SAVVAS

Momentum
ASSESSMENT SUITE

SAVVAS math Screener & Diagnostic Assessments

USER GUIDE

Updated February 2024

Powered by **SAVVAS realize**™

Spring 2024

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

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& Diagnostic Assessments

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

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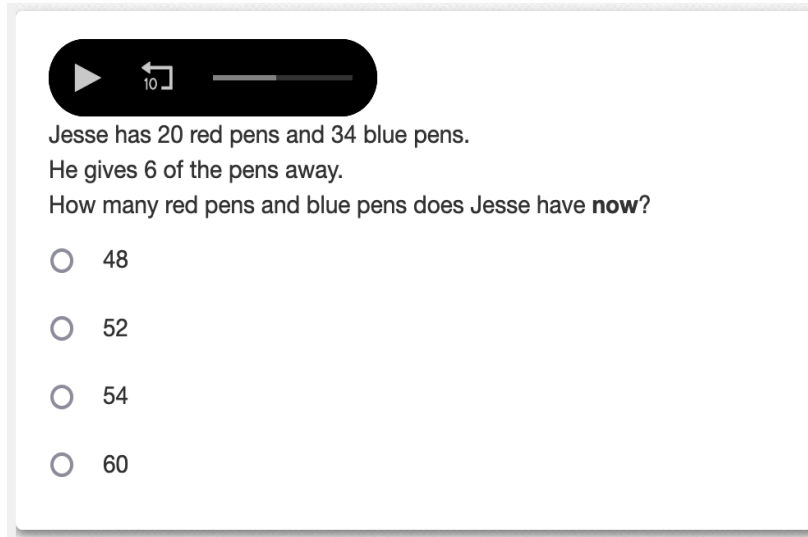
Because it is an adaptive assessment, the Diagnostic is meant to be administered on the computer only.

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.

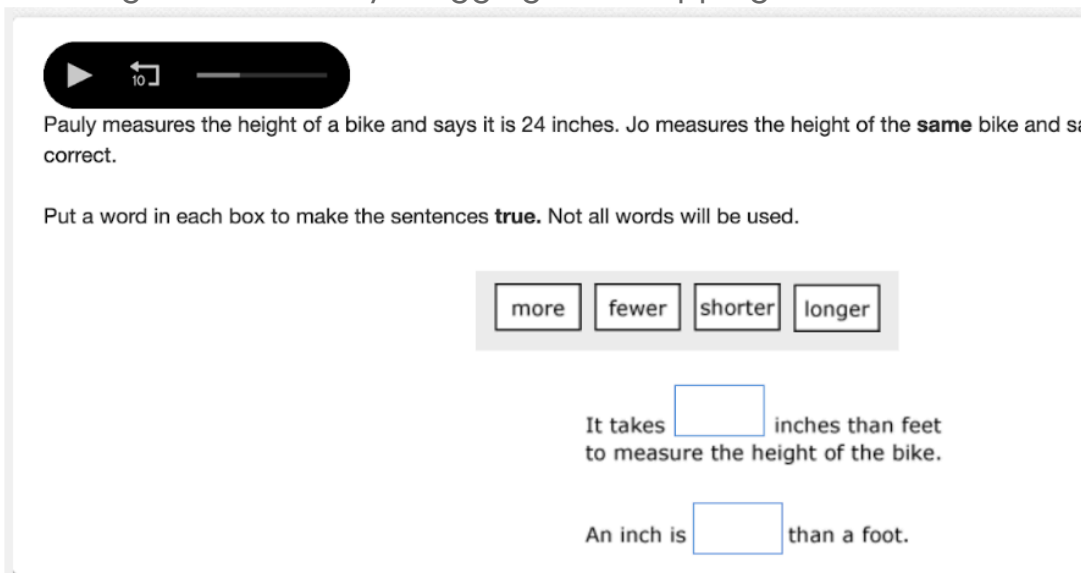- **Multiple Choice** items allow the student to choose one option from a list of possible answers.

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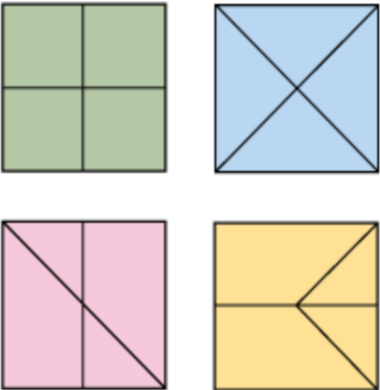
- **Hot Spot** items allow the student to click an image or text that has predefined regions.
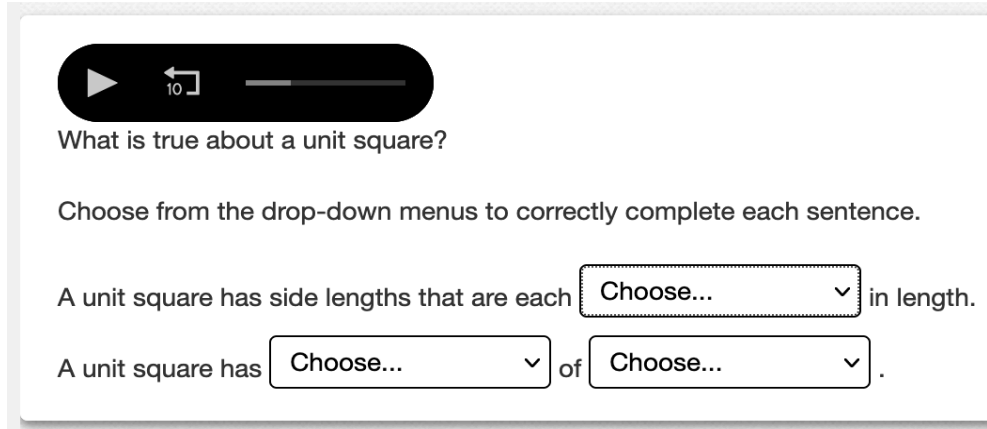
- **Text Entry** items allow the student to click the box and then type in alphanumeric answers.
  - Text must include numbers or letters only.
  - When answering a question with a numerical answer, carefully exclude any extra leading or trailing spaces, numbers, or characters. *For example, if the correct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

- **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 [Choose... ▾] in length.

A unit square has [Choose... ▾] of [Choose... ▾] .

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.

SAVVAS math Screener
& Diagnostic Assessments

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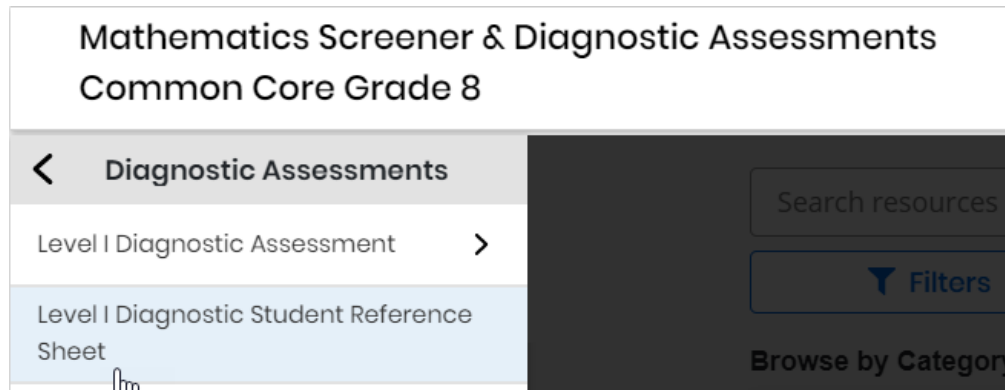
Prior to administering the Screener or Diagnostic, complete the following tasks:

☐ 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.
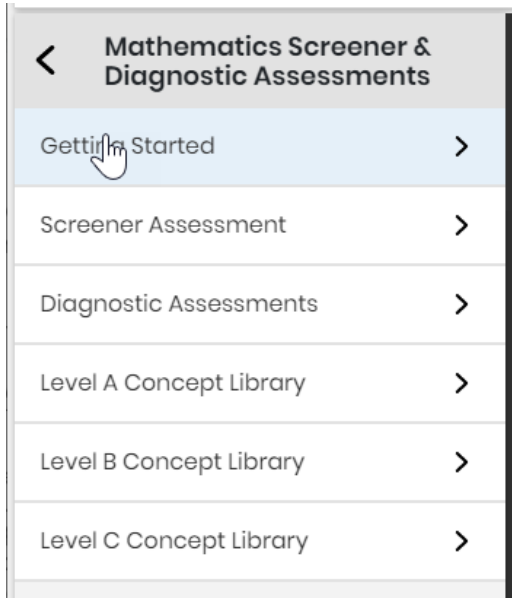
☐ Complete any Realize and/or MSDA training offered by your school or district. You may also visit **My Savvas Training** for on-demand tutorials, virtual professional learning, chat, and email support.

☐ 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.

Mathematics Screener & Diagnostic Assessments Common Core Grade 8

< **Diagnostic Assessments**

Level I Diagnostic Assessment ⟩

Level I Diagnostic Student Reference Sheet

Search resources

▼ Filters

Browse by Category

- ☐ 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.
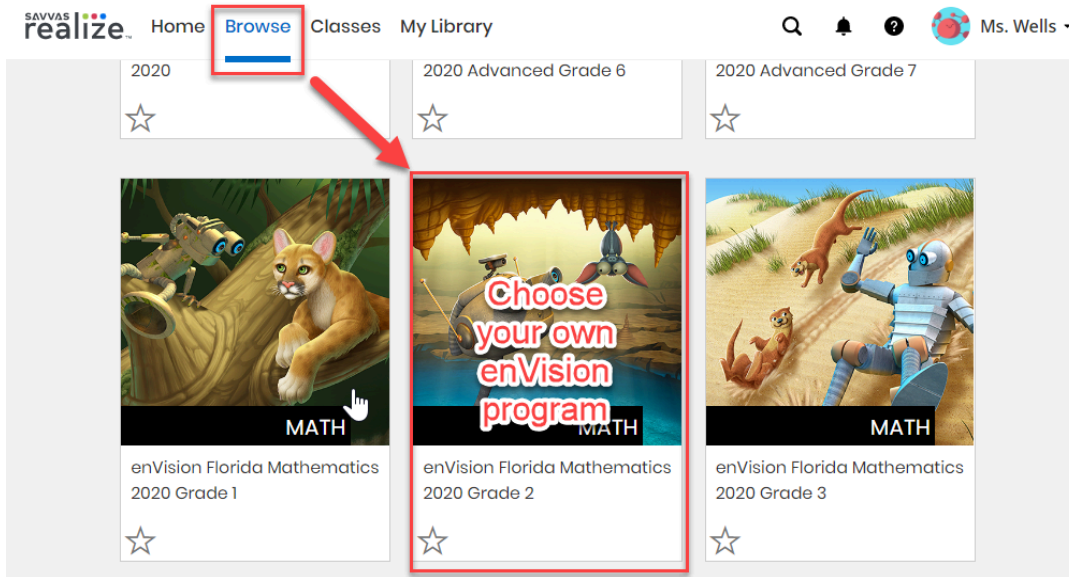

Check if you have the MSDA by browsing within enVision's Table of Contents and looking for Savvas Math Screener and Diagnostic Assessments.

SAVVAS math Screener
**& Diagnostic Assessments**
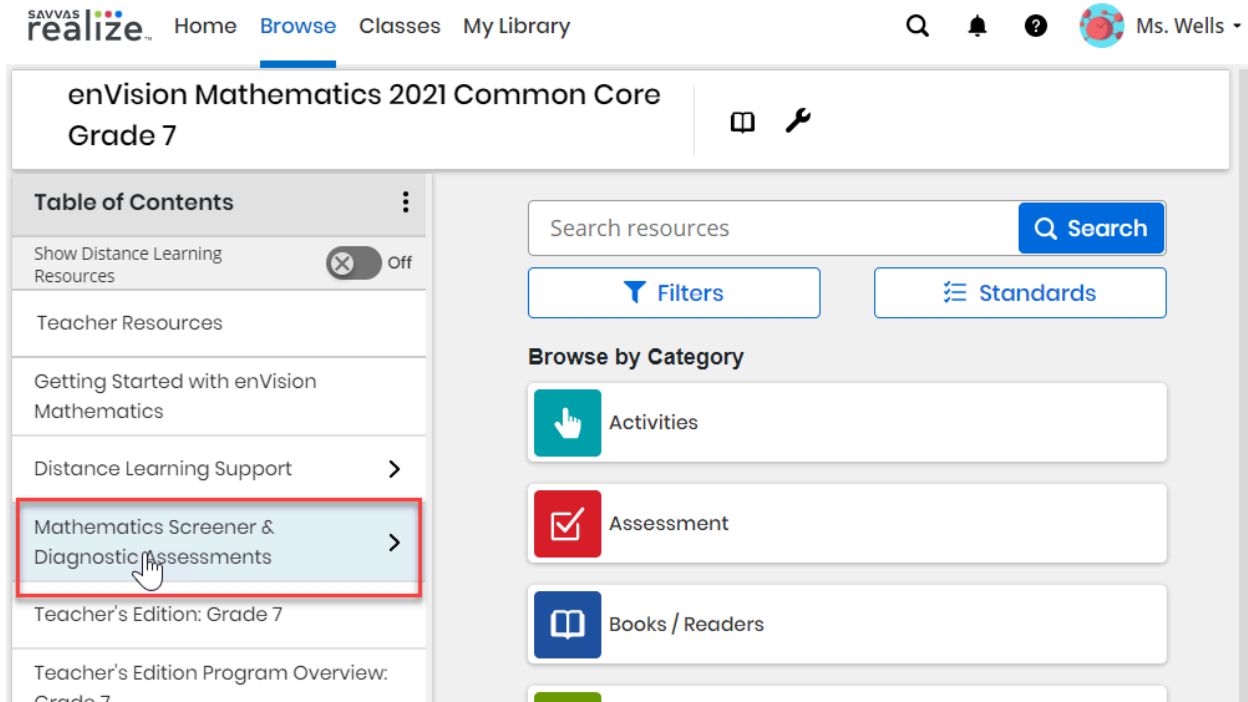
The next step is to consider guidance from your school or district administration and/or evidence of prior learning such as last year's state test scores, student grades, an IEP, or a 504 plan to **assign the most appropriate Screener Assessment** to your students. We recommend using the prior year's 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**.
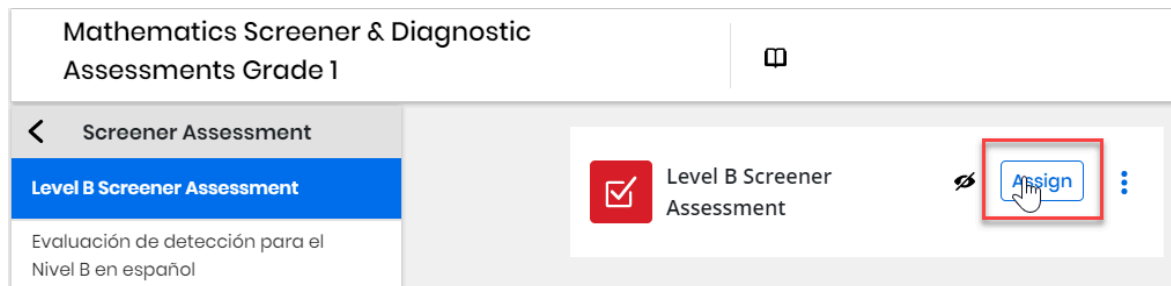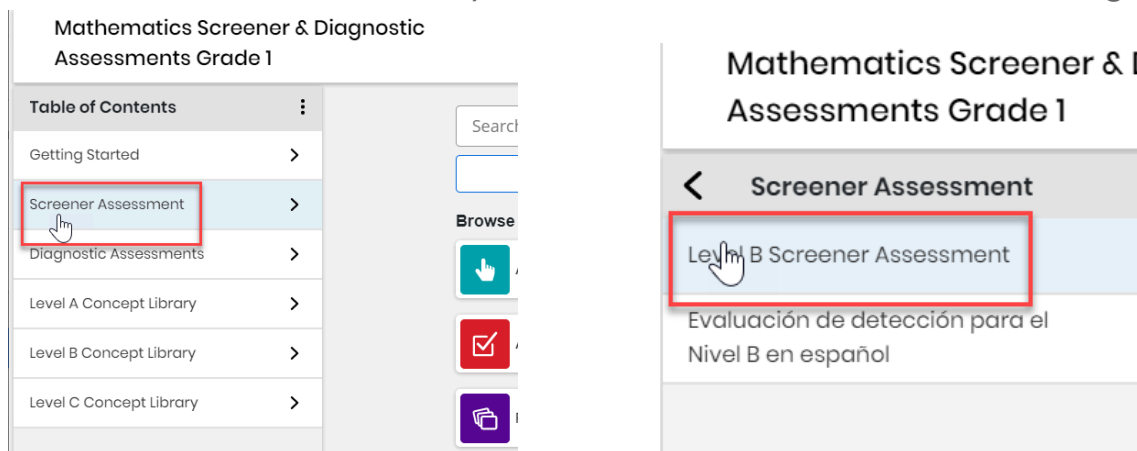
Fill out the start and end dates, add students by name or class, then fill out any instructions you want the students to see. You may also leave the instructions box blank and default instructions will appear for students. When you are finished, click Assign.
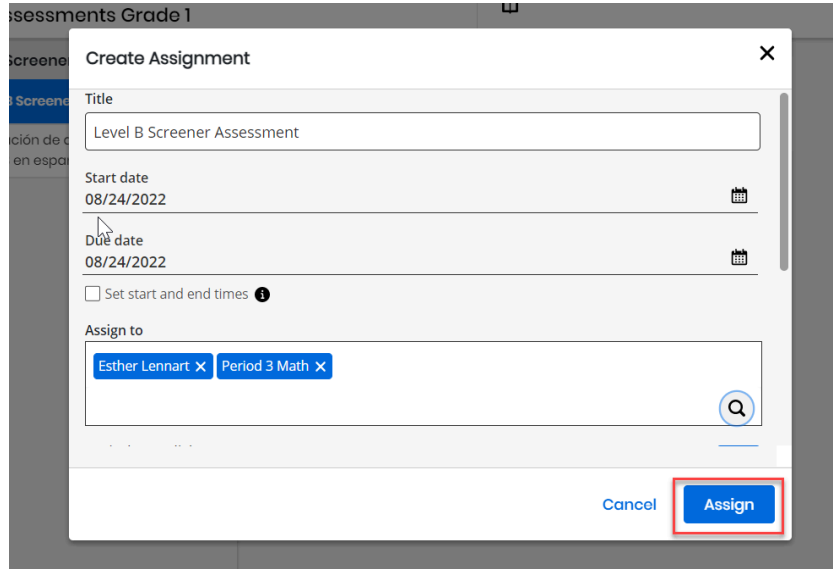
Note: When assigning to a class, Realize will assign only once and for the students enrolled in that class at the time you make the assignment. If additional students enroll, you will need to assign the Screener to them separately.

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.

SAVVAS **math** Screener
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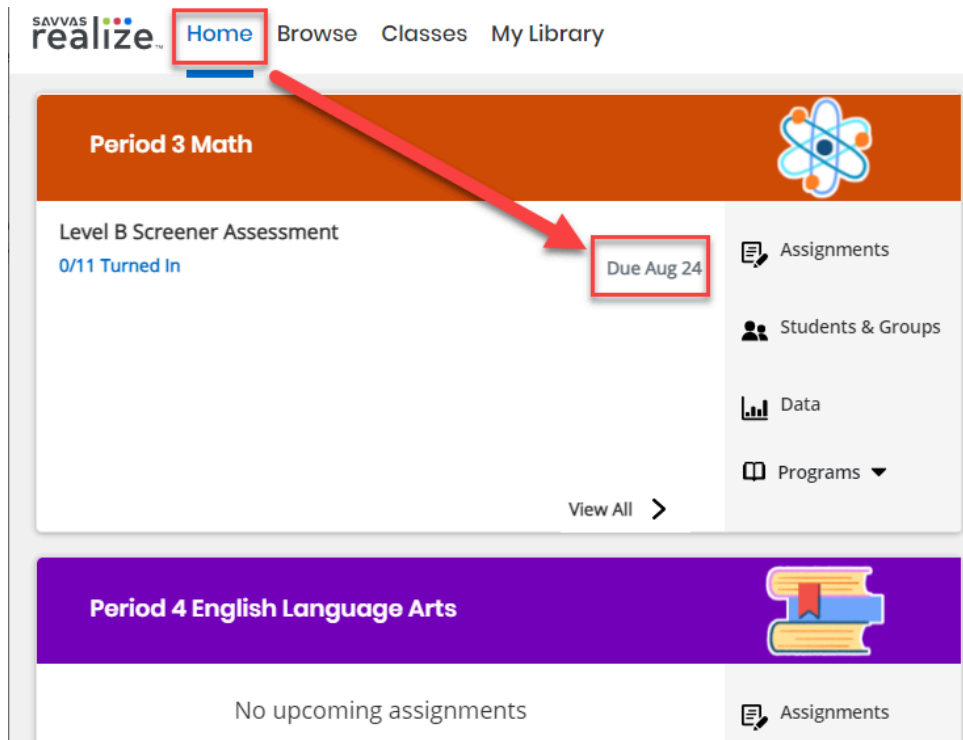
The Screener Assessment is recommended for all students in Grades K-8 (Levels A-I). See the **Note about Kindergarten Students** on page 4 for more information.

> *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 containing words 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. Drop-down lists are not narrated.

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 check box.

SAVVAS math Screener
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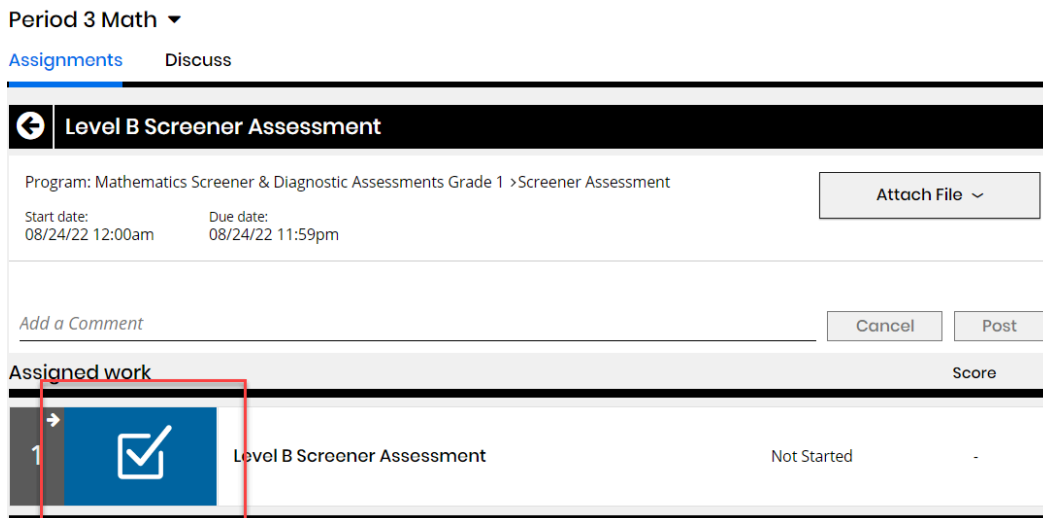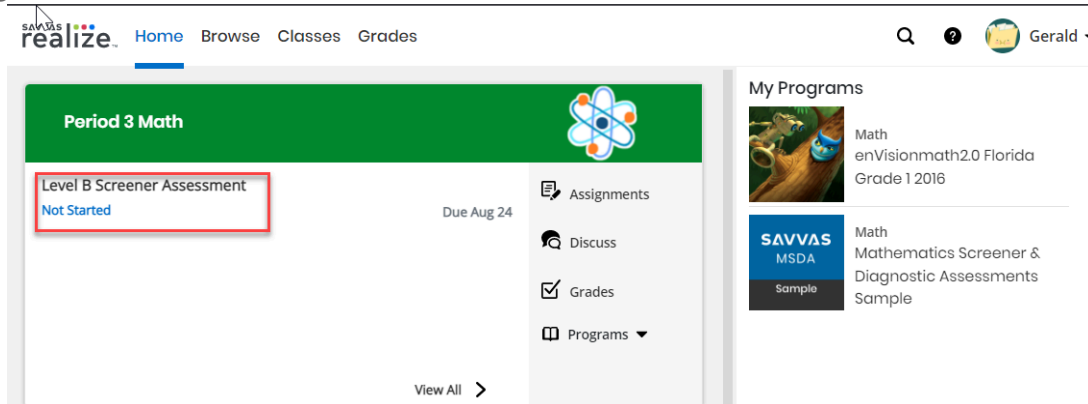
Students will see this screen when they successfully start:

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.

‹ **Exit**   Level B Screener Assessment

▸ ↰

Choose the number eight.

○ 6

◉ 8

○ 9

1 of 20   **Next ▸**
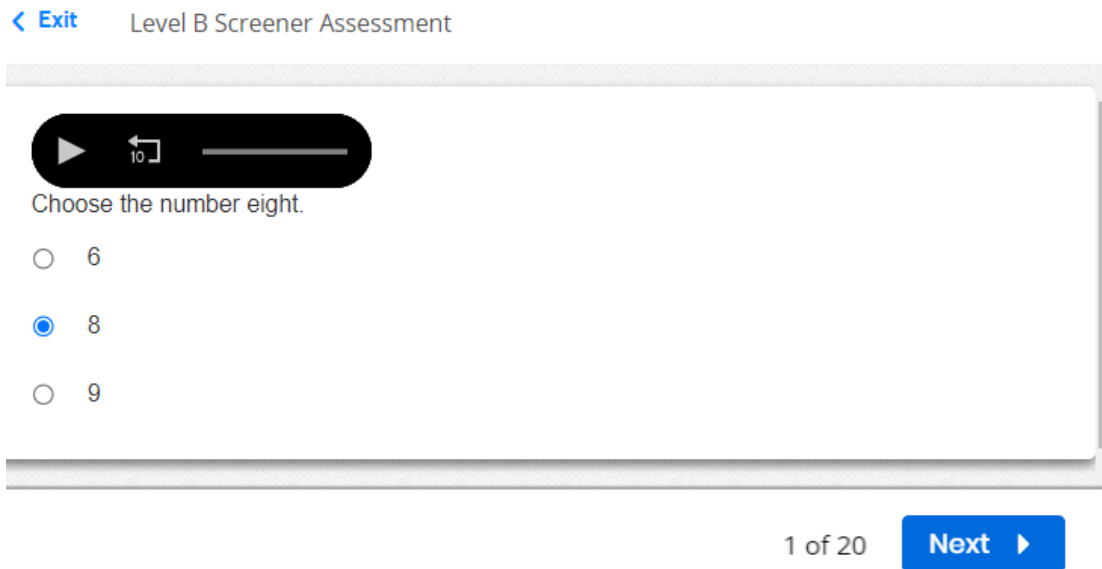
After all items have been completed, students should be sure to click the **Submit Test** button. After clicking **Submit Test**, the test is scored and students may not go back.

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
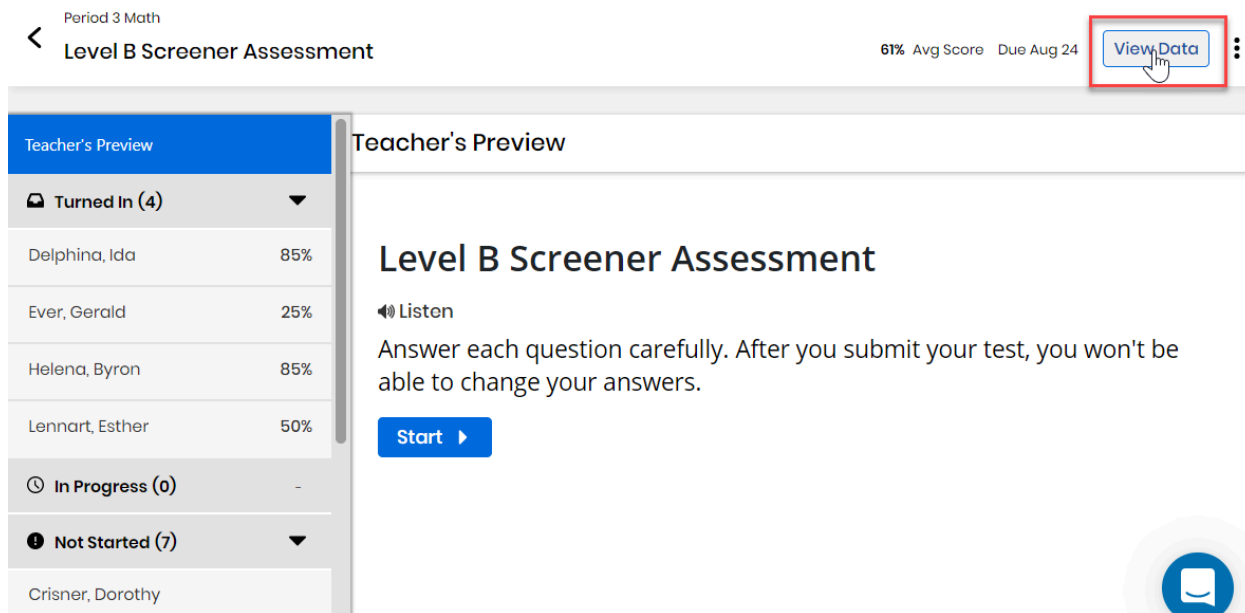
Viewing Screener Results

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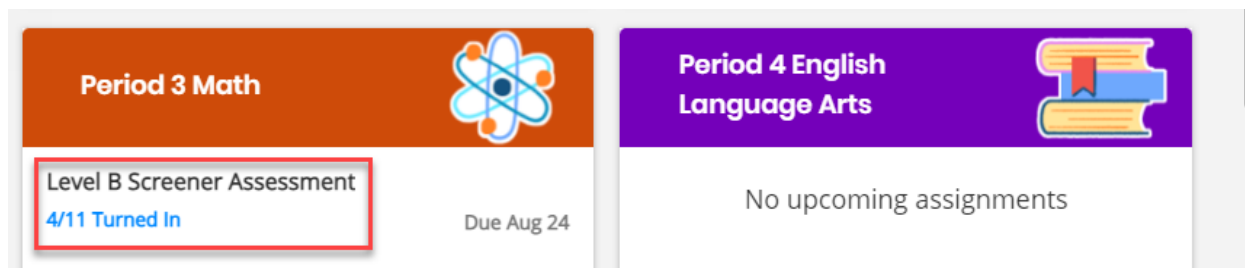
On this page, you may check to see which students have turned their Screener in, are still in progress, or haven't started yet. You can also preview the Screener in the **Teacher's Preview** section. This will allow you to see exactly what the students see when they go through the Screener.

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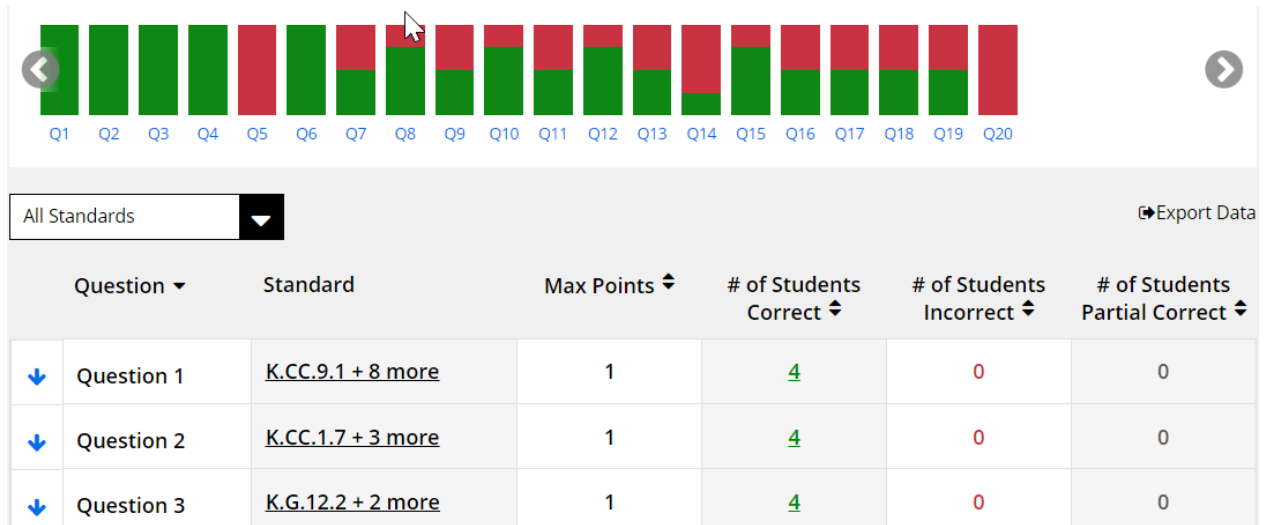
1. **Standard Analysis** will display how students performed on each prior-year standard. Each student's overall score is displayed as a number and percentage correct. Sort overall scores by clicking one of the small arrows to the right of **Score**. You'll use these scores to assign the Diagnostic in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

Showing 1-5 of 103 standards Sort Proficiency Score Low to High						
Percentage of students scoring above 70% on each standard in this test	✅ 100%	✅ 100%	✅ 100%	✅ 100%	✅ 100%	
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.

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.

SAVVAS math Screener & Diagnostic Assessments

	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.

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**

SAVVAS math Screener
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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

Level B Diagnostic Assessment

Start date   **Due date**
08/24/2022   📅   08/24/2022   📅

☐ Set start and end times ℹ

Assign to

Period 1 Math ✕   Period 2 Math ✕
Period 3 Math ✕

🔍

Period 4 English Language Arts   [Add]
12 Students

Period 3 Math   Remove
11 Students

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:

You will notice that students only have a Next button. 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.

▶ ● 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.
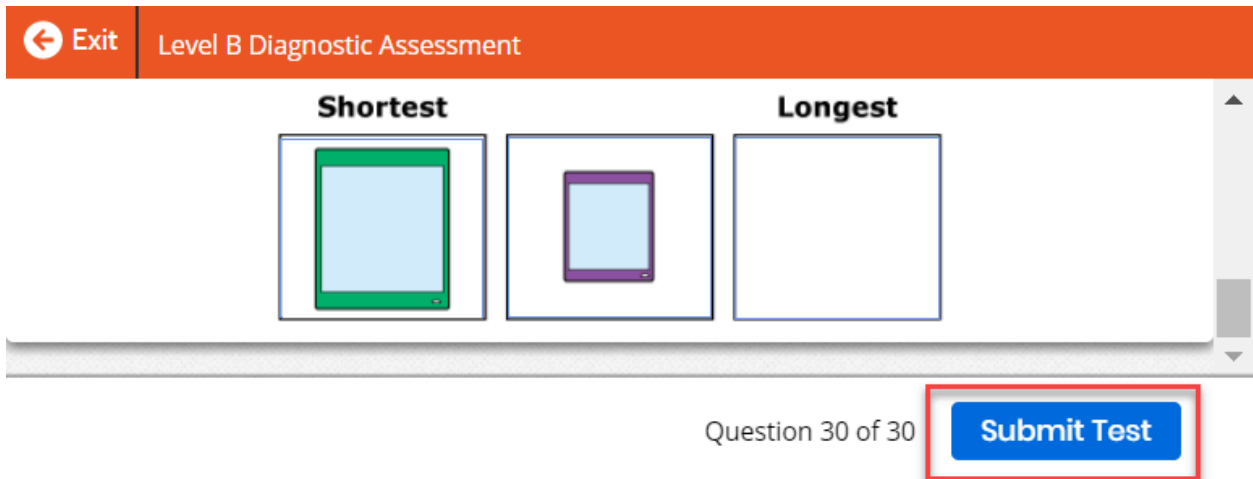
▶ ⟲10 ────────

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. 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.
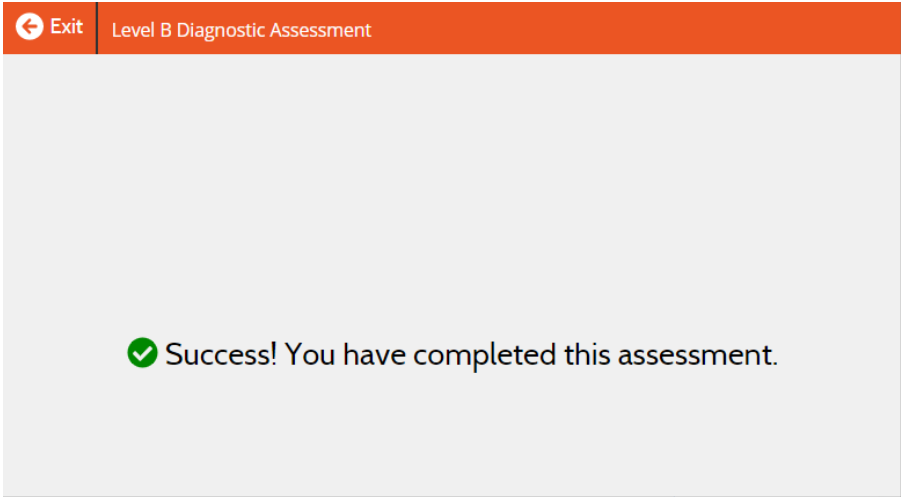
This concludes the Diagnostic Assessment.

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: 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.

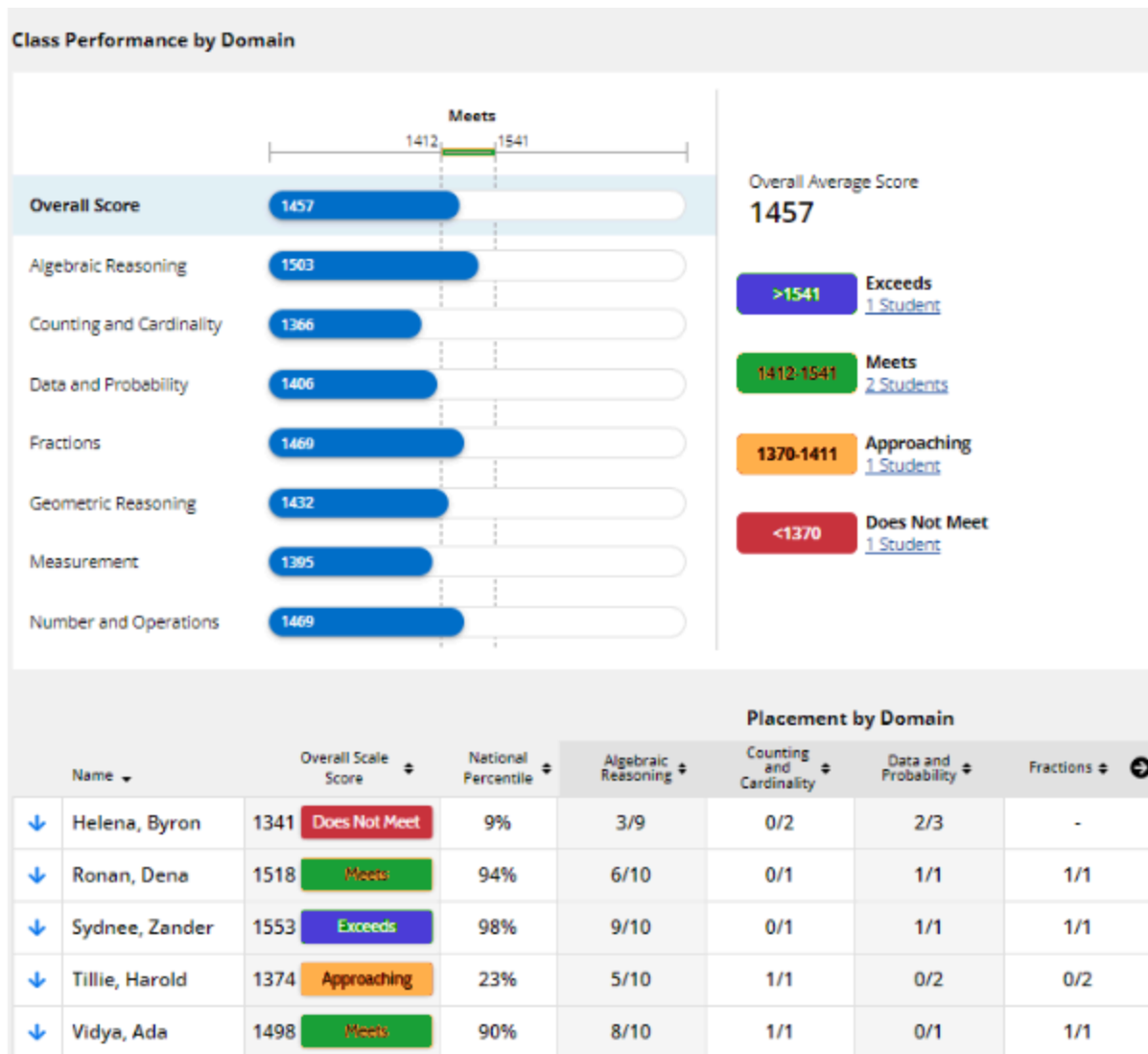To find your Diagnostic data, start by selecting the Diagnostic.

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 **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.

Class Performance by 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

Meets 1412 – 1541

Overall Average Score
1457

Level	Range	Status	Students
Exceeds	>1541		1 Student
Meets	1412-1541		2 Students
Approaching	1370-1411		1 Student
Does Not Meet	<1370		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

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.

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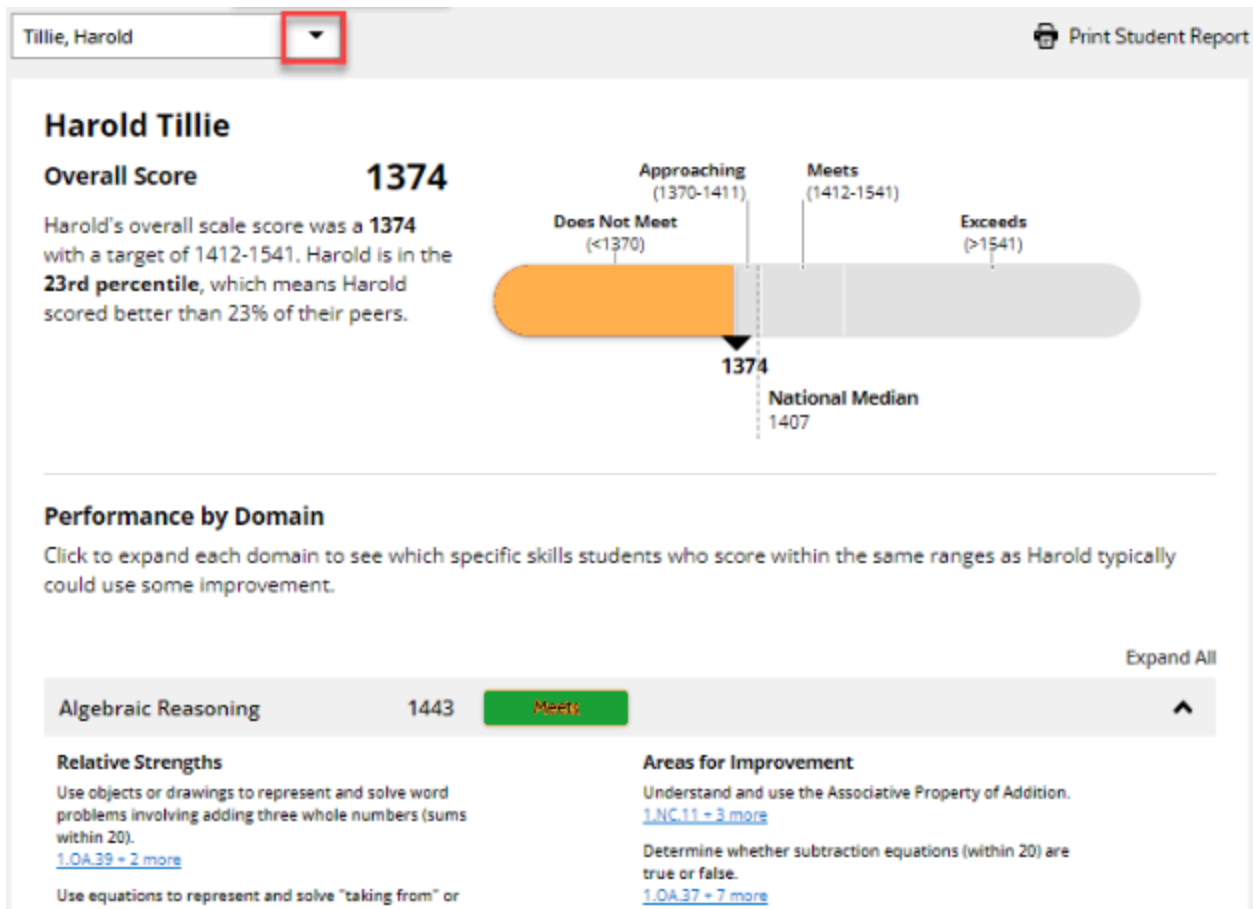
Scores are also broken down by domain, with indicators clearly marked so you know areas of concern at a glance. Inside each domain, you can expand to view potential strengths, areas for improvement, and stretch goals.

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.

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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** ∨

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 comparibility: 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.

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.

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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

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domain, and they are available to teachers within the MSDA program in Realize.

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.

<div align="center">

Savvas Customer Care

Monday through Friday

8:00 AM - 8:00 PM EST

1 (800) 848-9500

</div>

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 Savas 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, 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.

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** 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.

MSDA Summary Table

Grade	Level	Screener			Diagnostic			
		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