

Teacher's Guide to Using MSDA Actionable Data



Universal
Screener



Multistage
Adaptive Diagnostic



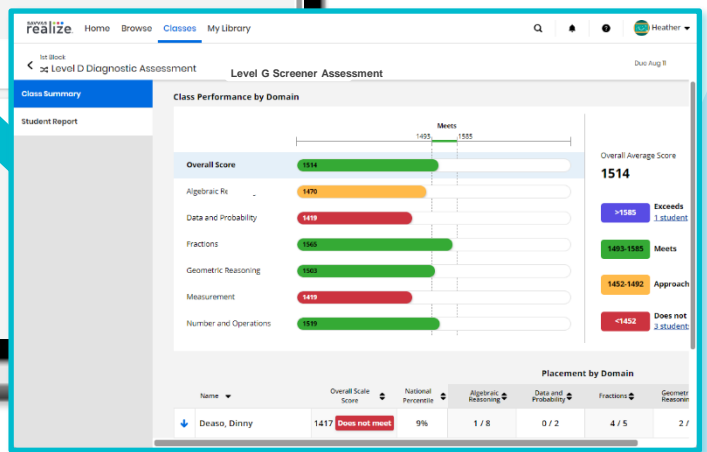
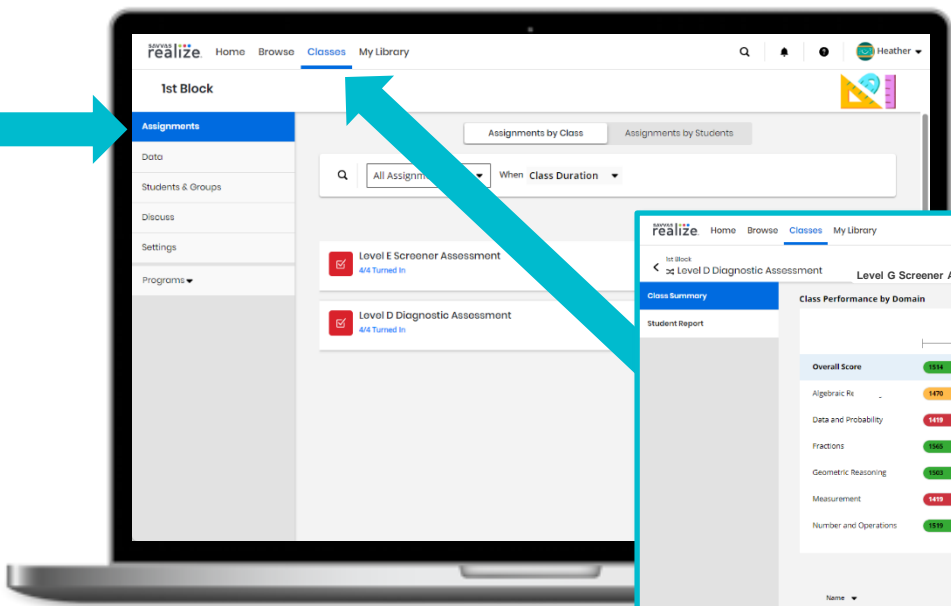
Instructional
Recommendations

SAVVAS math Screener & Diagnostic Assessments



Accessing Your Data Reports

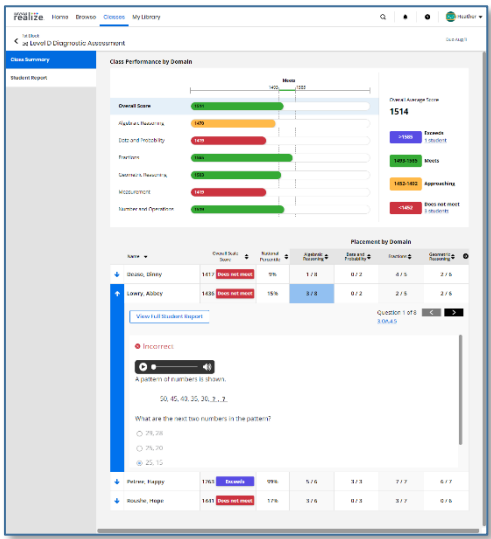
Access MSDA Results and Resources by clicking on the Classes Tab in Savvas Realize, selecting your class and clicking on Assignments from the menu bar. Then, select the Screener or Diagnostic Assignment. See the User Guide for more information about accessing data or find [help here](#).



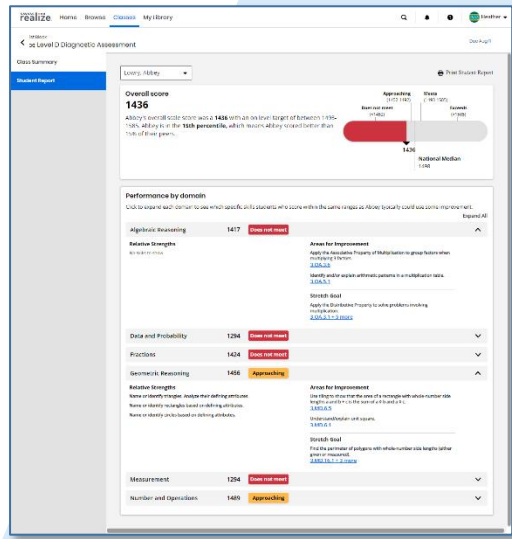
The Class Summary reports provide clickable indicators diving deeper into:

- Mathematical Domain
- Exceeds, meets, approaching, and does not meet scale scores
- Student summaries
- Test items by Domain

Class Summary Report [Help](#)



Student Summary Report



The Student Summary reports provide:

- Each student's overall score and national percentile ranking
- Personalized resources tailored to accelerate learning for each student broken down by standard.



SAVVAS math Screener & Diagnostic Assessments



Explore the Student Report

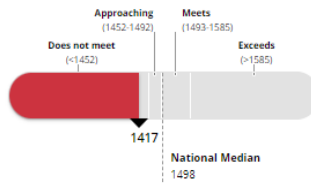
Use the drop down menu to quickly see another student's report.

Deaso, Dinny

Print Student Report

Overall score
1417

Dinny's overall scale score was a **1417** with an on level target of between 1493-1585. Dinny is in the **9th percentile**, which means Dinny scored better than 9% of their peers.



Print and share the Student Report with families.

The Overall Score is a raw score that shows how a student compares to their peers in class and nationally.

Performance by domain

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

Expand All

Algebraic Reasoning	1335	Does not meet	▼
Data and Probability	1294	Does not meet	▼
Fractions	1581	Meets	▼
Geometric Reasoning	1456	Approaching	▲

Use the arrows to see Strengths and Areas for Improvement by Domain.

The National percentile ranking compares the student to their peers nationally.

Relative Strengths

Name or identify triangles. Analyze their defining attributes.
Name or identify rectangles based on defining attributes.
Name or identify circles based on defining attributes.

Areas for Improvement

Use tiling to show that the area of a rectangle with whole lengths a and b is the sum of $a \times b$ and $a \times c$.
[3.MD.6.5](#)
Understand/explain unit square.
[3.MD.6.1](#)
Stretch Goal
Find the perimeter of polygons with whole-number side lengths (either given or measured).
[3.MD.16.1 + 3 more](#)

Actionable recommendations for teachers.

Celebrate strengths and set goals for Areas for Improvement.

Measurement

1294

Does not meet

Relative Strengths

No skills to show

Areas for Improvement

Measure mass in kilograms.
[3.MD.14.7](#)
Tell and write time on analog or digital clocks displaying times to the nearest minute, using "a.m." and "p.m." appropriately.
[3.MD.14.1](#)
Stretch Goal
Solve one- and two-step real-world problems involving elapsed time (NOT crossing between a.m. and p.m.).
[3.MD.14.2 + 3 more](#)

Concept Summaries, Worked Out Examples and Practice Masters are assignable from the report using these links.

Number and Operations

1418

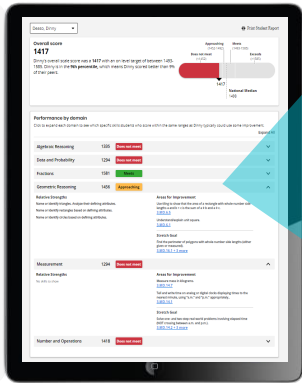
Does not meet

Standards are identified so resources can be assigned as just-in-time support before a related Topic.

Click the [Student Report for Diagnostic Assessments Help](#) for more information.

SAVVAS math Screener & Diagnostic Assessments

Universal Screener Multiple Adaptive Diagnostic Leveraging Your Resources



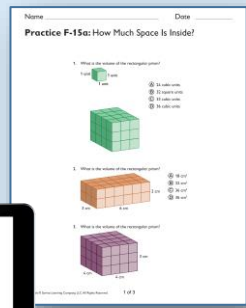
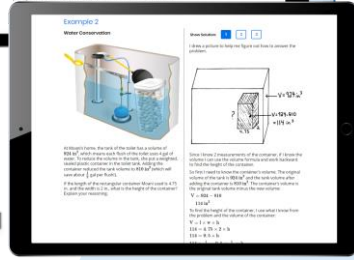
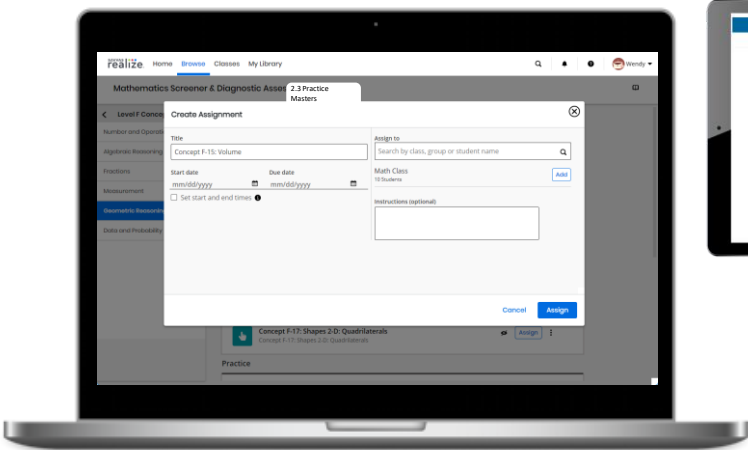
Geometric Reasoning 1456 **Approaching**

Relative Strengths
 Name or identify triangles. Analyze their defining attributes.
 Name or identify rectangles based on defining attributes.
 Name or identify circles based on defining attributes.

Areas for Improvement
 Use tiling to show that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of a a by b and a a by c .
[3.MD.6.5](#)
 Understand/explain unit square.
[3.MD.6.1](#)

Stretch Goal
 Find the perimeter of polygons with whole-number side lengths (either given or measured).
[3.MD.16.1 + 3 more](#)

- Find the targeted instructional content in the **Performance by Domain** section at the bottom of the **Student Report**. Expand each domain to see the blue links to resources.
- Teachers can assign, present, or print any of the recommended instructional resources directly from Savvas Realize. Use the resources for Topic planning, student grouping or differentiation.
- These materials are grouped by level and by Domain and include Concept Videos (Levels A and B), Concept Summary web pages that include instruction, videos, and worked-out examples with a variety of solutions (Levels C-I), and Practice Pages that allow students to practice and apply specific skills and concepts (Levels B-I).
- These resources are also assignable by accessing the Concept Library on Savvas Realize.



SAVVAS math Screener & Diagnostic Assessments



Universal
Screener



Multiple
Adaptive Diagnostics



Maximizing Instructional Impact

Want more ideas on how to use MSDA reports and recommendations to inform your instructional decisions and accelerate learning?

Create intentional student partner pairings based on MSDA results

Discuss data with other educators who work with your students to make a team plan

Assign MSDA recommended resources like Practice Masters before a Topic

Look for trends in the Class Summary Report and plan to scaffold prior knowledge for the whole class when appropriate

Create student self monitoring tools to chart and celebrate growth

Assign recommended Concept Summaries before a Topic

Create an intentional seating chart with At-Risk students seated along the most used teacher path

Intentionally plan for filling gaps and front-loading prior knowledge before starting each Topic

Pat yourself on the back for using your students' data to drive your instructional decisions before each Topic

Make sharing data and setting goals a visible part of your classroom and one of your professional norms

Adjust pacing so time is allocated for scaffolding Topics that have greatest need for additional support

Assign MSDA recommended resources as flipped classroom homework

Create a Year at a Glance document matching groups of students with their greatest Areas for Improvement Topics

Celebrate areas of strength with students and families

Assign MSDA recommended worked out examples before a Topic

Have students set Topic assessment growth goals based on prior knowledge shown in Diagnostic data

Share the Student Summary Report with families and include them in ongoing conversations about student growth

Intentionally create, and routinely pull small groups of students.

Use summary reports to mix up student groups based on prerequisite knowledge for an upcoming Topic.

Leverage MSDA results as additional data to inform ARD meetings, IEPs, Special Education and Gifted Program recommendations