

SAYVAS

Momentum

A S S E S S M E N T S U I T E



SAYVAS math Screener & Diagnostic Assessments

USER GUIDE

Updated July 20, 2023

Powered by **SAYVAS realize**TM

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 MSDA program on Realize:

What is MSDA?

MSDA Quick Start Guide

Student Guide – Screener

Student Guide – Diagnostic

Teacher Diagnostic Reports

The screenshot displays the Savvas Realize interface for 'Mathematics Screener & Diagnostic Assessments Grade 1'. At the top, there are navigation links for Home, Browse, Classes, and My Library, along with a search bar and user profile for Ms. Wells. The main content area features a 'Table of Contents' on the left with a red box around the 'Getting Started' link. To the right, there is a search bar, filters, standards, and a 'Browse by Category' section with options for Activities, Assessment, and Program Resources. Below this, the 'Getting Started' page is shown, with a sidebar containing links to 'What is MSDA?', 'MSDA Quick Start Guide', 'MSDA User Guide', 'Student Guide - Screener', 'Student Guide - Diagnostic', 'Teacher Diagnostic Reports', 'Next Steps with Data', and 'Link to More Resources'. The 'What is MSDA?' link is highlighted in blue in the sidebar, and its corresponding content is visible in the main area.

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 Mathematics Screener & Diagnostic Assessments (MSDA) 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 manual prior to testing to ensure the highest levels of test fidelity.

About the Savvas Mathematics Screener & Diagnostic Assessments (MSDA) Program

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

Assessments That Work Together



Universal Screener

A short screening assessment identifies proficiency in precursor math skills.

Multistage Adaptive Diagnostic

A diagnostic assessment adjusts to student misconceptions and understandings in real time, providing on-, above-, and below-level problems to students.

Scoring & Flexible Instructional Recommendations

Norm-referenced student data generates on-, above-, or below-level instructional content suggestions.

Growth Assessments

Two additional opportunities for educators to monitor student progress toward year-end proficiency throughout the year.

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

1. Students take a Screener at the beginning of the school year.

2. Teachers assign students a Diagnostic based on Screener results or other information.
3. Students take the assigned Diagnostic.
4. Teachers can immediately access score reports including instructional recommendations.

The Savvas Mathematics Screener & Diagnostic Assessment (MSDA) program may be used multiple times to measure growth over the course of one school year if purchased as MSDA+Growth. However, if Growth assessments were not purchased, we do not recommend using the same Diagnostic more than once. If students have seen the same items multiple times, they may answer correctly based on familiarity rather than increased understanding alone.

The scores are vertically scaled, which means that comparisons may be made across Levels, between classes or schools, and can be made over the course of a year, even if students took different Levels each time.

Lettering System

Assessment titles include a lettering system that corresponds to grades. For instance, Level A refers to Kindergarten level material, and Level B includes Grade 1 material. This system is intended to ease off-grade assignments.

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

For example, based on results of the Level D (Grade 3) Screener Assessment, you may need to assign the Level C (Grade 2) Diagnostic Assessment.

***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

The Screener Assessment, or Screener, is the first component of the MSDA program 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**. Although it provides information about prior math skills, the Screener’s main purpose is to help identify which Diagnostic is most appropriate to assign to your students. All students taking the same Screener will see the same items.

Grade Level	Level	Number Items on Screener	Estimated Time (min)
Kindergarten* and Grade 1	Levels A* and B	20	20-30
Grade 2	Level C	22	20-30
Grades 3, 4, and 5	Levels D, E, and F	25	20-30
Grades 6, 7, and 8	Levels G, H, and I	30	30-40

About the Diagnostic

The Diagnostic Assessment, or Diagnostic, is the second portion of the MSDA program. It provides detailed information about student strengths, areas of improvement, and stretch goals. Teachers will typically assign one of two Diagnostics to students based on whether the Screener results were above or below a cut score.

Each Diagnostic contains a total of 30 items. **In all, students generally need 45–60 minutes to complete a Diagnostic.** This multistage adaptive assessment includes a set of items at the beginning which determines the remaining items to display. Students will see items appropriate for their personalized level, so not all students taking the same Diagnostic will see the same items. Results include scores and specific instructional recommendations for every learner.

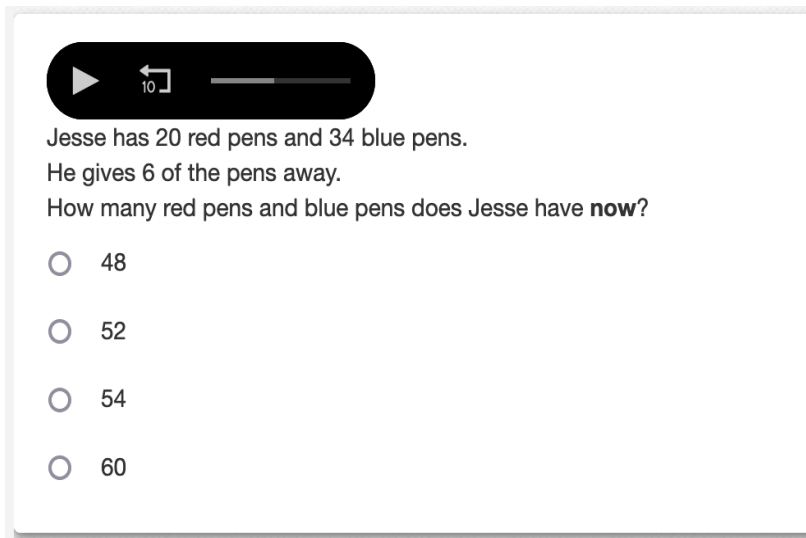
Because it is an adaptive assessment, the Diagnostic is meant to be administered on the computer only.

For a summary of information about the Screener and Diagnostic Assessments, see the [MSDA Summary Table](#) on the last page of this User Guide.

Item Types

Screeners 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.



Jesse has 20 red pens and 34 blue pens.
He gives 6 of the pens away.
How many red pens and blue pens does Jesse have **now**?

48

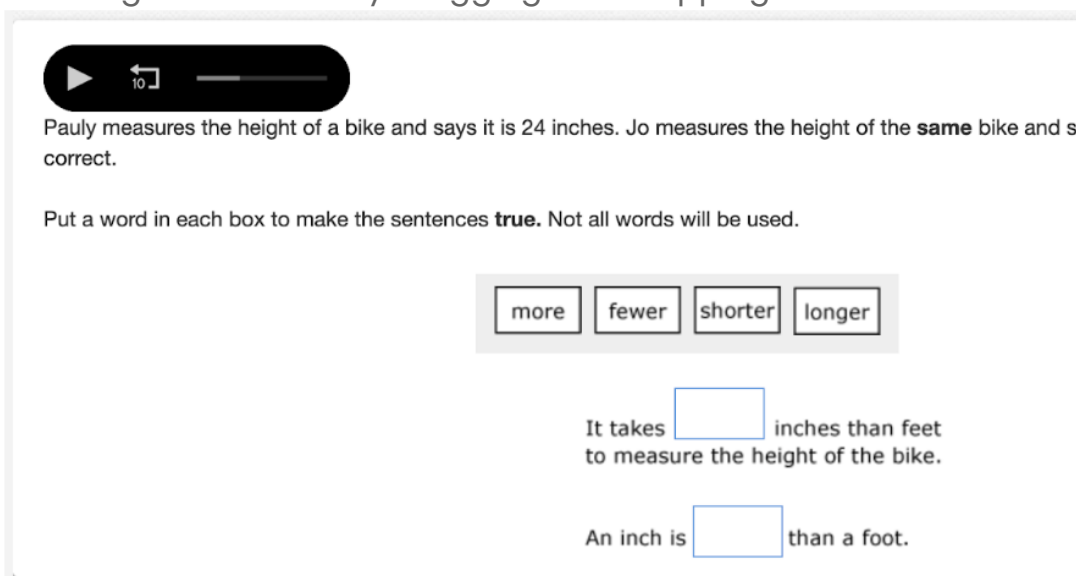
52

54

60

Diagnostics use multiple choice, drag and drop, hot spots, text entry, 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.



Pauly measures the height of a bike and says it is 24 inches. Jo measures the height of the **same** bike and says it is 36 inches. Put a word in each box to make the sentences **true**. Not all words will be used.

more fewer shorter longer

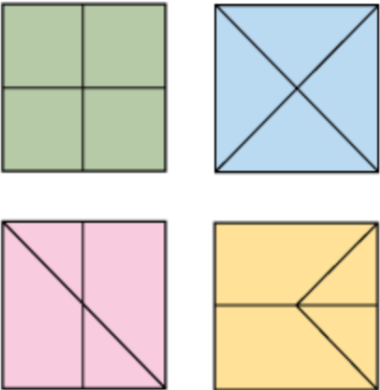
It takes [] inches than feet to measure the height of the bike.

An inch is [] than a foot.

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

Which shapes show fourths?

Choose the **two** correct shapes.

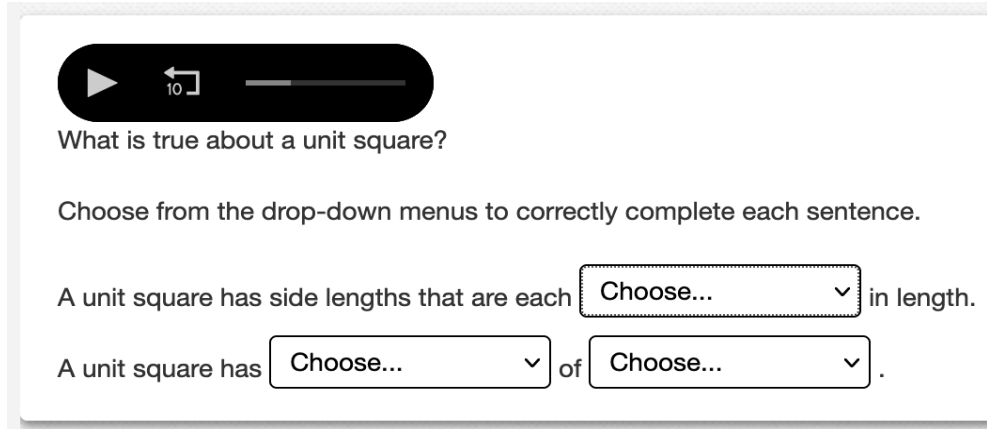


- **Text Entry** items allow the student to click the box and then type in alphanumeric answers.
 - Text must include numbers or letters only.
 - When answering a question with a numerical answer, carefully exclude any extra leading or trailing spaces, numbers, or characters. *For example, if the correct answer is "219", and "219.0" or "_219" is submitted, the answer may be marked as incorrect.*

Fill in the box with the sum.

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

- **Drop Down** items allow the student to complete sentences by choosing words or phrases from drop-down lists of possible answers.



What is true about a unit square?

Choose from the drop-down menus to correctly complete each sentence.

A unit square has side lengths that are each in length.

A unit square has of .

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. Younger students in particular may need help understanding how to answer each item type.

Assessed Domains

Screeners assess prior-year standards and Diagnostics assess current-year standards in the following areas.

Domain	K	1-2	3-5	6-7	8
Counting and Cardinality	X	X			
Number and Operations	X	X	X	X	X
Algebraic Reasoning	X	X	X	X	X
Measurement	X	X	X		
Geometric Reasoning	X	X	X	X	X
Data and Probability	X	X	X	X	X
Fractions		X	X		
Functions					X
Ratio and Proportion				X	

Integration with SuccessMaker

If your district has access to Success Maker and has integration enabled, students' first administration of the Diagnostic will result in a level assignment in SuccessMaker. Only the very first score will go over, so if students take the Diagnostic again, it will not change anything in SuccessMaker.

Part 2 – Preparing for the Savvas Mathematics Screener & Diagnostic Assessments Program

Scheduling the MSDA

The Savvas Mathematics Screener and Diagnostic Assessments are intended to be administered at the **beginning of the school year**. The results you receive after administering the MSDA are most valid when used as recommended.

Schedule the MSDA during a time of minimal distractions. Although the estimated test-taking time is 20–40 minutes for the Screener and 45–60 minutes for the Diagnostic, some students may require additional time.

Important! 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 enVision

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

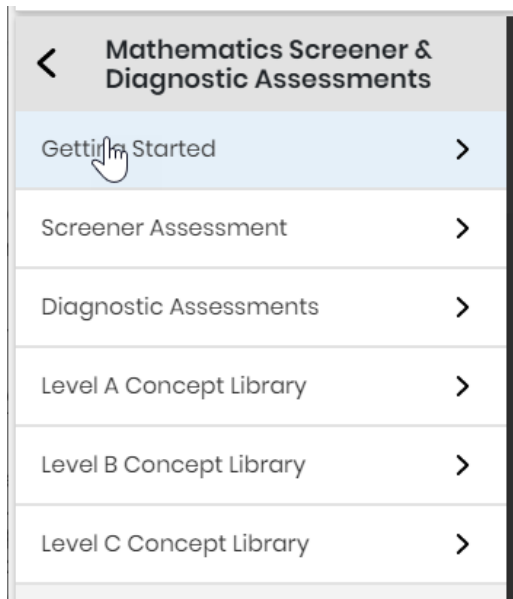
The MSDA program is located on the Realize platform. Before you can assign the Screener or Diagnostic in Realize, you must have account credentials, students rostered, and at least one class. If you don't have access, ask your school technology contact or principal for your Realize account information. If you are unable to log in, you or your administrator may contact [Savvas Customer Care](#). The Savvas Customer Care site contains 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.

MSDA Preparation Checklist

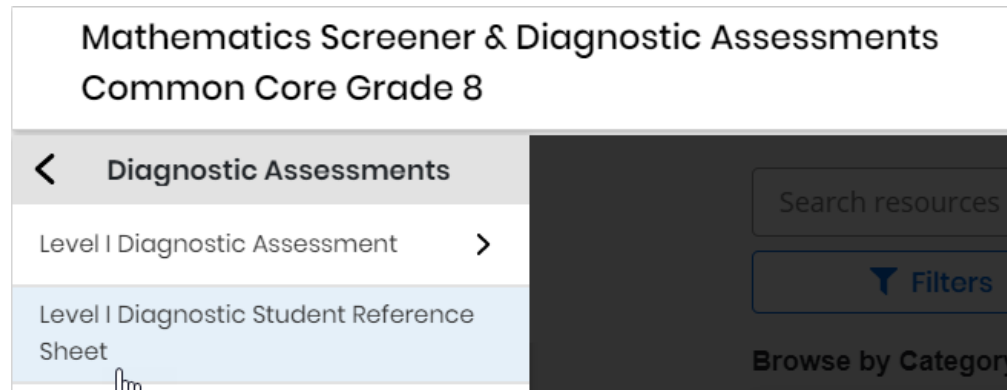
Prior to administering the Screener or Diagnostic, complete the following tasks:

- 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.



- Complete any Realize and/or MSDA 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](#).
- If available, collect prior year data (IEP, 504 plan, 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 a set of headphones plugged in with the volume set at an appropriate level.

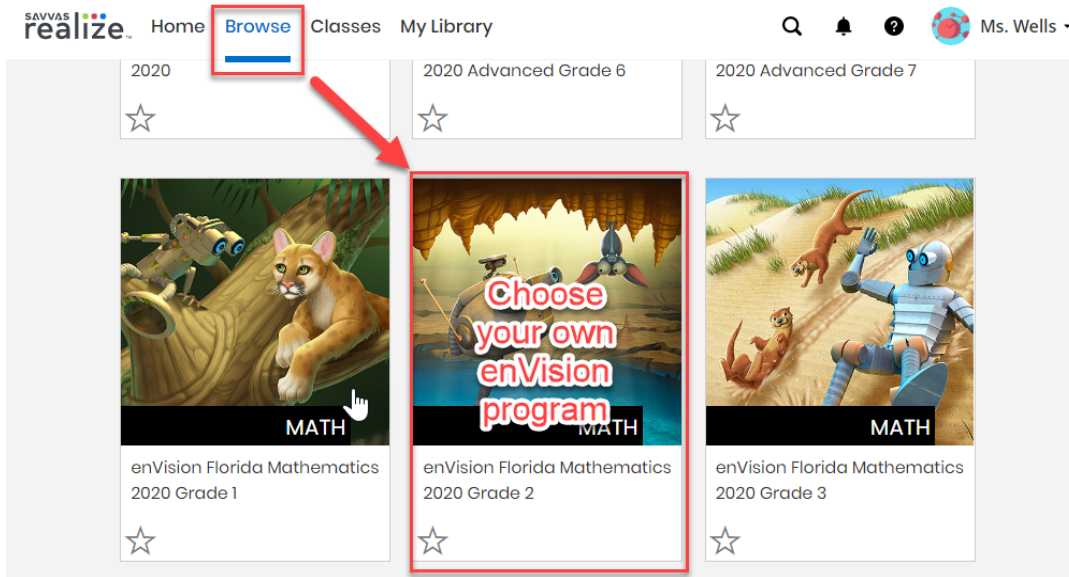
- download student usernames and passwords. **Take care to destroy any printed copies of personal information after the test.**
- post a Do Not Disturb sign where those entering the classroom can see it.
- if you are able, you may want to load the [Savvas Sign In page](#) on each computer. This will make it easier to begin testing.
- (for [Level F-I Diagnostics](#)) print out Reference Sheets, available in the Diagnostic Assessments folder in Realize.



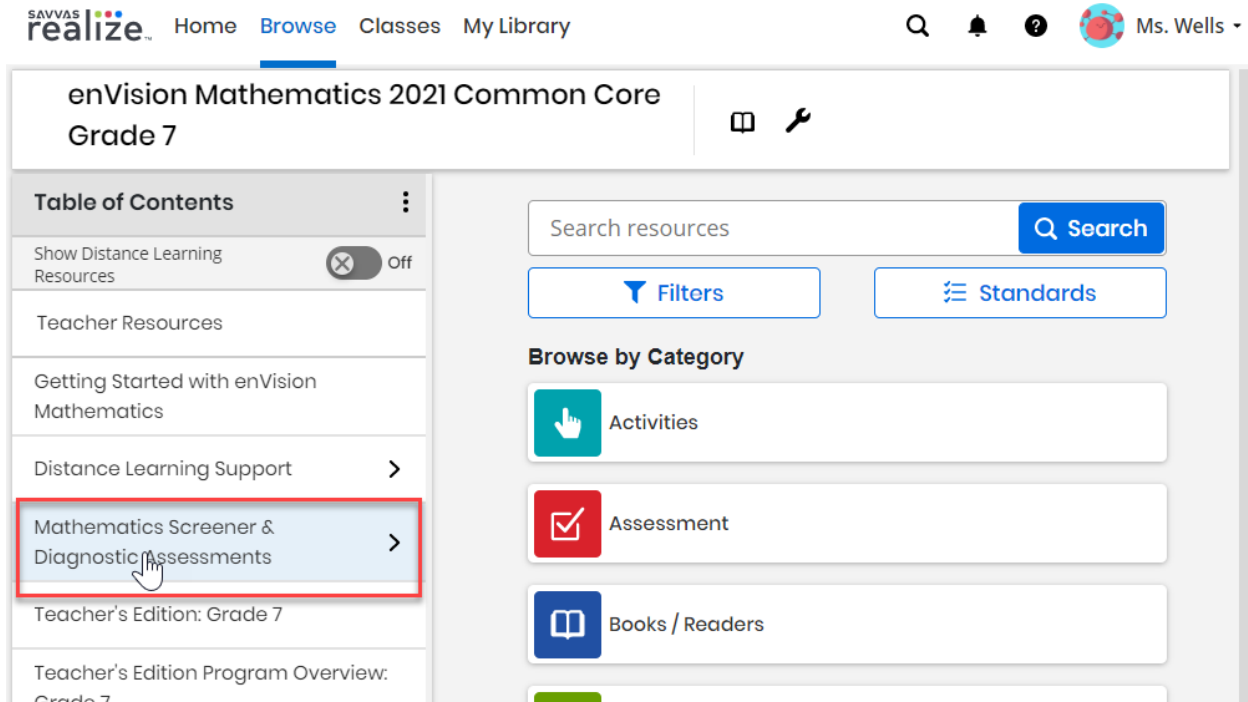
- For virtual administrations,
 - encourage students to find a quiet place where they can complete the Screener without distractions.
 - students may wish to use speakers or headphones. Check that the volume is at an appropriate level.
 - (for [Level F-I Diagnostics](#)) digitally distribute Reference Sheets, available in the Diagnostic Assessments folder in Realize. You may assign them to students within Realize or download and email the Reference Sheets as PDFs using the down arrow symbol on the top right of the document viewer. They are in the Diagnostic Assessments folder in Realize.
- (for [Level G & H Diagnostics](#)) Ensure that each student has access to their own 4-function calculator*.
- (for [the Level I Diagnostic](#)) Ensure that each student has access to their own scientific calculator*.
- Ensure that all students have scratch paper and writing utensils somewhere they can reach them.

Assigning the MSDA Screener

First you will verify that your classes taking the MSDA have access to the Savvas Math Screener and Diagnostic Assessments program. Click **Browse** in the top navigation bar. Select your enVision program, or if you do not use enVision, select the Math Screener and Diagnostic Assessments program.

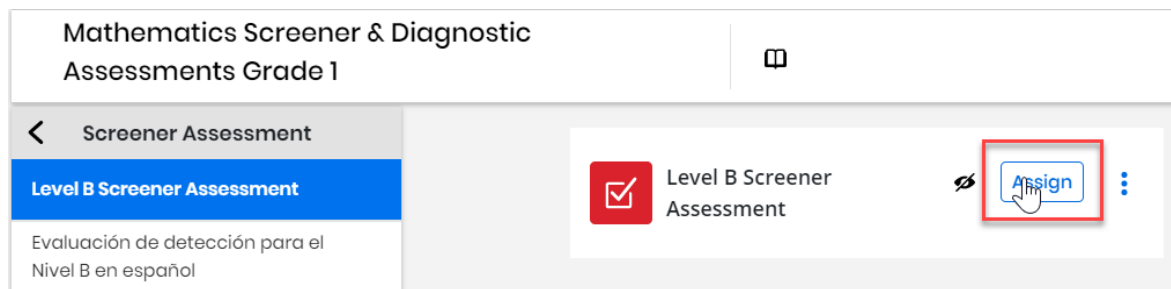
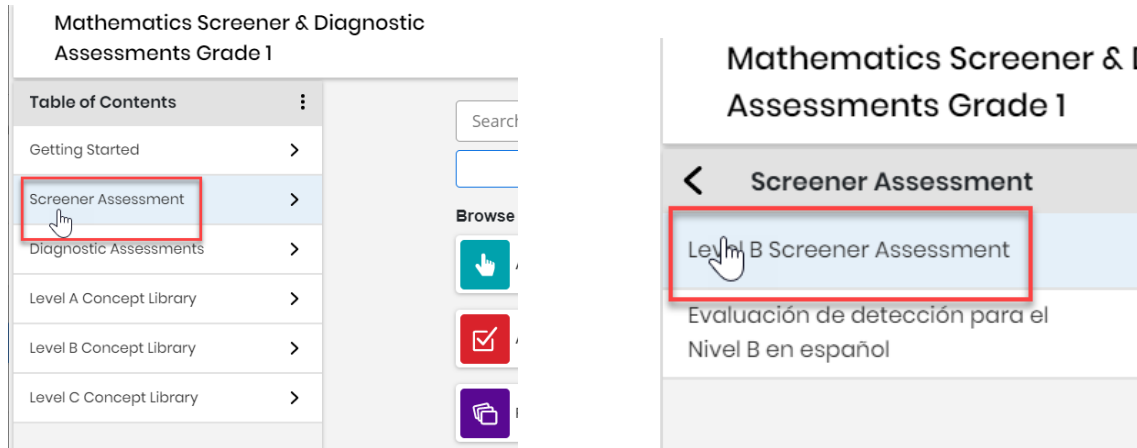


Check if you have the MSDA by browsing within enVision's Table of Contents and looking for Savvas Math Screener and Diagnostic Assessments.

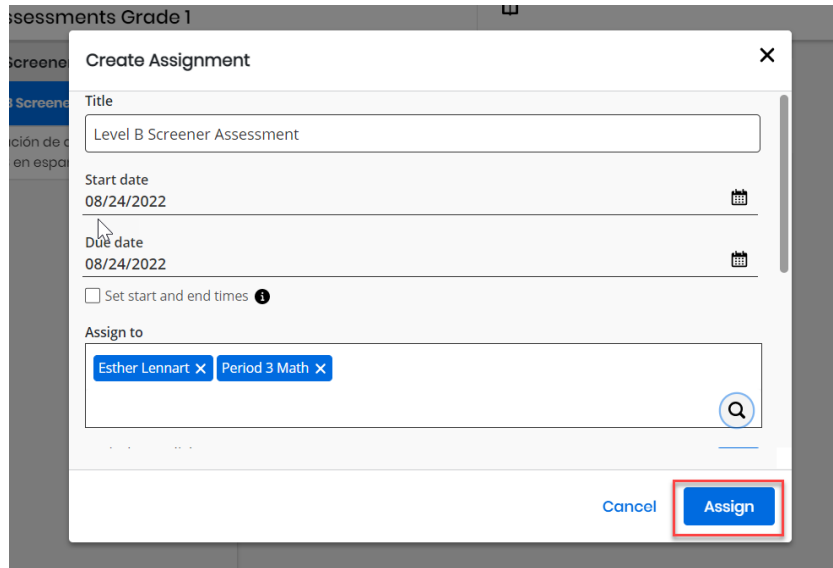


The next step is to consider guidance from your school or district administration and/or evidence of prior learning such as last year's state test scores, student grades, an IEP, or a 504 plan to **assign the most appropriate Screener Assessment** to your students. We recommend using the prior year's SuccessMaker end of year course level, if available.

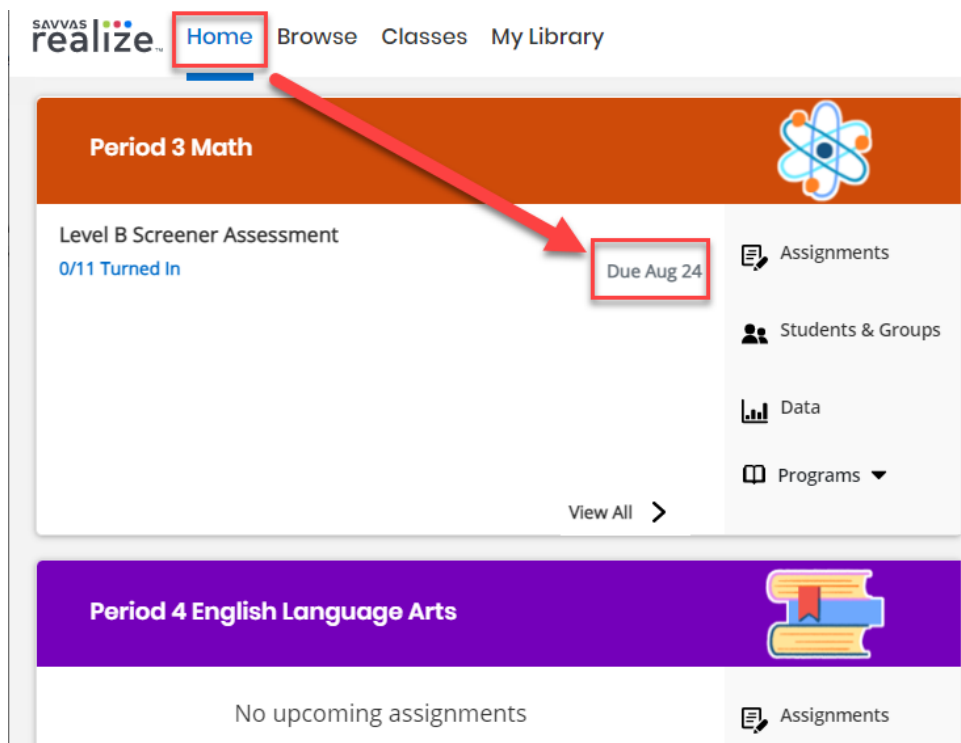
You will need to find the MSDA program again either on the right side navigation panel on your **Home** tab or under the **Browse** tab, then click the Screener Assessment. Select your Screener on the left, then click **Assign**.



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](#) on page 4 for more information.

Important! Assign the Screener exactly as it is. Do not customize the Screener. Changing the test will invalidate the MSDA outcomes, which have been validated by WestEd.

Accommodations

All item stems and most answer choices are narrated for all students. To listen, press the arrow inside the black oval. Ensure students have functioning headphones so that the sound does not interfere with test administration.

Further, alternative text was developed for all graphics used on operational forms.

Browser zoom functions are supported.

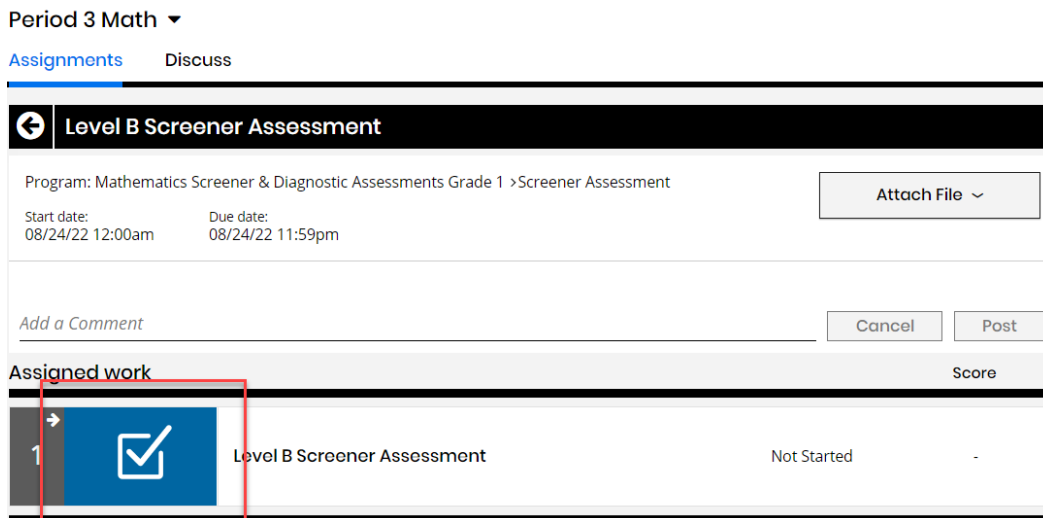
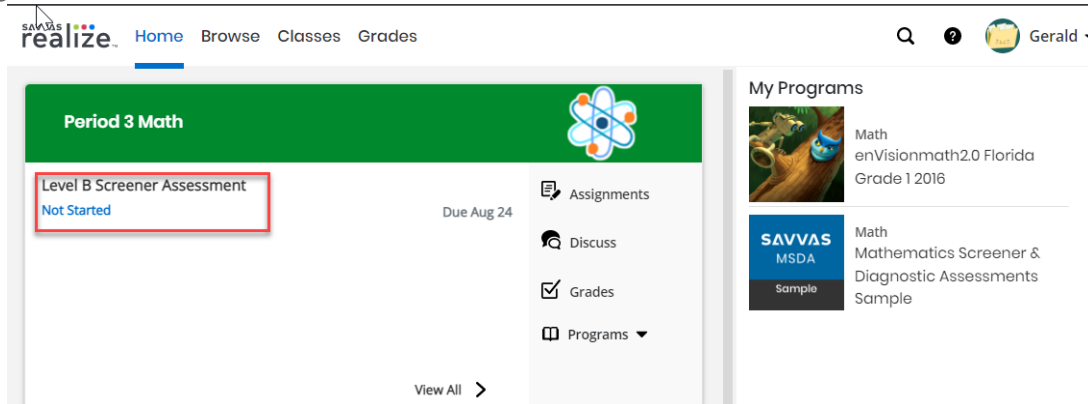
A Spanish version of each assessment is also available.

Part 3 – Administering the Screener Assessment

Please go back and review the [MSDA 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 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 log into Realize, select the Screener Assessment that has been assigned to them, then click the blue arrow.



Students will see this screen when they successfully start:

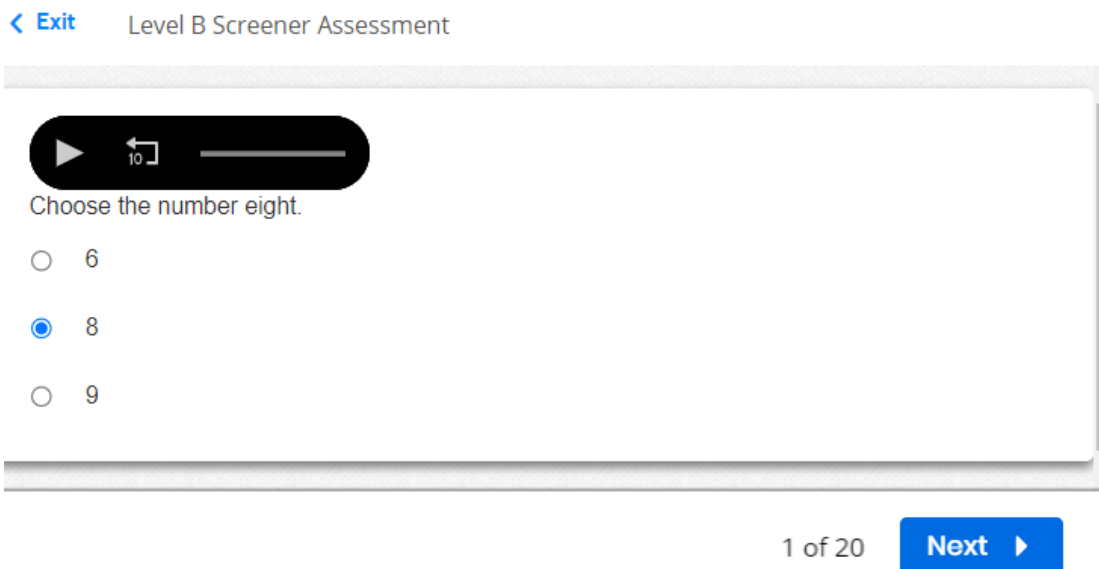
Level B Screener Assessment

« Listen

Answer each question carefully. After you submit your test, you won't be able to change your answers.

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.



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.

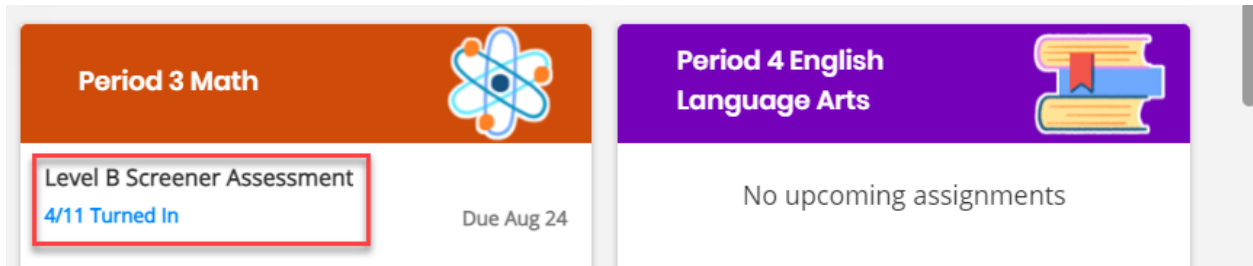
If students must leave the assessment before they have completed it, they should simply close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

This concludes the Screener Assessment.

Part 4 – Interpreting Screener Results and Assigning the Diagnostic Assessment

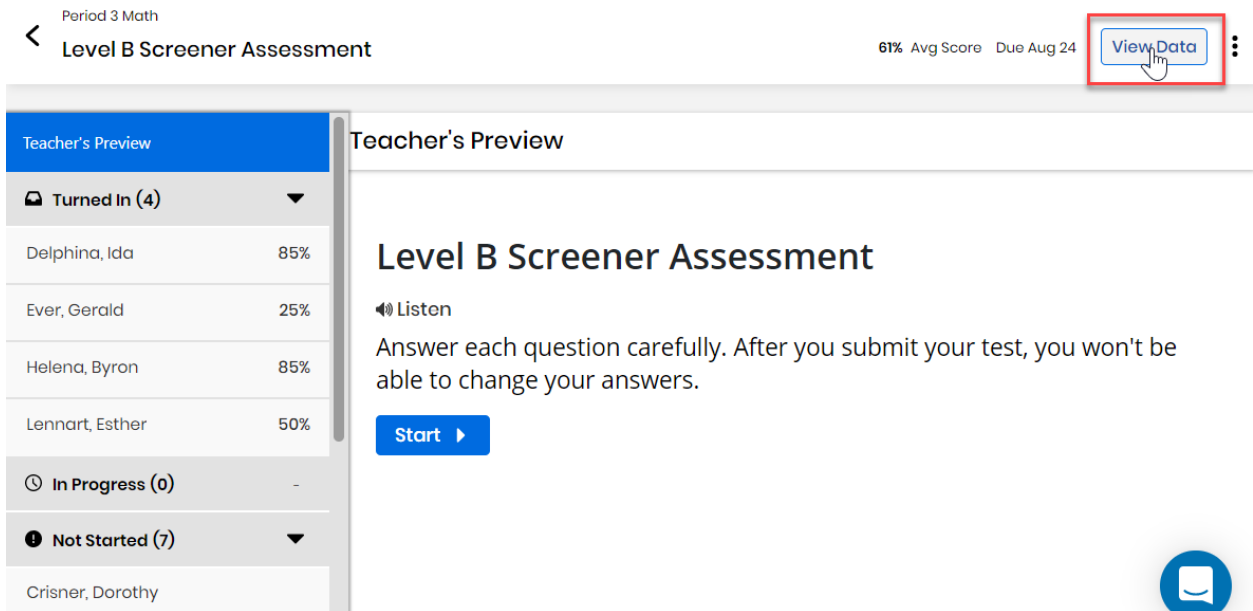
Viewing Screener Results

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.



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:

SAVVAS math Screener & Diagnostic Assessments

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**.

08/24/22: Level B Screener Assessment

Program: Mathematics Screener & Diagnostic Assessments Grade 1 > Screener Assessment
Assigned to: Period 3 Math | Lennart, Esther Average score: 61%

Standard Analysis | Question Analysis | Student Analysis | Performance Analysis

Showing 1-5 of 103 standards [Sort Proficiency Score Low to High](#)

Percentage of students scoring above 70% on each standard in this test						
Name ▾	Score ⇅	...R 0019	...O 0003	K.CC.9.4	K.CC.9.3	K.CC.9.2
Crisner, Dorothy	-	-	-	-	-	-
Delphina, Ida	85% (17/20)	1/1	1/1	1/1	1/1	1/1
Ever, Gerald	25% (5/20)	1/1	1/1	1/1	1/1	1/1

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

Standard Analysis | **Question Analysis** | Student Analysis | Performance Analysis

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20

All Standards ▾ [Export Data](#)

Question ▾	Standard	Max Points ⇅	# of Students Correct ⇅	# of Students Incorrect ⇅	# of Students Partial Correct ⇅
↓ Question 1	K.CC.9.1 + 8 more	1	4	0	0
↓ Question 2	K.CC.1.7 + 3 more	1	4	0	0
↓ Question 3	K.G.12.2 + 2 more	1	4	0	0

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

Standard Analysis		Question Analysis		Student Analysis		Performance Analysis		
Question(s) 1-6 of 20								Export Data
	Name ▾	Score ⇅	Q1 ⇅	Q2 ⇅	Q3 ⇅	Q4 ⇅	Q5 ⇅	Q6 ⇅ ↻
↓	Delphina, Ida	85% (17/20)	1/1	1/1	1/1	1/1	0/1	1/1
↓	Ever, Gerald	25% (5/20)	1/1	1/1	1/1	1/1	0/1	1/1
↓	Helena, Byron	85% (17/20)	1/1	1/1	1/1	1/1	0/1	1/1
↓	Lennart, Esther	50% (10/20)	1/1	1/1	1/1	1/1	0/1	1/1
Total Correct			4	4	4	4	0	4
Total Incorrect			0	0	0	0	4	0
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 MSDA resources do not appear for the Screener results. MSDA concept library resources appear only after students have completed the MSDA Diagnostic.

Standard Analysis		Question Analysis		Student Analysis		Performance Analysis	
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	%
							Show Performance

Using Screener Results to Decide which Diagnostic to Assign

Students in Grades 1-5 who correctly answer 9 or fewer and students in Grades 6-8 who correctly answer 10 or fewer items on the Screener should be assigned the *prior-grade level Diagnostic*.

Students in Grades 1-5 who correctly answer 10 or more and students in Grades 6-8 who correctly answer 11 or more items on the Screener should be assigned the *on-grade level Diagnostic*. These scores (10 or 11) 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	50% (10 out of 20)	Level A Diagnostic Assessment	Level B Diagnostic Assessment
Grade 2 Level C	45% (10 out of 22)	Level B Diagnostic Assessment	Level C Diagnostic Assessment
Grades 3-5 Levels D-F	40% (10 out of 25)	Prior-grade level Diagnostic	On-grade level Diagnostic (matches the Screener level)
Grades 6-8 Levels G-I	36% (11 out of 30)	Prior-grade level Diagnostic	On-grade level Diagnostic (matches the Screener level)




For example, a student in Grade 3 scoring a 40% (10 out of 25) on the Level D Screener Assessment should take the on-grade Level D Diagnostic Assessment. A classmate scoring 36% (9 out of 25) should take the prior-grade Level C Diagnostic Assessment.

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.

Create Assignment ✕

Title <input type="text" value="Level B Diagnostic Assessment"/>	Assign to <div style="border: 1px solid #ccc; padding: 5px;">Period 1 Math ✕ Period 2 Math ✕ Period 3 Math ✕</div> <div style="border-top: 1px solid #ccc; padding-top: 5px;">Period 4 English Language Arts 12 Students Add Period 3 Math 11 Students Remove</div>
Start date 08/24/2022 	Due date 08/24/2022 
<input type="checkbox"/> Set start and end times 	

Cancel Assign

Part 5 – Administering the Diagnostic Assessment

Please go back and review the **MSDA Preparation Checklist** in **Part 2** prior to testing. Pay special attention to reference (formula) sheets and calculators. 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 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.

As before with the Screener, students will select their assignment from the Home page and then click the blue checkmark.

Students who have successfully opened the Diagnostic will see this screen:



Level B Diagnostic Assessment

Please read the following carefully before starting this diagnostic assessment.

When you select **Next** for a question, your answers are locked. You cannot revisit a question to change your answers.



This time, you will notice that students only have a Next button. Unlike the Screener, students will only be able to move forward through the Diagnostic items in order. They will not be able to go back or review their progress. This is because the assessment adapts to student performance as they go along.

← Exit | Level B Diagnostic Assessment

▶ ● LIVE

Gina counts these numbers.

21, 22, 23

What is the next number Gina counts?

20

24

25

Question 1 of 30 Next ▶

Remember that students will encounter item types other than multiple choice in the Diagnostic.

← Exit | Level B Diagnostic Assessment

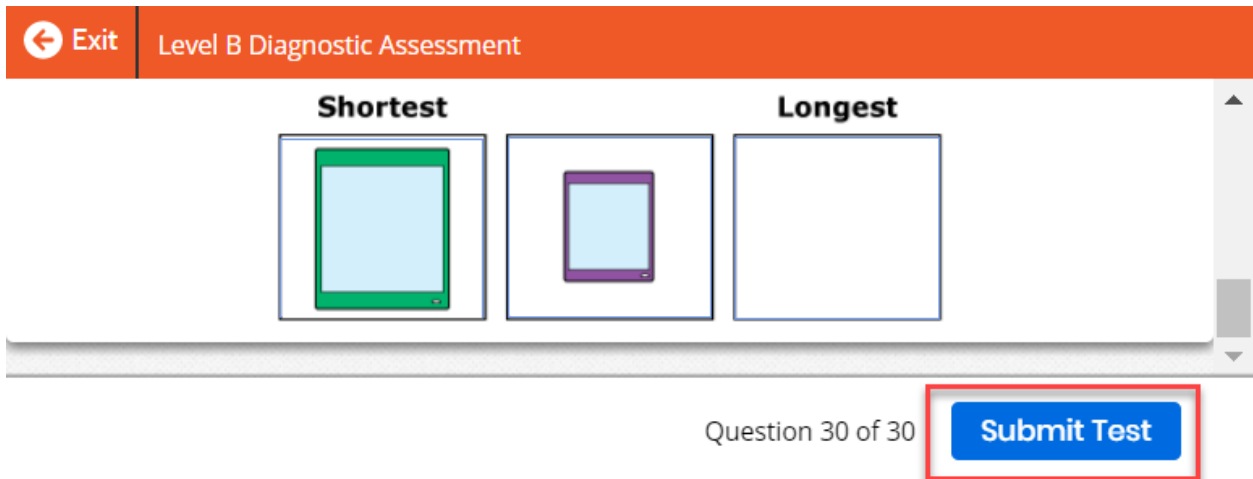
▶ ↩ 10

Fill in the box with the number that makes the equation **true**.

$1 + 6 = 6 +$

Question 11 of 30 Next ▶

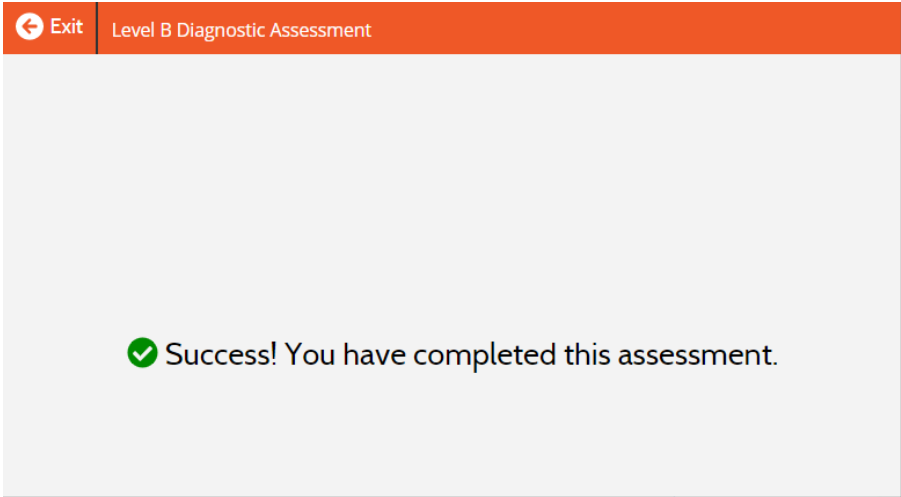
It is not possible to go back to review answers before submitting the test. Students will only have the option to submit the test after they have completed all items. After clicking **Submit Test**, the test is scored and students may not go back.



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.

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 MSDA, 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.

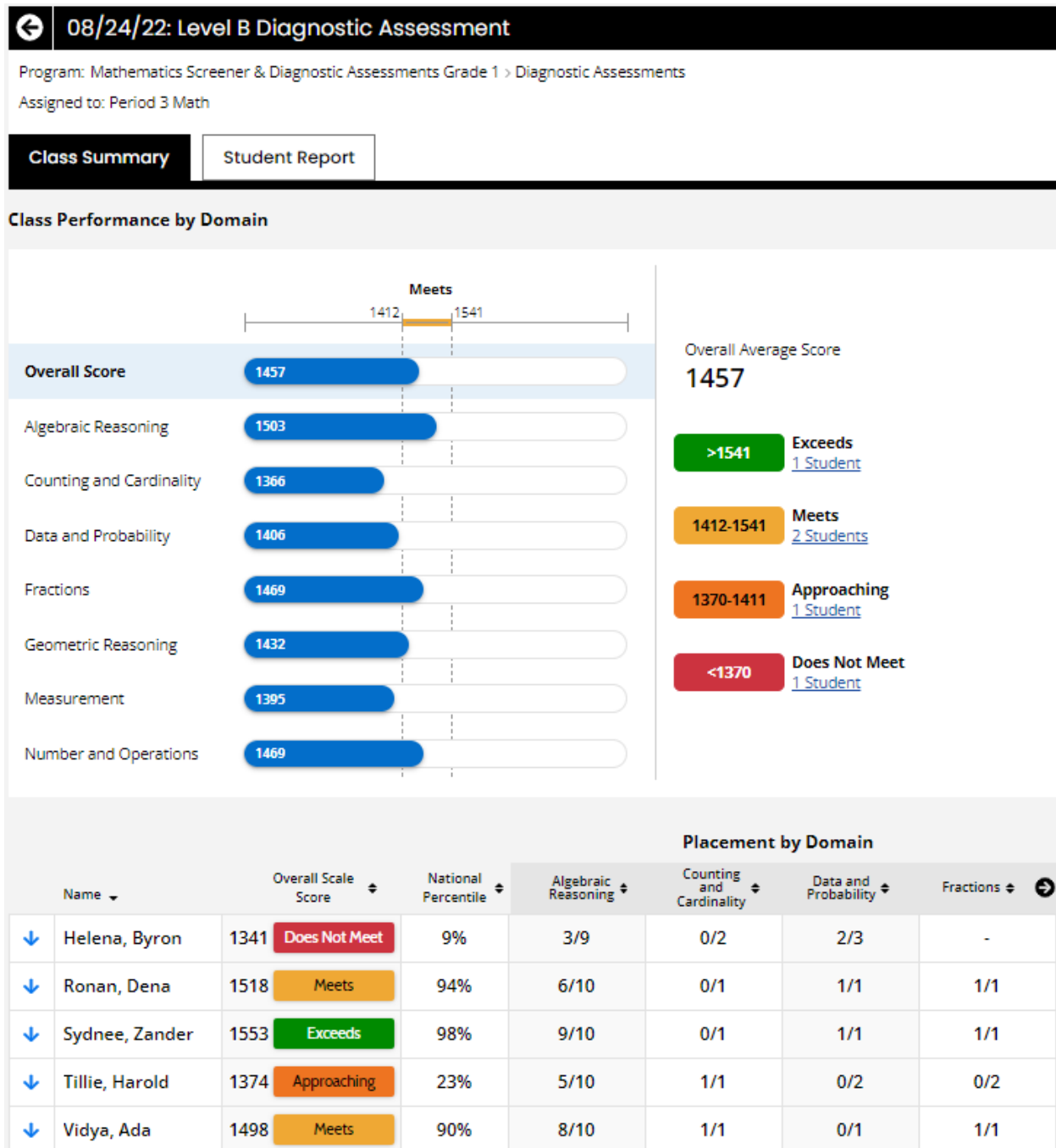
The screenshot shows the Realize dashboard interface. At the top, there are navigation tabs: Home, Browse, Classes, and My Library. The user is logged in as Ms. Wells. The main content area is divided into two columns. The left column is titled 'Period 3 Math' and contains two assessment entries: 'Level B Diagnostic Assessment' (4/11 Turned In, Due Aug 24) and 'Level B Screener Assessment' (4/11 Turned In, Due Aug 24). A red box highlights the 'Level B Diagnostic Assessment' entry. The right column is titled 'Period 4 English Language Arts' and contains the text 'No upcoming assignments'. On the right side, there is a 'My Programs' section with a list of courses: Science Chemistry 2012 Florida Realize, Social Studies Economics Florida, Science Elevate Science Florida Edition Course 1, and Science Elevate Science. A red box highlights the 'View Data' button in the top right corner of the 'Level B Diagnostic Assessment' entry.

There is no preview for the Diagnostic because it is adaptive and can change from student to student. To view results, select **View Data** on the top right corner.

The screenshot shows the 'Level B Diagnostic Assessment' results page. The page title is 'Level B Diagnostic Assessment' with a back arrow on the left and '- Avg Score Due Aug 24 View Data' on the right. A red box highlights the 'View Data' button. The main content area is titled 'Teacher's Preview' and contains a list of students under the 'Turned In (4)' category: Ronan, Dena; Sydnee, Zander; Tillie, Harold; and Vidya, Ada. Below this list, there is a section for 'In Progress (0)' and 'Not Started (7)'. A red box highlights a text box that reads: 'This is a diagnostic assessment for Mathematics Screener & Diagnostic Assessments Grade 1. The diagnostic is designed to help evaluate your students' understanding of specific topics at the beginning of the year.'

The **Class Summary** will appear first. The Class Summary report gives you a bird's eye view of your performance. It has an overall score as well as scores for each domain. This overview is especially helpful for adjusting pacing and addressing class strengths and areas of improvement.

You'll notice that to the right, overall performance levels are color-coded, with students automatically identified in their corresponding level. This allows you to easily see how close your students are to meeting grade level expectations.



Further down, you can sort your students by overall scale score and individual domain performance. You can also see how each student responded to every item within a chosen domain, helping you identify patterns and reveal common class misconceptions.

← **08/24/22: Level B Diagnostic Assessment**

Program: Mathematics Screener & Diagnostic Assessments Grade 1 > Diagnostic Assessments
Assigned to: Period 3 Math

Class Summary

Student Report

Class Performance by Domain

Domain	Score
Overall Score	1457
Algebraic Reasoning	1503
Counting and Cardinality	1366
Data and Probability	1406
Fractions	1469
Geometric Reasoning	1432
Measurement	1395
Number and Operations	1469

Overall Average Score
1457

>1541 Exceeds
[1 Student](#)

1412-1541 Meets
[2 Students](#)

1370-1411 Approaching
[1 Student](#)

<1370 Does Not Meet
[1 Student](#)

Placement by Domain

Name	Overall Scale Score	National Percentile	Algebraic Reasoning	Counting and Cardinality	Data and Probability	Fractions
↓ Helena, Byron	1341 Does Not Meet	9%	3/9	0/2	2/3	-
↓ Ronan, Dena	1518 Meets	94%	6/10	0/1	1/1	1/1
↓ Sydnee, Zander	1553 Exceeds	98%	9/10	0/1	1/1	1/1
↓ Tillie, Harold	1374 Approaching	23%	5/10	1/1	0/2	0/2
↓ Vidya, Ada	1498 Meets	90%	8/10	1/1	0/1	1/1

Now that you know what your class knows, it's time to see what each student knows. You may select the **Student Report** tab at the top of the page and select a student from the drop down menu to see results for each individual student. Individual Student Reports show an overall score and national

median, comparing your students' performance to other students who took the same Diagnostic.

Class Summary
Student Report

Tillie, Harold ▼
Print Student Report

Harold Tillie

Overall Score 1374

Harold's overall scale score was a **1374** with a target of 1412-1541. Harold is in the **23rd percentile**, which means Harold scored better than 23% of their peers.

1374
National Median
1407

Performance by Domain

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

Expand All

Algebraic Reasoning	1443	Meets	▲
---------------------	------	-------	---

Relative Strengths

Use objects or drawings to represent and solve word problems involving adding three whole numbers (sums within 20).
[1.OA.39 + 2 more](#)

Use equations to represent and solve "taking from" or

Areas for Improvement

Understand and use the Associative Property of Addition.
[1.NC.11 + 3 more](#)

Determine whether subtraction equations (within 20) are true or false.
[1.OA.37 + 7 more](#)

Scores are also broken down by domain, with indicators clearly marked so you know areas of concern at a glance. Inside each domain, you can expand to view potential strengths, areas for improvement, and stretch goals.

Note that some areas may not have all three of these categories. In the example below, the student meets expectations for Algebraic Reasoning and has no Stretch Goals. However, they are not meeting expectations in Data and Probability and have no identified Relative Strengths.

Performance by Domain

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

			Expand All
Algebraic Reasoning	1443	Meets	^
Relative Strengths Use objects or drawings to represent and solve word problems involving adding three whole numbers (sums within 20). 1.OA.39 + 2 more Use equations to represent and solve "taking from" or "taking apart" word problems involving subtraction within 20. 1.OA.4 + 17 more Use objects or drawings to represent and solve "taking from" or "taking apart" word problems involving subtraction within 20. 1.OA.4 + 15 more		Areas for Improvement Understand and use the Associative Property of Addition. 1.NC.11 + 3 more Determine whether subtraction equations (within 20) are true or false. 1.OA.37 + 7 more	
Stretch Goal No skills to show			
Counting and Cardinality	1541	Meets	v
Data and Probability	1251	Does Not Meet	^
Relative Strengths No skills to show		Areas for Improvement Use addition/subtraction to solve problems involving whole-number data in a picture graph with up to 3 categories (with a scale of 1). 1.MD.2 + 8 more Represent/Interpret whole-number categorical data in tables with up to 3 categories. 1.MD.1 + 2 more	
Stretch Goal Use addition/subtraction to solve problems involving categorical data in tables with up to 3 categories. 1.MD.1 + 2 more			

This is also where you'll find instructional resources recommended to fill in gaps or offer extension. The student report is great for guiding conversations with students and their families. You can print student reports to share, but we've hidden diagnostic scores from students within Realize so you can decide how and when to do so.

The most exciting part of the diagnostic reports is their comparability: scores are **vertically scaled**. That means that all scores—from Kindergarten through 8th grade—are on the same scale. It also means that you can compare performance within each discipline across:

- students,
- classes, and
- schools, as well as
- domains,
- assessments given on different dates,
- and diagnostics of different levels.

Note that students are not able to view their own Diagnostic results. This way, you will be able to review the results first and can decide what and how to share that information with your students.

We have outlined the components of these two 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.

Now that you know about all the great features of the diagnostic reports, be sure to check out the upcoming Next Steps with Data video to dig even deeper into what it all means. The Next Steps with Data video will be posted with the other videos in "Getting Started," both within the MSDA program on Realize, and on the [MySavvasTraining MSDA site](#).

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 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.
 - Look closer to determine which domains were highest or lowest.
 - High national percentiles suggest a need for extension activities to maintain engagement.
- Looking ahead at the first few topics of instruction for this school year, which students will likely need extra attention?
 - Make a note of these students. You can find more information for them individually in the **Student Report** section.

Student Report

- Select a student of interest (perhaps they scored well above or well below the other students in the class).
 - Where were their strengths? How will I encourage them to extend that understanding?
 - Areas for improvement? What resources will I use to support that?
 - What are their stretch goals? How can I set up a progress monitoring system to keep track of their growth toward these?

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.

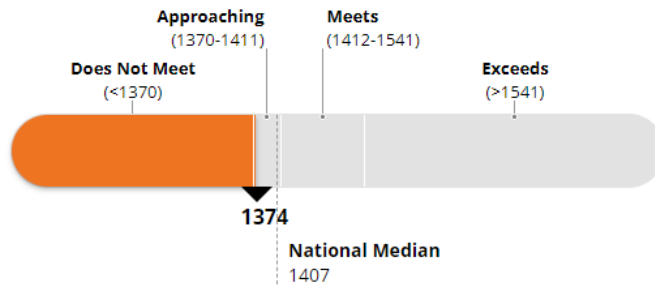
Class Summary | **Student Report**

Tillie, Harold Print Student Report

Harold Tillie

Overall Score **1374**

Harold's overall scale score was a **1374** with a target of 1412-1541. Harold is in the **23rd percentile**, which means Harold scored better than 23% of their peers.



Performance by Domain

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

Algebraic Reasoning 1443 **Meets** Expand All

Relative Strengths
Use objects or drawings to represent and solve word problems involving adding three whole numbers (sums within 20).
[1.OA.39 + 2 more](#)

Use equations to represent and solve "taking from" or "taking apart" word problems involving subtraction within

Areas for Improvement
Understand and use the Associative Property of Addition.
[1.NC.11 + 3 more](#)
Determine whether subtraction equations (within 20) are true or false.
[1.OA.37 + 7 more](#)

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.

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

The screenshot displays the 'Results for: 1.NC.1' page. On the left, a navigation sidebar includes 'Assignments', 'Data' (highlighted), 'Students & Groups', 'Discuss', 'Settings', and 'Programs'. The main content area shows a list of 16 resources for the standard 'Count tens and ones to find a two-digit number.' The resources are filtered by 'Recommended for Distance Learning' (No), 'Grade' (1-16), 'Teacher Only' (No), 'Rubric' (No), 'Media Type' (Test, Document, Diagnostic Assessment, Link, Lesson), 'Content Category' (Multistage, Activity/Exercise, Assessment, Sequence), 'Source' (Savvas), 'Program' (Mathematics Screener & Diagnostic Assessments), and 'Language' (Spanish, English). The resources listed include 'Practice B-6c: Adding Three Numbers', 'Practice B-6b: The Commutative Property of Addition', 'Practice B-2c: Tens and Ones', 'Mathematics Screener & Diagnostic Assessments Grade 1 > Level B Concept Library Number and Operations', 'Concept B-2: Understanding Place Value Ideas', 'Mathematics Screener & Diagnostic Assessments Common Core Grade K Algebraic Reasoning', 'Concept B-3: Addition Stories Within 20', 'Practice B-2d: Numbers on a Number Chart', and 'Mathematics Screener & Diagnostic Assessments Grade 1 > Level B Concept Library Counting and Cardinality'.

Each identified area of growth will contain links to significant instructional resources within Realize. Aligned resources are available for enVision customers. However, all customers will have access to the new **MSDA Concept Library**, which includes:

- 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](#))
- Practice pages that allow students to practice and apply specific skills and concepts ([Levels B-I](#))

These MSDA Concept Library 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 MSDA program in Realize.

Mathematics Screener & Diagnostic Asses:

Table of Contents	⋮
Getting Started	>
Screener Assessment	>
Diagnostic Assessments	>
Level A Concept Library	>
Level B Concept Library	>
Level C Concept Library	>

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 keep an eye out for our upcoming Next Steps with Data video, which will describe these features and provide ideas for next steps.

Part 8 – Troubleshooting

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.

If you are still having trouble, you may contact [Savvas Customer Care](#). Savvas Customer Care contains 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. Familiarize yourself with the resources in the Getting Started folder before administering the Screener.
2. Show the Student videos to the students instead of reading the scripts.
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. MSDA 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 MSDA 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 mathematics 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 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. 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..

Pause to let students ask questions.

**If you have students new to Realize, read the following prompts.

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: When you are finished, click **Submit Test.

For all students, continue with these prompts.

Say: If you need to take a break, close the browser. Your place will be saved. After you submit the assessment, it is final. 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**.

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 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, 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. 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.

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.

MSDA Summary Table

		Screenener			Diagnostic			
Grade	Level	Items	Time	Cut Score	Items	Time	Reference Sheet	Calculator
K	A	20	20-30	N/A	30	45-60	no	no
1	B	20	20-30	50%	30	45-60	no	no
2	C	22	20-30	45%	30	45-60	no	no
3	D	25	20-30	40%	30	45-60	no	no
4	E	25	20-30	40%	30	45-60	no	no
5	F	25	20-30	40%	30	45-60	yes	no
6	G	30	30-40	36%	30	45-60	yes	4-function
7	H	30	30-40	36%	30	45-60	yes	4-function
8	I	30	30-40	36%	30	45-60	yes	scientific