

Teacher's Quick Guide to Using Momentum Data



Universal
Screener



Multistage
Adaptive Diagnostic

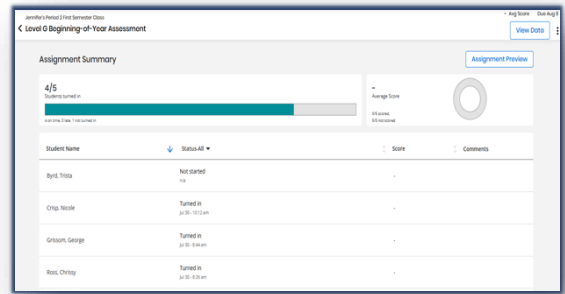


Instructional
Recommendations

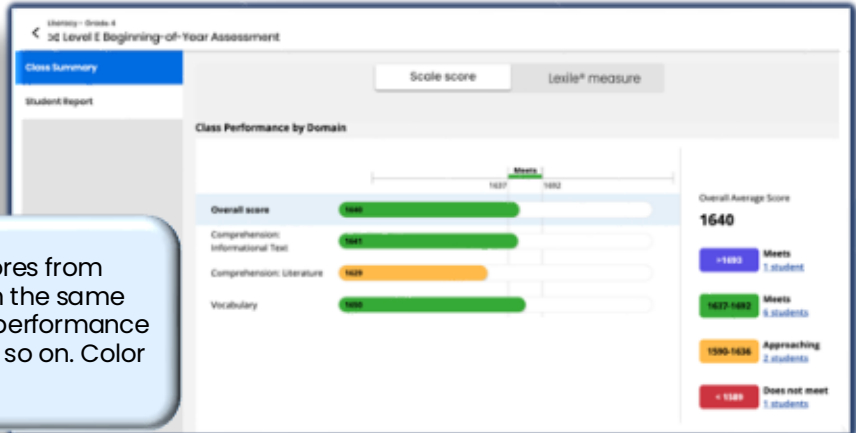
Build Momentum: Access Your Reports



Click on the Assignment in Savvas Realize to access Momentum Results and Resources. See the User Guide on mySavvasTraining.com for more information about accessing data.



The **Class Summary** report gives you a bird's eye view of your class performance. It has an overall class average scale score and scores for **each domain**.



Scores are **vertically scaled**, so all scores from Kindergarten through 8th Grade are on the same scale. This makes it easy to compare performance across classes, schools, domains, and so on. Color coding helps you visualize the data.

Placement by Domain

shows how students compare in each literacy area (like informational text or vocabulary). You can also check how many questions a student answered as the test adapted to them..



Click the arrow next to a student to see the *expanded view*, including the text, task, and student answer. This shows you what they understood and where they got stuck.

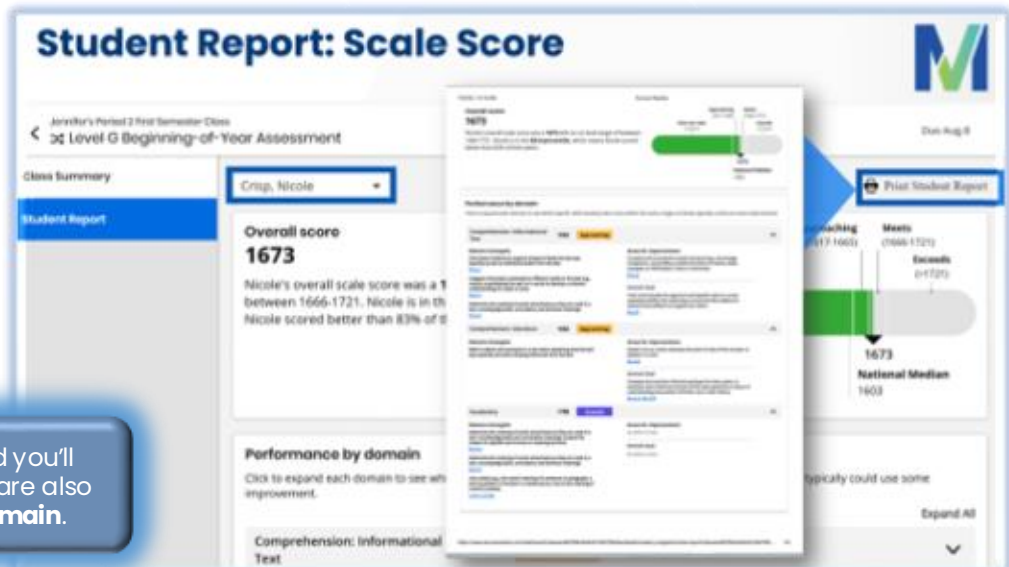
The **Growth Report** shows growth in each skill area across three check-ins during the year, making it easy to track progress from start to finish. Use the Growth Report to reflect on the units you have taught, and the experiences students had in those units with different text types, vocabulary, and literacy standards in context.



Focus on the Learner: **The Student Report**

Individual Student Reports show an overall score and national median.

Scroll down and you'll see the scores are also provided **by domain**.



Click on **each domain** to view relative strengths, areas for improvement, and stretch goals.

Comprehension: Informational Text

1656

Approaching

Relative Strengths

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RI.6.1](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

[RI.6.7](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

[RI.6.4](#)

Areas for Improvement

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

[RI.6.5](#)

Stretch Goal

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

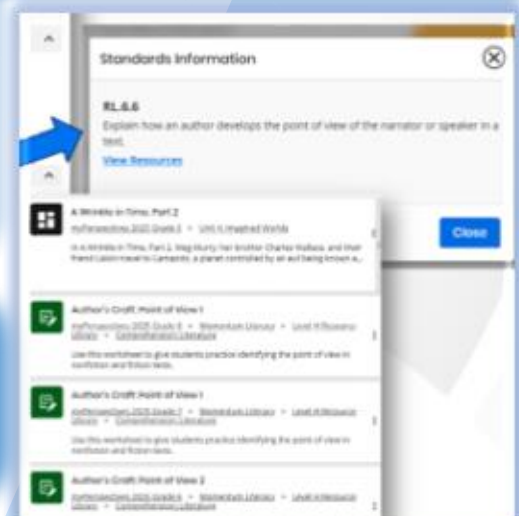
[RI.6.8](#)

Relative strengths refer to areas where a student demonstrates higher performance compared to their overall ability or performance in other areas.

Areas for improvement are performances in domains and related standards not yet at grade level expectations in response to this assessment, so there is room for growth.

Stretch goals are ambitious learning objectives designed to push students beyond their current capabilities and comfort zones.

Click on the **standard** to get *connected resources*. These resources are aligned with *myView Literacy* or *myPerspectives*, and/or are from the Momentum Literacy Resource Library.



Accelerate Growth: Put Data to Work

Map Unit Markers

Look ahead in your current or upcoming unit to **where key domain skills naturally appear**, such as analyzing informational text. Use your Momentum Diagnostic data to turn the volume up or down in those moments, during meaningful instruction, to avoid isolated skills.

Catalyze Collaboration

Use performance data to form strategic pairs or small groups. Try **mixing students with different strengths** because peer modeling and shared problem-solving give students a natural context to reinforce skills together.



Personalize Practice

Use hyperlinked **resources** in each student's report to support small groups, independent work, or homework. Embedding these tools directly into daily lesson tasks strengthens key skills in context—no extra skill-and-drill required.

Amp-Up Agency

Partner with students to review their diagnostic data, starting with their strengths so they recognize what they already do well. From there, help them identify a growth area and **set a goal** they can track and reflect on throughout the unit.

A Closer Look
at our Literacy
Standards

We have students use the resources **to supplement—not replace** the core literacy curriculum because:



Standards spiral across time: Skills repeat and grow each year throughout aligned curriculum.



Standards depend on context: A student who masters a skill (e.g., making inferences) on a text about a familiar topic may struggle in a text about an unfamiliar one.



Context builds comprehension: Teaching standards through themed text sets builds the vocabulary and content knowledge students need to effectively comprehend complex texts.

Gain Momentum: Use the Data-Analysis Protocol

1 Gather multiple data points from Momentum Literacy and the core program, preferably a mix of formative, summative, and qualitative.

Guidance: Do I have formative, summative, and qualitative data points? Did I collect this data around the same time or am I comparing data points over time? Do the assessments have overlapping standards and skills that I can compare?

I will compare _____, _____, and _____ because they all _____.

Looking at _____ alongside _____ might help me see _____.

Students completed _____ and _____ in December. I noted _____ at the same time.

Examples:

- BoY, MoY, or EoY Assessment
- Unit Tests
- Selection Tests
- Weekly Progress Check-Ups
- Student Work
- Performance Tasks
- Exit Tickets

2 Review the data to identify patterns (consistent findings across multiple data points) and trends (direction or movement of performance over time).

Identify patterns and trends: Which skills appear consistently strong or consistently show room for growth? Are there any trends or patterns across standards, students, time, or classes? Are there any discrepancies?

Most students are not yet meeting expectations on the MoY Assessment for _____ standard. I see the same evidence in the _____ assessment. This is a pattern.

These students are exceeding expectations for the _____ standards on the MoY assessment. Let's look for a pattern as we analyze _____.

As I compare BoY data points to MoY data points, I notice _____. This is trending _____.

3 Identify upcoming opportunities to address focus areas.

Curriculum Mapping: Where does the focus area appear in the upcoming units/lessons? In what ways will students develop and demonstrate this standard in the upcoming units?

This standard appears _____. Students will develop and demonstrate knowledge by _____.

Instructional Response: How might I plan to address the focus area? What next steps might I take to support/accelerate/extend student learning?

I noticed _____ is a pattern, so I will _____ to support/accelerate/extend student learning.

Next Steps to Consider:

- Small Groups and/or Conferences
- Multisensory experiences
- Peer collaboration and conversation
- Personalized practice
- Resource Library
- Accelerate or extend instruction
- Gather more data