

SAVVAS
Momentum[®]
ASSESSMENT MATH

USER GUIDE

Updated August 4, 2026

Powered

SAVVAS
realize[™]

by

In Collaboration with **WestEd**  WestEd.org and  **MetaMetrics**[®]

Table of Contents

Jump to a section by clicking below.

Part 1 – General Overview.....	3
About the Momentum Math Program.....	3
Lettering System.....	3
About Diagnostics.....	4
Item Types.....	5
K-8 Assessed Domains.....	8
9-12 Assessed Domains.....	8
Integration with SuccessMaker.....	9
Part 2 – Preparing for the Momentum Math Program.....	10
Scheduling Momentum Math.....	10
<i>Momentum Math Preparation Checklist</i>	10
Accommodations.....	12
Part 3 – Assigning a Diagnostic Assessment.....	13
Administrator Initiated Assignments (“Admin-assign”).....	13
Assigning a Momentum Math Diagnostic.....	13
Editing Assignments.....	15
Part 4 – Administering the Diagnostic.....	18
Student Experience – Diagnostics.....	18
Completing the Diagnostic.....	20
Part 5 – Accessing Diagnostic Class Summary and Student Reports.....	21
Class Summary.....	22
Quantile Measures for Class Summary.....	23
Student Report.....	25
Quantile Measures and EOY Forecasts for Student Reports.....	27
Next Steps with Data.....	29
Part 6 – Reviewing Targeted Instructional Content.....	30
<i>Momentum Math Concept Library</i>	32
Part 7 –Growth Reports.....	33
Overall Score Summary.....	33
Quantile Measures for Growth: Overall Score Summary.....	35
Domain Summary.....	37

Student Report.....	39
Quantile Measures for Growth: Student Report.....	42
Part 8 – Troubleshooting.....	44
About Savvas Learning Company.....	44
About WestEd.....	44
Appendix A.....	46
Top 5 Tips & Tricks.....	46
Top 5 Stumbling Blocks.....	46
Appendix B.....	47
Script for Administering Diagnostic.....	47
Appendix C.....	49
Glossary.....	49
<i>Momentum Math Summary Table.....</i>	53

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 Math* program on Realize.

We highly recommend using the Interactive Demos to tour the program before starting.

[Teacher Interactive Demo](#)

[Admin Interactive Demo](#)

Part 1 – General Overview

This user guide provides overall information about the *Momentum Math* program and specific guidelines for administering our Diagnostic assessments. Teachers and other test administrators should carefully read and review the contents of this manual prior to testing to ensure the highest levels of test fidelity.

About the *Momentum Math* Program

Momentum Math is a program designed to help educators evaluate students' math skills and personalize learning resources to meet individual needs. The program includes Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) **Diagnostic Assessments**. These assessments are computer-based and adaptive, meaning that they adjust the difficulty of questions based on the student's responses. This allows for a more accurate measurement of each student's abilities and helps identify areas where they may need additional support or challenge. Furthermore, the program provides an **Algebra Prerequisite Skills Assessment**. This tool assists teachers in determining if students completing Grade 7 or 8 possess the necessary foundational skills to perform well in Algebra 1 during the upcoming term.

Lettering System

Momentum Math uses a lettering system to correspond with grade levels (e.g., Level A is Kindergarten).

Grade Level	Title of Assessments
Kindergarten	Level A
Grade 1	Level B
Grade 2	Level C
Grade 3	Level D
Grade 4	Level E

Grade 5	Level F
Grade 6	Level G
Grade 7	Level H
Grade 8	Level I
Algebra 1	Level J
Integrated Math 1	Level M

About Diagnostics

The Diagnostic assessments, or Diagnostics, provide detailed information about student relative strengths, areas of improvement, and stretch goals. Each Diagnostic contains a total of either 30 or 35 items. There are 35 items in BOY Diagnostics for Grades K–8 (Levels A–I) and 30 items in all MOY and EOY Diagnostics. There are 30 items in Algebra 1 (Level J) and Integrated Math 1 (Level M) Diagnostics. **Students generally need one class period of 45–60 minutes to complete a Diagnostic.**

These adaptive assessments use initial questions to determine the difficulty of subsequent questions, and are meant to be administered on the computer only. Students will see items appropriate for their level, so not all students taking the same Diagnostic will see the same items. Results include scale scores, national percentiles, performance levels, and specific instructional recommendations for every learner. Additionally, Quantile measures and EOY forecasts are available for those who have the upgrade.

The K–8 Diagnostic scores are vertically scaled from 1000 to 2000, allowing for comparison across levels, classes, and schools over time, even if students took different test levels. Algebra 1 and Integrated Math 1 are scaled as well, but not on the same scale as K–8. The Algebra 1 scale and the Integrated Math 1 scale both range from 1000 to 2000, however results are not directly comparable to those from the K–8 scale or to each other.

All students take BOY, MOY, and EOY Diagnostics to track progress toward grade-level standards and end of year expectations. Students may see items

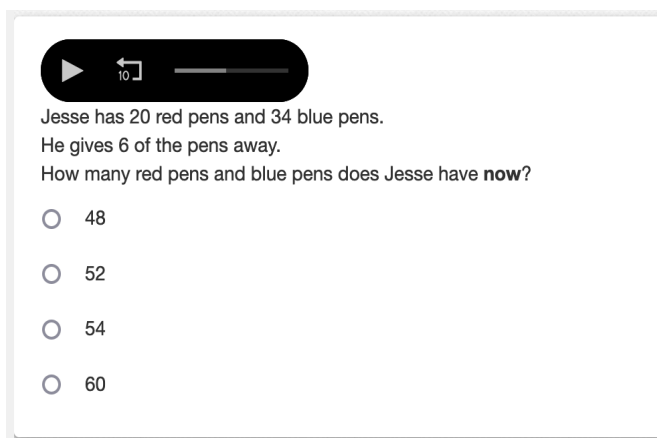
assessing prior-year standards at the beginning of the year, but MOY and EOY only assess on-grade standards. To avoid students answering correctly based on familiarity, we recommend against using the same Diagnostic more than once.

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

Item Types

Diagnostics use multiple choice, drag and drop, hot spots, text entry, and drop down item types. Please show your students the **Student Guide – Diagnostic video**, which describes these item types. Younger students in particular may need help understanding how to answer each item type.

- **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.

▶ ↺ 10

Pauly measures the height of a bike and says it is 24 inches. Jo measures the height of the **same** bike and says it is 30 inches. Who is correct?

Put a word in each box to make the sentences **true**. Not all words will be used.

more fewer shorter longer

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

An inch is than a foot.

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

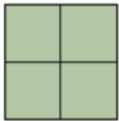
- **Text Entry** items require the student to type an alphanumeric response.

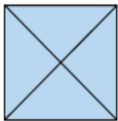
- Text must be entered in the response box.
- When a response is entered, the system will automatically save the response.
- For example, if the question asks for the sum of 14 and 3, and the student enters "17.0" or "_219" is submitted, the answer may be marked as incorrect.

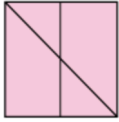
▶ ↺ 10

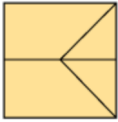
Which shapes show fourths?

Choose the **two** correct shapes.









then type in

answer, carefully
numbers, or

"19.0" or "_219" is

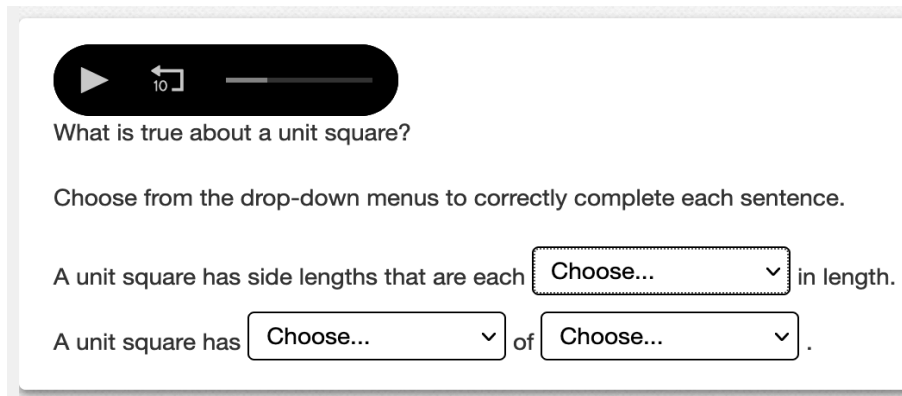
submitted, the answer may be marked as incorrect.

▶ ↺ 10

Fill in the box with the sum.

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

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



The screenshot shows a digital assessment interface. At the top, there is a black rounded rectangle containing a play button icon, a square icon with the number 10, and a progress bar. Below this, the question "What is true about a unit square?" is displayed. A instruction line reads: "Choose from the drop-down menus to correctly complete each sentence." The first sentence is "A unit square has side lengths that are each" followed by a drop-down menu with "Choose..." and a downward arrow, and then "in length." The second sentence is "A unit square has" followed by a drop-down menu with "Choose..." and a downward arrow, the word "of", another drop-down menu with "Choose..." and a downward arrow, and a period.

What is true about a unit square?

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

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

A unit square has of .

K-8 Assessed Domains

K-8 BOY Diagnostics assess prior- and current-year standards in the following domains. MOY and EOY Diagnostics assess current-year standards.

Domain	K	1	2	3	4	5	6	7	8
Counting and Cardinality	X	X	X	X*					
Number and Operations	X	X	X	X	X	X	X	X	X
Algebraic Reasoning	X	X	X	X	X	X	X	X	X
Measurement	X	X	X	X	X	X	X		
Geometric Reasoning	X	X	X	X	X	X	X	X	X
Data and Probability	X	X	X	X	X	X	X	X	X
Fractions		X	X	X	X	X	X		
Functions									X
Ratio and Proportion							X	X	X

* Only assessed in the below-grade blocks

9-12 Assessed Domains

Momentum Algebra 1 and Integrated Math 1 BOY, MOY, and EOY Diagnostics assess standards in the following areas.

Domain	Algebra 1	Int Math 1
Algebra	X	X
Functions	X	X
Number System	X	X

Statistics and Probability	X	X
Geometry		X

Integration with SuccessMaker

If your district has access to SuccessMaker and has integration enabled, students' **first submission of the BOY Diagnostic** will result in a level assignment in SuccessMaker. Only the very first score will go over, so if students take the BOY Diagnostic again, or if they take the MOY or EOY Diagnostic, those scores will not change anything in SuccessMaker. Please see [My Savvas Training](#) for more information on how *Momentum Math* can be used to place students into SuccessMaker.

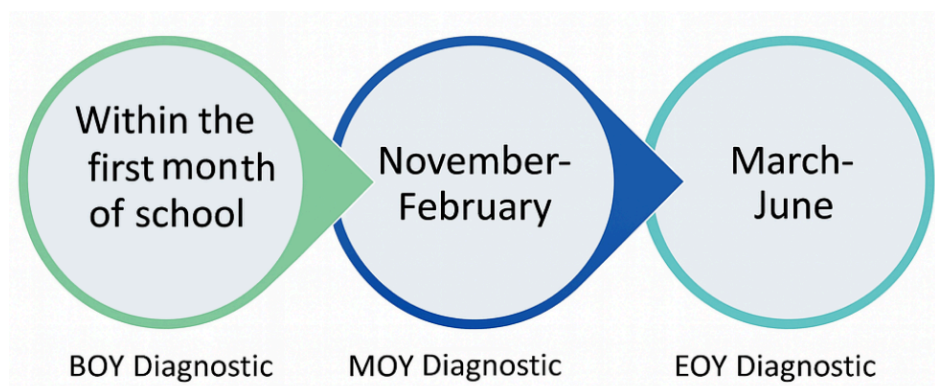
Rebranding

Please note that all assessments in the **Savvas Mathematics Screener & Diagnostic Assessments (MSDA)** were rebranded as ***Momentum Math***. The content and functionality of the assessments remain the same. *Momentum Math* is part of the Savvas Momentum Assessment Suite, which also contains *Momentum Literacy* with BOY, MOY, and EOY Diagnostic and Dyslexia Screener assessments for K–8.

Part 2 – Preparing for the *Momentum Math* Program

Scheduling *Momentum Math*

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



Schedule *Momentum Math* 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.

Students may complete the Diagnostic in multiple sessions if necessary, as long as they complete the assessment within your designated administration window. Further information about administering assessments is provided in **Part 4** of this manual.

***Momentum Math* Preparation Checklist**

Prior to administering any Diagnostic, complete the following tasks:

- ☐ Complete any Realize and/or *Momentum Math* training offered by your school or district. You may also visit [My Savvas Training](#).

- ☐ Preview the videos and read the documents in the Getting Started folder on Realize.
- ☐ Check with your Administration about whether they will be assigning Momentum assessments or if you are to do it. Either way, verify that an assignment is made for the correct Momentum assessment prior to administering to the students.
- ☐ For students who may not have familiarity with Realize or testing,
 - ☐ Familiarize yourself first and then direct students to the [Realize Student Help](#).
 - ☐ Ask that they pay special attention to the Student Guide videos.
- ☐ Ensure that each middle school student has access to their own physical 4-function calculator ([for Level G & H Diagnostics](#)) or scientific calculator ([for Level I & J Diagnostics](#)). Digital calculators are not currently offered in *Momentum Math*. We do not recommend cell phone calculators.
- ☐ Ensure that all students have access to scratch paper and writing utensils.
- ☐ 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.**
 - ☐ 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-J Diagnostics](#)) print out Reference Sheets, available in the Diagnostic Assessments folder in Realize.
- ☐ For virtual administrations,

- ☐ encourage students to find a quiet place where they can complete the Diagnostic without distractions.
- ☐ (for [Level F–J Diagnostics](#)) digitally distribute Reference Sheets, available in the Diagnostic Assessments folder. 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.

Accommodations

Momentum diagnostics are not timed, and students may close and return to it later. All item stems containing words and most answer choices are narrated for all students. To listen, press the arrow inside the black oval. Ensure students have functioning headphones so that the sound does not interfere with test administration. Drop-down lists are not narrated. Further, alternative text was developed for all graphics used on operational forms. Browser zoom functions are supported. A Spanish version of each assessment is also available.

Part 3 – Assigning a Diagnostic 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.

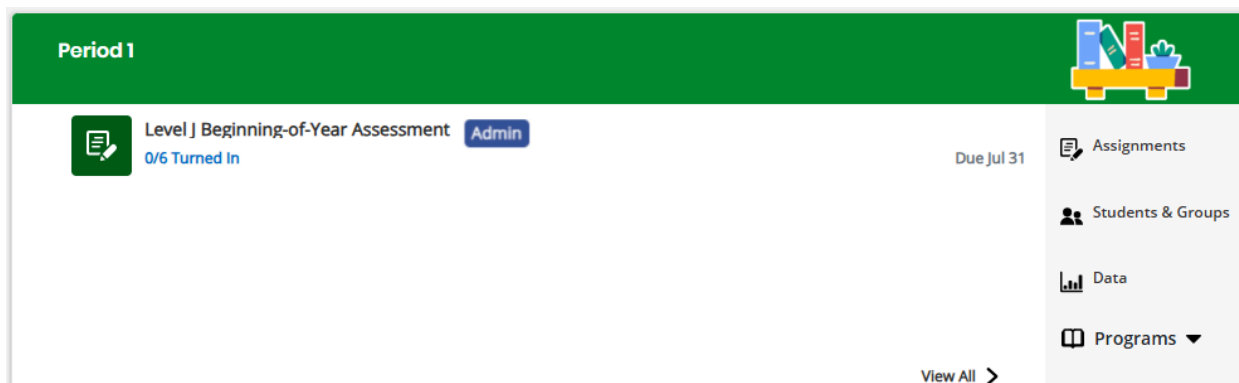
Check with your administrators to see if they will be assigning *Momentum Math* directly to your students. If so, **you should not create your own assignments.**

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**.

Assigning a *Momentum Math* Diagnostic

Your administrator may assign a *Momentum Math* 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.

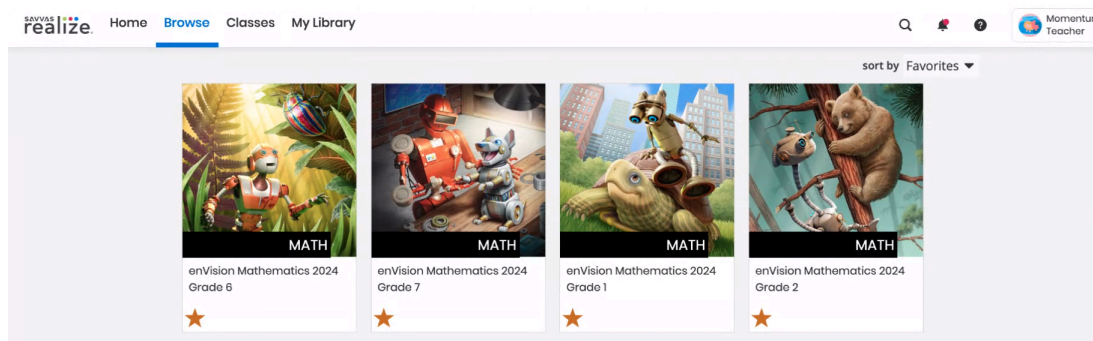


If an administrator is assigning, you will need to **edit the assignment** to add any newly enrolled students.

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.

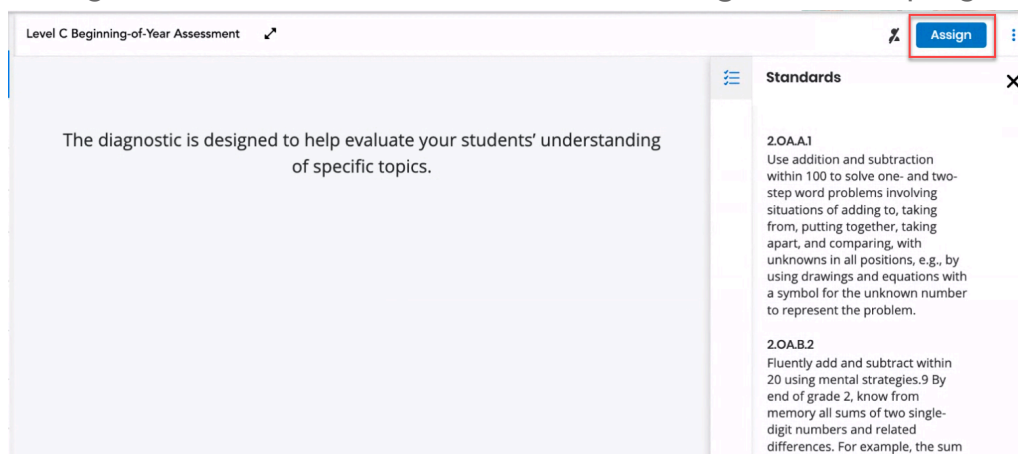
First verify that your classes taking *Momentum Math* have access to a *Momentum Math* program. Click **Browse** in the top navigation bar. Select either enVision, Experience Math, or *Momentum Math*.



Users with enVision and Experience Math can find ***Momentum Math*** in their Table of Contents.

Within *Momentum Math*, select a time of year.

Select a Diagnostic assessment and then click **Assign** on the top right.



In the pop up menu, fill out the start and end dates (and times if you wish), add students by typing their names or add classes by clicking **Add**, then fill

out any instructions you want the students to see. You may also leave the instructions box blank . Default instructions will appear for students. When you are finished, click **Assign**.

Create Assignment

Title
Level C Beginning-of-Year Assessment

Start date
08/12/2024

08 : 00 AM

Due date
08/16/2024

03 : 00 PM

Kelly Brooks × Sam Carter × Jane Grant × Alex Roger ×
Georgia Smith × William Terrence × Adam Winters ×

Math - Grade K
10 Students Add

Math - Grade 1
11 Students Add

Math - Grade 2
8 Student Add

Cancel Assign

BOY, MOY, and EOY Diagnostics are intended to be assigned to all students. The steps to assign all of them are the same except you will select “Beginning-of-Year Assessment” for BOY, “Midyear Assessment” for MOY, or “End-of-Year Assessment” for EOY.

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

Important! Assign any Diagnostic exactly as it is. Do not customize. Changing the test will invalidate *Momentum Math* outcomes, which have been validated by WestEd.

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 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.

Period 1

Level J Beginning-of-Year Assessment Admin 0/6 Turned In Due Jul 31

Assignments

- Students & Groups
- Data
- Programs

View All >

Select the **three dots** for the 'Diagnostic Assessment' assignment and then select Edit.

SAVVAS **realize.** Home Browse **Classes** My Library

Period 1

Assignments

Assignments by Class Assignments by Students

Q All Assignments When Class Duration

Sort by Due Date (descending)

Level J Beginning-of-Year Assessment	0/6 Turned In	- Class Average Score	Due Jul 31	⋮
Level H Beginning-of-Year Assessment	0/6 Turned In	- Class Average Score		i Information ✎ Edit 🔗 Share Link

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

Edit Assignment

Title: Grade 3 Online Readiness Test edit

Start date: 09/13/2024

Due date: 09/19/2024

☒ Set start and end times

Instructions (optional)

Search: sally

Sally Johnson
enVision Math Grade 3 P.1

2 students

Cancel Save

Select Save.

Edit Assignment

Title

Grade 3 Online Readiness Test edit

Start date

09/13/2024

03

:

00

AM

Due date

09/19/2024

11

:

00

PM

☒ Set start and end times

☐ Allow students to access test questions from the course

Sally Johnson

enVision Math Grade 3 P.1

2 students

Instructions (optional)

Cancel

Save

The new student will see the Diagnostic 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

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

Present the **Student Guide – Diagnostic** video to the students or use the script in **Appendix B**.

Student Experience – Diagnostics

Students will select their assignment from the **Home** page.



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

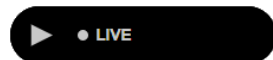
Level B Diagnostic Assessment

Please read the following carefully before starting this diagnostic assessment.

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

Start ▶

Students will only be able to move forward through the Diagnostic items in order. They will not be able to go back or review their progress. This is because the assessment adapts to student performance as they go along.



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. See [Part 1 for a review of item types](#).



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

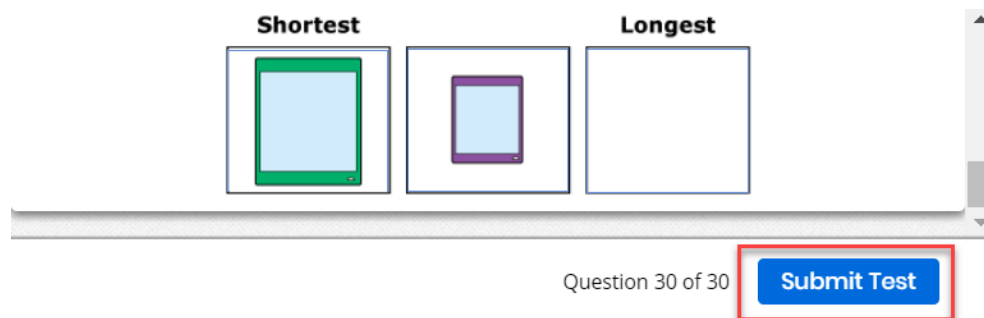
$1 + 6 = 6 +$

Question 11 of 30

Next ▶

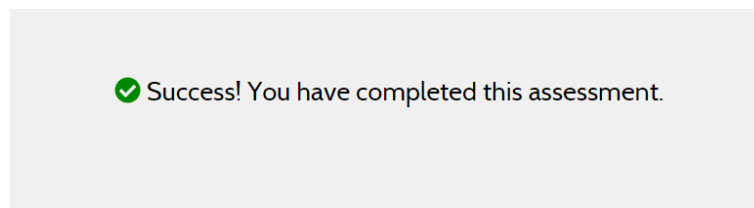
Completing the Diagnostic

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



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

Students will not be able to see their scores on the Diagnostic. They will see *"Success! You have completed this assessment."* and will need to click **Exit** or close their browser. They will not be able to see the items or review their answers.



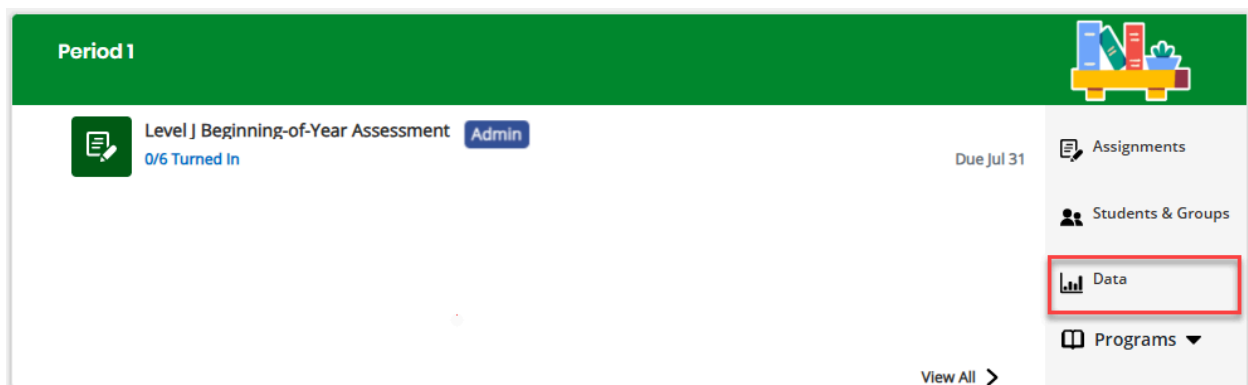
This concludes the Diagnostic.

Part 5 – Accessing Diagnostic Class Summary and Student Reports

After students submit a Diagnostic in *Momentum Math*, you can find their results within minutes in Realize within two reports: the **Class Summary** and the **Student Report**.

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.

From your **Home** screen, select the “Data” bar graph icon for the class you wish to view.



Select a Diagnostic. Notice that there is a dash instead of an average score. Diagnostics are reported using scale scores, national percentiles, and performance levels instead of percent correct.

The screenshot shows the 'Results by Assessment' tab. It displays an 'Average Assessment Score: 71%' and a 'When Last 30 Days' filter. Below this is a table with columns: 'Due Date', 'Assessment Title', 'Avg Score', and 'All Programs'. The table lists two assessments: 'Level C Screener Assessment' and 'Level C Diagnostic Assessment'. The 'Level C Diagnostic Assessment' row is highlighted with a red box, showing a dash in the 'Avg Score' column.

Due Date	Assessment Title	Avg Score	All Programs
08/09/24	Level C Screener Assessment	71%	Mathematics Screener & Diagnostic Assessments Grade 2
08/16/24	Level C Diagnostic Assessment	—	Mathematics Screener & Diagnostic Assessments Grade 2

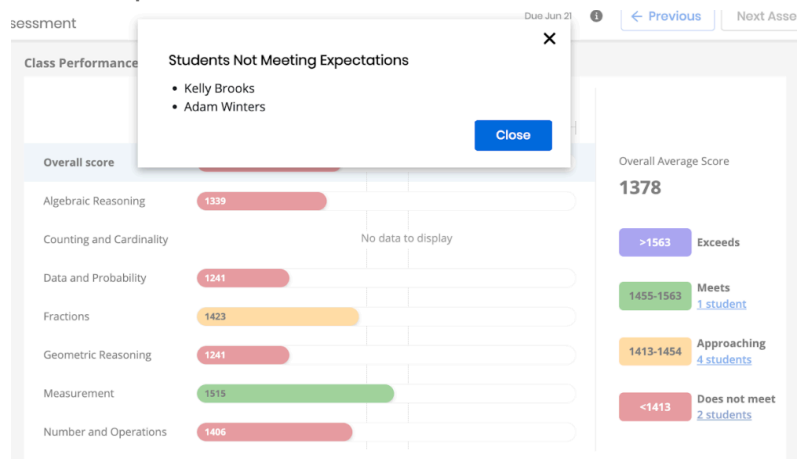
Class Summary

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

Performance levels are color-coded, making it easy to see how students are progressing toward grade-level expectations. Student scores will fall within the ranges on the right for Exceeds, Meets, Approaching, or Does not meet expectations.



Select the number of students in any performance level on the right to view a list of students in that performance level.



Further down, you can sort your students by overall scale score, national percentile, and individual domain performance.

Placement by Domain							
Name ▾	Overall Scale Score ▾	National Percentile ▾	Algebraic Reasoning ▾	Counting and Cardinality ▾	Data and Probability ▾	Fractions ▾	
↓ Kelly Brooks	1320 Does not meet	8%	1 / 5	3 / 3	0 / 3	1 / 2	
↓ Sam Carter	1450 Approaching	23%	2 / 9	-	3 / 3	0 / 2	
↓ Jane Grant	1430 Approaching	27%	3 / 9	-	0 / 3	2 / 2	
↓ Alex Roger	1433 Approaching	28%	4 / 9	-	0 / 3	2 / 2	
↓ Georgia Smith	1452 Approaching	31%	1 / 9	-	0 / 3	2 / 2	
↓ William Terrence	1483 Meets	94%	7 / 9	-	3 / 3	2 / 2	
↓ Adam Winters	1067 Does not meet	5%	0 / 9	-	1 / 3	1 / 2	

You can also see how each student responded to every item within a domain, helping you identify patterns and reveal common class misconceptions.

↑

Kelly Brooks

1320 **Does not meet**

8%

1 / 5

3 / 3

0 / 3

1 / 2

[View Full Student Report](#)

Question 1 of 5

MA_02_AR_0233

Incorrect

Kamal writes $5 + 5 + 5$ to show the total number of dots in a picture. Which could be the picture?

☒

☐

☐

☐

↓

Sam Carter

1450 **Approaching**

23%

2 / 9

-

3 / 3

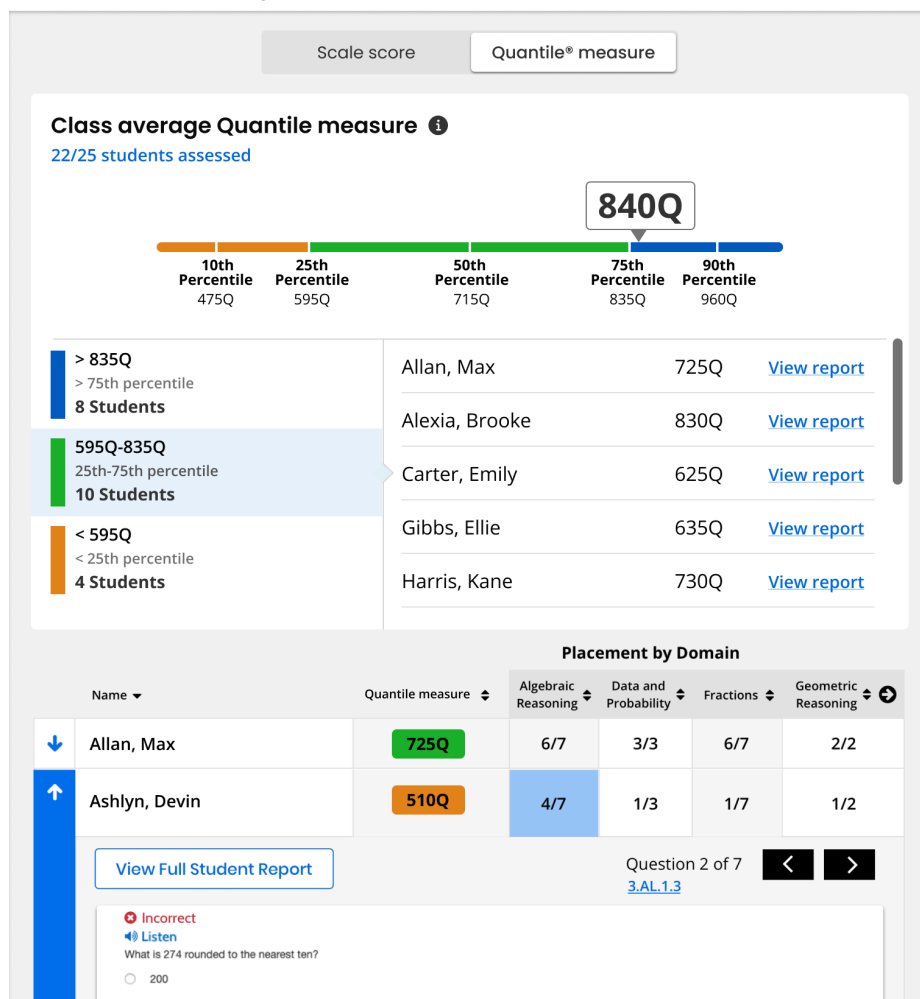
0 / 2

Quantile Measures for Class Summary

Quantile measures provide an indication of a student's mathematical ability or the difficulty of a specific math skill or concept. *Momentum* reports these Quantile measures for students within both Diagnostic Reports and Growth Reports. Educators can utilize the [skills database](#) on MetaMetrics Hub to determine Quantile measures for any skill in any standard in any state. By

comparing a student's Quantile measure to a skill's Quantile measure, educators can make data-informed adjustments to instruction.

To access Quantile measurements, select the Quantile measure tab at the top. You can see an example of the Quantile measure tab below:



There are two panels worth noting here: Class Average Quantile Measure and Placement by Domain. The Class Average Quantile Measure depicts the class average Quantile measure, with detailed sorting of your students in percentiles based off of their Quantile measure. A Quantile measure is represented by a number followed by a Q, such as 840Q. Additionally, measures lower than 0Q are preceded by EM, or Emerging Mathematician, such as EM300Q.

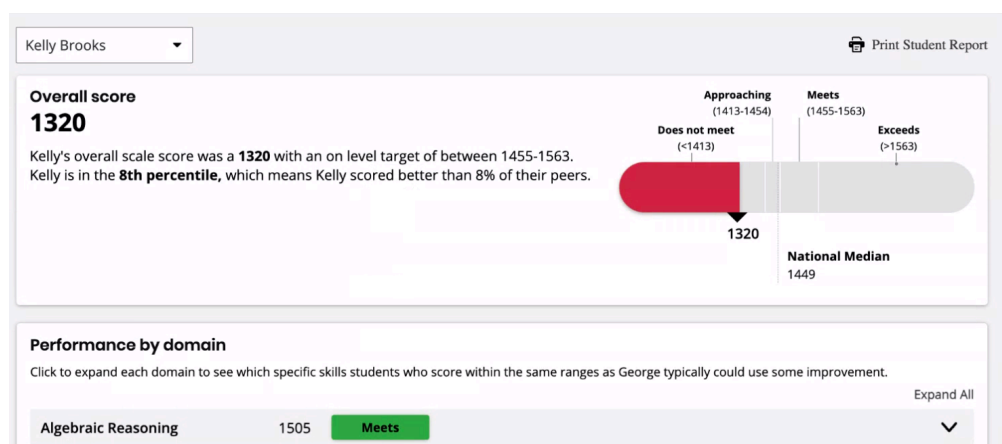
Notice that the performance levels are different as well. Students performing lower than the 25th percentile are shown in orange, between 25th and 75th percentile (the majority of students nationally) are displayed in green, and above the 75th percentile are in blue. Select the groups on the left to see students in each performance level. In the example above, we are viewing the students in the green 25th to 75th percentile performance level. Max, Brooke, and others are in this group because they performed better than 25–75% of their national peers in the MetaMetrics norming group.

The Placement by Domain panel organizes your students according to their Quantile measure in different domains of math comprehension and performance. You can drill down deeper into each student by pressing the arrow button to the left of each name. You can also sort students by name, Quantile measure, or raw domain score by pressing the up and down arrows to the right of each.

For more information about Quantile measurement, see the [Lexile and Quantile Hub webpage](#).

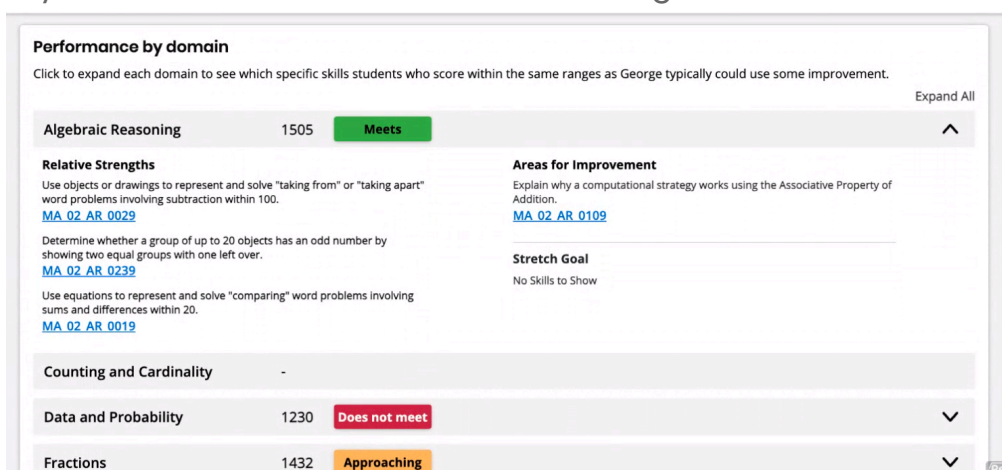
Student Report

Now that you know what your class knows, it's time to see what each student knows. You may select the [Student Report](#) tab at the top of the page and select a student from the drop down menu to see results for each individual student. Individual Student Reports show an overall score and national median. Compare your students' performance to other students who took the same Diagnostic.



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

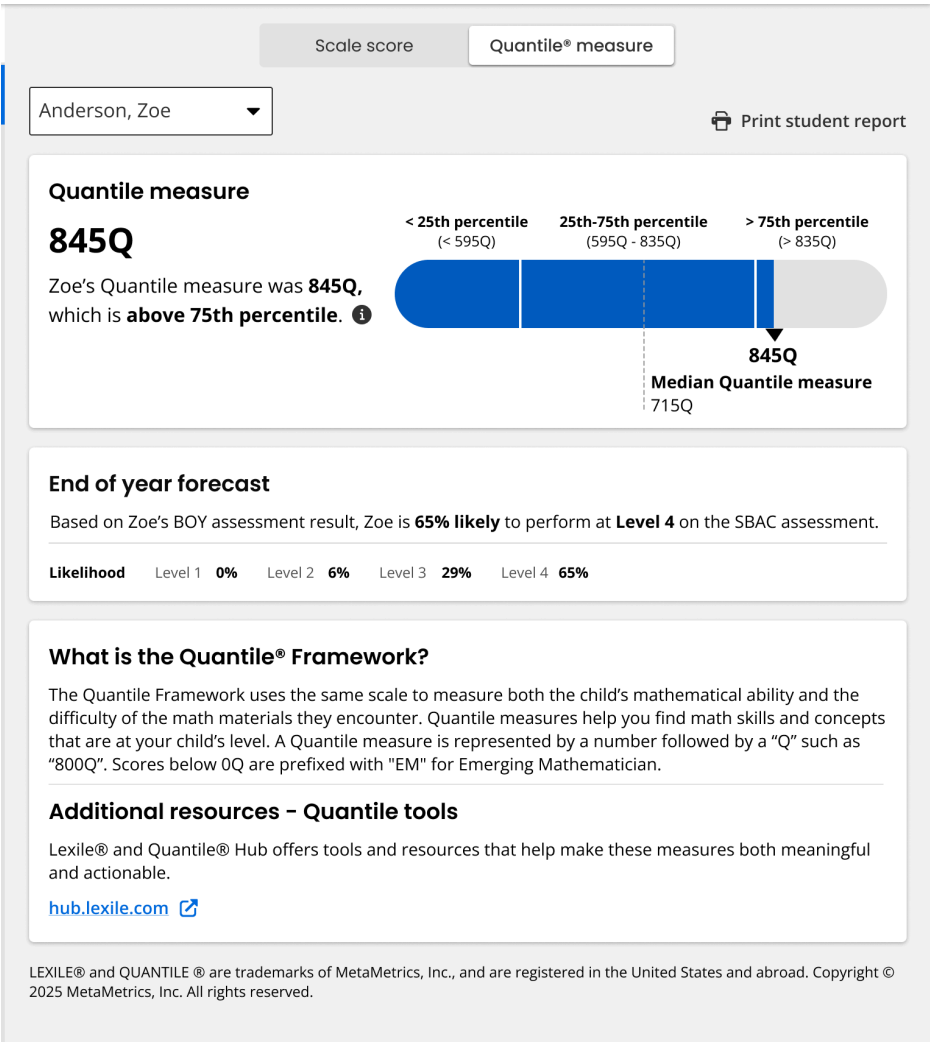
Note that some areas may not have all three of these categories. In the example below, the student meets expectations for Algebraic Reasoning and has no Stretch Goals. However, they are not meeting expectations in Data and Probability and have no identified Relative Strengths.



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

Quantile Measures and EOY Forecasts for Student Reports

To access the Quantile measurement and End-of-year Forecast for the student, select the Quantile measure tab at the top. You can see an example of the Quantile measure tab below:



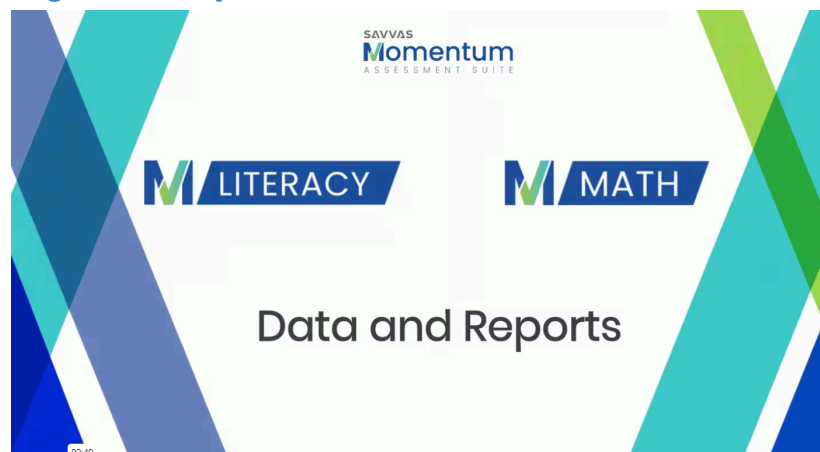
In this example, Zoe is doing quite well with a Quantile measure that exceeds the national median using the norming group from MetaMetrics. The percentile corresponding to the Quantile measure will likely be different from the percentile corresponding to the Savvas scale score. This is due to differences in norming groups and is typical when comparing measures. This

is one reason why it is important to gather information from multiple sources when trying to analyze data about a student. If both sets of data indicate similar things, we can be more confident in our conclusion.

The End-of-year forecast provides a look into how students are projected to perform by the end of the school year on either a state test for the states listed below, or for the *Momentum Math* EOY Diagnostic. The forecast is reported in performance levels and provides likelihood that students will fall within any given performance level. These EOY forecasts should be interpreted with caution; we do not know for sure how any given student will perform. If the student is able to receive extra guidance, for example, they may very well outperform their EOY forecast from the beginning of the school year!

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

We have outlined the components of these two Diagnostic reports in the [How to Interpret Diagnostic Reports](#) video.



For more detailed information about how to navigate to these reports and understand them, please see the [Class Summary for Diagnostic Assessments](#) and [Student Report for Diagnostic Assessments](#) help pages.

Next Steps with Data

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

Class Summary

- How did my class do overall? Is performance consistent across classes?
- Which areas/domains were the most challenging for the class?
 - Low overall scale scores suggest a need for increased instructional focus with additional curricular support or learning resources specific to that domain
- Which students in my class did well in relation to other students at the beginning of this grade?
 - National percentiles above 50 are considered above average.
 - Look closer to determine which domains were highest or lowest.
 - High national percentiles suggest a need for extension activities to maintain engagement.
- Looking ahead at the first few topics of instruction for this school year, which students will likely need extra attention?
 - Make a note of these students. You can find more information for them individually in the **Student Report** section.

Student Report

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

Visit [My Savvas Training](#) for downloadable, printable lesson planning guides such as a Year at a Glance and Topic Planning Guides.

Part 6 – Reviewing Targeted Instructional Content

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

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

Performance by domain

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

Domain	Score	Performance	Expand
Algebraic Reasoning	1505	Meets	^
Counting and Cardinality	-		
Data and Probability	1230	Does not meet	▼
Fractions	1432	Approaching	▼

Algebraic Reasoning

Relative Strengths
Use objects or drawings to represent and solve "taking from" or "taking apart" word problems involving subtraction within 100.
[MA_02_AR_0029](#)
Determine whether a group of up to 20 objects has an odd number by showing two equal groups with one left over.
[MA_02_AR_0239](#)
Use equations to represent and solve "comparing" word problems involving sums and differences within 20.
[MA_02_AR_0019](#)

Areas for Improvement
Explain why a computational strategy works using the Associative Property of Addition.
[MA_02_AR_0109](#)

Stretch Goal
No Skills to Show

Click on a blue standard code to display the full description of the standard along with links to aligned resources.

Standards Information

MA_DP_0049
Interpret whole-number data with up to four categories in a picture graph (with a scale of 1).
[View Resources](#)

Close

Performance by domain

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

Domain	Score	Performance	Expand
Algebraic Reasoning	1339	Does not meet	▼

Search for content

Q Search Filters

180 Results Found in Realize

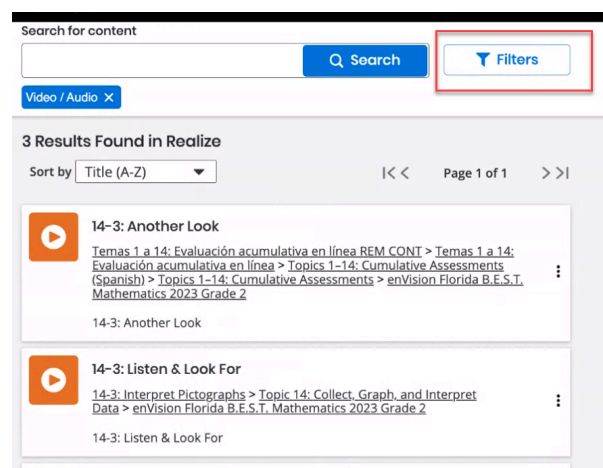
Sort by Title (A-Z) |< Page 1 of 9 >|

- 14-3: Build Mathematical Literacy**
enVision Mathematics 2024 Grade 2 > Topic 14: Collect, Graph, and Interpret Data > 14-3: Interpret Pictographs
[View Resources](#)
- 14-3: Convince Me!**
enVision Mathematics 2024 Grade 2 > Topic 14: Collect, Graph, and Interpret Data > 14-3: Interpret Pictographs
[View Resources](#)
- 14-3: Desarrollar la competencia matemática**
enVision Mathematics 2024 Grade 2 > Topic 14: Collect, Graph, and Interpret Data > 14-3: Interpret Pictographs
[View Resources](#)
- 14-3: Enrichment**
enVision Mathematics 2024 Grade 2 > Topic 14: Collect, Graph, and Interpret Data > 14-3: Interpret Pictographs
[View Resources](#)

For any standard, you may select **View Resources** to see specific resources from **Momentum Math Concept Library**. For

enVision and Experience Math customers, you will see resources from those core programs here as well.

You may filter the results to focus your search.



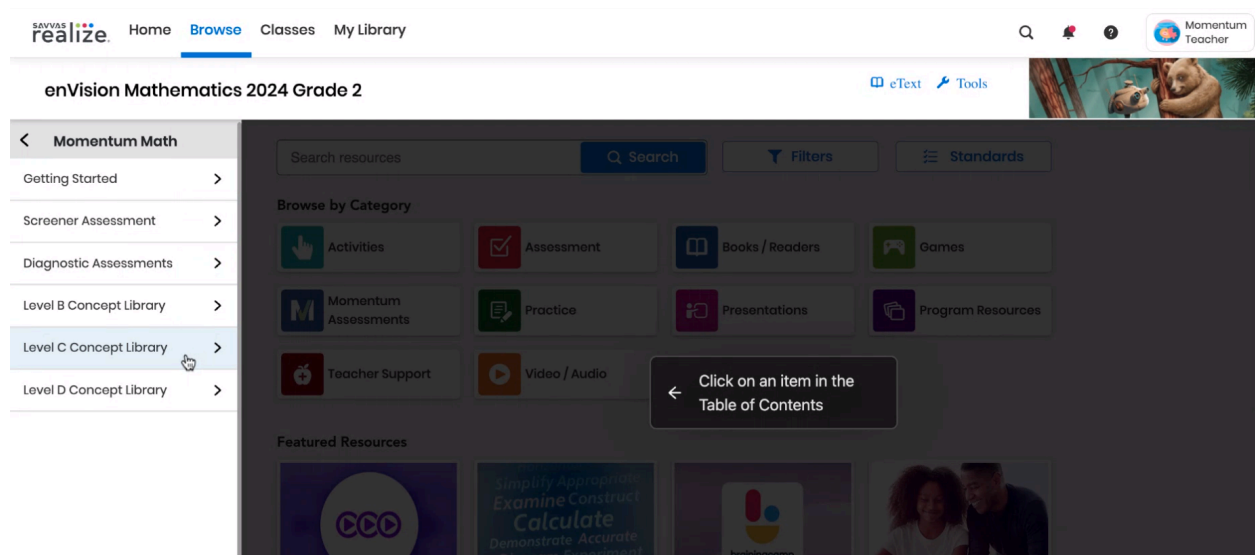
You can assign, present, or print any of the recommended instructional resources from Realize. Use the resources for planning, student grouping or differentiation, or simply to better understand where your new students are on their journey.

Momentum Math Concept Library

All customers will have access to the new **Momentum Math Concept Library**, which includes:

- Concept Videos ([Levels A, B, and J](#))
- Concept Summary web pages that include instruction, videos, and worked-out examples with a variety of solutions ([Levels C-I](#))
- Practice pages that allow students to practice and apply specific skills and concepts ([Levels B-J](#))

These *Momentum Math Concept Library* resources are also organized by domain in the program's Table of Contents. These materials are grouped by level and domain, and they are available to teachers within the *Momentum Math* program in Realize.



Part 7 –Growth Reports

After students submit a BOY and either a MOY or EOY Diagnostic, you will see a new set of reports in Realize. These Growth reports are designed to give teachers a better view of growth from the beginning of the school year to the current date.

To find your Diagnostic data, start by selecting the bar graph icon on a class. Next, select the **Growth Report** in the **Momentum Reports** section. 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.

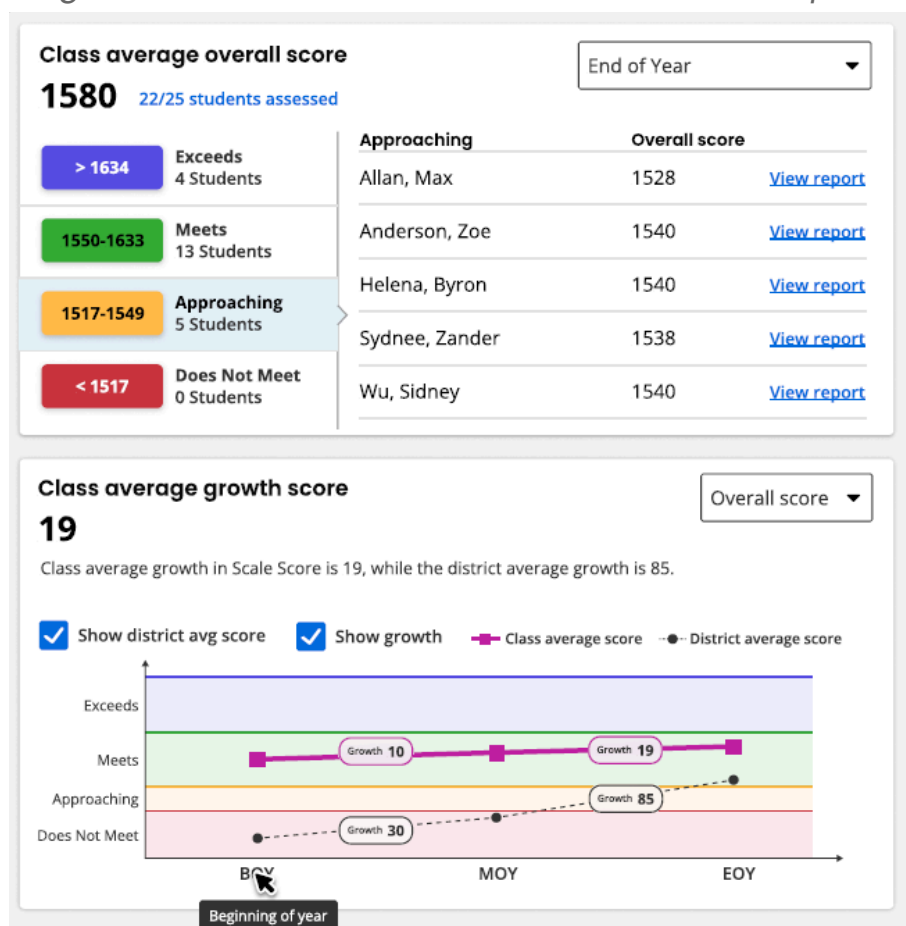
Overall Score Summary

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 Diagnostic, 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 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.

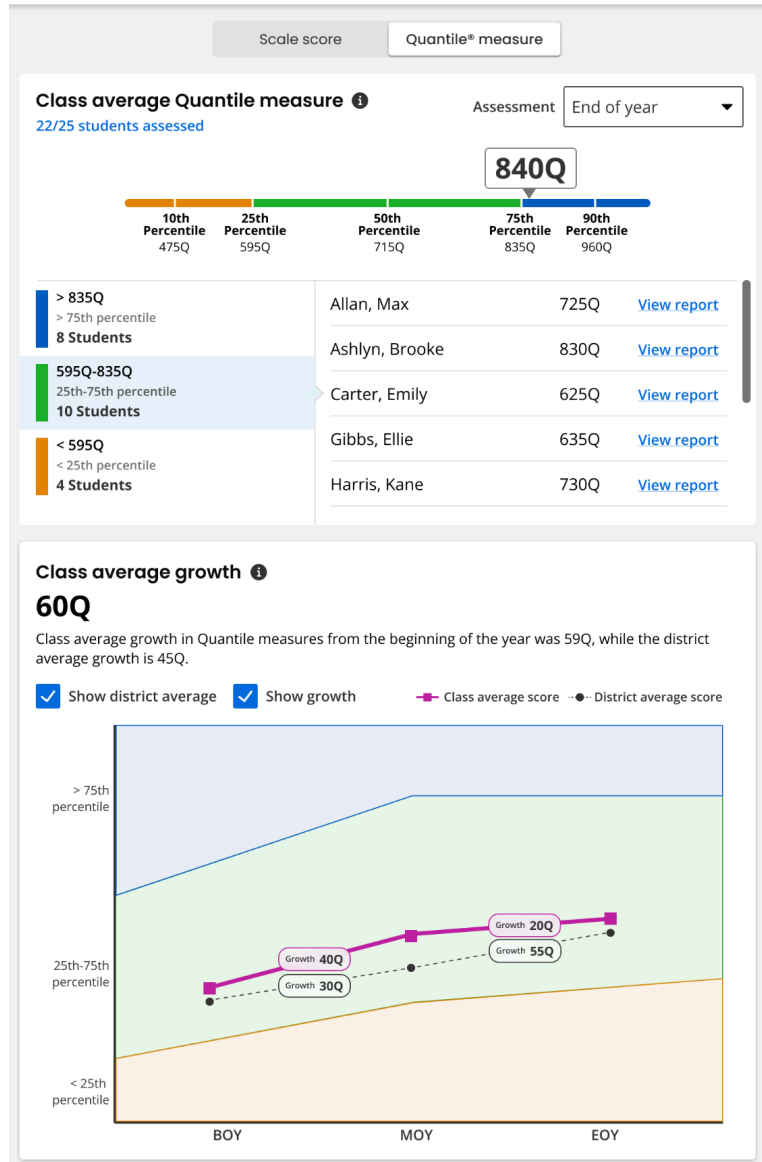


The second component of the **Overall Score Summary** is the growth in performance over time (**Class average growth score**). This is displayed as a line graph with a point representing each Diagnostic administered to this class. Hovering over any of these points will display class average scale scores 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.

Quantile Measures for Growth: Overall Score Summary

If your district or school has purchased the Quantile upgrade, you will see a toggle at the top of the report to view Quantile measures for the class as well. In the example above, Ms. Jones can view the class average Quantile, 840Q, and see that it is above the 75th percentile, meaning that her students are outperforming 75% of their peers in the MetaMetrics norming group on the EOY Diagnostic. We can see that the groups are broken up by percentiles in this new Quantile view, and selecting any of the performance levels on the left will display the students in that group on the right along with their individual Quantile measures and links to their Student reports.

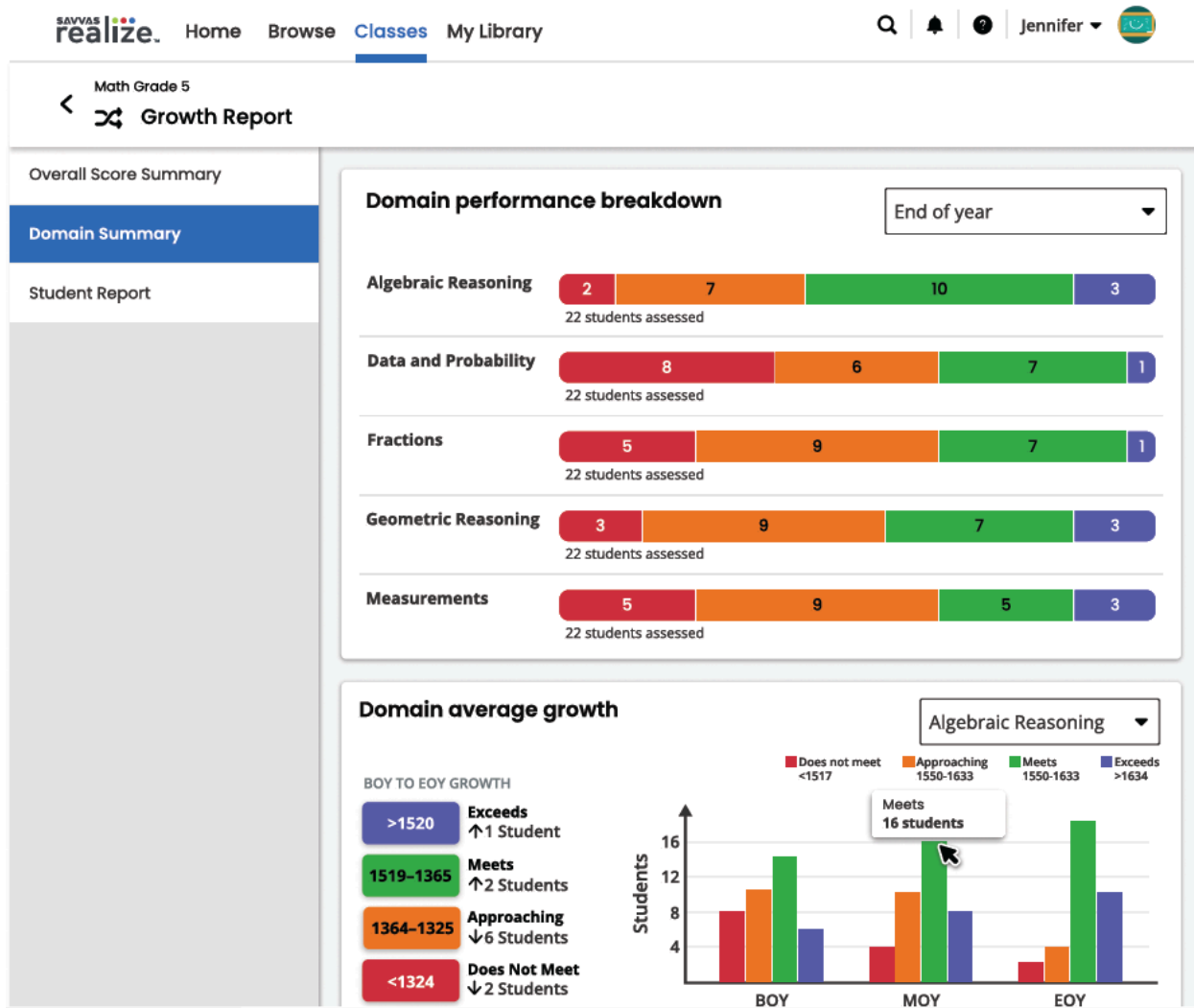


Underneath, the line graph is color coded based on the MetaMetrics percentile performance levels (orange, green, and blue). Notice that the percentiles change over time to reflect national student performance changes over the school year. Growth is displayed in this view as Quantile measure differences; for example, we can see that Ms. Jones' class grew 40Q from BOY to MOY whereas the district only grew by 30Q.

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.

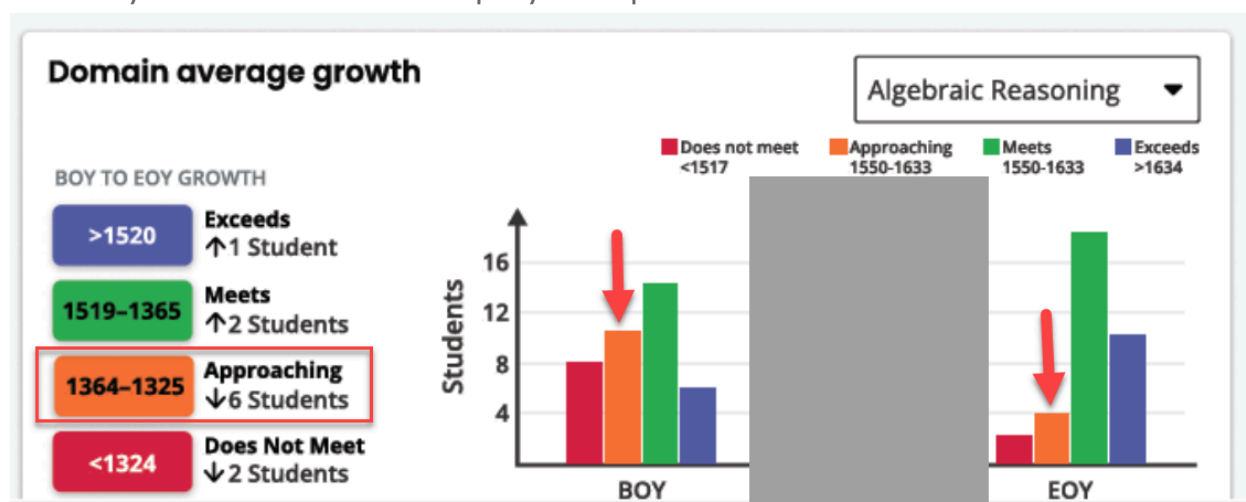


In the next section, **Domain average growth**, the growth from the BOY to the most recent Growth Diagnostic is displayed for each domain. There is a drop-down menu at the top right of this section to select any assessed domain. The color legends on the left and above the bar graphs remind us of the 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.



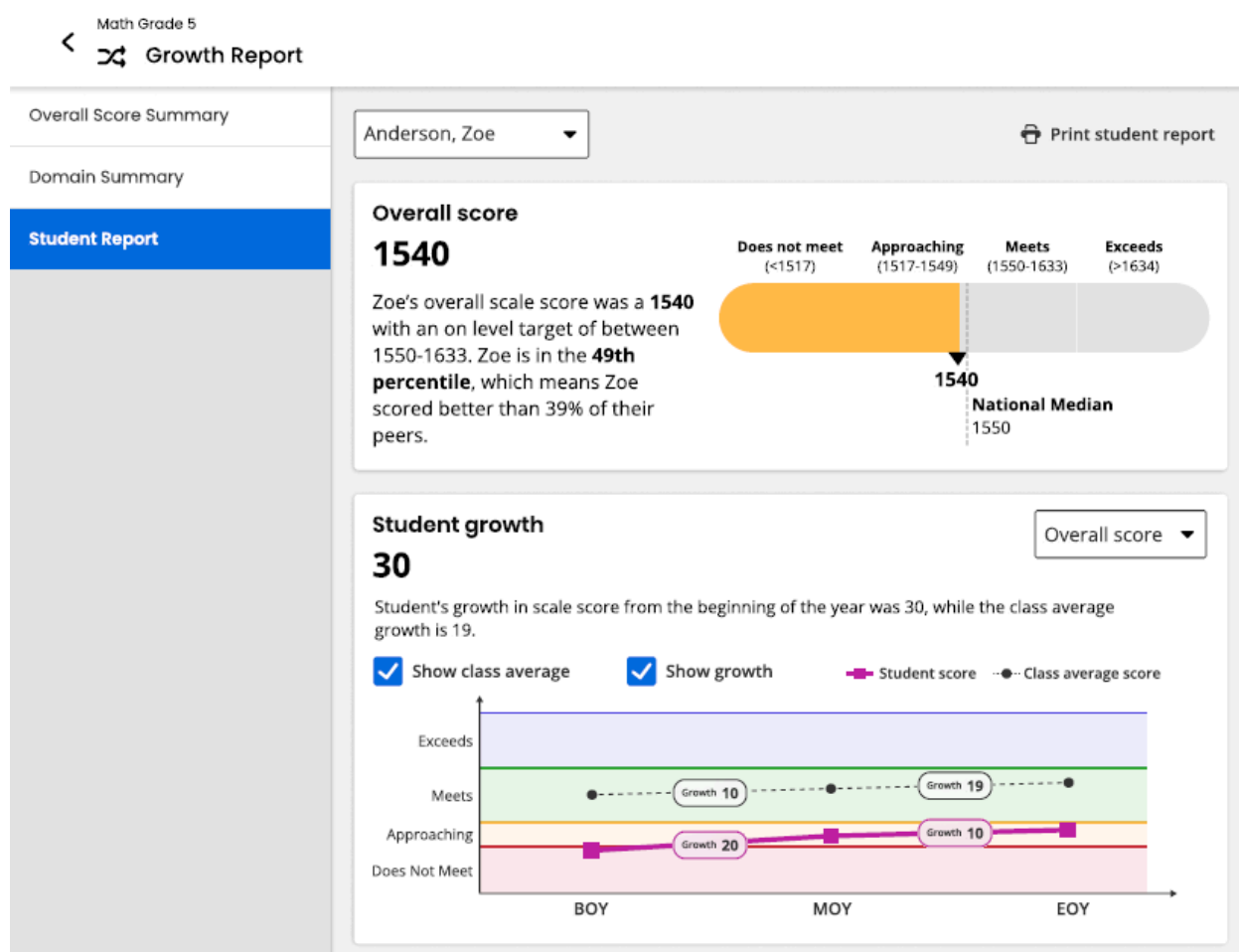
For example, in the image above, we can look over to the bar charts to the right and confirm that at BOY, there were 10 students in the orange Approaching performance level and four students in Approaching by the EOY in the Algebraic Reasoning domain, resulting in a drop of 6 students over the year.

Quantile measures are not reported at the Domain level.

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.

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.



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.

Performance by domain

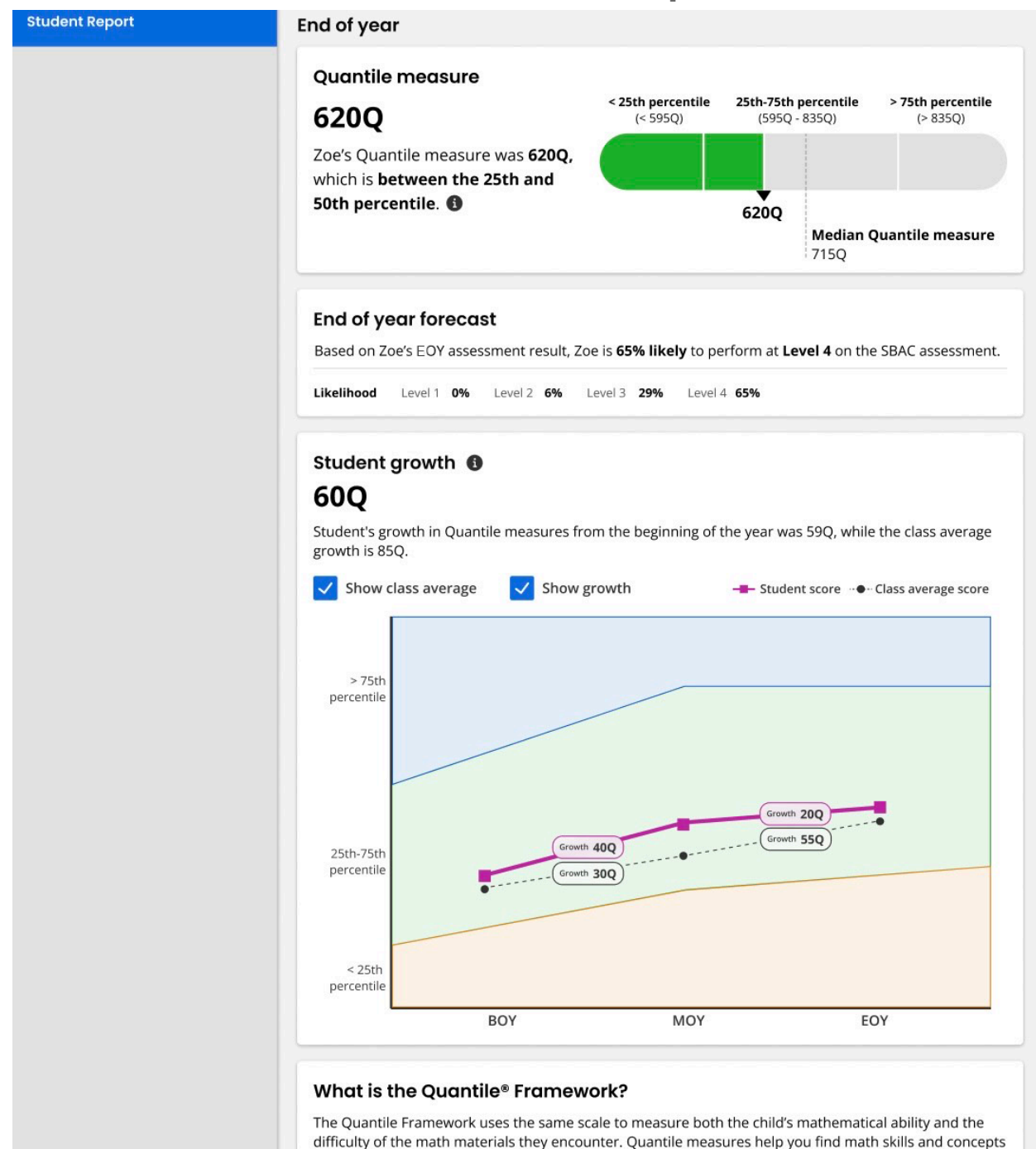
Click to expand each domain to see which specific skills students who score within the same ranges as Zoe typically could use some improvement.

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	v
Fractions	1532	Approaching	v
Geometric Reasoning	1530	Approaching	v

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.

Quantile Measures for Growth: Student Report



For customers with access to Quantile and Forecasting reports, there is a toggle at the top of the report to change views. In the example above, we see that Cam's EOY Quantile measure of 620Q was below the national median

using the norming group from MetaMetrics, between the 25th and 50th percentile*. Remember that the percentile corresponding to the Quantile measure will likely be different than the percentile corresponding to the Savvas scale score, due to differences in norming groups.

**These percentiles will likely be different from their Savvas percentiles because we used different groups of students. It is useful to view both sets of data (Savvas scale score/percentile and MetaMetrics Quantile measure/percentile) when determining overall student performance. For example, if both percentiles are around the 50th, say Savvas percentile is 55th and MetaMetrics percentile is between 50th to 75th, we can be more certain that students are performing generally on par with their peers, if not slightly better.*

The End-of-year forecast updates as we move through the school year and will improve over time as more data is collected about each student. In our example, Cam is 56% likely to perform at the Level 2 performance level on the SBAC. Underneath, we can also see the likelihood that he will perform at each of the SBAC performance levels. Recall that the forecast is not 100% certain, but is another data point to gauge how close students are to proficiency. In our example, the teacher Ms. Jones might want to dig into some other data to determine specific areas she can remediate with Cam before the SBAC so that he has a better chance of earning a Level 3.

Below the EOY Forecast, we can see that Cam leapt from BOY to MOY with a jump of 40Q. After that though, he plateaued and only grew by half as much from MOY to EOY. Looking across the whole year, although Cam's growth from BOY to EOY was less than his classroom peers, he grew at about the same rate as his national peers in the MetaMetrics' norming group. We can even see that nationally, students in this example grew the most in the first half of the school year.

Ms. Jones can print all of this information or save it as a pdf for a family conference by selecting **Print student report** on the top right.

Part 8 – Troubleshooting

After you have an account and can log in successfully, see the [Realize Instructor Help](#) for searchable information about the Savvas Realize platform.

For further assistance, contact [Savvas Customer Care](#). Savvas Customer Care contains contact information, sign in help and tutorials for how to get started setting up.

Savvas Customer Care

Monday through Friday

8:00 AM – 8:00 PM EST

1 (800) 848-9500

For additional resources to learn more about Momentum (interactive demos, videos, lesson planning tools, FAQs, quick start guides, a brochure, and more), visit [My Savvas Training](#).

About Savvas Learning Company

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

About WestEd

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

the assessments are unbiased and equitable, resulting in the most trusted screener and diagnostic assessments on the market. Visit [WestEd](#).

Appendix A

Top 5 Tips & Tricks

1. Familiarize yourself with the resources in the Getting Started folder and My Savvas Training before administering a Diagnostic.
2. Find out whether your administrator is going to assign Diagnostics directly to your students.
3. Show Student Guide videos to students before they take any Diagnostic.
4. Think about how you intend to distribute/reveal scores. 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.
5. Watch the videos, take the asynchronous course, or go through the Interactive Demo to learn how to make the most use out of Momentum reports and instructional resources.

Top 5 Stumbling Blocks

1. To get the best results, *Momentum Math* has three assessments that should be given in order: BOY Diagnostic at the beginning of the year, MOY at the middle, and finally EOY for the end of year.
2. Tell your students to click Submit when finished! Otherwise, you will not see any results.
3. Do not use *Momentum Math* for unintended purposes or give the same 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. The BOY Diagnostic and at least one other Diagnostic (either MOY or EOY) must be completed to generate a growth report.

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 9-12 BOY] 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.

Appendix C

Glossary

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

- **Algebra Readiness Assessment:** A test given at the end of Grade 7 or 8 to identify which students are ready to enroll in Algebra 1 the following school year.
- **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 mathematics that are covered by the Diagnostic assessments. These domains can include Counting and Cardinality, Number and Operations, Algebraic Reasoning, Measurement, Geometric Reasoning, and Data and Probability for Grades K–8; Algebra, Functions, Number System, and Statistics and Probability for Algebra 1; and Algebra, Functions, Number System, Statistics and Probability, and Geometry for Integrated Math 1.
- **BOY Diagnostic:** The Beginning-of-Year Diagnostic assessment is taken at the start of the school year to measure students' baseline math 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 mathematics, such as Number and Operations or Algebraic Reasoning.
- **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 student 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.
- **Growth report:** A report that shows student growth in math 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 Math* 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.
- **Quantile Measure:** A mathematical score that describes a student's ability to understand and use mathematical concepts, similar to how a Lexile score reflects reading ability. Quantile 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 mathematics standards.
Approaching	Students performing at the Approaching Expectations level demonstrate some understanding of the concepts, skills, and procedures of the grade-level mathematics standards.
Meets	Students performing at the Meets Expectations level demonstrate expected understanding of the concepts, skills, and procedures of the grade-level mathematics standards.
Exceeds	Students performing at the Exceeds Expectations level demonstrate sophisticated understanding of the concepts, skills, and procedures of the grade-level mathematics standards.

- **Realize:** Savvas' digital learning platform where *Momentum Math* 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.
- **Vertically scaled scores:** Scores that can be compared across different grade levels, even if students took different levels of the Diagnostic assessment.

Momentum Math Summary Table

Grade/Course	Level	Ref Sheet	Calculator	BOY Items	BOY Time	MOY/EOY Items	MOY/EOY Time
K	A	no	no	35	45-60	30	40-55
1	B	no	no	35	45-60	30	40-55
2	C	no	no	35	45-60	30	40-55
3	D	no	no	35	45-60	30	40-55
4	E	no	no	35	45-60	30	40-55
5	F	yes	no	35	45-60	30	40-55
6	G	yes	4-function	35	45-60	30	40-55
7	H	yes	4-function	35	45-60	30	40-55
8	I	yes	scientific	35	45-60	30	40-55
Alg Prereq Skills	-	yes	scientific	-	-	30	40-55
Algebra 1	J	yes	scientific	30	40-55	30	40-55
Int Math 1	M	yes	scientific	30	40-55	30	40-55