MSDA+Growth

USER GUIDE

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Part 1 – General Overview

This user guide provides information specific to the **Growth** Diagnostic Assessments in the Savvas Mathematics Screener & Diagnostic Assessments (MSDA) Program. 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.

Although you will find a quick review of material here, you may refer back to the **MSDA User Guide** for more information about the MSDA program, as well as the Screener and first Diagnostic given at the beginning of the school year. This MSDA User Guide is housed in the Getting Started folder within the MSDA Realize program as well as on the My Savvas Training MSDA website.

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

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.

Growth Diagnostic Assessments are designed to provide information about what students have learned between the beginning, middle and end of a school year. **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.

About the Growth Diagnostics

The Growth Diagnostic Assessments, or Growth Assessments, are the continuation and latest upgrade to the MSDA program. They provide detailed information about student performance over the course of a school year.

The original MSDA program included a Screener and the first Diagnostic, intended for the beginning of the year (BOY). The two new Growth Diagnostic Assessments are to be administered at the middle of the year (MOY) between November and February, and end of the year (EOY) between March and June.

MSDA
Beginning of Year (BOY)

Within Two Weeks
of Starting School

MSDA+Growth
Middle of Year (MOY)

Between November
and February

MSDA+Growth
End of Year (EOY)

Between March and June

Parallel Design

The design of MOY and EOY Growth Diagnostic Assessments mirror the design and structure of the first BOY Diagnostic: they contain a total of 30 items and assess similar standards. **In all, students generally need 45–60 minutes to complete any Diagnostic, including the new Growth Diagnostic Assessments.**

All Diagnostics are multistage adaptive assessments which include a set of items at the beginning that determine which 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 or the same number of items in each Domain.

All Diagnostics, including the BOY Diagnostic and the MOY/EOY Growth Assessments, use
- multiple choice,
- drag and drop,
- hot spots,
- text entry, and
- drop down item types.

Please refer to the Item Types section in the **MSDA User Guide** for more information.

Assessed Domains

As a reminder, Screeners assess prior-year standards. All Diagnostics, including the BOY Diagnostic and the MOY/EOY Growth Assessments, 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	

Similar Results

Just as with the BOY Diagnostic, Growth Diagnostic results include nationally normed percentiles and scale scores as well as significant instructional recommendations for every learner based on their performance. The scale 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.

There is a new set of reports available with the Growth Diagnostics. Please refer to Part 3 of this Growth User Guide for more information about these Growth Reports.

Integration with SuccessMaker

The first MSDA BOY Diagnostic score for a student will automatically convert to a SuccessMaker placement if the following are true:

- ☐ your district has access to SuccessMaker,
- ☐ your school has integration enabled,
- ☐ your student is included in a class with SuccessMaker,
- ☐ the student has clicked "Submit" on the BOY Diagnostic,
- ☐ the student has not submitted that same BOY Diagnostic before.

The first MSDA BOY Diagnostic scale score will translate into a level assignment in SuccessMaker. Only the very first score will go over, so if students take the BOY Diagnostic again, it will not change anything in SuccessMaker.

MOY and EOY Growth Diagnostic scores will not affect placement in SuccessMaker.

Part 2 – Assigning and Administering Growth Diagnostic Assessments

Assigning the Growth Diagnostics
The Growth Diagnostic Assessments are located in the Table of Contents under Diagnostic Assessments.

SAVVAS math Screener
& Diagnostic Assessments

You may reference [Realize help](#) for more detailed information on how to assign content such as the Growth Diagnostic Assessments.

Growth Diagnostic Assessments are intended to be administered at the ***middle (MOY) and end of the school year (EOY)***. We recommend that the MOY Growth Assessment be administered between **November and February** and that the EOY Growth Assessment be administered between **March and June**. The results you receive after administering the MOY or EOY are most valid when used as recommended.

Schedule the assessments during a time of minimal distractions. Although the estimated test-taking time is 45-60 minutes for each Growth Diagnostic, some students may require additional time.

Students may complete a Growth Diagnostic in multiple sessions if necessary, as long as they complete the assessment within your designated administration window.

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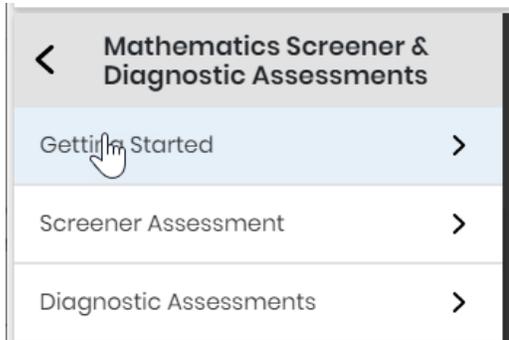
☐ Complete any Realize and/or MSDA+Growth training offered by your school or district. You may also visit **My Savvas Training** for on-demand tutorials, virtual professional learning, chat, and email support.

☐ For students who may not have familiarity with Realize or testing,
 ☐ Familiarize yourself first and then direct students to the **Realize Student Help**.

☐ If 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
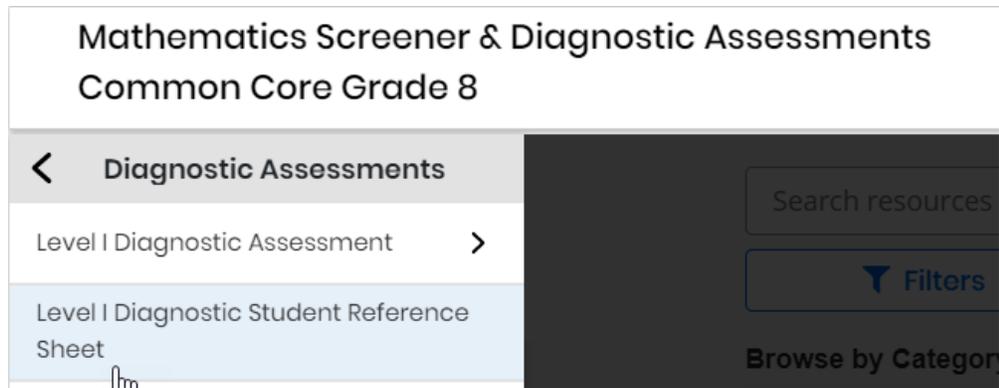
☐ For virtual administrations,
- ☐ encourage students to find a quiet place where they can complete the Screener without distractions.
- ☐ students may wish to use speakers or headphones. Check that the volume is at an appropriate level.
- ☐ (for Level F–I Diagnostics) digitally distribute Reference 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.

Administering Growth Diagnostic Assessments

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 A**. 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, 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:
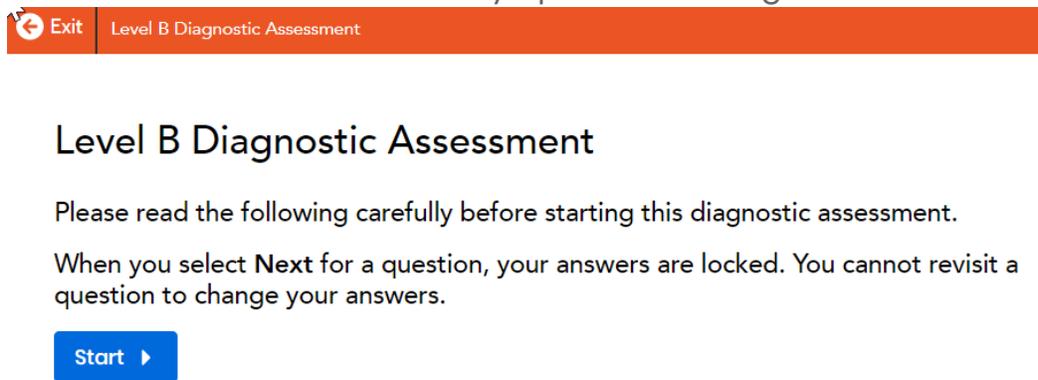
After clicking the Start button, the students will begin the Growth Diagnostic.

▶   ● 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.

SAVVAS math Screener
& Diagnostic Assessments

Shortest   **Longest**

Question 30 of 30   **Submit Test**
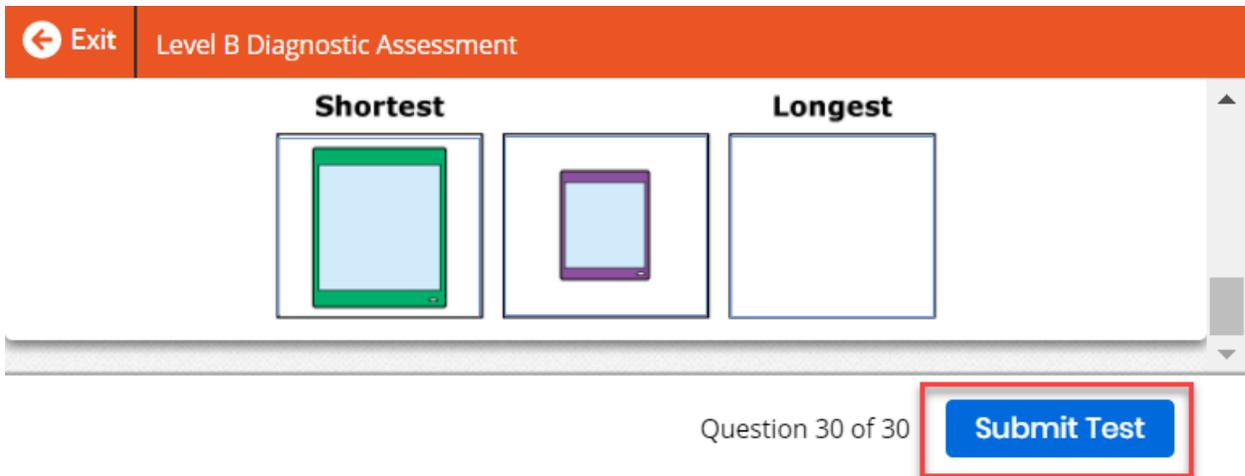
If students leave the assessment before they have completed it, they should close the browser window. All of their work will be saved until they resume the assessment as long as the due date has not elapsed.

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.

Exit   Level B Diagnostic Assessment

✓ Success! You have completed this assessment.
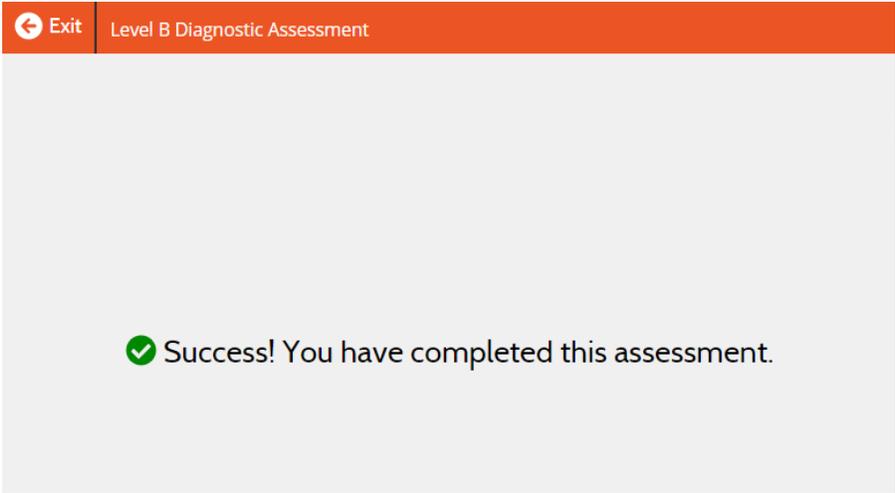
This concludes the Diagnostic Assessment.

Part 3 – Accessing and Interpreting Diagnostic and Growth Reports

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

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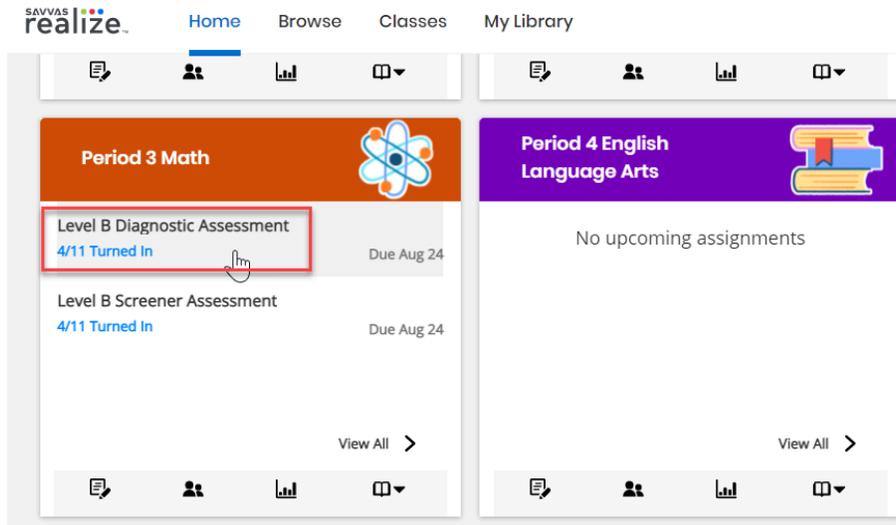
There is no preview for the Growth Diagnostic because it is adaptive and can change from student to student. To view results, select **View Data** on the top right corner.

SAVVAS math Screener
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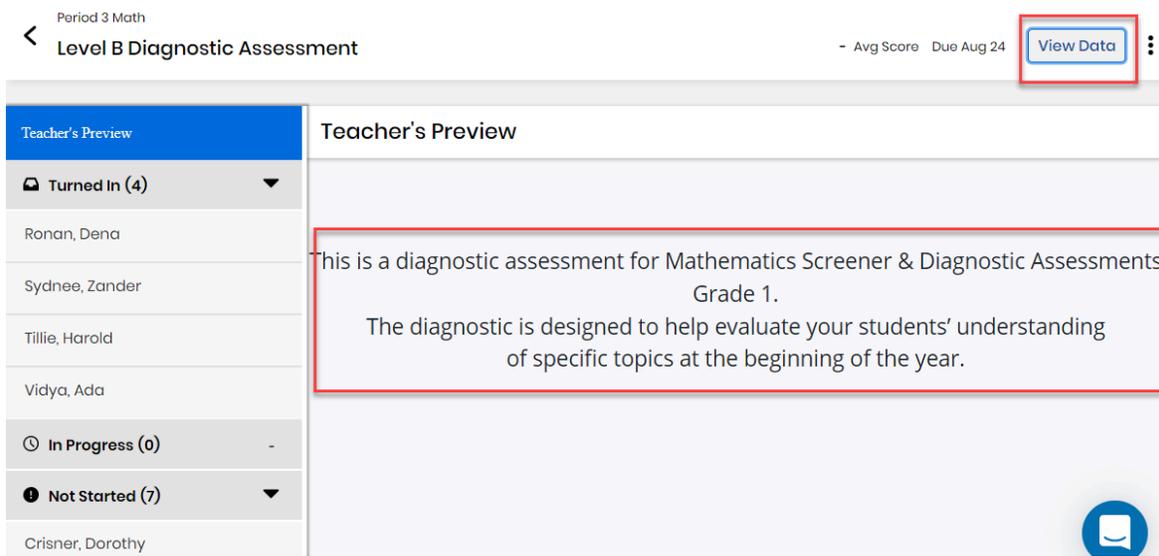
Growth Reports
1) From the home page or your Classes tab, select "Data"
2) Next, select "Growth Report"
3) After selecting Growth Report, you will see three options on the left of your screen to look at the Overall Score Summary, Domain Summary, or Student Report. It is here that you can see growth information.

Overall Score Summary
The **Overall Score Summary** report will appear first. This report gives you a bird's eye view of your class' average performance and growth over time compared to the district average performance and growth over time. This overview is especially helpful for adjusting pacing and addressing class strengths and areas of improvement.

You'll notice that at the top, **Class average overall score** displays performance levels, which are color-coded. These colors are new and address feedback from our customers. The "Exceeds" (expectations) performance level is a blueish purple, "Meets" is green, "Approaching" is orange, and "Does Not Meet" is red. Students are automatically identified within their corresponding level. This allows you to easily see how close your students are to meeting grade level expectations for the Diagnostic level they took.
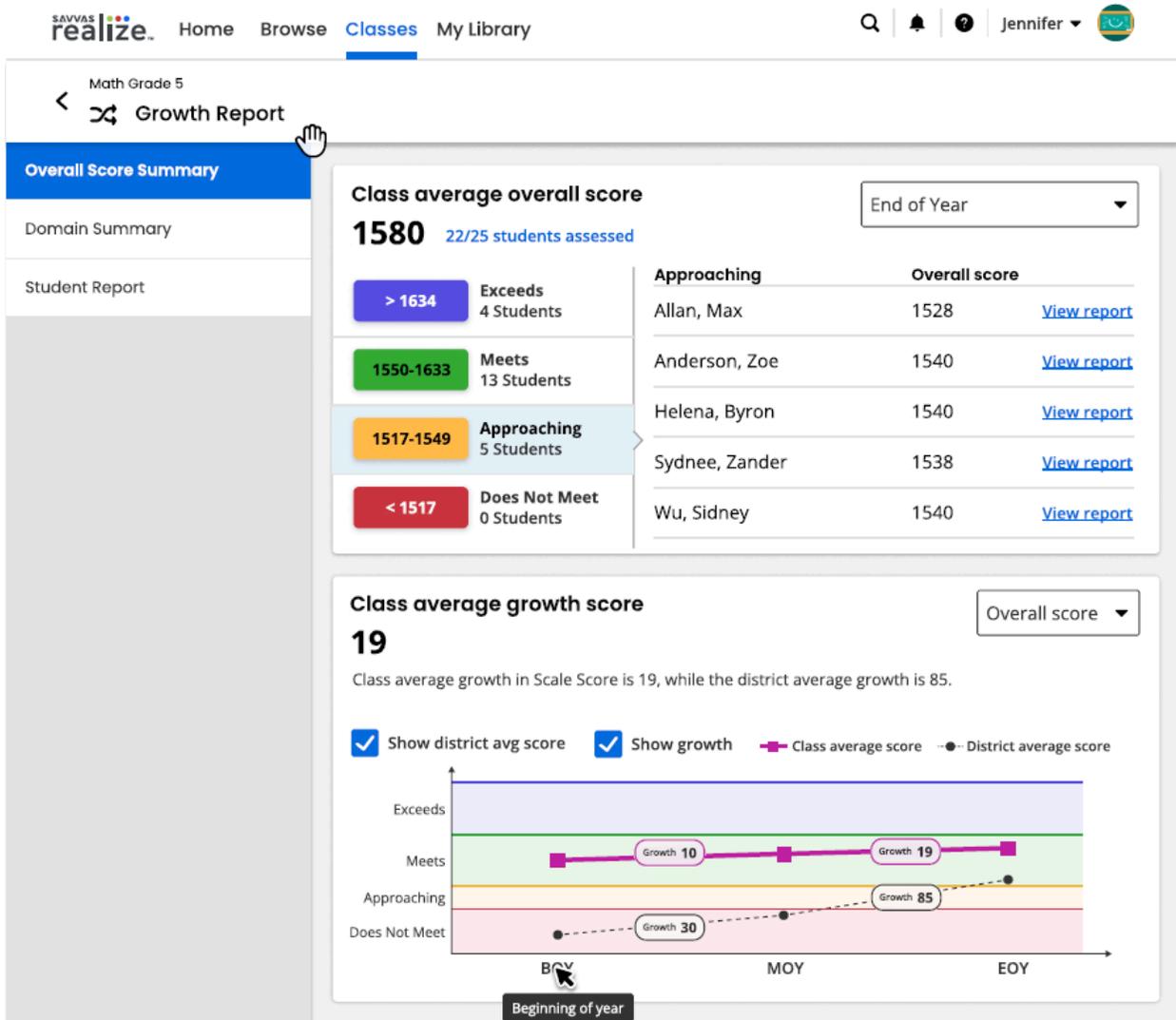
The default view is the most recent Growth Assessment, but you may change that to look at the other Diagnostics by choosing from the drop down menu on the top right. Clicking on any of the performance levels will display the names and overall scale scores for each student in that performance level on the selected Diagnostic. There is also an overall average score for the whole class and the number of students who have submitted their assessments successfully out of the total assignments you made.

For example, in the image above, the class average scale score was 1580 on the EOY Diagnostic. We can also see that almost all students, 22 out of 25 assigned, have submitted their EOY Diagnostic. The majority (13) of 22 students who submitted an EOY are "Meeting" expectations, displayed as the

SAVVAS **math** Screener
& Diagnostic Assessments

green performance level. We could click on that green button to display the actual student names and scale scores for each student. In this image, the "Approaching" performance level was clicked, and we can see those five students along with their scores and links to their Student Reports.

The second component of the **Overall Score Summary** is the growth in performance over time (**Class average growth score**). This is displayed as a line graph with a point representing each Diagnostic administered to this class. Hovering over any of these points will display class average scale scores for the corresponding Diagnostic. Growth, measured by the difference in scale scores, is displayed by default within ovals that appear between the points. District average performance and growth are also displayed by default. You may click the blue check boxes to toggle these off.

Domain Summary

Next, you may click the **Domain Summary** on the left navigation panel to view performance by domain in color-coded performance level bands. The default is to show the Beginning of Year (BOY) Diagnostic, but you may toggle to another Diagnostic using the drop down at the top right.

In the **Domain performance breakdown** section, each domain will appear in alphabetical order and will have a horizontal stacked bar graph displaying the number of students in each of the performance levels. Hovering over any of the performance levels will display the score range for that performance level as well as the student names in that performance level and their scale scores. Blue links to each student's individual **Student Report** also will appear. The total number of students who had scores for each domain is displayed on the bottom left of each bar graph. Because the Diagnostic is adaptive, you may not see the same total number of students for all domains.
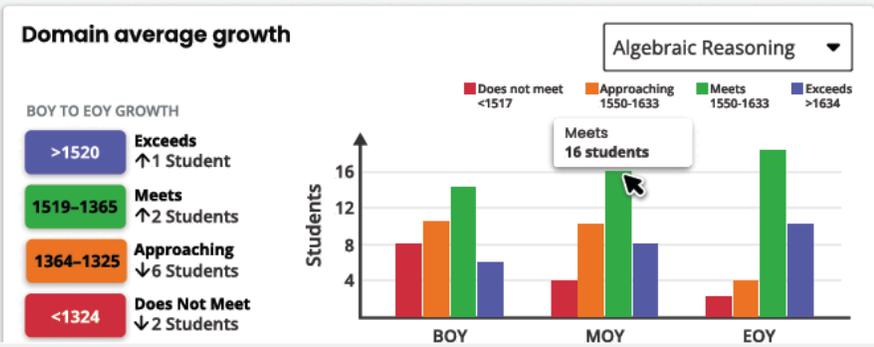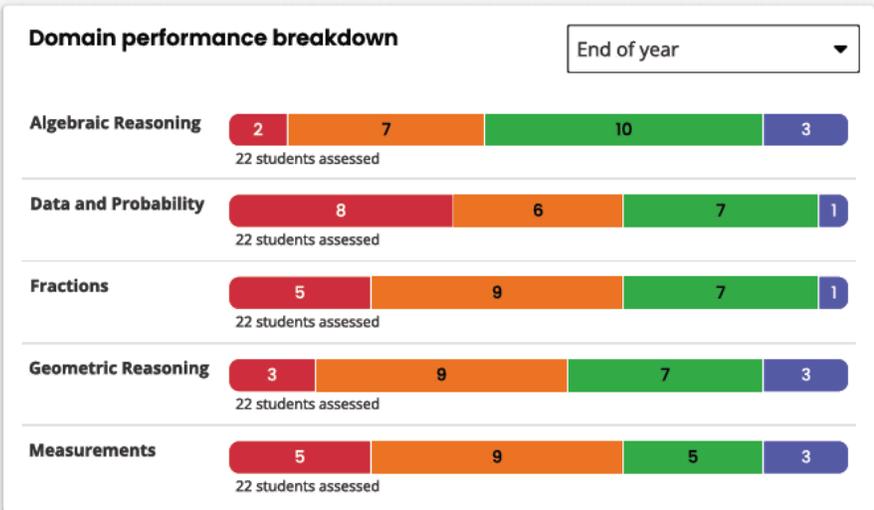
In the next section, **Domain average growth**, the growth from the BOY to the most recent Growth Diagnostic is displayed for each domain. There is a drop-down menu at the top right of this section to select any assessed domain. The color legends on the left and above the bar graphs remind us of the color, label, and range of scores in each of the performance levels. The number of students in each performance level and the change since the BOY Diagnostic are also displayed on the left. *In the example above, the Approaching performance level in orange is defined as scores between 1364 and 1325 for this Diagnostic level. We can see in BOY to EOY Growth on the bottom left, the "↓ 6 Students" under Approaching indicates that six fewer students scored in Approaching on EOY than for the BOY.*

To the right, a bar representing the number of students in each performance level is displayed for each of the Diagnostics (BOY, MOY, and EOY). Hovering over any of these bars will display the specific number of students. *For example, in the image above, we can look over to the bar chart to the right*

and confirm that at BOY, there were 10 students in the orange Approaching performance level and four students in Approaching by the EOY in the Algebraic Reasoning domain.

Student Report

Now that you know what your class knows, it's time to see what each student knows. You may select the **Student Report** tab on the left navigation panel and select a student from the drop down menu to see results for each individual student. Under that, in the **Overall score** section, there is an overall scale score and a national percentile, which compares your students' performance to other students who took the same Diagnostic. *It is important to note that the national percentile and national median are based on a group of students enrolled in the same grade level of the Diagnostic. This means that you should interpret these national scores with caution if the student is not enrolled in the same grade as the Diagnostic level.*

The second component of the **Student Report** is the growth in performance over time, similar to what you see on the **Overall Score Summary**. This is displayed as a line graph with a point representing each Diagnostic administered to this class. Hovering over any of these points will display student scale scores for the corresponding Diagnostic. Growth, measured by the difference in scale scores, is displayed by default within ovals that appear between the points. Class average performance and growth are also displayed by default. You may click the blue check boxes to toggle these off.

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& Diagnostic Assessments

Performance by domain

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

| Algebraic Reasoning | 1552 | Meets | ∧ |

Relative Strengths

Apply the Distributive Property to solve problems involving multiplication.
3.AL.1.2

Apply the Distributive Property to break apart unknown multiplication or division facts.
3.AL.1.2

Represent and solve two-step word problems involving whole-number addition and division (no remainder).
3.AL.1.3

Represent and solve two-step word problems involving whole-number addition and subtraction within 1000.
3.AL.1.3

Areas for Improvement

Use repeated addition to find the total number of objects in rectangular arrays.
2.AL.2.2

Represent and solve two-step word problems involving whole-number subtraction and division (no remainder).
3.AL.1.3

Stretch Goal

Represent and solve multi-step (>2) word problems involving any of the four operations on whole numbers (no remainder).

Data and Probability	1548	Approaching	∨
Fractions	1532	Approaching	∨
Geometric Reasoning	1530	Approaching	∨

Scores are also broken down by domain in the **Performance by domain** section, with performance level indicators clearly marked and color-coded so you know domains of concern at a glance. To the right of each domain, you can click the down arrow to expand the section and view Relative Strengths, Areas for Improvement, and Stretch Goals for students with the same scores.

Note that some domains may not have all three of these categories. For example, if a student is Exceeding expectations, they may not see any Stretch Goals. Conversely, if a student Does Not Meet grade level expectations, they may not have any Relative Strengths for that domain.

This is also where you'll find instructional resources recommended to fill in gaps or offer extension. To view them, click on the standard code in blue. The **Student Report** is a useful tool for guiding conversations with students and their families. You can print student reports to share or download them as pdf files to email or store on your computer. We've hidden diagnostic scores from student Realize accounts so that you can decide how and when to share their results.

Part 4 - 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**.

Appendix A

Top 5 Tips & Tricks

1. Familiarize yourself with the resources in the Getting Started folder before administering assessments.
2. The MOY and EOY Diagnostics are at the Level of the program used to assign the Screener at the beginning of the year. For example, if you used the Screener from enVision Grade 1, those students will see Level B Growth Diagnostics (even if they took the Level A BOY Diagnostic).
3. 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.
4. 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+Growth has four assessments that must be given in order: a Screener, a BOY Diagnostic, MOY Diagnostic, and EOY Diagnostic.
2. Tell your students to click Submit when finished!
3. Do not use MSDA for unintended purposes or give the same exact test 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. BOY Diagnostic and at least one other Diagnostic must be completed to generate a growth report.

Appendix B
Script for Administering a Growth Diagnostic

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

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

Ensure that all students have successfully opened their Growth Diagnostic. If students do not see it, return to **Assigning the Growth Diagnostic** in Part 2.

Step 3 – Beginning the Growth Diagnostic
Say: We will begin the Growth Diagnostic soon. First, I need to tell you some important information. This Growth 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 Growth Diagnostic contains the same types of questions as the Diagnostic you took earlier this school year. 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: 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.

After completing the Growth Diagnostic, students 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.