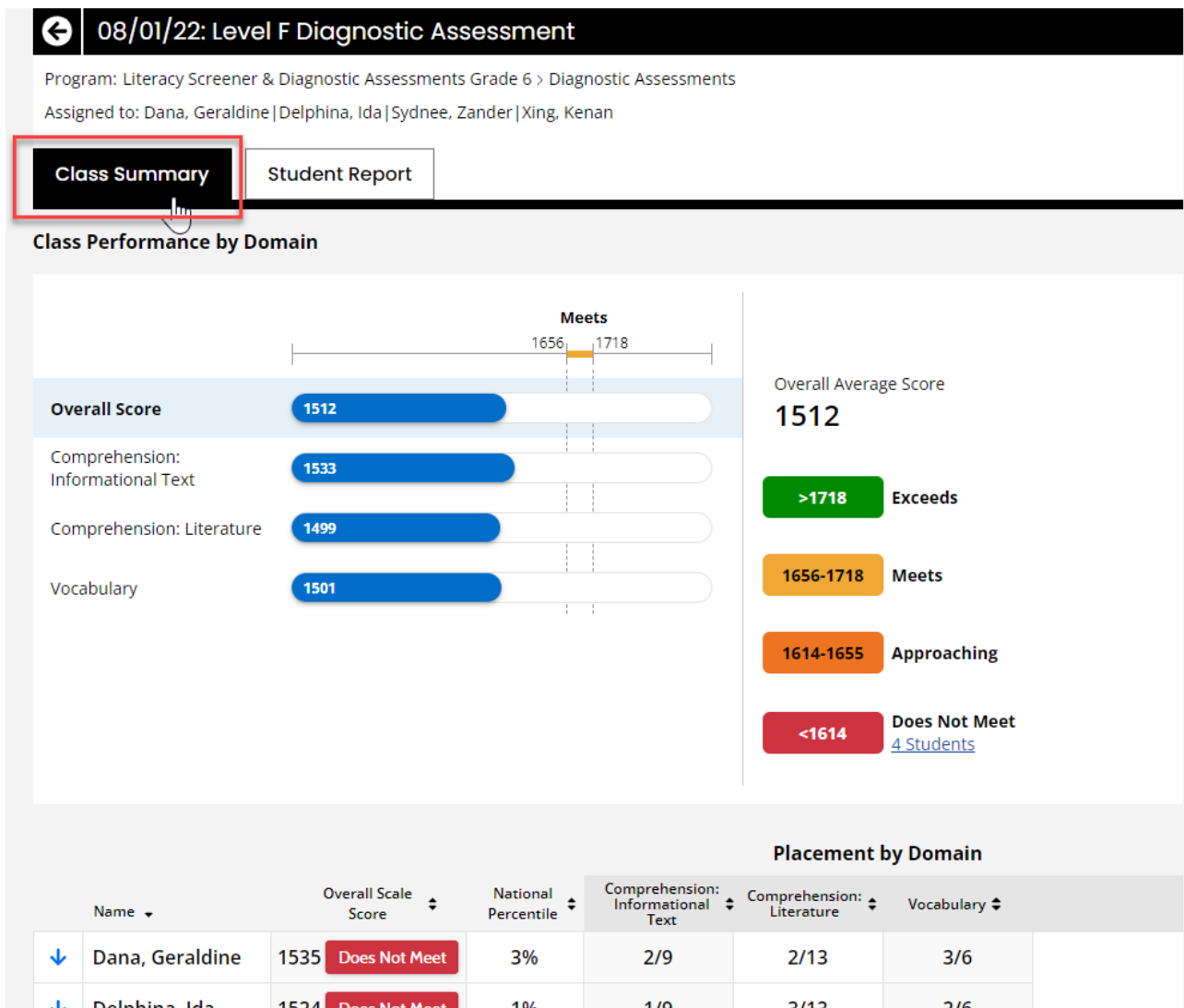


Then select View Data on the top right corner.



We have outlined the components of the two available Diagnostic reports in the [How to Interpret Diagnostic Reports](#) video. For more detailed information about how to navigate to these reports and understand them, please see the [Class Summary for Diagnostic Assessments](#) and [Student Report for Diagnostic Assessments](#) help documents.

The [Class Summary](#) will appear first.



You may select the **Student Report** tab at the top of the page to see results for each individual student.

08/01/22: Level F Diagnostic Assessment

Program: Literacy Screener & Diagnostic Assessments Grade 6 > Diagnostic Assessments

Assigned to: Dana, Geraldine | Delphina, Ida | Sydnee, Zander | Xing, Kenan

Class Summary

Student Report

Dana, Geraldine

Print Student Report

Geraldine Dana

Overall Score

1535

Geraldine's overall scale score was a **1535** with a target of 1656-1718. Geraldine is in the **3rd percentile**, which means Geraldine scored better than 3% of their peers.

Does Not Meet

Approaching

Meets

Exceeds

1535

National Median

Performance by Domain

Click to expand each domain to see which specific skills students who score within the same ranges as Geraldine typically could use some improvement.

Expand All

Comprehension: Informational Text

1555

Does Not Meet

Comprehension: Literature

1529

Does Not Meet

We have outlined the components of these two Diagnostic reports in the **How to Interpret Diagnostic Reports** video.

The image shows a video cover for 'Diagnostic Reports'. At the top, there are two logos: 'SAVVAS math Screener & Diagnostic Assessments' and 'SAVVAS literacy Screener & Diagnostic Assessments'. The title 'Diagnostic Reports' is centered in a large, bold font. At the bottom, it says 'Powered by realize'. The background features abstract geometric shapes in shades of blue, teal, and green.

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& Diagnostic Assessments

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For more detailed information about how to navigate to these reports and understand them, please see the **Class Summary for Diagnostic Assessments** and **Student Report for Diagnostic Assessments** help documents.

As you look at your data and think about instructional planning, here are some example questions you may want to explore on your own or with others:

### **Class Summary**

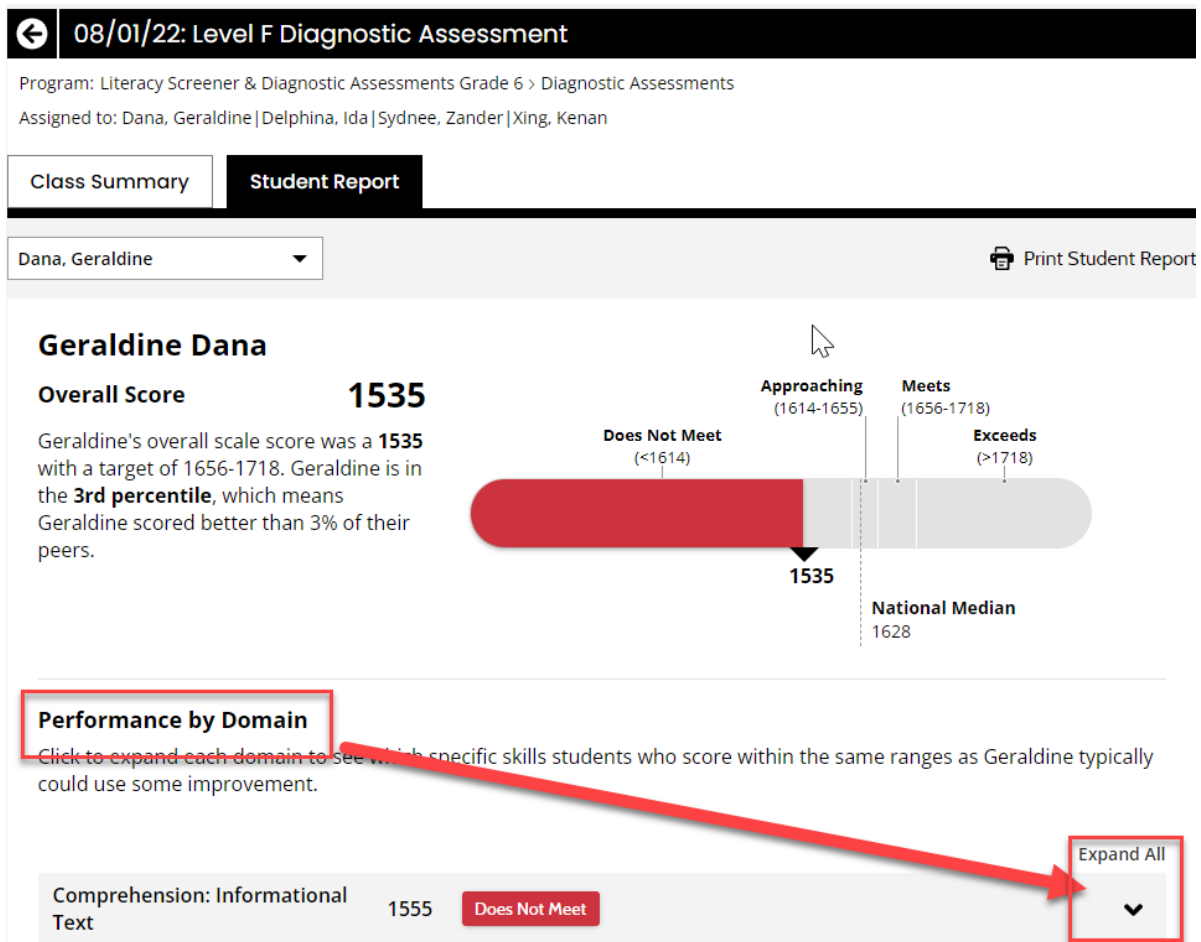
- How did my class do overall? Is performance consistent across classes?
- Which areas/domains/skills were the most challenging for the class?
  - Low overall scale scores suggest a need for increased instructional focus with additional curricular support or learning resources specific to that domain.
- Which students in my class did well in relation to other students at the beginning of this grade?
  - National percentiles above 50 are considered above average.
  - Identify L which domains were highest or lowest.
  - High national percentiles suggest a need for extension activities to maintain engagement.
- As you plan your first 3 weeks of instruction, take note of areas of growth and students who may need extra support.
  - Make a note of these students. You can find more information for them individually in the **Student Report** section.

### **Student Report**

- Select a student Where were their strengths? How will I encourage them to extend that understanding?
  - Areas for improvement and growth? What resources will I use to support that?
  - What are their stretch goals? How can I monitor progress toward these goals?

## Part 7 – Reviewing Targeted Instructional Content

After students have finished taking Diagnostic Assessments, you will be able to find the linked targeted instructional resources in the **Performance by Domain** section at the bottom of their **Student Report**. You may download or print the Student Report with expanded domains and instructional recommendations.



Click the arrow on the right of each Domain box to view more detailed information about that student's performance by Domain.

Click on the blue underlined standard codes underneath each area to view a list of standards related to that area.

**Standards Information**

**NA\_RI\_3\_8\_1**  
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison).  
[View Resources](#)

**RI.3.8**  
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
[View Resources](#)

**Close**

For any standard, you may select **View Resources** to see specific resources from the LSDA Resource Library. These resources may be filtered using the left menu.

**Results for: NA\_RI\_3\_8\_1**

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison).

1 - 10 of 37 results

Recommended for Distance Learning	1 - 10 of 37 results
No Yes	<b>Compare and Contrast 3</b> Assign Add to Playlist Info
<b>Grado</b>	<b>Describe Relationships Between Ideas</b> Add to Playlist Info
3 (37)	<b>Text Structure</b> Assign Add to Playlist Info
<b>Teacher Only</b>	<b>Cause and Effect</b> Assign Add to Playlist Info
No (35) Yes (2)	<b>Author Evidence</b> Assign Add to Playlist Info
<b>Rubric</b>	<b>Sequence 1</b> Assign Add to Playlist Info
Has Rubric(s) (3) No Rubric(s) (34)	
<b>Media Type</b>	
Lesson (12) Realize Reader Selection (2) Test (3) Interactive Media (6) Document (14)	
<b>Content Category</b>	
Assessment (3) Reference Material (13) Sequence (12) Activity/Exercise (6) Teacher Resources (3)	
<b>Source</b>	
Savvas (37)	

## LSDA Resource Library

The **LSDA Resource Library** includes Small/Whole Group Lessons and Practice resources for each domain, described in the table below.

	<b>Small/Whole Group Lessons</b>	<b>Practice</b>
<b>Levels A–F (Grades K–5)</b>	Scaffolded reproducible student pages that allow teachers to introduce, model, and teach before guiding students through practice	Explanations, examples, and academic vocabulary definitions followed by one or two reproducible worksheets for students to complete
<b>Levels G–I (Grades 6–8)</b>	Printable practice and interactive activities related to comprehension, vocabulary, and foundational skills	Brief explanations of text analysis and vocabulary skills followed by short passage excerpts for students to read and answer questions about

These resources are also organized by domain in the program’s Table of Contents. These materials are grouped by level and domain, and they are available to teachers within the LSDA program in Realize. Some of these resources may also be recommended for specific students after they complete the Diagnostic. Aligned resources are available for myView and myPerspectives customers.

You can assign, present, or print any of the recommended instructional resources from Realize. Use the resources for beginning of the year planning, student grouping or differentiation, or simply to better understand where your new students are beginning their journey. We encourage you to watch our Data and Recommendations video which describes these features and provides ideas for next steps.



## Part 8 – Troubleshooting

Contact your school administrator or technology contact for credentials to log in to Realize.

If you have questions about the Realize platform after you have an account and can log in successfully, see the [Realize Instructor Help](#) for searchable information. You may also visit [My Savvas Training](#) for on-demand tutorials, virtual professional learning, chat, and email support.

[Savvas Customer Care](#) is available to support with contact information, sign in help and tutorials for how to get started setting up.

### **Savvas Customer Care**

Monday through Friday

8:00 AM – 8:00 PM EST

1 (800) 848-9500

## About Savvas Learning Company

At Savvas, we believe learning should inspire. Our next-generation K-12 learning solutions, developed by leading authors and educators, leverage the power of adaptive learning and advanced technology to deliver immersive, personalized, and engaging content. Through project-based, real-world learning experiences, we prepare students to become global citizens in an interconnected, digital world. Visit [Savvas Learning Company](#).

## About WestEd

WestEd is a nonpartisan, nonprofit organization, whose work is rooted in data, informed by research, and committed to equity. They have worked at the local, state, and national levels, providing research and evaluation for a wide range of clients and partners including the Smarter Balanced Assessment. This partnership provides Savvas with the benefit of an independent, highly-respected third party that ensures the assessments are unbiased and equitable, resulting in the most trusted Screener and Diagnostic assessments on the market. Visit [WestEd](#).

## Appendix A

### Top 5 Tips & Tricks

1. Check out the Early Learner mode in your user settings on Realize.
2. Familiarize yourself with the resources in the Getting Started folder before administering the Screener.
3. You are in control of assignments. You may use available prior year report card grades, IEPs, 504 plans, or state test scores to decide which Screener Level to assign. The majority of students will be best suited to take their corresponding grade level (ex: Level B for first graders).
4. Compare vertically scaled scale scores with scores from any other Diagnostic. Recommended cut scores may be overridden where warranted. Regardless of the Diagnostic, scale scores are comparable.
5. Think about how you intend to distribute/reveal scores, considering that these are intended to be general (not to assign Tier 3 interventions in the first week of school). You may wish to have one-on-ones with students, parent teacher conferences, print individual Student Reports to send home, display the Class Summary report to the whole class, and/or ask an administrator to print the data for all classes at once. Realize also integrates with most LMS products.

### Top 5 Stumbling Blocks

1. LSDA has two assessments that must be given in order: a Screener and a Diagnostic.
2. Tell your students to click Submit when finished!
3. Do not use LSDA for unintended purposes or give multiple times. Don't use this assessment program in isolation for high-stakes decisions. It may be one piece of evidence, but there should be others.
4. Communicate the purpose and importance to students before each administration. This will avoid random guessing, resulting in inaccurate results.
5. The Screener and Diagnostic function a little differently: Screeners give students more flexibility in moving around the test and show students a percent correct when complete. Diagnostics are more fixed so that students must move through in order and must respond to each item. Also, scores do not appear for students right away; they must wait for results from you.

## Appendix B

### Script for Administering Screener

On the day of the assessment, we recommend you read the following script to students, filling in the number of minutes they have to take the assessment.

Say: Today you will be taking a Screener Assessment. The results will help us understand how well you understand literacy skills from last year. It is important to try your best and do your own work. We have \_\_ minutes to work on the Screener today.

#### Step 1 – Signing In

Either pre-load the [Savvas Sign In page](#) on every computer or direct students to the site below:

Say: Please go to [www.savvasrealize.com](http://www.savvasrealize.com) and click **Sign In**.

Ensure that all students are on the Savvas Sign In page. If necessary, give students their usernames and passwords.

Say: Now enter your username and password in the boxes. If you need help, raise your hand and patiently wait for help.

Note: If you need help signing in, there are links below the password box to retrieve a forgotten username/password or get further assistance. You may also contact Savvas Customer Service.

#### Step 2 – Opening the Screener

Say: Now we will open the Screener. On your Home screen, click **Level \_\_ Screener Assessment**. Then under Assigned work, click **Level \_\_ Screener Assessment**. You should see a page with “Level \_\_ Screener Assessment” at the top. If you need help, raise your hand.

Ensure that all students have successfully opened their Screener Assessment. If students do not see the Screener, return to [Assigning the Screener](#) in Part 2.

#### Step 3 – Beginning the Screener

Say: We will begin the Screener soon. First, I need to tell you some important information. This Screener will not count towards your grade. It is okay if you do not know the answer to every question. If you need help reading an item, you may press the play button to listen. *[for Kindergarten and Grades 1–2 only, say: If you need help reading an item **or a passage**,*

*you may press the play button to listen.] If you are stuck, go back and read or listen to the question again and then click on your best guess. For some questions, you may need to scroll down to see all of the answer choices. Answer every question. Remember to look only at your screen and remain quiet. Raise your hand to ask for help or if you have a question.*

Say: Now we will go over how to navigate inside the Screener. After you enter the answer to each question, click **Next** to move to the next question. You cannot go back to the previous question.

Say: Questions must be answered in order and you only have one chance to answer them. You must answer each question before you are able to go to the next question. Think carefully before clicking **Next** at the bottom of each question. You will not be able to go back to answer a question after you click **Next**.

Say: If you need to take a break, close the browser. Your place will be saved. After you finish and click **Submit test**, you will have completed the test. You won't be able to go back and change your answers. At that time, you may close your browser. Please raise your hand now if you have any questions.

Pause to let students ask questions.

Say: When you are ready to begin, click **Start**.

If students must leave the test before they have completed it, they should simply close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

## Appendix C

# Script for Administering Diagnostic

Read the following to students, filling in the number of minutes they have to take the test.

Say: Today you will be taking the Diagnostic Assessment. The results will help us understand where we need to focus your instruction. It is important to try your best and do your own work. We have \_\_ minutes to work on the Diagnostic Assessment today.

### Step 1 – Signing In

Either pre-load the [Savvas Sign In page](#) on every computer or direct students to navigate to the site below:

Say: Please go to [www.savvasrealize.com](http://www.savvasrealize.com) and click **Sign In**.

Ensure that all students are on the Savvas Sign In page. If necessary, give students their usernames and passwords.

Say: Now enter your username and password in the boxes. If you need help, raise your hand and patiently wait for help.

Note: If you need help signing in, there are links below the password box to retrieve a forgotten username/password or get further assistance.

### Step 2 – Opening the Diagnostic

Say: Now we will open the Diagnostic. Click the Diagnostic Assessment. Then under Assigned work, click the Diagnostic Assessment. You should see a page with “Diagnostic Assessment” at the top. If you need help, raise your hand.

Ensure that all students have successfully opened their Diagnostic. If students do not see it, return to [Assigning the Diagnostic Assessment](#) in Part 4.

### Step 3 – Beginning the Diagnostic

Say: We will begin the Diagnostic soon. First, I need to tell you some important information. This Diagnostic has 28 items and will not count towards your grade. It is ok if you do not know the answer to every question. If you need help reading an item, you may press the play button to listen. If you are stuck, read or listen to the question again and then click on your best guess. For some questions, you may need to scroll down to see all of the answer choices. Look only at your screen

and remain quiet unless you raise your hand to ask for help. Are there any questions?

Pause to let students ask questions.

Say: This Diagnostic contains different types of questions than the Screener. You may be asked to click on text or images; drag and drop words, phrases, or sentences; or select items from drop-down lists. Raise your hand during the assessment if you need help entering your answer.

Say: Another way this Diagnostic is different from the Screener is that the questions must be answered in order and you only have one chance to answer them. You must answer each question before you are able to go to the next question. Think carefully before clicking **Next** at the bottom of each question. You will not be able to go back to answer a question after you click **Next**. If you need to take a break, close the browser. Your place will be saved. After you finish question number 28 and click **Submit test**, you will have completed the test. You won't be able to go back and change your answers. Please raise your hand now if you have any questions.

Pause to let students ask questions.

Say: When you are ready to begin, click **Start**.

If students must leave the test before they have completed it, they should simply close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

Students will not see a Score Summary at the end of the Diagnostic. They will see *"Success! You have completed this assessment."* and will need to click **Exit** or close their browser. They will not be able to see the items or review their answers.

## LSDA Summary Table

		Screener				Diagnostic		
Grade	Level	Passages	Items	Time	Cut Score	Passages	Items	Time
K	A	2	21	20-30	N/A	3	28	35-50
1	B	2	21	20-30	14 (66%)	4	28	45-60
2	C	2	21	20-30	14 (66%)	4	28	45-60
3	D	2	20	20-30	14 (70%)	4	28	45-60
4	E	2	14	20-30	9 (64%)	4	28	45-60
5	F	2	14	20-30	9 (64%)	4	28	45-60
6	G	2	14	30-40	9 (64%)	4	28	45-60
7	H	2	14	30-40	9 (64%)	4	28	45-60
8	I	2	14	30-40	9 (64%)	4	28	45-60