SAVVAS LEARNING COMPANY

SAVVAS Momentum® ASSESSMENT LITERACY

USER GUIDE

Updated Sep 23, 2026

Powered by SAVVAS realize™

In WestEd WestEd.org *and* MetaMetrics®

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What's New for Fall 2026

We're excited to share important updates to the *Momentum Literacy* program for the 2026–2027 school year! These enhancements introduce the ability to measure growth, forecast end-of-year (EOY) performance, combine dyslexia screening with increased grade-level coverage and task types, and assess literacy performance of students whose primary language is Spanish.

Middle-of-Year (MOY) and End-of-Year (EOY) Diagnostics

Momentum Literacy is expanding beyond the Beginning-of-Year (BOY) diagnostic assessment. To help educators track progress and monitor learning, Middle-of-Year (MOY) and End-of-Year (EOY) diagnostic assessments are now available. This upgrade makes it easier than ever to measure progress and target interventions at scale.

- Assessments evaluate student growth toward standards expected to be taught that school year, providing a comprehensive measure of Foundational Skills, Vocabulary, and Reading Comprehension.
- Comprehensive Growth Reports will be available after at least two diagnostic administrations. These reports include an Overall Score Summary, Domain Summary, and Student Report, featuring scale scores, national percentiles, and performance levels.

Lexile® Measures and Forecasting

Through a collaboration with MetaMetrics®, *Momentum Literacy* now incorporates Lexile measures into its reporting:

- **Lexile Measures** for every student. Teacher and Administrator reports will feature a toggle and drop-down menus, allowing educators to seamlessly switch between viewing scale scores and Lexile measures.

- **Forecasts to End-of-Year performance**, including predictions for state tests that report in Lexile measures (where applicable). A new forecasting tool uses Lexile measures to predict a student's performance on upcoming state tests or on *Momentum*'s own EOY assessment, providing crucial insight for instructional planning.

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Expanded Dyslexia Screener K-8

The Dyslexia Screener has been significantly expanded and is now fully integrated into the Momentum Literacy suite:

- **Broader Grade Coverage:** The screener is now available for Grades K–8 (previously K–3).
- **New Tasks:** The screener now features six tasks, including Oral Reading Fluency (ORF), Rapid Automatized Naming (RAN), Nonsense Word Fluency, Phrase Accuracy, and Multisyllabic Word Decoding.
- **Targeting "Stealth Dyslexia":** New tasks designed specifically for middle school students (Grades 6–8) focus on phrase accuracy and multisyllabic decoding, helping educators identify older students who may struggle with complex academic texts.
- **Automated Assessment:** The screener utilizes two digital avatars named "Max" and “Moxy” to automate the traditional 1:1 testing experience. The system captures audio recordings of the student's voice, allowing teachers to review the data on their own time.
- **True Item Transparency:** Teachers can click into a student's profile to hear correct responses and the student's exact response, making the data immediately actionable. Teachers also have the ability to enter and edit results based on their expertise and understanding of their students.

Spanish Literacy Diagnostics

Momentum Literacy is working towards providing support for multilingual learners.

- Spanish Literacy Diagnostics for Grades K-8 will begin rolling out during the 2026-2027 school year.
- Diagnostics assess Spanish literacy standards, not English literacy standards.
- Teacher and Administrator reporting will be the same as the English Literacy Diagnostics.

Resources

This comprehensive guide is intended for those who have time and the need to read everything about this program. If you would rather go over this content in an interactive demo, asynchronous course, or if you want more targeted information about specific components, we welcome you to explore the many resources on **My Savvas Training** and in the "Getting Started" folder of *Momentum Literacy* program on Realize.

Interactive Demos

We highly recommend touring the program before starting.

- **Diagnostic Interactive Demo**
- **Dyslexia Screener Interactive Demo**

Part 1 – General Overview

This User Guide provides an overview of the *Momentum Literacy* program, part of the *Savvas Momentum Assessment Suite,* along with specific guidelines for administering our Diagnostic assessments and Dyslexia Screeners. Teachers and other test administrators should carefully read and review the contents of this guide prior to testing to ensure the highest levels of fidelity.

About the *Momentum Literacy* Program

Momentum Literacy is a comprehensive program designed to help educators evaluate students' literacy skills, monitor growth, and personalize learning resources to meet individual needs. The program features computer-based, adaptive Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) Diagnostic assessments across Grades K–8. These adaptive diagnostics adjust item difficulty based on student responses, providing accurate measures of academic performance, domain-level insights, Lexile® measures, and growth tracking over the academic year.

Additionally, *Momentum Literacy* fully incorporates the *Momentum Literacy* Dyslexia Screener (Grades K–8). Dyslexia Screener assessments provide early, efficient identification of risk factors associated with dyslexia and other reading difficulties.

Together, Diagnostic and Dyslexia Screener assessments equip educators with a comprehensive view of student reading strengths and challenge areas, connecting assessment data directly to next steps, whether targeted instructional resources on Savvas Realize for Diagnostics or further action as directed by your district for the Dyslexia Screener.

Diagnostic Assessment Overview

Momentum Literacy Diagnostic Assessments (BOY, MOY, and EOY) provide detailed information about student strengths, areas for improvement, and stretch goals across the school year for Foundational Skills, Vocabulary, and Reaching Comprehension of Literary and Informational Text. Each Diagnostic assessment includes 34–36 scored items.

- **Item Formats:** In Kindergarten through Grade 2, students answer both passage-based and discrete (standalone) items. In Grades 3 through 8, all items are passage-based.
- **Testing Duration:** Students generally need 45–60 minutes to complete a Diagnostic assessment. They are not timed.

- **Delivery:** Diagnostic assessments are computer-based and administered online via Savvas Realize.

For a complete summary of details regarding Diagnostic assessments, see the *Momentum Literacy* **Summary Table** at the end of this User Guide.

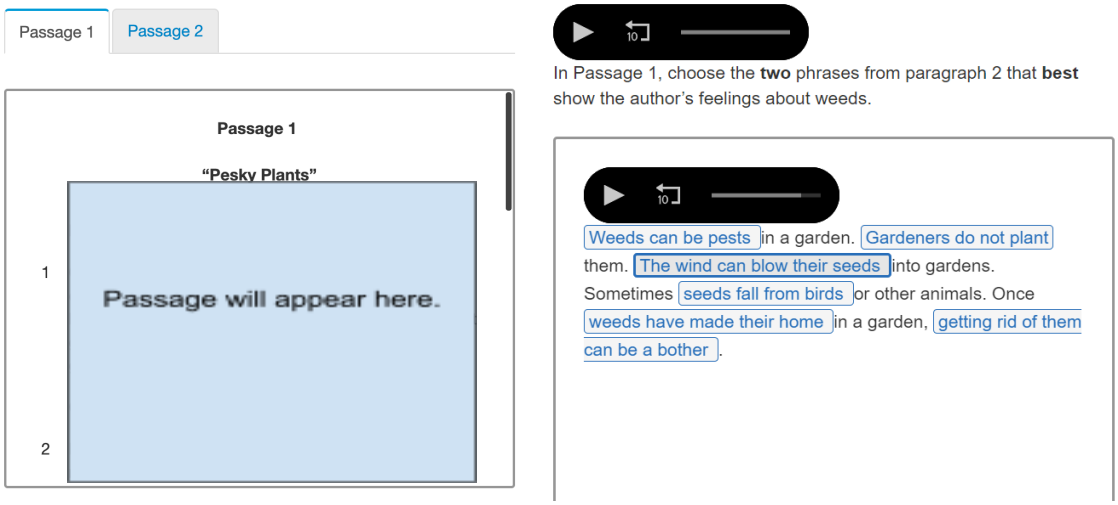
Lettering System

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

Diagnostic Passages

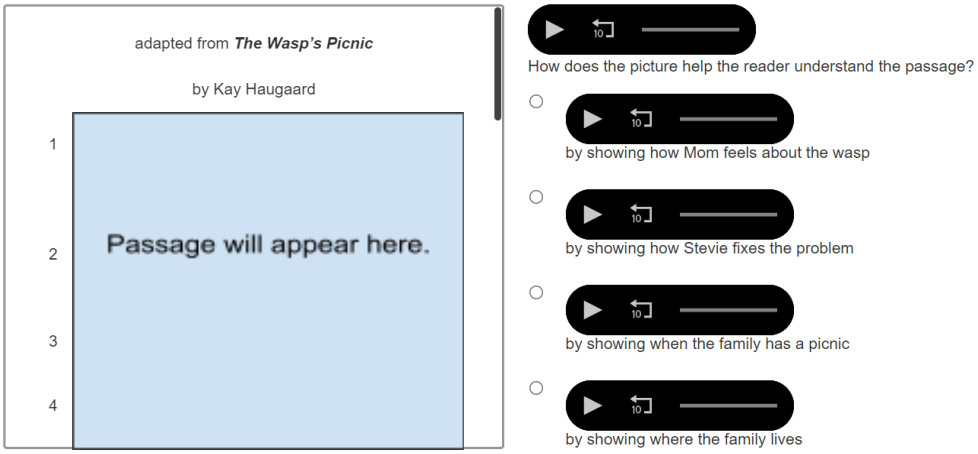
Diagnostic assessments include passages and associated items at all grades. We combined original pieces from professional writers with carefully selected published texts, chosen for age-appropriate topics and strong standards alignment. Every passage was thoroughly screened for bias and sensitivity to follow Universal Design guidelines, ensuring fair access for all learners. Finally, content experts evaluated each text using both Lexile measures and qualitative reviews, so you can trust that the reading complexity truly matches your students' grade level.

Kindergarteners will see a picture and listen to each passage. At Grades 1 and 2, students will see the text of each passage but will also have access to an audio recording of the passage. A scroll bar, if necessary, appears on the right side of each passage. In the Diagnostic assessments, students in Grades 2 and up may encounter paired passages (see image below). Tabs at the top of the passages, labeled Passage 1 and Passage 2, allow students to toggle between the two.

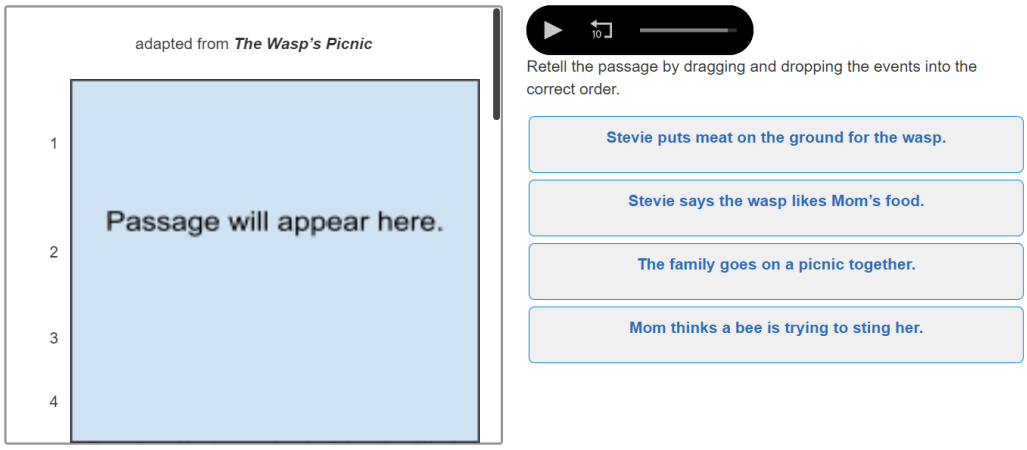


Diagnostic Item Types

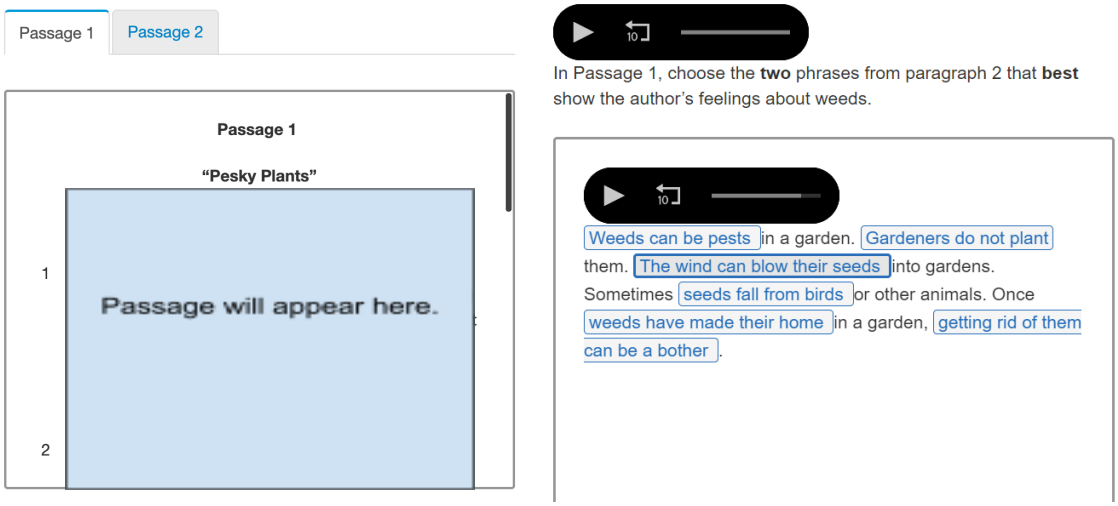
Multiple Choice items allow the student to choose one option from a list of possible answers.



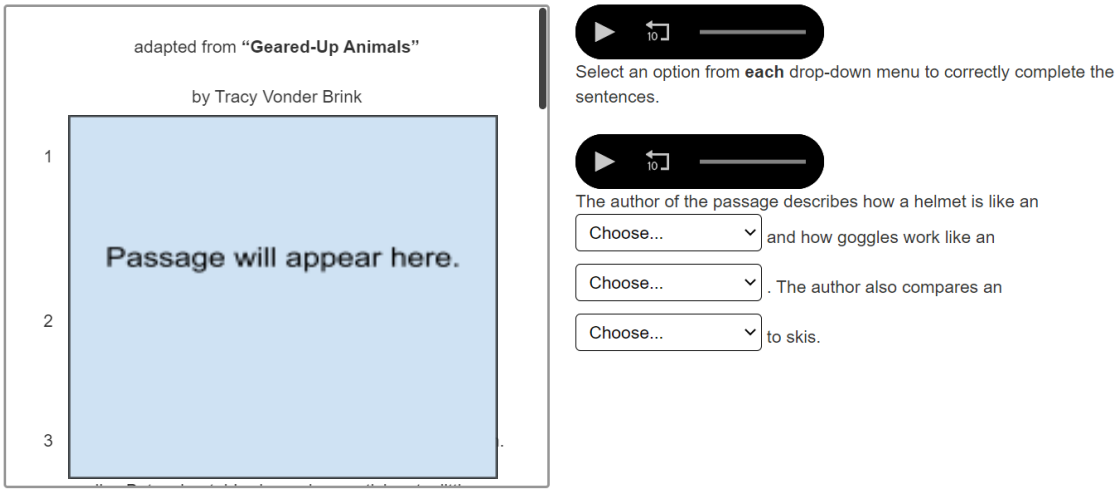
Drag and Drop items allow the student to match, sort, order, or fill in missing information by dragging and dropping items.



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



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



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

Dyslexia Screener Purpose

The *Momentum Literacy* Dyslexia Screener (Grades K–8) is a crucial tool designed to help educators identify early risk factors associated with dyslexia and other reading difficulties. Early identification is key to providing timely support, ensuring that students receive the targeted interventions they need to succeed academically.

IMPORTANT- Dyslexia Screeners don't result in a diagnosis!

The screener is NOT meant to be a placement tool, NOR is it intended to replace the need for further evaluation of students who may require special services. Instead, it serves as an **initial step** to identify students who may require further assessment and specialized instruction. Please follow your school or district guidelines regarding next steps when risk factors are identified.

Dyslexia Screener Overview

The *Momentum Literacy* Dyslexia Screener is now fully incorporated into *Momentum Literacy*. It digitizes administration using interactive digital avatars named Max (for Grades K–3) and Moxy (for Grades 4–8), allowing teachers to screen multiple students simultaneously.

Frequency

Dyslexia Screeners measure risk across three administration windows for Grades K-3: Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) and two administration windows for Grades 4-8: BOY and MOY. Universal screening requirements typically include at least two administrations across the span of a school year to account for fluctuations in development. A single screening offers a quick look at a student on one specific day. Factors like illness, test anxiety, or simple distraction can lead to false negatives, meaning a child who actually needs help gets marked as "low risk" and missed. Patterns of performance over time are a more reliable indicator than a single event.

Developmentally Appropriate Tasks



Meet Max!

Kindergarten–Grade 3

Focuses on foundational skills including Letter Sounds, Blending, RAN, Word Reading, NWF, and ORF (beginning Grade 1 EOY).



Say, "Hi!" to Moxy!

Grades 4–8

Focuses on upper-grade reading proficiency through three core active tasks: Rapid Automatized Naming (RAN), Word Reading, and Oral Reading Fluency (ORF).

Assessed Domains

Literacy Domains Assessed	K	1	2	3	4	5	6	7	8
Letter Sounds	●	●*							
Blending	●	●*							
Word Reading	●	●	●	●	●	●	●	●	●
Rapid Automatized Naming (RAN)	●	●	●	●	●	●	●	●	●
Nonsense Word Fluency (NWF)	●	●	●	●					
Oral Reading Fluency (ORF)		●‡	●	●	●	●	●	●	●
Emergent Literacy	●*								
Listening Comprehension	●*								
Foundational Skills	●	●	●	●					
Vocabulary	●	●	●	●	●	●	●	●	●
Comprehension: Literature	●	●	●	●	●	●	●	●	●
Comprehension: Informational Text	●	●	●	●	●	●	●	●	●

● Assessed by the *Momentum Literacy* Dyslexia Screener (K-8)
● Assessed by the *Momentum Literacy* Diagnostic Assessments (K-8)

* *Assessed at the beginning of the year only.*
‡ *Assessed at the end of the year only.*

Dyslexia Screener Domains Explained

The Dyslexia Screeners evaluate foundational literacy tasks to provide early, efficient identification of risk factors associated with dyslexia and other reading difficulties.

Letter Sounds are assessed in **Kindergarten (BOY, MOY, EOY) and Grade 1 at the Beginning of Year (BOY).** This task measures a student's ability to identify a letter's name and the sound it produces, serving as an essential early **phonics** skill.

Blending is assessed in Kindergarten (BOY, MOY, EOY) and Grade 1 at the Beginning of Year (BOY). This task evaluates a student's ability to **blend onsets, rimes, and individual phonemes** to form words.

Nonsense Word Fluency (NWF) is assessed in **Kindergarten through Grade 3 (K–3)**. This task checks a student's ability to apply letter-sound relationships to decode unfamiliar words using **phonics** strategies, requiring students to rely on **decoding** skills rather than memorization or context clues.

Oral Reading Fluency (ORF) is assessed in **Grade 1 at the End of Year (EOY) and across all testing windows in Grades 2 through 8 (2–8)**. This task measures how many words students can read correctly per minute (WCPM) and their overall word **reading accuracy** with a grade-level passage.

Rapid Automatized Naming (RAN) is assessed across **all grades (K–8)**. This task focuses on a student's **processing speed** and ability to quickly name visual stimuli:

- **Colors (Kindergarten BOY)**: Naming colors from a matrix of colored circles.
- **Letters and Digits (Kindergarten MOY/EOY through Grade 8)**: Naming a matrix of letters and another matrix of numbers.

Word Reading is assessed across **all grades (K–8)**. This task targets a student's ability to **read words accurately**. As students' skills grow, this includes more complex reading skills, such as:

- **Multisyllabic Navigation (Grades 2–8)**: Navigating and decoding multisyllabic words.
- **Morphemic Analysis (Grades 4–8)**: Utilizing knowledge of roots and affixes to read advanced words.

Diagnostic Domains Explained

The Diagnostic assessments evaluate standards across key literacy domains to provide a comprehensive profile of student performance.

Emergent Literacy is assessed **only in Kindergarten at the Beginning of Year (BOY) diagnostic**. This domain focuses on the foundational skills necessary for reading, specifically **Pre-K letter recognition/letter sound standards**. These skills are critical predictors of future reading success and are typically mastered before students formally begin decoding words.

Listening Comprehension is assessed **only in Kindergarten at the Beginning of Year (BOY) diagnostic** (as indicated by the asterisk on the table). This domain evaluates a student's ability to understand the meaning of spoken language when it is read aloud to them.

Foundational Skills are assessed in **Kindergarten through Grade 3 (K-3)**. This domain focuses on the mechanics of reading and includes:

- **Print Concepts** (K-1): Understanding the organization and basic features of print (e.g., directionality, parts of a book).

- **Phonological Awareness** (K-1): The ability to recognize and manipulate the sound structure of spoken words (e.g., blending, segmenting, rhyming).
- **Phonics/Word Recognition** (K-3): The relationship between letters and sounds, and the ability to decode written words.

Vocabulary is assessed across **all grades (K-8)**. This domain specifically targets a student's knowledge of **general academic and domain-specific words**, ensuring they have the breadth of word knowledge necessary for successful reading and communication across content areas. This domain measures a student's ability to use and understand language effectively, covering standards related to:

- **Word Meaning/Context Clues**: Determining the meaning of unfamiliar words by using surrounding text or background knowledge.
- **Word Parts**: Using knowledge of affixes (prefixes/suffixes) and roots to determine meaning.
- **Use of Reference Materials**: The ability to effectively use tools like dictionaries, glossaries, or thesauri to clarify word meaning and usage.

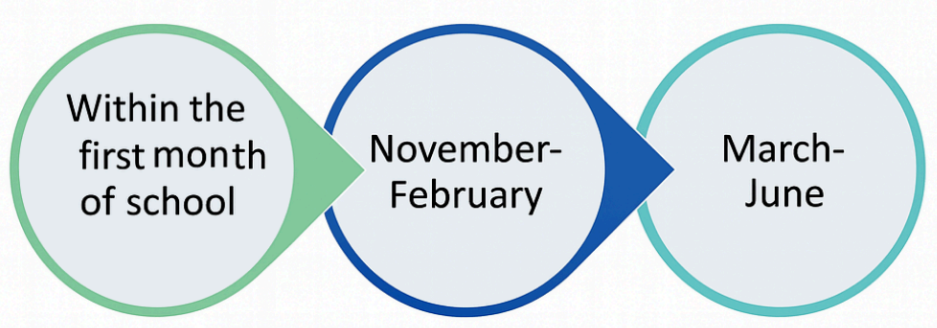
Comprehension is assessed at **all grades (K-8)**, reflecting the importance of understanding texts across the curriculum. This domain measures a student's ability to engage with and derive meaning from what they read, specifically covering:

- **Key Ideas/Details**: Identifying the central theme, main points, and supporting evidence.
- **Craft and Structure**: Analyzing how the text is organized and the author's use of language and literary devices.
- **Integration of Knowledge and Ideas**: Comparing and contrasting different sources, evaluating evidence, and understanding diverse perspectives.

Part 2 – Preparing for *Momentum Literacy*

Scheduling *Momentum Literacy*

Momentum Literacy's BOY Diagnostic and Dyslexia Screener are intended to be administered at the ***beginning of the school year, ideally within the first few weeks of instruction***. The MOY Diagnostic and Dyslexia Screener are intended to be given at roughly the middle of the school year, between November and February, and the EOY Diagnostic and Dyslexia Screener (for Kindergarten - Grade 3) are intended to be given toward the end of the school year, between March and June. The results you receive after administering *Momentum Literacy* are most valid when used as recommended.



BOY Diagnostic BOY Dyslexia Screener	MOY Diagnostic MOY Dyslexia Screener	EOY Diagnostic K-3 EOY Dyslexia Screener

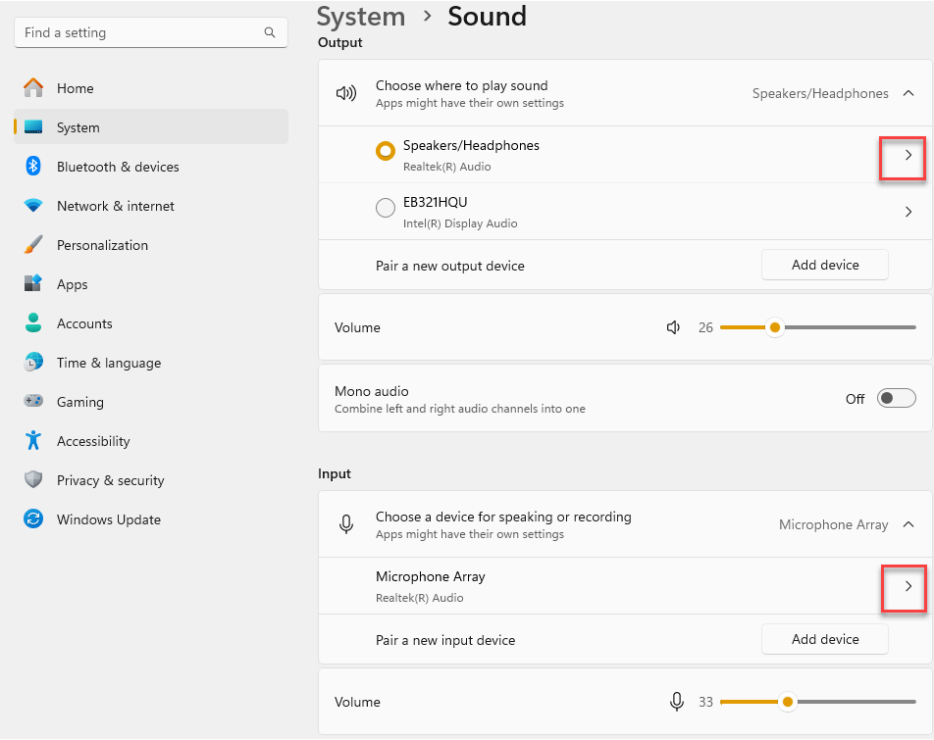
Schedule *Momentum Literacy* assessments during a time of minimal distractions. While the Diagnostics take one class period of 45-60 minutes, please allow additional time for students who may need it. Diagnostics are not timed. Students may complete the Diagnostic in multiple sessions if necessary, as long as they complete the assessment within your designated administration window.

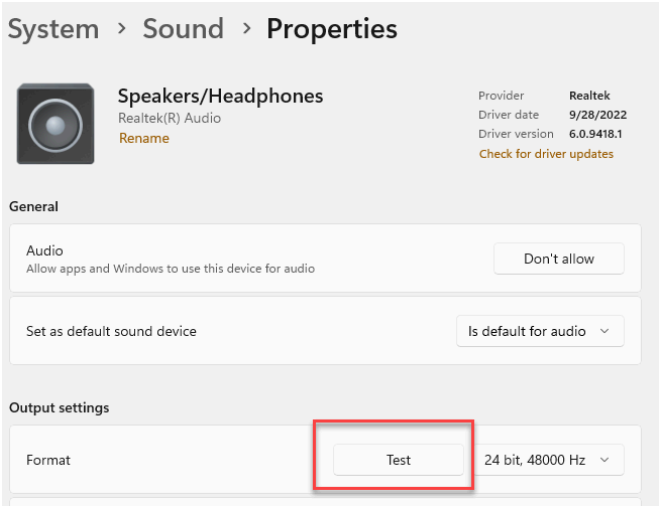
Dyslexia Screeners are quick, usually 10 minutes or less, and are automatically paced. Using reading accommodations on a screener for reading difficulties may result in a false negative. We encourage you to talk with students ahead of time and let them know to do their best and that it is ok if you don't know something or don't do it fast enough. Max and Moxy also remind them of this throughout the Dyslexia Screener.

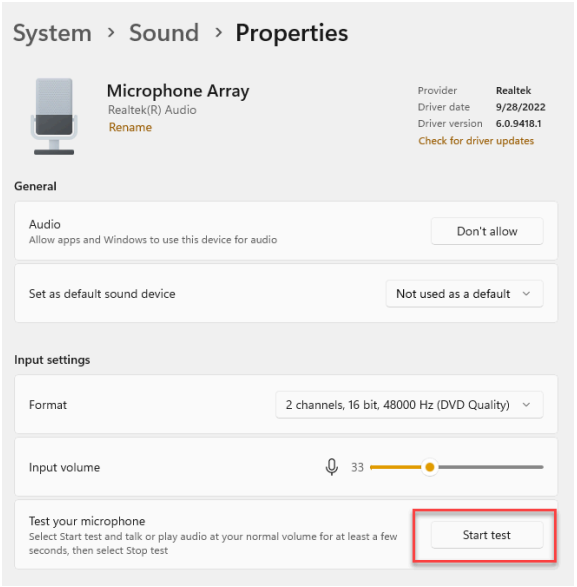
System Requirements

- **Device**: Compatible with desktop computers, laptops, or tablets.

- **Operating System**: Windows 10 or later, macOS 10.14 or later, iOS 12 or later.
- **Browser**: Latest versions of Google Chrome, Safari, or Firefox.
- **Internet Connection**: Stable connection with a minimum speed of 5 Mbps.
- **Pop-up Blockers**: Allow pop-ups for www.savvasrealize.com.
- **Microphones**: Headphones must have a built-in microphone, as student responses are required for interaction with Max, the avatar. Alternatively, you may wish to use an external microphone.
- **Microphone Permissions**: IT personnel should verify that the Savvas Realize® has the necessary microphone permissions to function correctly.
- **Compatibility**: Verify that cords are compatible with the computer or device being used. Some headphones may need to be charged before use.
- **Sound Settings**: Ensure that sound settings are correctly configured so students can hear through headphones and that the microphone is working. This includes checking settings on PCs, Macs, and Chromebooks and testing.







[Detailed system requirements]

Accommodations

Diagnostic Assessment Accommodations

- **Timing & Narration:** Diagnostic assessments are not timed. All items are narrated throughout the assessment for all students. To listen to item narration, students press the arrow inside the black oval.
- **Passage Audio:** Students in Kindergarten and Grades 1–2 can also listen to audio passages. Ensure students have functioning headphones so that sound does not interfere with test administration for others in the classroom.
- **Spanish Availability:** Diagnostic assessments are available in Spanish and assess Spanish literacy standards.

Dyslexia Screener Accommodations

Dyslexia Screeners automatically move through tasks as students complete them, and fluency tasks are timed. If students are given extra time or reading accommodations, Dyslexia Screener tasks may cease to accurately indicate the actual risk of reading difficulties. Therefore, educators should allow Max or Moxy to screen students without any of these modifications whenever possible.

Off-Grade Level Assignments

You may assign off-grade level Diagnostic or Dyslexia Screener assessments by adding other grade levels in Settings. However, this practice is discouraged except in cases where a student is taking an alternate assessment in the statewide testing program (typically documented in IEPs or 504 plans). All other students who will eventually take the on-grade assessment at the end of the year for statewide testing should take the on-grade level Diagnostic assessment to ensure the most accurate End-of-Year (EOY) forecast.

Browser-Based Visual Accommodations

Standard web browsers (such as Chrome, Edge, Safari, and Firefox) include several built-in accessibility features designed to assist users with visual difficulties, low vision, or color vision deficiencies:

Feature	Key Capabilities & Controls
Zoom & Font Resizing	Scale entire pages (Ctrl/Cmd + +/-) or increase minimum font sizes directly in browser settings.
High Contrast & Color Modes	Supports OS dark mode, high-contrast themes (e.g., Windows High Contrast), and color-blindness filters.
Reader View / Immersive Reader	Strips visual clutter and allows custom fonts, line spacing, and high-contrast background themes.
Native Text-to-Speech	Uses built-in browser read-aloud tools (e.g., Edge Read Aloud) to highlight and read text.
Keyboard & Caret Browsing	Features high-visibility Tab focus outlines and Caret Browsing (F7) to navigate text with arrow keys.
Screen Reader Support	Integrates with external screen readers including JAWS, NVDA, VoiceOver, and TalkBack.

Momentum Literacy Preparation Checklist

Prior to administering the Diagnostic and Dyslexia Screener assessments, 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 *Momentum Literacy* 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, academic grades, test scores) to help identify where off-grade assignments may be warranted.
- ☐ If you are administering assessments in a physical classroom,
  - ☐ arrange the room to prohibit talking and sharing of responses with other students.
  - ☐ check that each computer or tablet has headphones plugged in with the volume set at an appropriate level.
  - ☐ check that each computer or tablet can clearly pick up a student's voice without background interference.
  - ☐ 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. Reduce or eliminate any sources of background noise in the classroom. This is especially important for the Dyslexia Screener.
  - ☐ if you are able, load the **Savvas Sign In page** on each computer. This will make it easier to begin testing.
- ☐ For virtual administrations,
  - ☐ encourage students to find a quiet place where they can complete the Diagnostic and Dyslexia Screener without distractions.
  - ☐ students will need headphones or speakers and microphones. Ask students or their families to check ahead of time that the volume is at an appropriate level and that the computer is able to record their voice.

Part 3 – Assigning a *Momentum Literacy* assessment

Administrator Initiated Assignments ("Admin-assign")

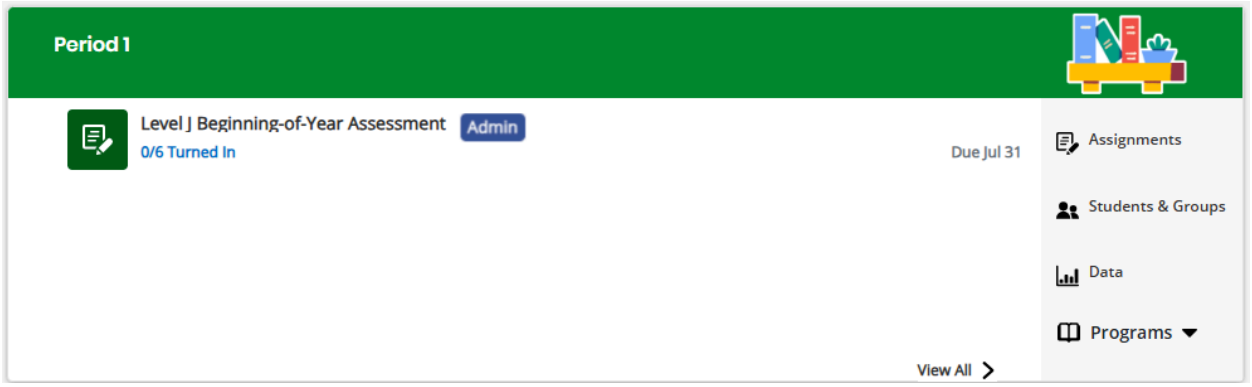
Administrators have the ability to create and assign assessments and other activities directly to students in Savvas Realize™. This means that some of the assignments and assessments you see in Realize may not be ones that you have created yourself.

Check with your administrators to see if they will be assigning *Momentum Literacy* directly to your students. If so, **you should not create your own assignments.**

If a **new student** is enrolled in your class and **does not have an assignment**, you will need to **edit the assignment and add them manually**.

Your administrator may assign a *Momentum Literacy* Diagnostic, or they may ask you to assign it.

If an administrator is assigning: You and your students will be able to see any assignments from the administrator in your **Home** screen after you log into Realize. Assignments made by administrators will have a blue "Admin" label.



If an administrator is assigning, you will need to **edit the assignment** to add any newly enrolled students.

You may skip to **Part 4, Administering the Diagnostic**.

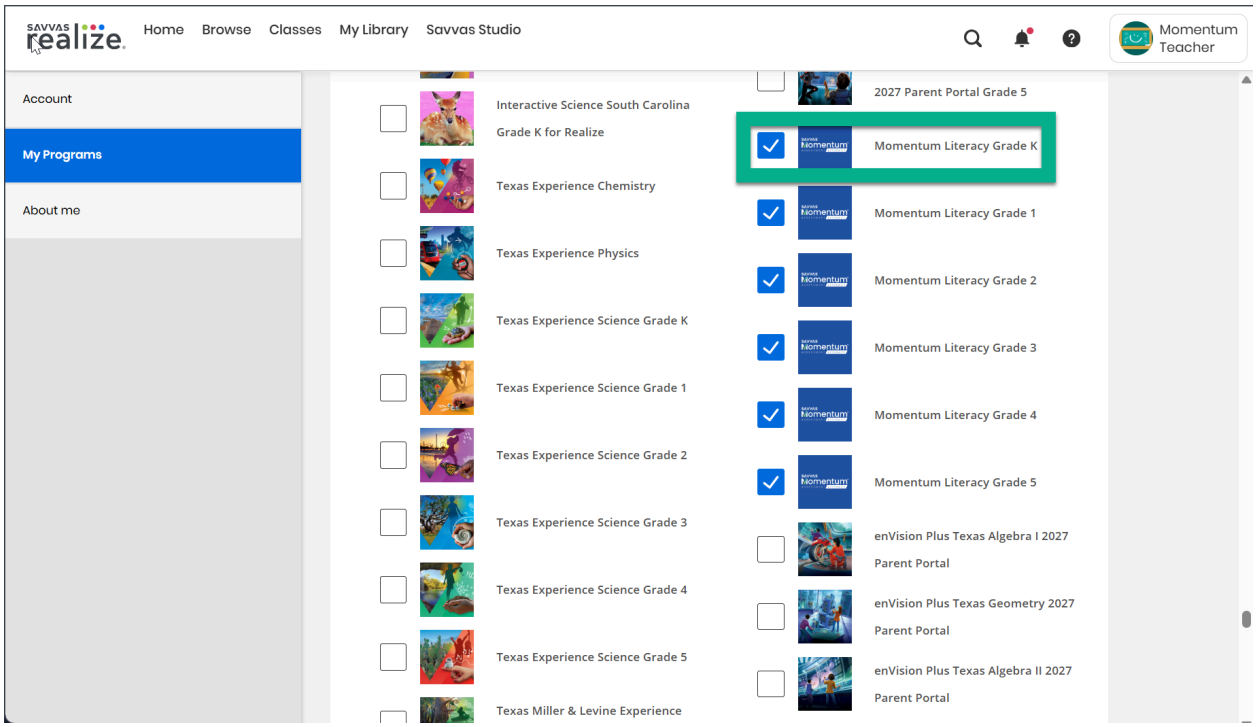
If your administrators are not assigning: You will need to assign it to your students by following these steps.

Verify your classes have *Momentum Literacy*

Follow the two simple steps below to ensure *Momentum Literacy* is enabled for your classes:

Step 1: Add *Momentum Literacy* to Your Class

1. Log in to **Savvas Realize**.
2. Click your **Profile Icon** (top-right corner) and select **Settings**.
3. Under the **My Programs** section, click **Show all programs,** then scroll down to find **Momentum Literacy Grade X** (where X is your Grade level).

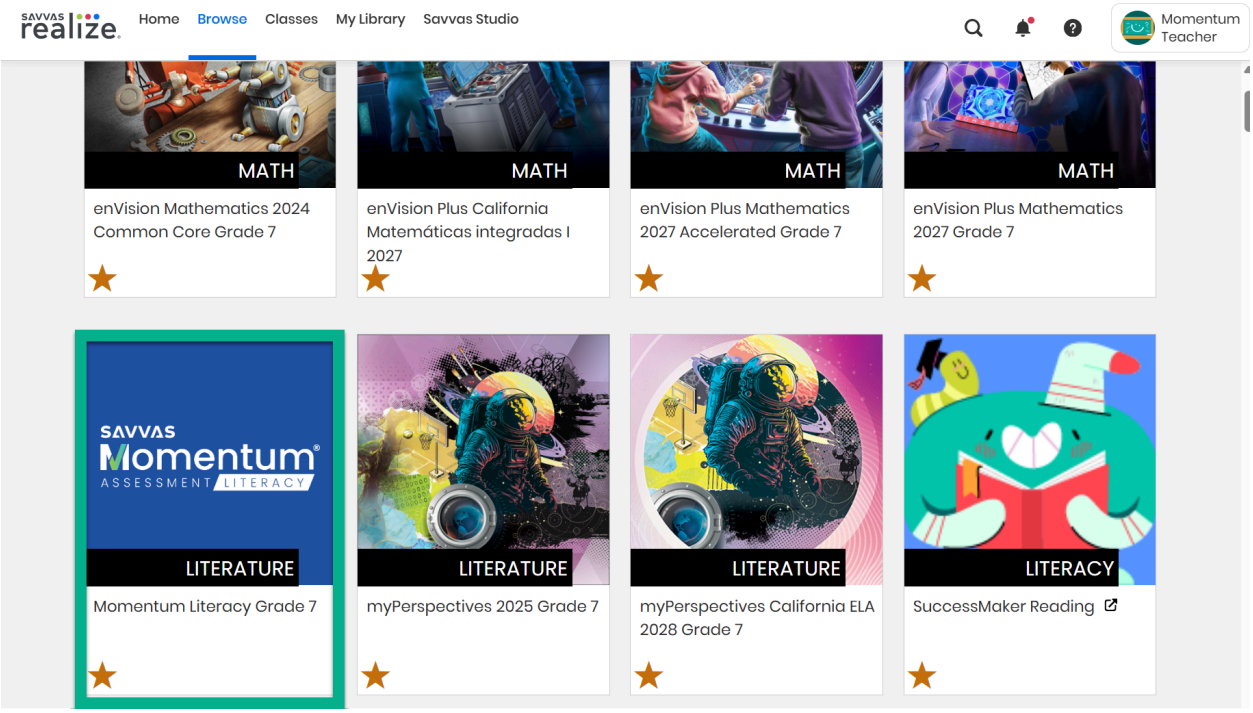


4. **Check the box** next to *Momentum Literacy* to add it to your program list.
5. Click **Save** at the bottom of the page.

Note: If you do not see *Momentum Literacy* under your settings, please contact your school or district administrator to verify license entitlement.

Step 2: Access *Momentum Literacy* from the Browse Tab

1. Click **Browse** in the top navigation bar (next to *Home* and *Classes*).
2. Locate the ***Momentum Literacy*** card in your program grid view.



Assign each assessment the same way

Follow these steps to assign a Diagnostic assessment or Dyslexia Screener to your students:

1. **Navigate to Savvas Realize®:** Log in to your teacher account.
2. **Access Program Content:** Click **Browse** in the top navigation bar.
3. **Select Program:** Select the *Momentum Literacy* program.
4. **Choose Testing Window:** Select a time of year (BOY, MOY, or EOY).
5. **Select Assessment:** Open the folder for your chosen testing window and select the specific assessment (Diagnostic assessment or Dyslexia Screener).
6. **Initiate Assignment:** Click the **Assign** button.
7. **Step 1 – Set Dates and Options:**
    - Select start and end dates.
    - Add optional student instructions. If left blank, default instructions will automatically appear for students.
    - Optionally, set time restrictions to limit testing to school hours.

8. **Step 2 – Skip Step 2:** Click **Next** twice to proceed directly to Step 3 (Step 2 does not apply to *Momentum Literacy*).
9. **Step 3 – Select Students or Classes:** Select one or more entire classes, or search by typing a student's name to assign to individual students.
10. **Step 4 – Review and Finalize:** Review your assignment settings and click **Assign**.

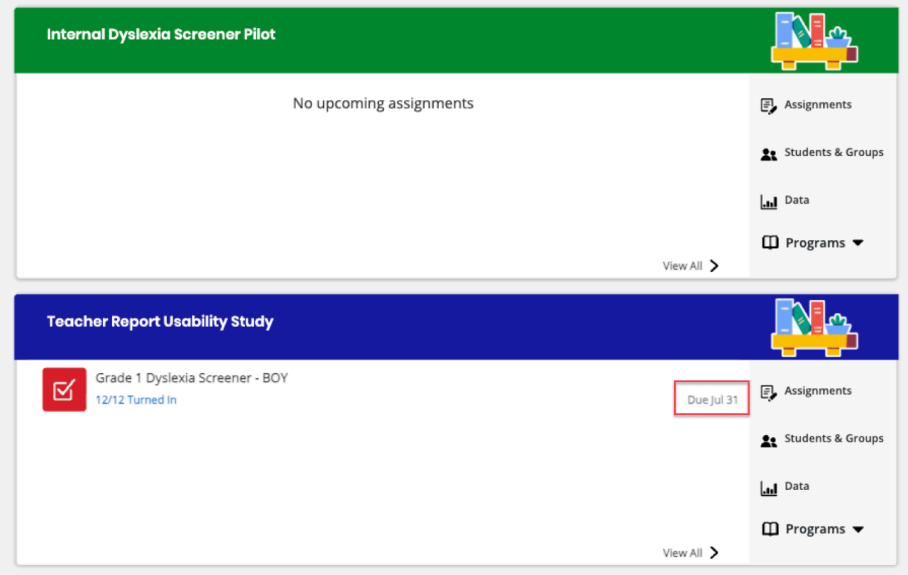
IMPORTANT NOTE ON MULTIPLE ASSIGNMENTS:

> Although it is possible to assign an assessment more than once, **only the score from the first time the student clicks Submit will appear in administrator reporting.** This remains true even if you subsequently delete that student from the initial assignment or hide the entire assignment.

Verifying Your Assignment

After you have assigned the assessment:

1. Click **Home** on the top menu bar.
2. Verify that the assignment is listed in the correct class(es) with the correct due date.

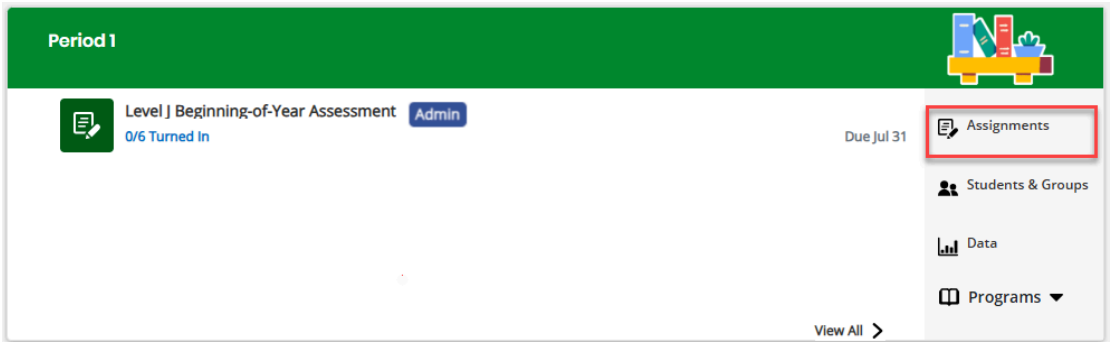


Editing Assignments

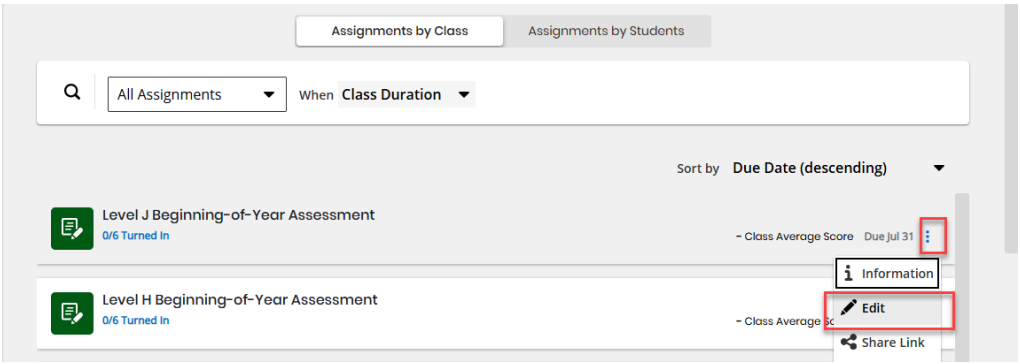
Realize will assign only to the students enrolled in classes at the time you or your administrator makes the assignment. If additional students enroll after the original

assignment, you will need to edit the Dyslexia Screener or Diagnostic assignment and add them separately using the following steps.

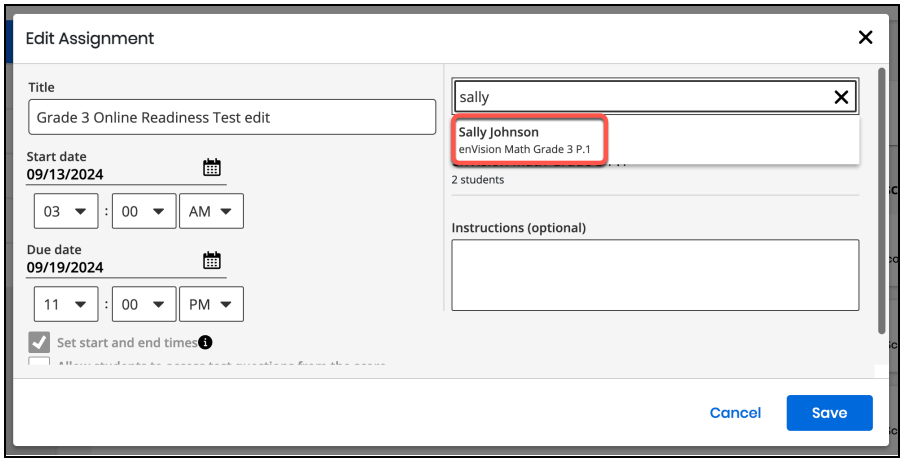
Ensure the new student is in your class roster on Realize by clicking **Assignments** on your class card.



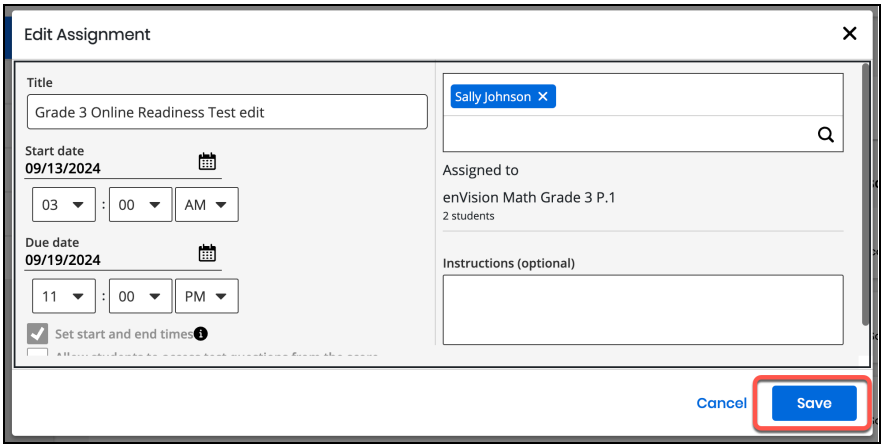
Select the three dots for the assignment and then select Edit.



Start typing the new student's name in the text field. Select the name after it populates underneath.



Select Save.



The new student will see the assignment on their Home screen the next time they log in. They may need to refresh their browser page or log in again to see it if they're already logged in.

Part 4 – Administering the Diagnostic Assessment

Review the *Momentum Literacy* Preparation Checklist in Part 2 prior to testing. On the day of the assessment, ensure your students are logged into Savvas Realize, either directly at www.SavvasRealize.com or through your district portal.

Preparing Students

Present the *Student Guide - Diagnostic* video to students or use the script provided in Appendix B. We may wish to watch the video or review the script in advance so you can pause and answer student questions as needed.

Pausing and Resuming Assessments

If students need to leave the assessment before completing it, they should click the Realize back button on the top left rather than exiting the web browser window. All student progress is saved automatically as long as the assignment due date has not elapsed.

- **Diagnostic Resume Logic:** When re-entering, Diagnostic assessments will resume at the question immediately following the student's last submitted response.

Completing the Diagnostic

- **No Backward Navigation:** Students cannot go back to review or change answers once submitted.
- **Submitting the Diagnostic:** Once all items are completed, students must click the **Submit Test** button. After clicking **Submit Test** , the assessment is scored and cannot be re-opened. After submitting, they will see the message: *"Success! You have completed this assessment."* Students should click **Exit** or close their browser window.
- **Student Score Visibility:** Students do **not** see scores, item reviews, or a score summary upon completion.

Part 5 – Administering the Dyslexia Screener

Overview and Scheduling

When possible, administer Dyslexia Screeners within a one-week testing window. Classroom teachers should ideally supervise their own students during screening to reduce anxiety and observe student testing behaviors firsthand.

Technical & Equipment Requirements

To ensure a successful screening session, verify the following hardware and system settings prior to testing:

- **Microphones & Headphones:** Headphones must include a built-in microphone to allow students to record spoken responses. External microphones may also be used.
- **Device Compatibility & Power:** Verify that headset cords and jacks are compatible with your district devices (PCs, Macs, or Chromebooks). Ensure wireless or rechargeable headsets are fully charged.
- **Audio & Input Settings:** Test device settings to confirm that headphones output sound clearly and that microphone input levels are active.
- **System Permissions:** IT personnel must verify that the Savvas Realize platform has microphone access permissions enabled across all testing web browsers.

Classroom Setup & Test Delivery

- **Group Administration:** Dyslexia Screeners are designed for group administration in a digital classroom environment. To capture high-quality audio recordings and reduce background noise, consider the following best practices:
    - **Seating Arrangements:** Space seats appropriately so students can speak clearly into their microphones without disturbing peers or capturing surrounding voices.
    - **Classroom Environment:** Minimize external distractions and door traffic by posting a *"Testing in Progress"* sign on the classroom door.
    - **Voice Volume Guidance:** Prior to starting, remind students to speak clearly and at a balanced volume—not too loud and not too soft (like Goldilocks)—so the avatar can hear them accurately without picking up noise from nearby classmates.
- **Individual Administration:** Students who need encouragement to speak up, struggle with computer interactions, or are easily distracted by surrounding

noise may take the Dyslexia Screener 1-on-1, with you both sitting at the computer.

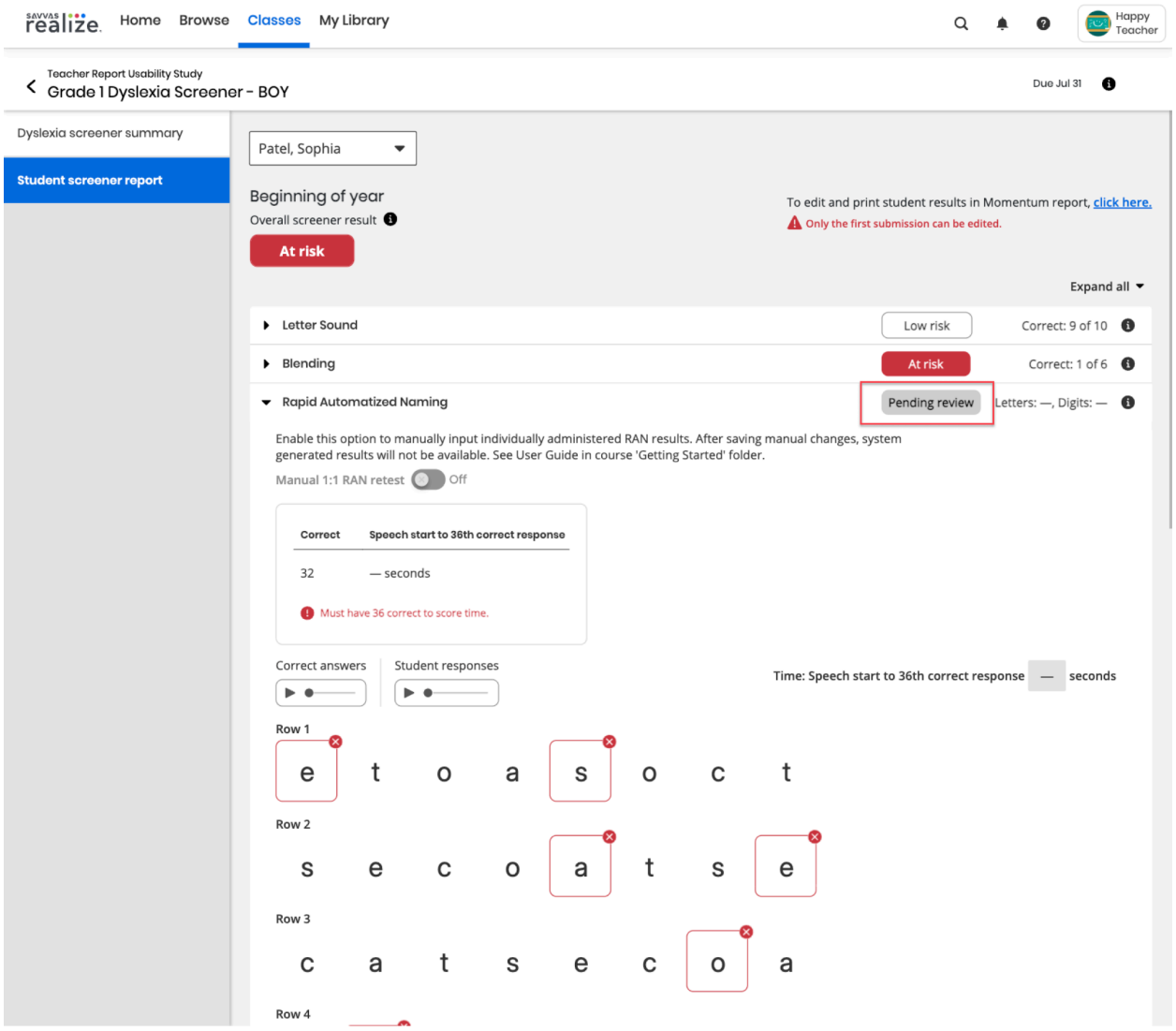
Note on Manual Testing for Rapid Automatized Naming (RAN):

RAN is scored by the number of seconds it takes students to correctly identify 36 out of 40 items on the screen. If Max or Moxy cannot hear at least 36 correct items (colors, letters, or digits) spoken by the student within the matrix recording window, teachers will be required to manually administer the RAN task 1-on-1. In this case, the task cannot be reliably scored automatically on the computer and the teacher will be better able to determine an accurate score.

This could happen for many reasons, but the most common are:

- The recording was faulty either because the microphone isn't working or there was too much background noise
- The student doesn't know the names of colors, letters, and/or numbers well enough to recall them quickly
- A reading difficulty is present

When fewer than 36 correct responses are identified, the Dyslexia Screener report will display a "Pending Review" indicator.



Teachers may wish to review the names of the colors, letters and/or numbers with the student first, then show an alternate matrix for each required type. The score in seconds will need to be written down and entered into Realize.

Refer to Appendix C: RAN Manual Testing for full administration steps, and see the reporting sections of this User Guide for details on reviewing and editing student scores.

Student Experience

Interaction with Max or Moxy

Interactive digital avatars guide students through the automated screening process:

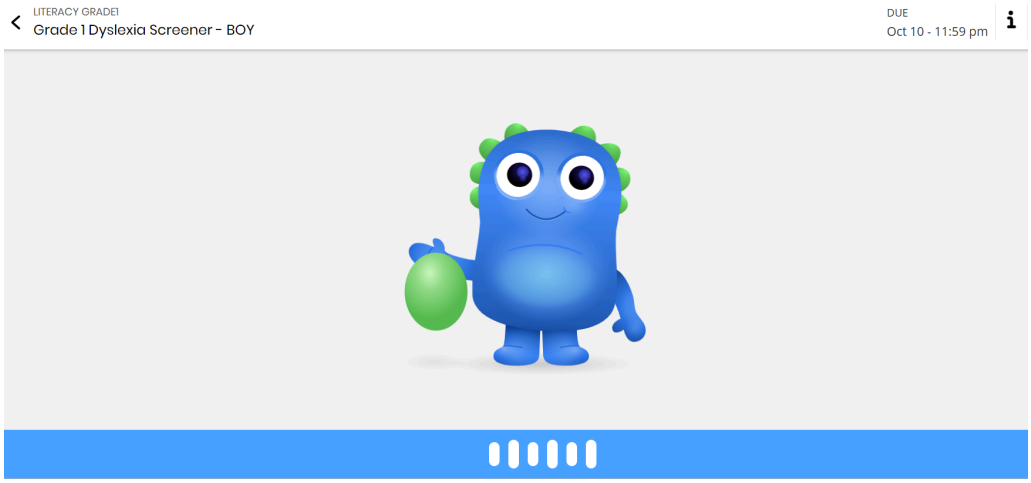
- **Max** guides students in **Grades K–3**.

- **Moxy** guides students in **Grades 4–8**.

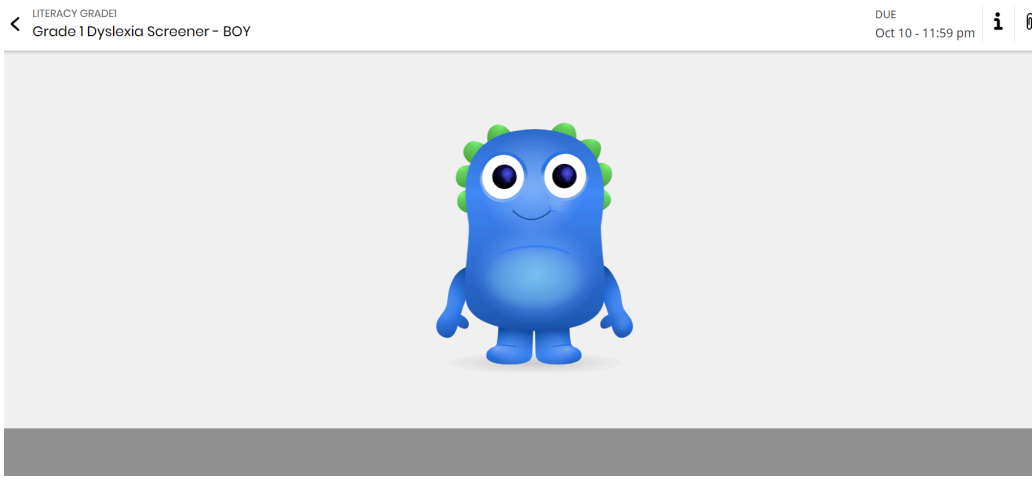
Students will meet Max or Moxy at the beginning of the screener. They will go through a microphone check first to make sure the avatar can hear the students. After that, the avatar will explain the bar across the bottom of the screen, indicating when he is speaking, listening, or thinking. Then Max or Moxy will go over the instructions for students, model how it is done, and then ask the student to do it for practice. For the Word Reading task, Max and Moxy do not model or ask the student to practice. If the student needs to hear the instructions again, they may simply exit out or close the browser and start again. Max or Moxy will pick back up at the instructions for the task they started.

Navigating the Screener

There are no navigation buttons for students to move forward after they click **Start**. Other than the Start button and the pop-up to allow microphone access, the screener is entirely automated and relies only on the student voice to progress through the test. The screener experience can be described as a conversation with Max, a friendly blue avatar, or Moxy, his cool older sister. Students will talk to Max or Moxy when the bar across the bottom is blue and listen when the bar is gray.



Students will see a **blue bar** when it is time for them to **talk** to Max or Moxy. Before the student speaks, there are a series of white dots in the middle. The dots turn into moving vertical lines when the avatar is actively listening to the student talking.

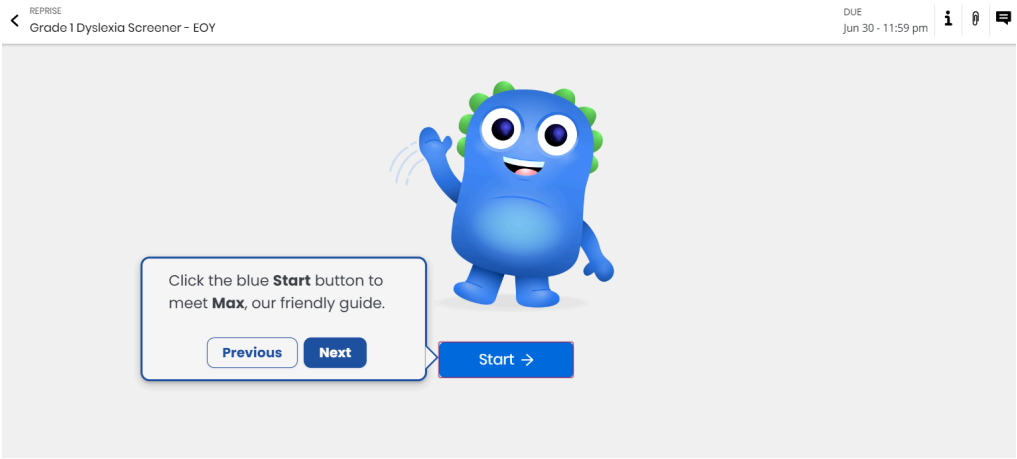


Students will see a **gray bar** when it is time for them to **listen** to Max or Moxy. The avatar will not hear anything a student says when the bar is gray. When white dots appear in the middle, the avatar is thinking and is neither speaking nor listening to the student.

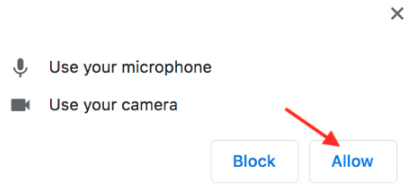
Students will see a **gray bar with white dots** when the avatar is processing response data ("thinking") and is neither speaking nor listening.

Voice Navigation & Setup Flow

1. **Login & Launch:** Students log into Savvas Realize, select their Dyslexia Screener assignment, and click **Start**.



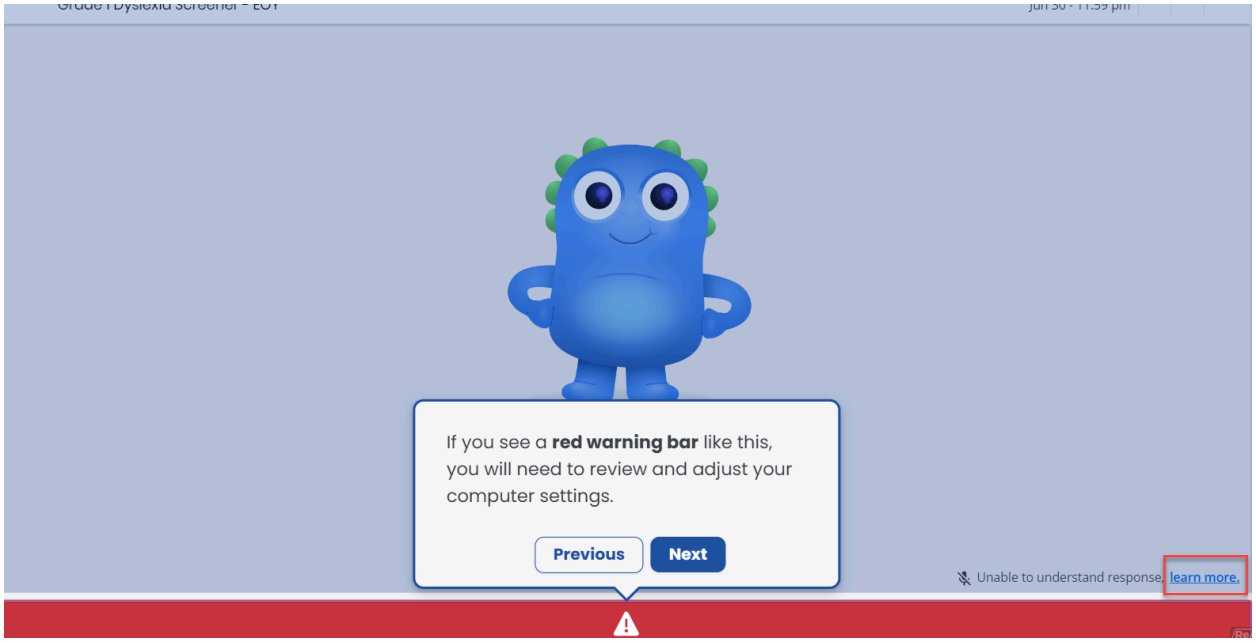
2. **Microphone Permissions:** If prompted, students click **Allow** to grant microphone access.



3. **Audio & Mic Check:** The avatar conducts an initial microphone check to verify audio input before beginning instructions.
4. **Task Guidance:** The avatar explains task rules, models responses, and provides practice opportunities (note: the Word Reading task does not include modeling or practice).
5. **Automated Progress:** Aside from the initial **Start** button and microphone permission prompt, the Dyslexia Screener is fully voice-driven and advances automatically.
6. **Instruction Replays:** If a student leaves during task instructions, closing and reopening the browser will restart the instructions for that specific unfinished task upon re-entry.

Troubleshooting: "If Max or Moxy Can't Hear the Student"

If the system cannot detect student speech, a **red bar** error message will appear at the bottom of the screen.



Common causes include:

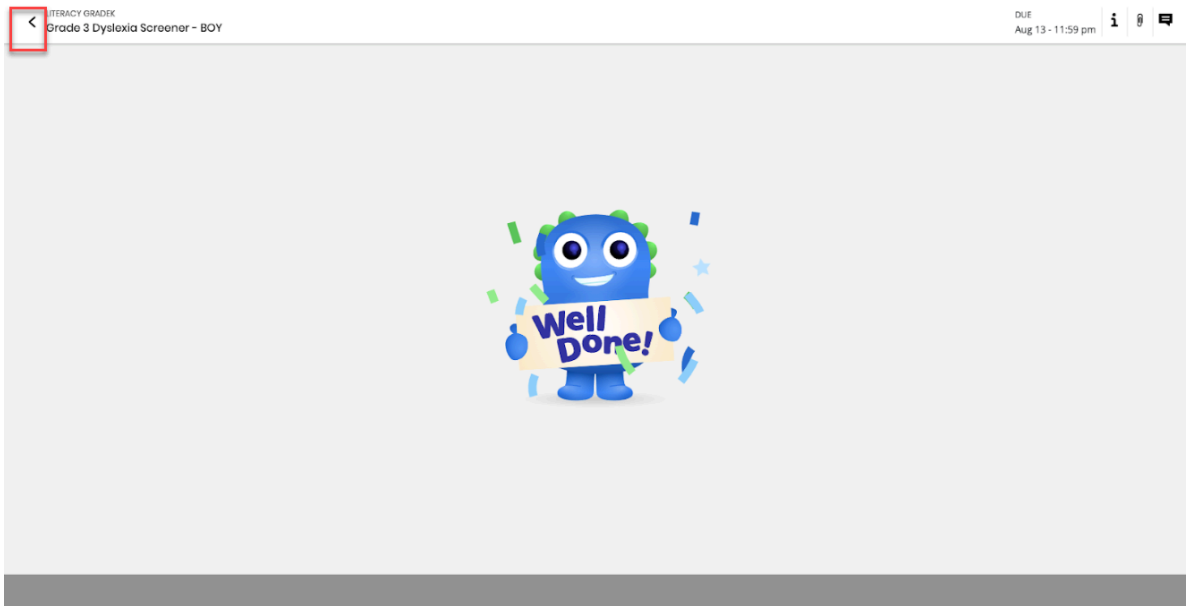
- Microphone disconnected or access permissions revoked

- Student speaking too quietly or not speaking
- Temporary loss of internet connection

When the red bar appears, students are instructed to raise their hand. Teachers can click **Learn More** in the bottom-right corner of the screen to open a pop-up window with detailed teacher troubleshooting steps.

Monitoring Progress and Completion

- **Tracking Status:** Teachers can monitor student completion in real time under the **Assignments** tab for their class in Savvas Realize. Administrators who initiated the assignment can monitor status from their administrator dashboard.
- **Completion Criteria:** The Dyslexia Screener is complete when the avatar celebrates with confetti and displays a *"Well Done!"* sign. Students then click the back arrow or close their browser window to log off.



Part 6 - Diagnostic Reports

After students complete a Diagnostic assessment in *Momentum Literacy*, you can find their results within minutes in Savvas 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.

Navigating to Diagnostic Reports

1. Start by selecting the Diagnostic assessment within the class of your choice.
2. Click **View Data** in the top-right corner.

The **Class Summary** report will appear first.

To view results for individual students, select the **Student Report** tab at the top of the page.

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.

Instructional Planning & Data Analysis

As you review your data and plan instruction, consider these reflection questions for your class and individual students:

Class Summary Analysis

- **Overall Performance:** How did my class do overall? Is performance consistent across classes?
- **Domain Focus:** Which areas, domains, or skills were the most challenging for the class? Low overall scale scores suggest a need for increased instructional focus with additional curricular support or learning resources specific to that domain.
- **Student Standing:** 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.
- **Domain Breakdown:** Identify which domains were highest or lowest. High national percentiles suggest a need for extension activities to maintain engagement.

- **Action Steps:** As you plan your first three weeks of instruction, take note of areas of growth and students who may need extra support. Make a note of these students to explore their individual data further in the Student Report.

Student Report Analysis

Select an individual student to explore:

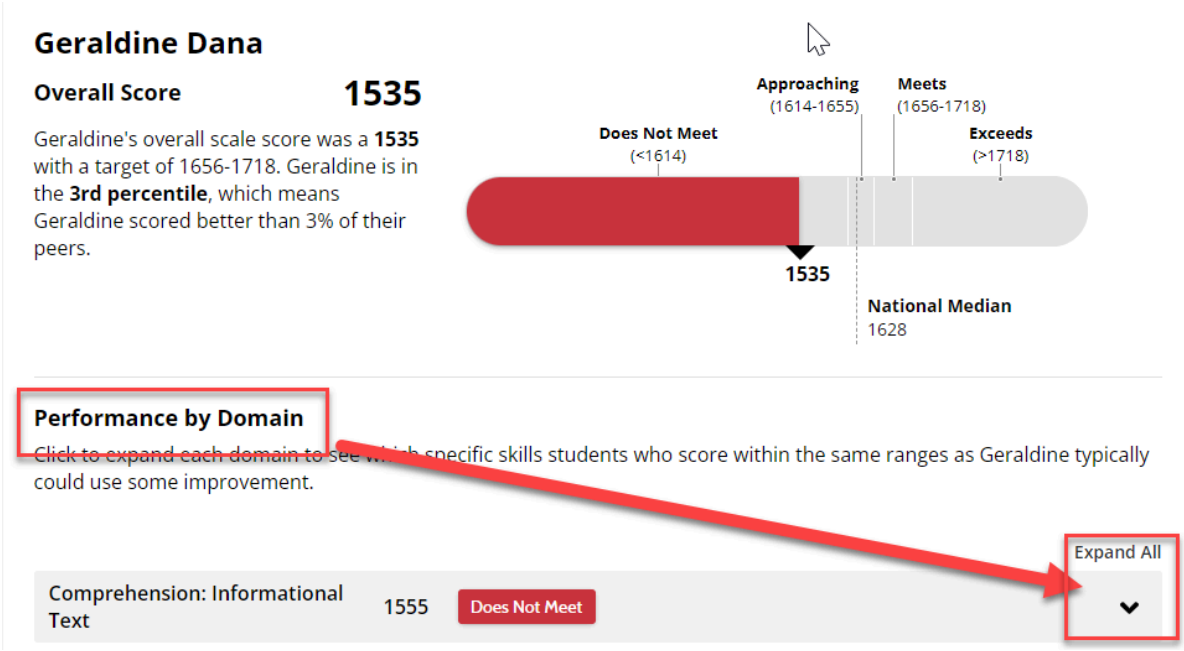
- **Strengths:** Where were their strengths, and how will I encourage them to extend that understanding?
- **Areas for Improvement:** What are their areas for improvement and growth, and what resources will I use to support them?
- **Stretch Goals:** What are their stretch goals, and how can I monitor progress toward these goals?

Part 7 – Reviewing Targeted Instructional Content

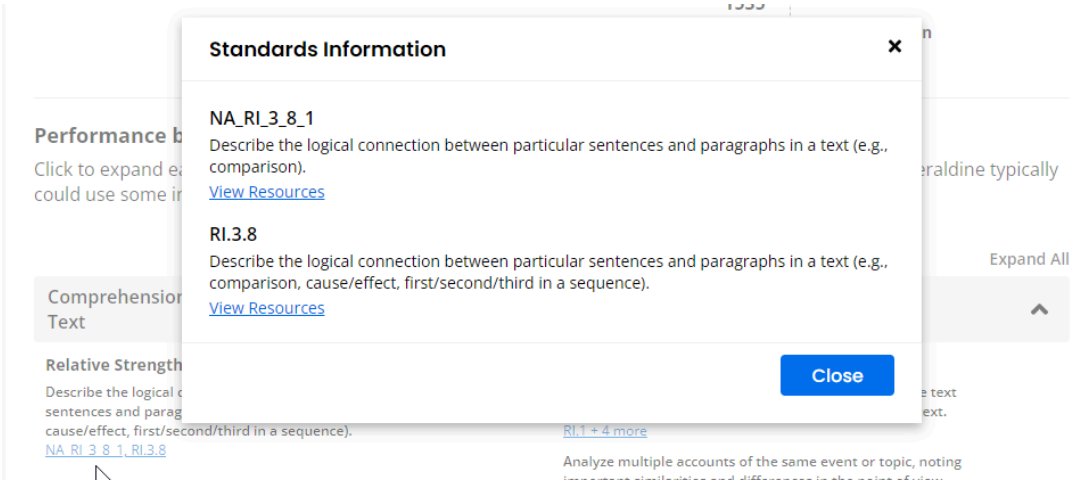
After students complete Diagnostic assessments, linked targeted instructional resources are available in the **Performance by Domain** section at the bottom of their Student Report. You may download or print the Student Report with expanded domains and instructional recommendations.

Accessing Domain Resources & Standards

- **Domain Details**: Click the arrow on the right of each Domain box to view detailed performance information for that student.



- **Standards Alignment**: Click the blue underlined standard codes underneath each area to view a list of standards related to that area.



- **Viewing Resources**: For any standard, select View Resources to see specific resources from the Momentum Literacy Resource Library. These resources can be filtered using the left menu.

Momentum Literacy Resource Library

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

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

Utilizing Recommended Resources

- **Program Organization:** Materials are grouped by grade level and domain, available to teachers within the *Momentum Literacy* program's Table of Contents.
- **Student Alignment:** Specific resources may be recommended for individual students after they complete the Diagnostic assessment. Aligned resources are also available for *myView* and *myPerspectives* customers.
- **Implementation:** You can assign, present, or print any instructional resource. Use these materials for beginning-of-year planning, student grouping, differentiation, or gaining insight into where your new students are beginning their journey.

Part 8 - Dyslexia Screener Reports

After students complete screening, teachers can view results within minutes.

1. Log in to Savvas Realize®.
2. Click the **Data** button for your selected class.
3. Select Dyslexia Report under Momentum Literacy Reports.

Dyslexia Screener Summary Report

The Dyslexia Screener Summary Report provides a high-level overview of overall class performance:

- **At-Risk Summary:** View the total count and percentage of students flagged as At Risk relative to the total number of students who completed the screener.
- **Overall Student Statuses:** Review the overall risk level for each student across all active grade-level tasks.

Individual Student Reports

To analyze a specific student's performance in detail, click the student's name in blue to open their Individual Student Report:

- **Task Audio Playback:** Expand any task section (e.g., Letter Sounds, Word Reading) to review item details and audio recordings.
- **Listening to Responses:** Click the **Play** button next to an item to listen to the student's recorded response alongside the target correct answer.
- **Batch Playback:** Click the large blue buttons at the top of a task section to listen to all target correct answers or all student recorded responses sequentially.

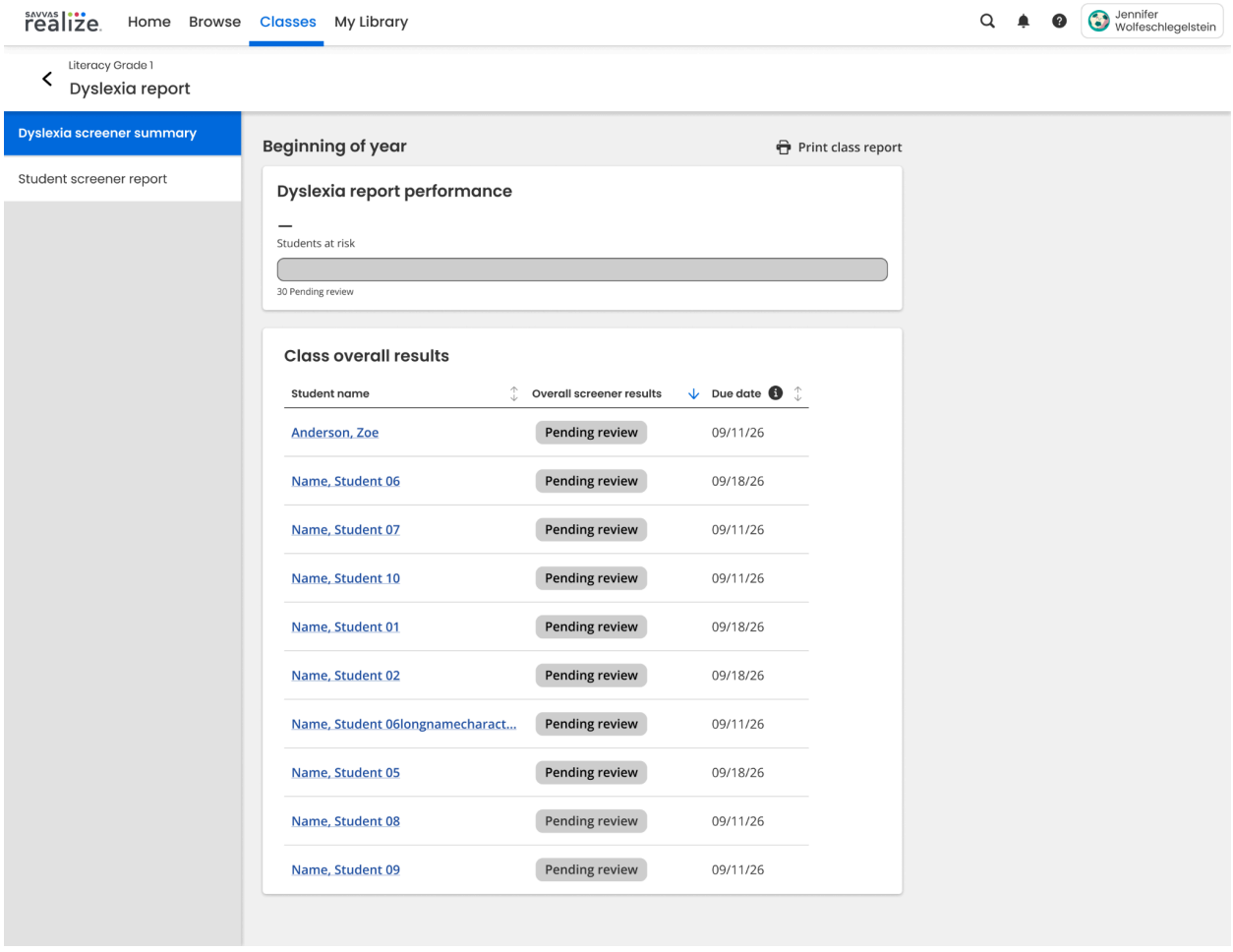
Reviewing Speech Differences & Accents

Teachers are strongly encouraged to carefully review audio recordings and corresponding automated scores for students with known speech differences (such as regional accents or speech impediments). This additional human review helps confirm that speech variations have not impacted automated scoring accuracy and ensures each student's true reading ability is reflected.

Risk Level Categories

The screener identifies students as either **At Risk**, **Low Risk**, or **Pending Review**. Students identified as **At Risk** are those who may struggle to meet grade-level performance in reading without targeted intervention.

- **Low Risk**: Students who score **Low Risk** are likely to be receptive to effective reading instruction and are expected to progress well if taught properly. While they still require reading instruction, they generally do not need intervention to make progress.
- **At Risk**: Students who score **At Risk** may require further assessment and additional instructional support. These students might struggle to achieve grade-level reading proficiency without intervention.
- **Pending Review:** Nonsense Word Fluency or RAN need a score. Open up the Student Report and score the task with the **Pending Review** tag. See Appendix C for more information on how to score these two tasks.



For more detailed information about how to navigate to these reports and understand them, please see the Dyslexia Screener Report help document.

Editing Screener Results

If a teacher needs to enter a score or adjust an automated score (such as accounting for a regional accent or background noise):

1. Navigate to the specific item within the student's task breakdown.
2. Toggle the item status directly between **Correct** and **Incorrect**.
3. Click **Save** to update the student's score and recalculate overall task and risk levels.

Administrator Dashboards and Reports

Administrators will be able to review overall screener results through dashboards and reports. In Student Detail reports, they will see the overall score for each administration by student. They will see an asterisk next to results that include auto-scored results that were edited by teachers. Edits to results on the NWF task will not result in an asterisk because NWF is not auto-scored at this time.

Part 9 - Diagnostic Growth Reports

After students complete a BOY assessment and either a MOY or EOY Diagnostic assessment, enhanced Growth reports become available in Savvas Realize®. These reports give educators a comprehensive view of student growth from the beginning of the school year to the current date.

Navigating to Growth Reports

1. Select the **Bar Graph** icon for your desired class.
2. Select **Growth Report** under the *Momentum Literacy* Reports section.
3. Choose from three navigation options on the left menu: **Overall Score Summary**, **Domain Summary**, or **Student Report**.

Overall Score Summary

The **Overall Score Summary** provides a bird's-eye view of your class's average performance and growth over time compared to district averages. This overview

helps guide instructional pacing and address overall class strengths and areas for growth.

Performance Levels & Score Breakdown

Performance levels are color-coded to allow clear visual tracking of student progress toward grade-level expectations:

- **Exceeds Expectations:** Blueish-Purple
- **Meets Expectations:** Green
- **Approaching Expectations:** Orange
- **Does Not Meet Expectations:** Red
- **Diagnostic Selection:** The report defaults to the most recent Diagnostic assessment, but you can toggle between testing windows (BOY, MOY, EOY) using the top-right drop-down menu.
- **Interactive Performance Bands:** Clicking any performance level band reveals student names, overall scale scores, and direct links to individual Student Reports for that group.
- **Completion Tracking:** Displays class average scale scores alongside the total number of students who successfully submitted their assessments out of total assignments made.

Growth Tracking Over Time

- **Class Average Growth:** Displayed as a line graph with data points for each administered Diagnostic assessment. Hover over points to view exact average scale scores. Score differences (growth) appear in ovals between points.
- **District Benchmarks:** District average performance and growth trends display by default and can be toggled on or off using the blue checkboxes.

Lexile® Measures for Growth

Use the toggle at the top of the report to switch views and access Lexile® analytics for your class:

- **Class Lexile® Averages:** View class average Lexile® measures (e.g., 840L) alongside MetaMetrics norming group percentiles.
- **Percentile Grouping:** Students are organized by MetaMetrics percentiles (orange, green, and blue). Selecting a band displays individual student Lexile® measures and links to Student Reports.
- **Growth Tracking:** Line graphs illustrate Lexile® growth across windows (e.g., measuring Lexile® point gains from 40L at BOY to MOY) compared against district growth trends (e.g., 30L).

Domain Summary

Select **Domain Summary** on the left navigation panel to evaluate student performance across specific literacy domains (such as Comprehension, Vocabulary, or Foundational Skills).

Domain Performance Breakdown

- **Stacked Bar Graphs:** Each domain appears in alphabetical order with horizontal stacked bar graphs indicating the number of students in each performance level.
- **Interactive Details:** Hover over any performance section to display score ranges, student names, scale scores, and links to Student Reports.
- **Adaptive Test Counts:** The total number of scored students is displayed on the bottom left of each graph. Because Diagnostic assessments are adaptive, total student counts may vary slightly across domains.

Domain Average Growth

- **BOY to Current Growth:** Evaluates growth from the BOY Diagnostic to the most recent assessment for each selected domain.
- **Movement Indicators:** Tracks student shifts between performance bands over time (e.g., indicating a decrease in students remaining in the "Approaching" band as they transition to "Meets").
- **Window Comparison:** Side-by-side bar charts compare student counts across BOY, MOY, and EOY testing windows for targeted literacy domains.

NOTE: Lexile® measures are reported at the overall reading level and are **not** calculated at the domain level.

Student Report

Select the **Student Report** tab on the left navigation menu and choose a student from the drop-down list to review individual student data.

Overall Score & Growth

- **Scale Score & Percentile:** Displays the student's overall scale score alongside their national percentile, comparing performance to peers nationwide who took the same assessment.
- **Growth Graph:** Features an individual growth line graph comparing the student's scale score trajectory against class averages. Hover over points to see exact scores and growth values.

Performance by Domain & Targeted Support

- **Domain Indicators:** Color-coded status indicators highlight relative domain performance at a glance.
- **Detailed Domain Analysis:** Expand any domain using the down arrow to review **Relative Strengths**, **Areas for Improvement**, and **Stretch Goals** tailored to that student's score profile.
- **Targeted Instructional Resources:** Click the blue standard codes within the domain view to access recommended practice activities and lessons from the *Momentum Literacy* Resource Library.

Sharing and Printing Reports

> **NOTE:** Diagnostic assessment scores are hidden from student Savvas Realize accounts so educators can determine how and when to share results.

- Reports can be printed or saved as PDFs for parent-teacher conferences, student goal setting, or record-keeping.

Lexile® Measures & End-of-Year (EOY) Forecasting

Toggle the view at the top of the report to access Lexile® metrics and predictive analytics:

- **Lexile® Metrics:** Displays the student's Lexile® measure (e.g., 620L) and MetaMetrics percentile group.
    - *Note on Percentiles*: MetaMetrics percentiles may differ from Savvas national percentiles because they utilize different reference norming groups. Evaluating both metrics together (Savvas scale score/percentile and MetaMetrics Lexile® measure/percentile) provides a comprehensive view of overall student reading proficiency.
- **End-of-Year State Assessment Forecast:** Provides a statistical likelihood of student performance levels on summative state reading assessments. This predictive data helps teachers identify candidates for targeted reading intervention well before state testing.
- **Comparative Lexile® Growth:** Tracks the student's Lexile® growth trajectory across testing windows (e.g., a gain of 40L) against classroom and national norming peers.

For more detailed information about how to navigate to these reports and understand them, please see the **Growth Reports Overview** help document.

Part 10 - Troubleshooting

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

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

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

Savvas Customer Care

Monday through Friday

8:00 AM - 8:00 PM EST

1 (800) 848-9500

About Savvas Learning Company

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

About WestEd

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

About MetaMetrics

MetaMetrics® is an award-winning edtech company that provides the global standard for measuring literacy and numeracy. The Lexile® and Quantile® Frameworks connect students' reading and math abilities to the complexity of content on the same scale, making learning more personalized. Millions of learners receive our measures, turning individual moments of assessment into meaningful connections that empower learning. For over 40 years, our research-based, consistent, and actionable measures have been trusted by educators, publishers, assessment providers, and policymakers worldwide. Leveraging the most advanced language models and learning theory, MetaMetrics continues to innovate solutions for a wide range of applications, including early reading, career-connected learning, and literacy frameworks for non-English languages. Lexile and Quantile measures increase engagement with learning across the education ecosystem, inspiring everyone to build life skills for a brighter tomorrow. Learn more at **MetaMetrics.com**.

Appendix A

Top 5 Tips & Tricks

1. **Familiarize Yourself with Resources & Technical Requirements:** Review materials in the *Getting Started* folder and visit **My Savvas Training** prior to testing. For Dyslexia Screeners, test headset microphones, audio settings, and browser permissions before students begin.
2. **Coordinate Assignment Responsibilities:** Check with your school or district administrator to confirm whether they will be assigning Diagnostics and Dyslexia Screeners directly to your students or if you will create the assignments in Savvas Realize®.
3. **Prepare Students with Video Guides & Avatar Introductions:** Show the *Student Guide* videos prior to administering assessments. Introduce students to Max (Grades K–3) or Moxy (Grades 4–8) so they understand how the voice-driven Dyslexia Screener works (e.g., speaking when the bar is blue and listening when it is gray).
4. **Plan Your Data Distribution & Review Strategy:** Decide in advance how and when you will review and share results:
    - **Diagnostic Results:** Scores are hidden from student Realize accounts; plan whether to share via one-on-one conferences, parent meetings, or printed Student Reports.
    - **Dyslexia Screener Results:** Set aside time to review audio recordings for students with known speech differences or regional accents, and check for any "Pending Review" flags requiring manual RAN testing.
5. **Maximize Assessment Data & Resources:** Watch training videos and explore the Interactive Demo to make full use of *Momentum Literacy* reports (including Class Summaries, Lexile® Growth Reports, and Dyslexia Reports) and access linked instructional resources in the Resource Library.

Top 3 Stumbling Blocks

1. Completion Steps & Microphone Setup Errors

- **Diagnostic Assessments:** Remind students to click the **Submit Test** button when finished! If students do not click Submit, their results will not process or appear in reporting.
- **Dyslexia Screeners:** Verify that microphones are active and browser permissions are granted. Ensure the room is quiet so the avatar can capture student speech accurately without picking up background noise.

2. Misusing Assessments or Overriding Screener Conditions

Do not use *Momentum Literacy* assessments for unintended purposes, administer them repeatedly, or rely on them in isolation for high-stakes placement decisions. For Dyslexia Screeners, avoid applying extra time or reading accommodations, as timing is essential for accurately identifying reading difficulty risks.

3. Skipping Pre-Test Framing & Volume Guidance

Always communicate the purpose and importance of testing beforehand:

- **For Diagnostics:** Proper framing prevents random guessing, ensuring accurate scale scores and EOY growth forecasts.
- **For Dyslexia Screeners:** Remind students to speak clearly at a balanced "Goldilocks" volume (not too loud and not too soft) directly into their microphone.

Appendix B

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 a Diagnostic Assessment. The results will help us understand where we need to focus your instruction and to check how much you have learned so far. 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 your district's sign in page. Ensure that all students are signed in and viewing the Home page with the Diagnostic assignment. If necessary, give students their usernames and passwords.

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 "Beginning-of-Year Assessment" [or "Midyear Assessment" or "End-of-Year 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** in Part 3.

Step 3 - Beginning the Diagnostic
Say: We will begin the Diagnostic soon. First, I need to tell you some important information. This Diagnostic has ["35" for BOY in Grade K-8/Levels A-I or "30" for all MOY or EOY and all Algebra 1/Level J] 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 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.

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: 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 a break, close the browser. Your place will be saved. After you finish question number 30 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.

Script for Administering Dyslexia Screener

Before beginning, ensure headsets with working microphones are plugged in, computer volumes are adjusted, and browser microphone permissions are enabled.

Read the following to students:

> **Say:** Today you will be taking a quick reading screener. A friendly digital avatar on your screen will guide you through a series of short word and sound activities. This will take about 5 to 10 minutes. The results will help us understand how you learn best and how I can support your reading. It is important to do your best and speak clearly into your microphone.

Step 1 – Signing In

Either pre-load the Savvas Sign In page on every computer or direct students to navigate to your district's sign-in page. Ensure that all students are signed in and viewing their Home page with the Dyslexia Screener assignment. If necessary, provide students with their usernames and passwords.

Step 2 – Opening the Screener

> **Say:** Now we will open the screener. Under **Assigned Work**, click on the **Dyslexia Screener**. You should see a title page for your screener. If a box pops up asking for permission to use your microphone, click **Allow**. If you need help, raise your hand.

Ensure that all students have successfully opened their screener and allowed microphone access. You may need to preselect the Screener and describe the Allow button to them or click it for them if they are not able to read.

Step 3 – Beginning the Screener

> **Say:** We will begin the screener soon. First, I need to share some important information with you on how it works:
>
> - Put on your headset and make sure the microphone is positioned close to your mouth, but not touching your lips.
> - You will be guided by an avatar named **[Max** *(Grades K–3)* / **Moxy** *(Grades 4–8)* **]**. They will tell you what to do and ask you to say sounds, read words, or name items on the screen.
> - Pay attention to the bar at the bottom of your screen. When the bar is **gray**, listen carefully to the avatar. When the bar turns **blue**, it is your turn to speak!

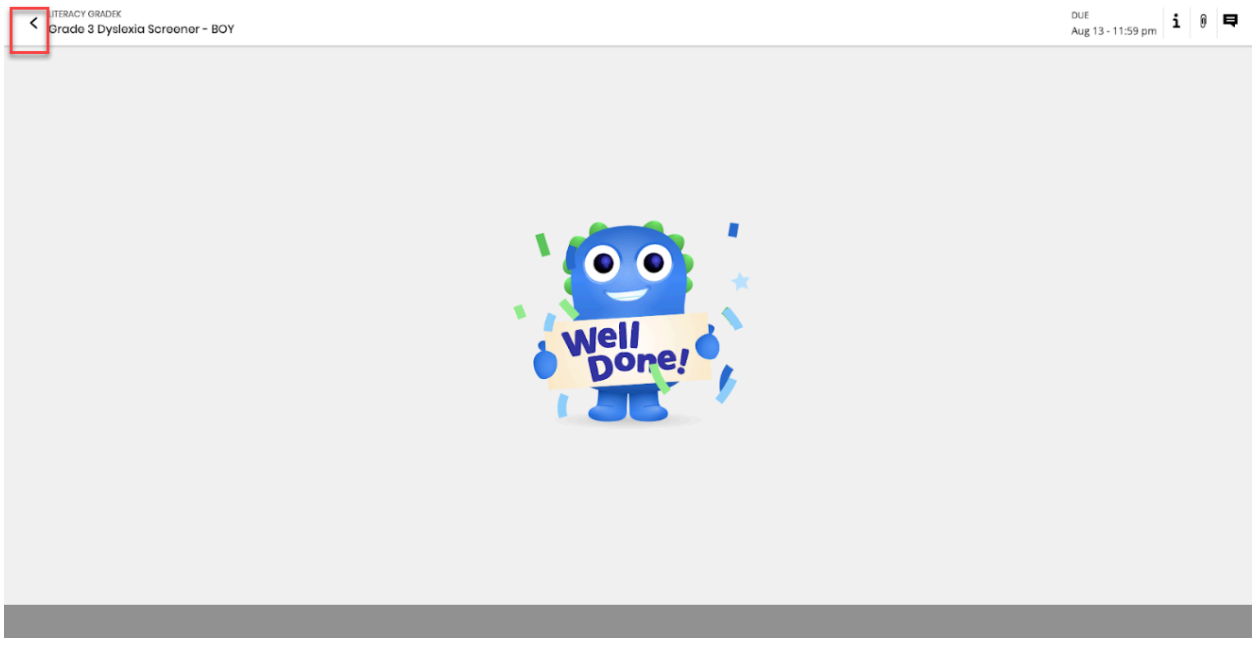
- Speak at a "Goldilocks" volume—not too loud and not too soft, but just right—so the avatar can hear you clearly without picking up noise from your classmates.
- Look only at your screen and remain quiet unless you are speaking into your microphone for a task. If you have a technical problem, raise your hand silently. Are there any questions?

(Pause to let students ask questions.)

> **Say:** Try your best on every activity. You will complete tasks like naming colors, letters, or numbers as fast as you can, and reading sounds or words out loud.
>
> When you are ready, put on your headphones and click the blue **Start** button.

After the Assessment

Students will see a completion message once the avatar finishes the final task. Ensure students click **Exit** or close their browser window. Audio recordings and student scores will process automatically in Savvas Realize®.



Appendix C

Manual Scoring & Administration Guide (NWF & RAN)

While *Momentum Literacy* automates scoring for most screening tasks, teachers must manually evaluate two specific components: a routine audio review of **Nonsense Word Fluency (NWF)** student responses for all Grades K–3 students during each testing window and a conditional 1-on-1 re-test for **Rapid Automatized Naming (RAN)** when flagged by the system.

Part 1: Nonsense Word Fluency (NWF) Manual Audio Scoring (Grades K–3)

Overview & Workflow

Nonsense Word Reading items evaluate a student's ability to decode unfamiliar letter-sound combinations without relying on sight-word memory. Because nonsense word pronunciations require phonetic evaluation, **all K–3 teachers will conduct manual audio scoring in Savvas Realize® three times a year (BOY, MOY, and EOY)** for every student.

Step-by-Step Audio Review & Scoring

1. **Access the Student Report:**
    - Log into **Savvas Realize®** and select your class.
    - Click **Data**, select **Dyslexia Report**, and click on a student's name in blue.
2. **Navigate to the NWF Task:**
    - Locate and expand the **Nonsense Word Fluency (NWF)** task section.
3. **Listen & Review Audio:**
    - Click the **Play** icon next to each individual nonsense word to listen to the student's recorded pronunciation.
    - *(Optional)* Click the large **Play All** button at the top of the task section to listen to all student responses sequentially.
4. **Toggle Correctness & Save:**
    - Compare the student's spoken response against the target nonsense word.
    - Toggle the response switch between **Correct** and **Incorrect** for each item.
    - Click **Save** at the bottom of the section to update the score and recalculate the student's NWF fluency rate and overall risk level.

Part 2: Rapid Automatized Naming (RAN) 1-on-1 Manual Testing (As-Needed)

During digital screening, the avatar automatically records and scores RAN speed and accuracy. If the avatar cannot verify at least **36 out of 40 correct items** within the matrix recording window (due to excessive background noise, quiet speech, or severe processing delays), the report displays a **"Pending Review"** status. In these specific cases, teachers must manually re-administer RAN 1-on-1.

Materials Needed

- Stopwatch or digital timer (measuring in seconds).
- Pen and paper to track errors.
- Access to **Savvas Realize®** to enter scores.
- Printed **Teacher Score Sheet** pages to record the scores by grade and time of year:
    - Kindergarten BOY
    - Kindergarten MOY and EOY
    - Grades 1 through 8
- Printed **Student Alternate RAN Matrix** pages for the student's grade level
    - Colors for All Kindergarten Dyslexia Screeners
    - Letters for All Dyslexia Screeners other than Kindergarten BOY
    - Numbers for All Dyslexia Screeners Grades 1 through 8

Step-by-Step 1-on-1 Administration

1. **Pre-Test Check:** Point to each item in the practice row and ask: *"What is this?"* Correct any errors immediately to ensure item recognition before timing.
2. **Directions:** Point to the test matrix and say:
   "When I say 'Go', name these items as fast and accurately as you can, starting here [point to top-left item] and going across each row. Do not skip any. Ready? Go!"
3. **Timing:** Start the timer on the first item and stop it immediately when the student names the 36th correct item.
4. **Record Time:** Record total time in seconds (rounded to the nearest whole second).

Entering RAN Scores in Realize

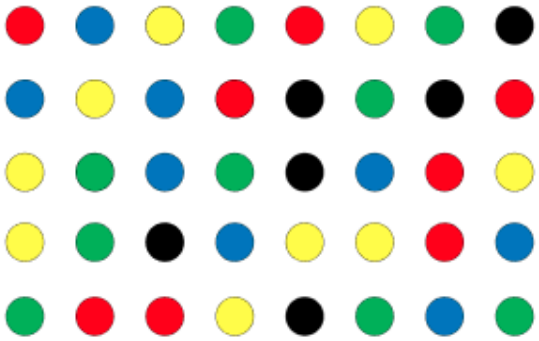
1. Go to **Data** > **Dyslexia Report** in Savvas Realize®.
2. Open the student report displaying **"Pending Review."**
3. Expand the **Rapid Automatized Naming (RAN)** task section.
4. Select **Manual Score Entry**, enter the total time in seconds, and click **Save**.

Printable Teacher Score Sheet for Kindergarten Beginning-of-Year

Step-by-Step 1-on-1 Administration

1. **Pre-Test Check:** Point to each item in the practice row and ask: *"What is this?"* Correct any errors immediately to ensure item recognition before timing.
2. **Directions:** Point to the test matrix and say:
   "When I say 'Go', name these items as fast and accurately as you can, starting here [point to top-left item] and going across each row. Do not skip any. Ready? Go!"
3. **Timing:** Start the timer on the first item and stop it immediately when the student names the 36th correct item.
4. **Record Time:** Record total time in seconds (rounded to the nearest whole second).

Alternate RAN Matrix - Colors



Student Name: _____

Row 1 Correct: ___

Row 2 Correct: ___

Row 3 Correct: ___

Row 4 Correct: ___

Row 5 Correct: ___

Total Correct: ____(Needs to be at least 36)

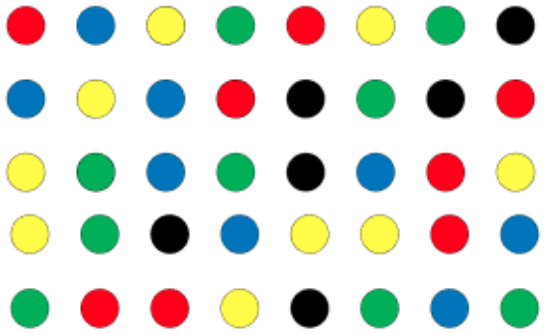
Total Time to name 36 correct: ___seconds

Printable Teacher Score Sheet for Kindergarten Middle- and End-of-Year

Step-by-Step 1-on-1 Administration

1. **Pre-Test Check:** Point to each item in the practice row and ask: *"What is this?"* Correct any errors immediately to ensure item recognition before timing.
2. **Directions:** Point to the test matrix and say:
   "When I say 'Go', name these items as fast and accurately as you can, starting here [point to top-left item] and going across each row. Do not skip any. Ready? Go!"
3. **Timing:** Start the timer on the first item and stop it immediately when the student names the 36th correct item.
4. **Record Time:** Record total time in seconds (rounded to the nearest whole second).

Alternate RAN Matrix - Colors



Student Name: _____

Row 1 Correct: ___

Row 2 Correct: ___

Row 3 Correct: ___

Row 4 Correct: ___

Row 5 Correct: ___

Total Correct: ____(Needs to be at least 36)

Total Time to name 36 correct: ___seconds

Alternate RAN Matrix - Letters

Student Name: _____

t	a	c	s	e	o	a	t
s	e	c	o	a	t	s	e
c	a	t	s	e	c	o	a
t	s	e	c	a	s	e	t
o	c	a	t	s	c	a	e

Row 1 Correct: ___

Row 2 Correct: ___

Row 3 Correct: ___

Row 4 Correct: ___

Row 5 Correct: ___

Total Correct: ____(Needs to be at least 36)

Total Time to name 36 correct: ___seconds

Printable Teacher Score Sheet for Grades 1-8

Step-by-Step 1-on-1 Administration

1. **Pre-Test Check:** Point to each item in the practice row and ask: *"What is this?"* Correct any errors immediately to ensure item recognition before timing.
2. **Directions:** Point to the test matrix and say:
   "When I say 'Go', name these items as fast and accurately as you can, starting here [point to top-left item] and going across each row. Do not skip any. Ready? Go!"
3. **Timing:** Start the timer on the first item and stop it immediately when the student names the 36th correct item.
4. **Record Time:** Record total time in seconds (rounded to the nearest whole second).

Alternate RAN Matrix - Letters

t	a	c	s	e	o	a	t
s	e	c	o	a	t	s	e
c	a	t	s	e	c	o	a
t	s	e	c	a	s	e	t
o	c	a	t	s	c	a	e

Student Name: _____

Row 1 Correct: ___

Row 2 Correct: ___

Row 3 Correct: ___

Row 4 Correct: ___

Row 5 Correct: ___

Total Correct: ____(Needs to be at least 36)

Total Time to name 36 correct: ___seconds

Alternate RAN Matrix - Numbers

Student Name: _____

3	4	1	6	8	8	7	3
4	1	7	6	7	1	7	6
3	6	1	3	4	7	8	4
4	8	3	8	6	4	8	1
1	8	4	3	1	4	6	3

Row 1 Correct: ___

Row 2 Correct: ___

Row 3 Correct: ___

Row 4 Correct: ___

Row 5 Correct: ___

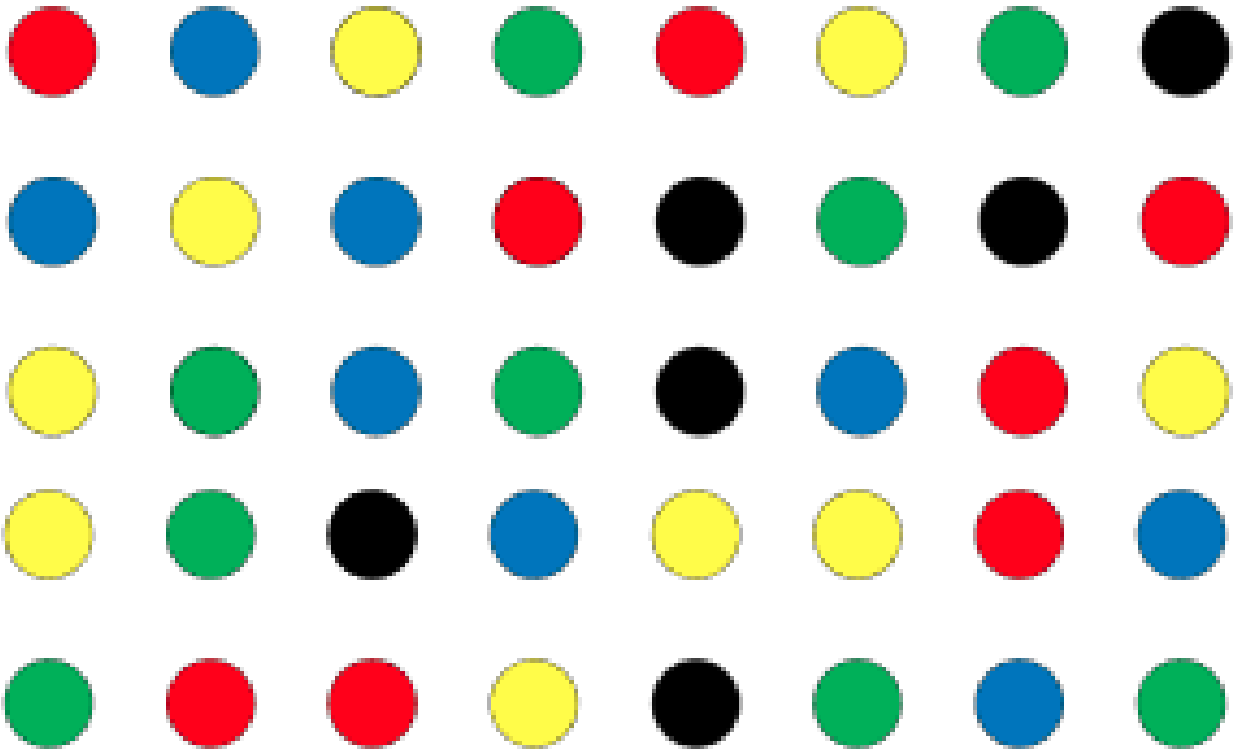
Total Correct: ____(Needs to be at least 36)

Total Time to name 36 correct: ___seconds

Student Printable Alternate RAN Matrix - Colors

Practice row





Student Printable Alternate RAN Matrix - Letters

t s e c o a

Practice row

---

t a c s e o a t

s e c o a t s e

c a t s e c o a

t s e c a s e t

o c a t s c a e

Student Printable Alternate RAN Matrix - Numbers

1 3 4 7 8

Practice row

3	4	1	6	8	8	7	3
4	1	7	6	7	1	7	6
3	6	1	3	4	7	8	4
4	8	3	8	6	4	8	1
1	8	4	3	1	4	6	3

Glossary

Here is a dictionary of common terms used in this document, along with their definitions in the context of *Momentum Literacy*:

- **Assessment:** A method to capture information or data. Also known as a test.
- **Adaptive assessment:** A computer-based test that adjusts the difficulty of questions based on the student's responses. This allows the assessment to more accurately measure the student's knowledge and skills.
- **Assessed domains:** The areas of literacy that are tested by the assessments.
- **BOY Diagnostic:** The Beginning-of-Year Diagnostic assessment is taken at the start of the school year to measure students' baseline literacy skills and identify areas for instructional focus.
- **Class Summary report:** A report that provides an overview of class performance on the Diagnostic. It includes the class average scale score, scores for each domain, and performance levels for each student.
- **Diagnostic assessment:** A computer-based adaptive assessment that provides detailed information about student strengths, areas for improvement, and stretch goals.
- **Domain:** A specific area of literacy, such as Vocabulary or Comprehension: Informational Text.
- **Dyslexia Screener:** A quick 10-minutes or less conversation between students and an avatar named Max (Grades K-3) or Moxy (Grades 4-8), resulting in an overall risk level of *At risk* or *Low risk*.
- **EOY Diagnostic:** The End-of-Year Diagnostic assessment is taken at the end of the school year to measure student growth and mastery of grade-level standards.
- **EOY Forecast:** A predictive estimate, based on K-8 student diagnostic performance data, of how a student is likely to perform on a future assessment such as a state test or the *Momentum* EOY Diagnostic. The EOY forecast will be for SBAC performance levels in participating states, state test performance levels in the navy colored states on the

MetaMetrics **website**, or to the *Momentum* EOY Diagnostic performance levels in other states.

- **Growth report:** A report that shows student growth in literacy over time, based on their performance on the BOY, MOY, and/or EOY Diagnostics.
- **Item:** Also known as a question on an assessment. Items consist of a stem (the information included in the question or prompt) and distractors (answer choices).
- **Item types:** The different types of questions that are used on the Diagnostic assessments. These include multiple choice, drag and drop, hot spot, text entry, and drop-down items.
- **MOY Diagnostic:** The Middle-of-Year Diagnostic assessment is taken in the middle of the school year to monitor student progress and adjust instruction as needed.
- **Nationally normed scores:** Scores that compare a student's performance to a national sample of students in the same grade.
- **Percentile:** A percentile rank indicates how a student's performance compares to that of a nationally representative group of students in the same grade. For example, a student at the 75th percentile performed as well as or better than 75% of students in the norming sample. Percentile scores in *Momentum Literacy* are derived from national norming studies conducted in collaboration with WestEd and MetaMetrics, ensuring that results reflect performance against a broad, research-backed sample of peers across the United States.
- **Lexile Measure:** A score that describes a student's ability to understand and use literacy concepts, similar to how a Quantile score reflects reading ability. Lexile measures allow educators to track growth over time and connect students with appropriately leveled **skills/standards**, **resources**, and even **careers**.
- **Performance levels:** Categories that describe a student's performance on the Diagnostic assessment.

Performance Level	Description
Does Not Meet	Students performing at the Does Not Meet Expectations level demonstrate **minimal** understanding of the concepts, skills, and procedures of the grade-level literacy standards.

Approaching	Students performing at the Approaching Expectations level demonstrate **some** understanding of the concepts, skills, and procedures of the grade-level literacy standards.
Meets	Students performing at the Meets Expectations level demonstrate **expected** understanding of the concepts, skills, and procedures of the grade-level literacy standards.
Exceeds	Students performing at the Exceeds Expectations level demonstrate **sophisticated** understanding of the concepts, skills, and procedures of the grade-level literacy standards.

- ***Realize*:** Savvas' digital learning platform where *Momentum Literacy* assessments are assigned and administered.
- **Scale score:** A numerical score that represents a student's performance on the Diagnostic assessment. Scale scores are used to compare student performance across different grade levels and assessments.
- **Student Guide:** A video or script that explains how to take the Diagnostic assessment.
- **Student Report:** A report that provides detailed information about an individual student's performance on the Diagnostic assessment. It includes the student's overall score, national percentile, performance levels by domain, and instructional recommendations.
- **Task**: An activity in the Dyslexia Screener such as Oral Reading Fluency (ORF) or Nonsense Word Fluency (NWF).
- **Vertically scaled scores**: Scores that can be compared across different grade levels, even if students took different levels of the Diagnostic assessment.

Momentum Literacy Summary Tables

Diagnostic Summary

		BOY Diagnostic			MOY Diagnostic			EOY Diagnostic		
Grade	Level	Number of Passages	Items	Time	Number of Passages	Items	Time	Number of Passages	Items	Time
K	A	5	36	45-60	3	30	45-60	3	30	45-60
1	B	6	34-36*	45-60	4	30	45-60	4	30	45-60
2	C	5	34	45-60	4	30	45-60	4	30	45-60
3	D	5	34-36*	45-60	4	30	45-60	4	30	45-60
4	E	6	36	45-60	4	30	45-60	4	30	45-60
5	F	5	36	45-60	4	30	45-60	4	30	45-60
6	G	6	36	45-60	4	30	45-60	4	30	45-60
7	H	6	36	45-60	4	30	45-60	4	30	45-60
8	I	6	36	45-60	4	30	45-60	4	30	45-60

*Total item count will vary based on student performance.

Dyslexia Screener Summary

	MAX				MOXY				
Literacy Tasks Assessed	K	1	2	3	4	5	6	7	8
Letter Sounds	●	●*							
Blending	●	●*							
Rapid Automatized Naming (RAN)	●	●	●	●	●	●	●	●	●
Word Reading	●	●	●	●	●	●	●	●	●
Nonsense Word Fluency (NWF)	●	●	●	●					
Oral Reading Fluency (ORF)		●‡	●	●	●	●	●	●	●

**Assessed at the beginning of the year only.*

‡Assessed at the end of the year only.

- **Manual Audio Scoring for Nonsense Words (Grades K–3):** Nonsense Word Reading (NWF) items require teacher scoring. In Savvas Realize®, open the student's report, listen to the audio recording for each item, and toggle responses between **Correct** and **Incorrect** to calculate the final score.
- **Manual Administration & Scoring for RAN (Grades K–8):** Rapid Automatized Naming (RAN) is scored automatically by the avatar. However, if fewer than 36 items are clearly captured (due to noise or microphone issues), the system flags the report as **"Pending Review."** The teacher then manually administers an alternate RAN matrix 1-on-1 and enters the score into the Student Report.
- **Timed Accommodations Note:** Fluency tasks are timed to evaluate risk levels. Standard extra-time accommodations should not be applied to the Dyslexia Screener to ensure accurate risk identification.