NAVVY

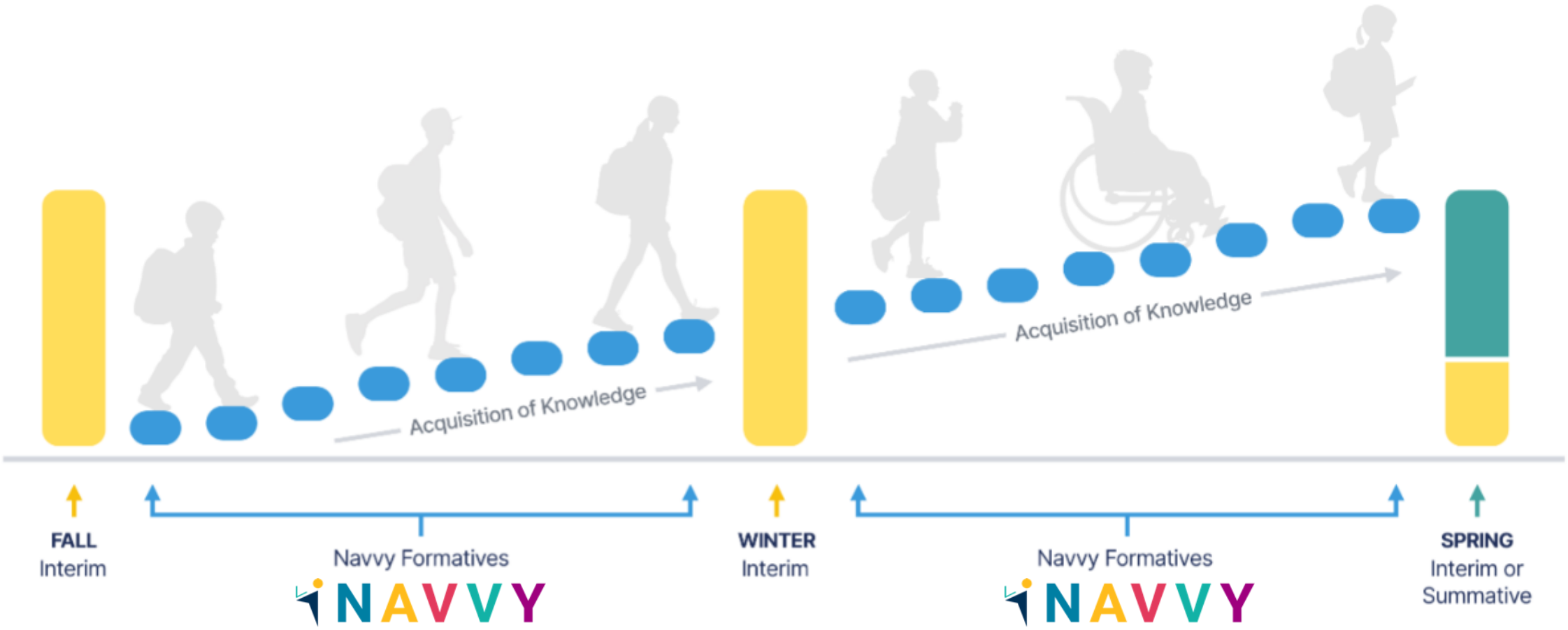
Navigate. Accelerate. Celebrate!

Pearson

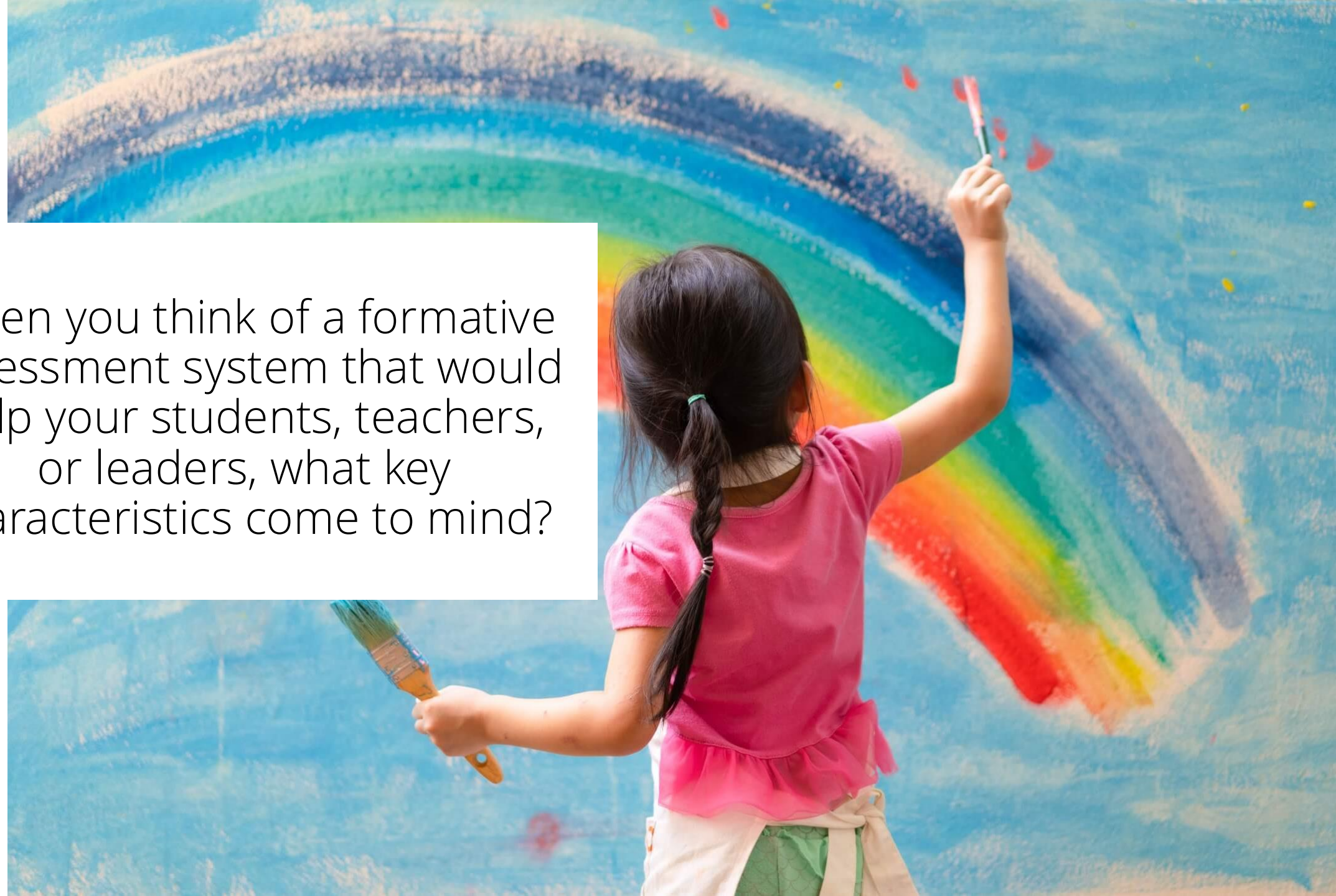
Your Team

Amanda Drahn, Pearson, Sr. Implementation Manager, Navvy

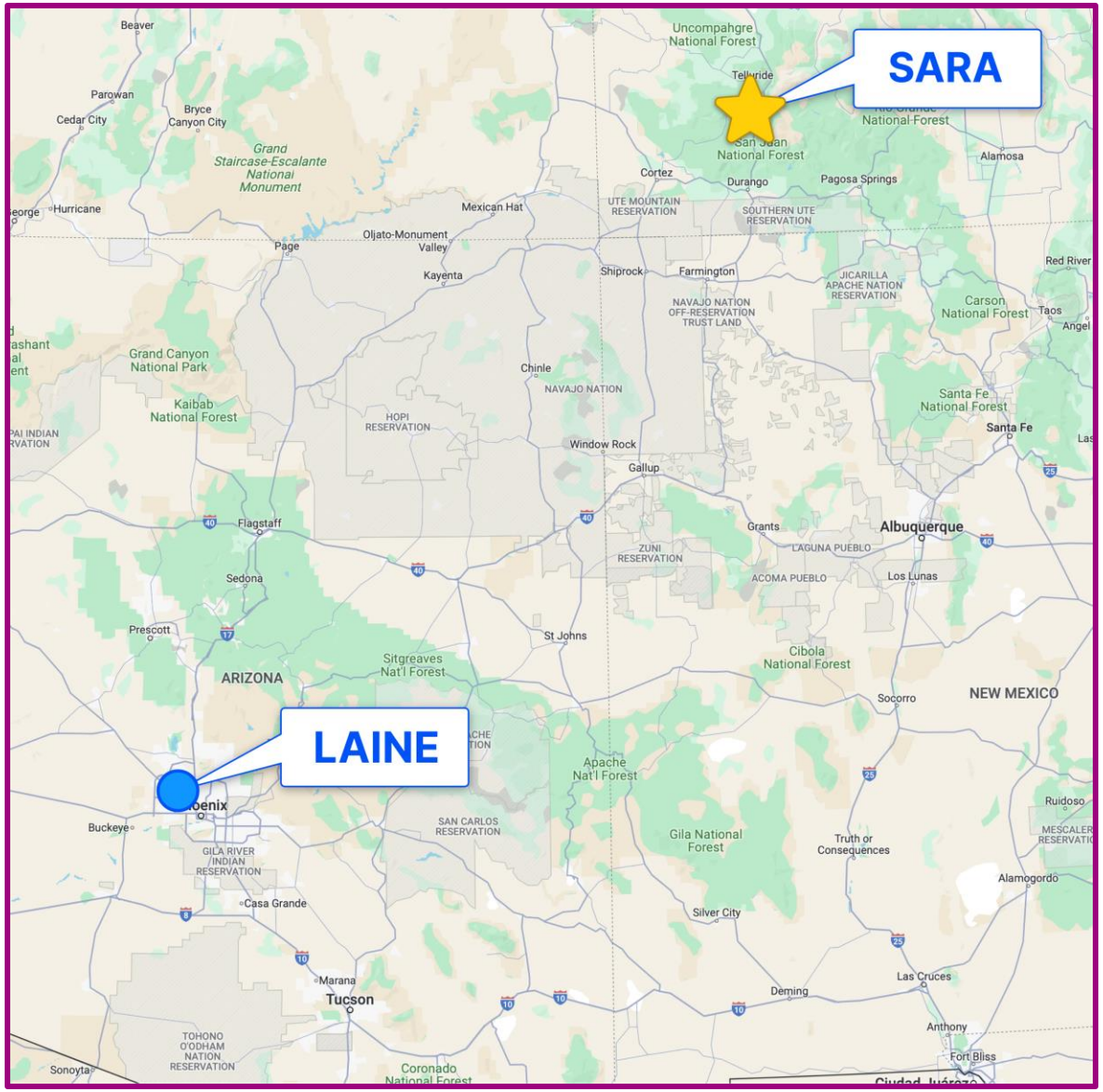
Balanced Assessment System



When you think of a formative assessment system that would help your students, teachers, or leaders, what key characteristics come to mind?



Let's go on a journey!

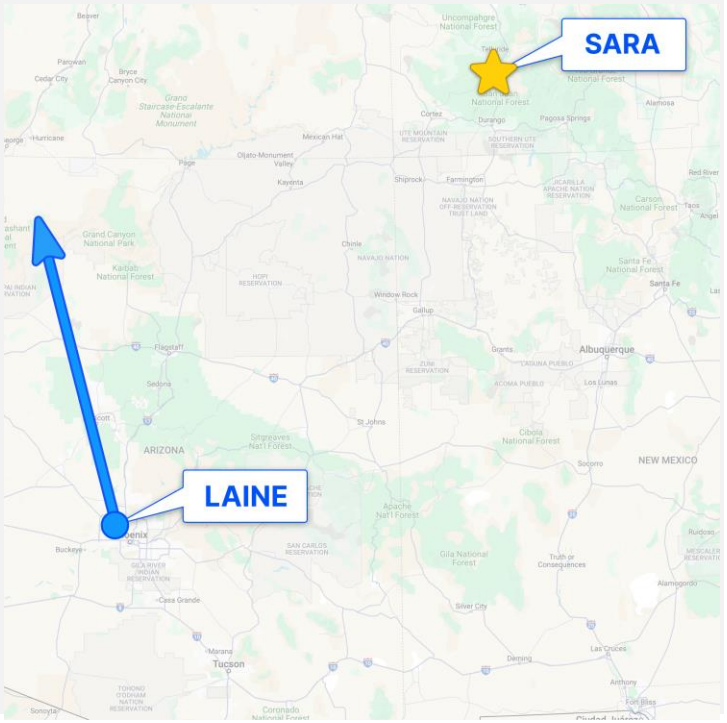


180-hour walk
to destination.

Let's go!

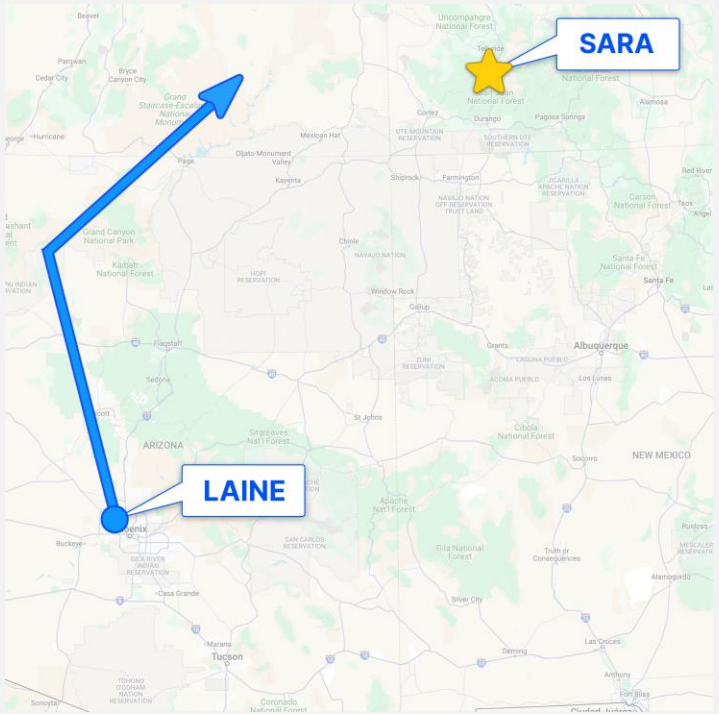
Summative

At the end of 180 hours



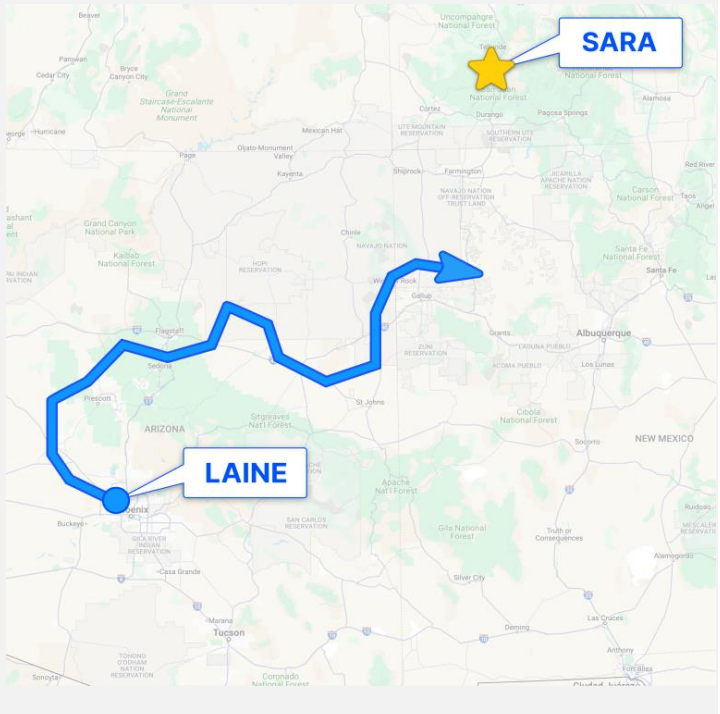
Interim

Beginning, 90 hours, 180 hours



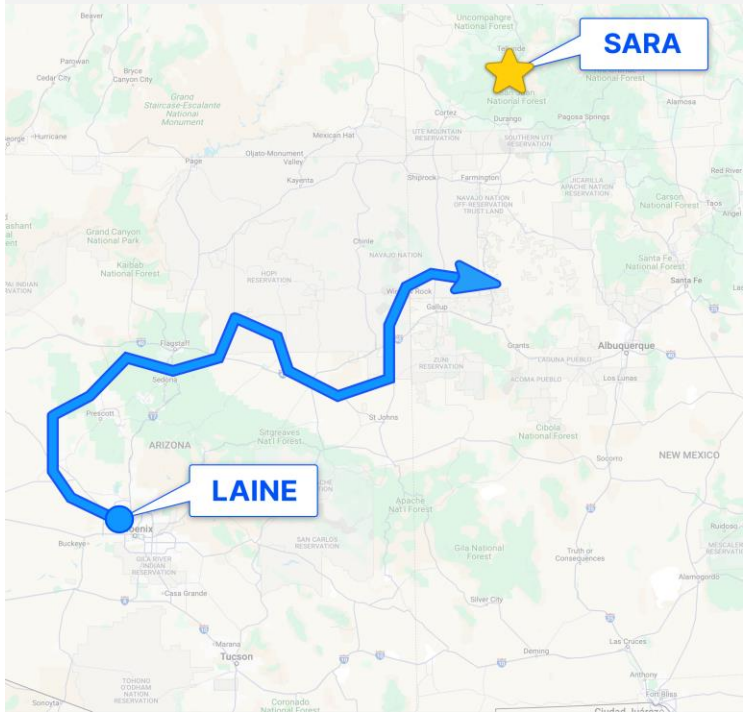
Classroom

On-going, as you need it



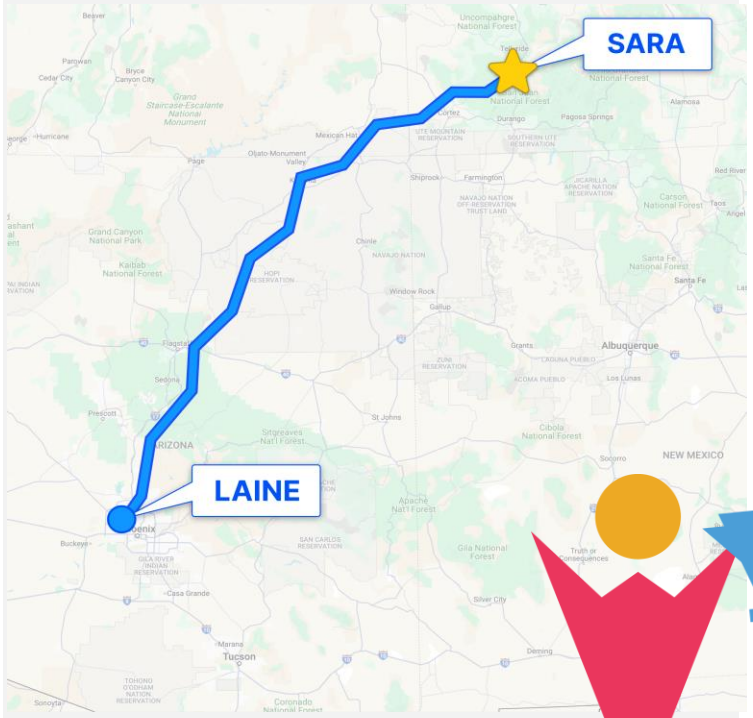
timely & specific without accuracy

On-going, as you need it



timely & specific with accuracy

On-going, as you need it



nav·vy

(na-vee) /ˈnævi/

noun

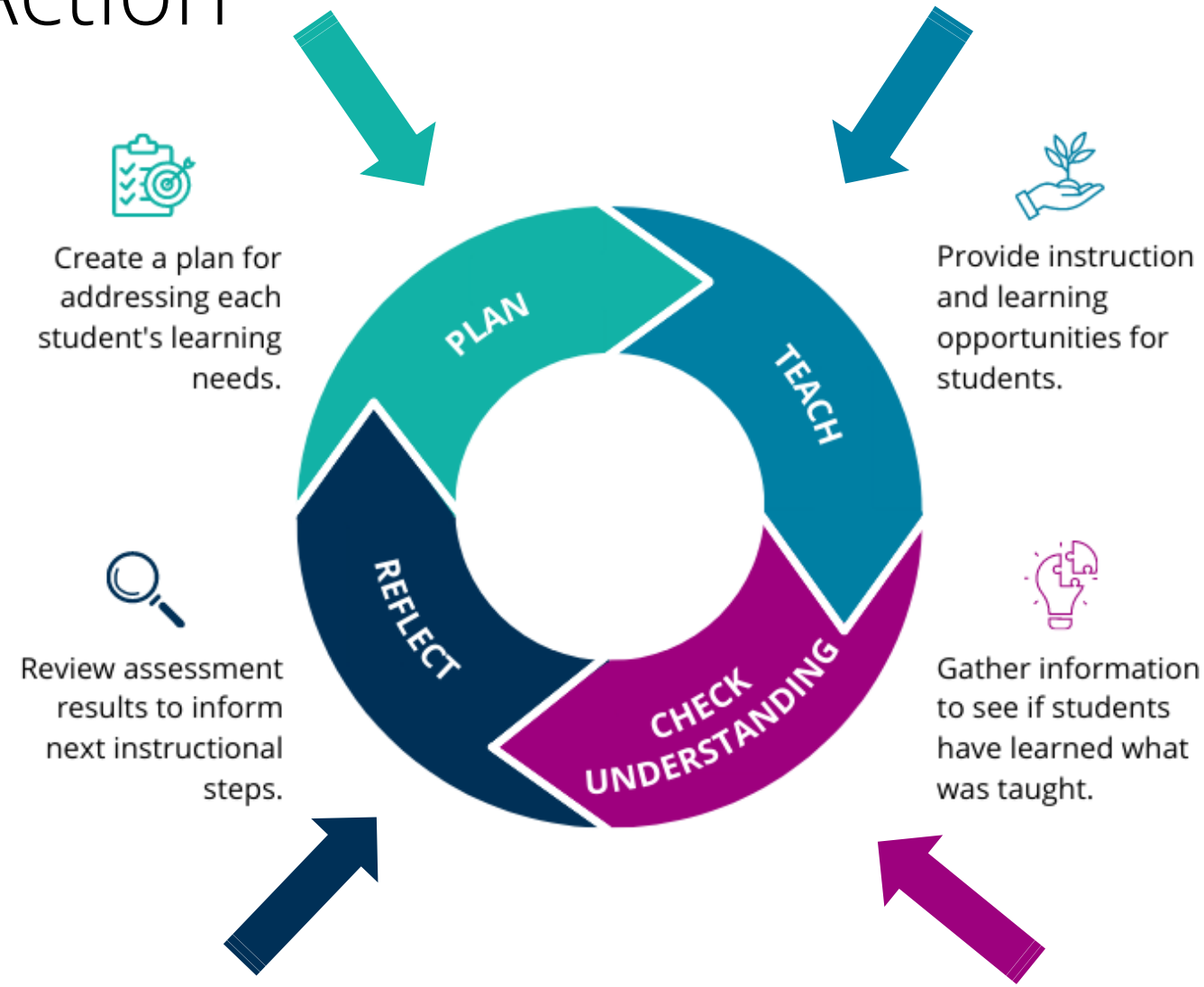
one who navigates

Navvy's Theory of Action

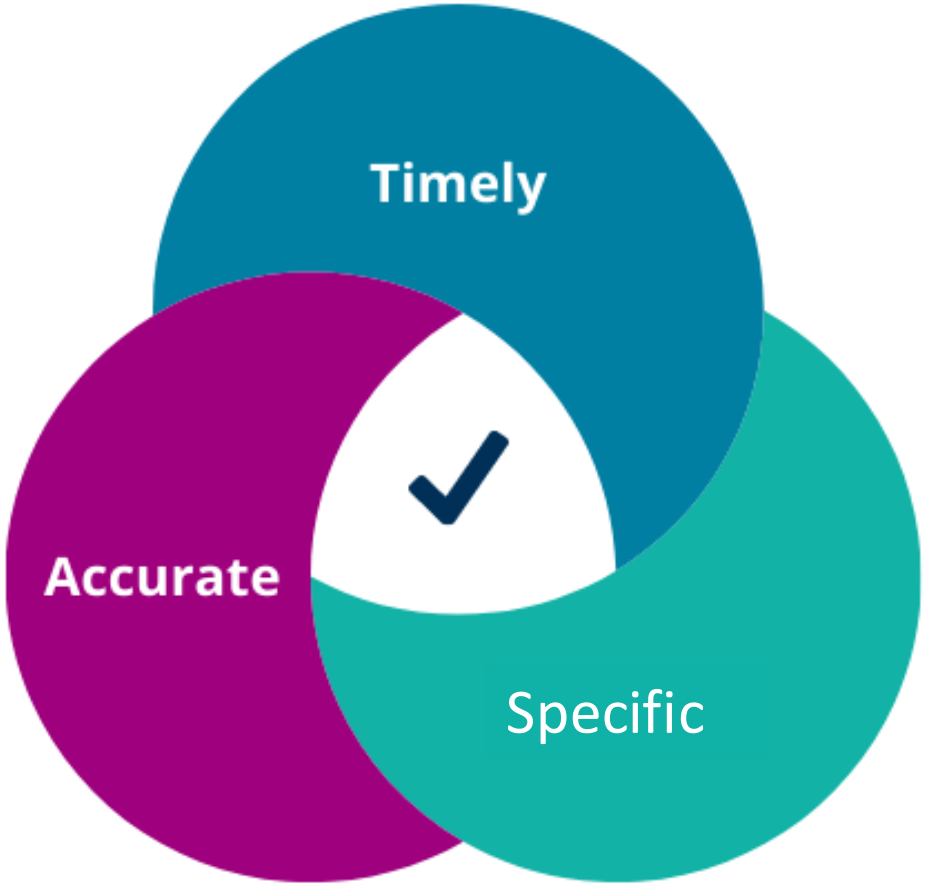
Personalized learning is a powerful tool for successful learning.

On-going formative assessment drives personalized learning

- Checking Understanding Phase
  - If it isn't **accurate** information, it could misguide our next steps
  - If it isn't **timely**, we can't use it
  - If it isn't **specific**, we can't act on it



Navvy provides teachers with timely data they can trust at a grain size they can use.



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What is formative assessment?

"Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners."

- CCSSO FAST SCASS, 2018

If a parent walks into your school today, what trustworthy standard-level data do you have to share with them?

Rising to the Rigor of the Standards

Let's go!

6.G.2

Description & Components

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

- **C1** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.
- **C2** Apply the formula $V = l \times w \times h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.
- **C3** Apply the formula $V = B \times h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

Component & DOK Blueprint

Component Blueprint		DOK Blueprint	
C1	25-50%	**DOK 1**	25-38%
C2	25-38%	**DOK 2**	25-50%
C3	25-25%	**DOK 3**	25-25%

Standard 6.G.2: Sample Blueprint

Component 1

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.

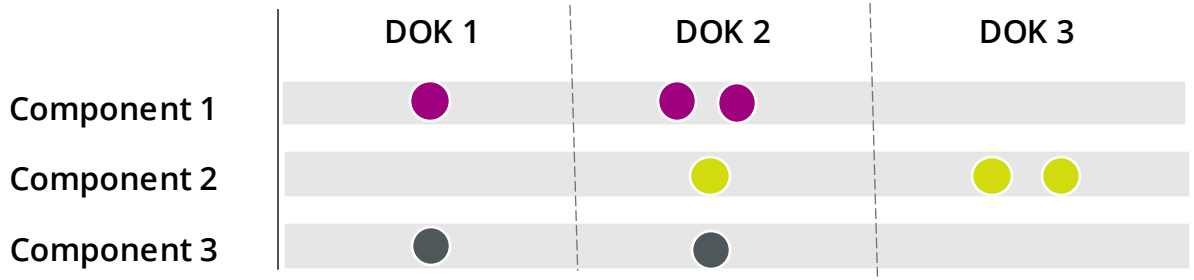
Component 2

Apply the formula V = *l* x *w* x *h* to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

Component 3

Apply the formula V = *B* x *h* to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

Sample Assessment Blueprint



Competency Checks and Practice Checks

Navvy Checks

Competency Checks

- Diagnose standard competency at the moment of need
- Multiple opportunities to show competency
- Secure questions; valid & reliable assessments
- On-grade Standards
- AZ Math & ELA - Grades 3–8 and high school

Practice Checks

- Build your own Checks with flexible pools of practice questions targeting each standard
- Non-secure questions for practice, review, and class activities
- Unlimited retakes
- On-grade or off-grade standards
- AZ Math & ELA - Grades K–8 and high school

How would you use Competency Checks or Practice Checks to benefit student learning?

Teacher Dashboard

Student	Current Progress	6.EE.1	6.EE.2	6.EE.8	6.G.4	6.NS.1	Course Progress
Koby Knight	60% (3/5)	✓	✗	✓	✗	✓	10% (3/29)
Lornezo Laughton	80% (4/5)	✗	✓	✓	✓	✓	14% (4/29)
Marco Mandez	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)
Neev Ninger	60% (3/5)	✗	✓	✗	✓	✓	10% (3/29)
Olivia O'Neill	80% (4/5)	✓	✓	✓	✓	✗	14% (4/29)
Piper Pringle	60% (3/5)	✓	✓	✗	✓	✗	10% (3/29)
Quinton Quinn	100% (4/4)	✓	✓	✓			
Rebecca Raven	80% (4/5)	✓	✓	✓			
Sebastian Sevan	100% (5/5)	✓	✓	✓			
Trevor Timmons	60% (3/5)	✓	✓	✗			

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Teacher Dashboard

- Progress monitor learning standard-by-standard in real-time
- Multiple re-assessment opportunities to show learning
  (✗ - 1st attempt; ✗ - 2nd; ✗ - 3rd)

Student	Current Progress	6.EE.1	6.EE.2	6.EE.8	6.G.4	6.NS.1	Course Progress
Koby Knight	60% (3/5)	✓	✗	✓	✗	✓	10% (3/29)
Lornezo Laughton	80% (4/5)	✗	✓	✓	✓	✓	14% (4/29)
Marco Mandez	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)
Neev Ninger	60% (3/5)	✗	✓	✗	✓	✓	10% (3/29)
Olivia O'Neill	80% (4/5)	✓	✓	✓	✓	✗	14% (4/29)
Piper Pringle	60% (3/5)	✓	✓	✗	✓	✗	10% (3/29)
Quinton Quinn	100% (4/4)	✓	✓	✓			
Rebecca Raven	80% (4/5)	✓	✓	✓			
Sebastian Sevan	100% (5/5)	✓	✓	✓			
Trevor Timmons	60% (3/5)	✓	✓	✗			

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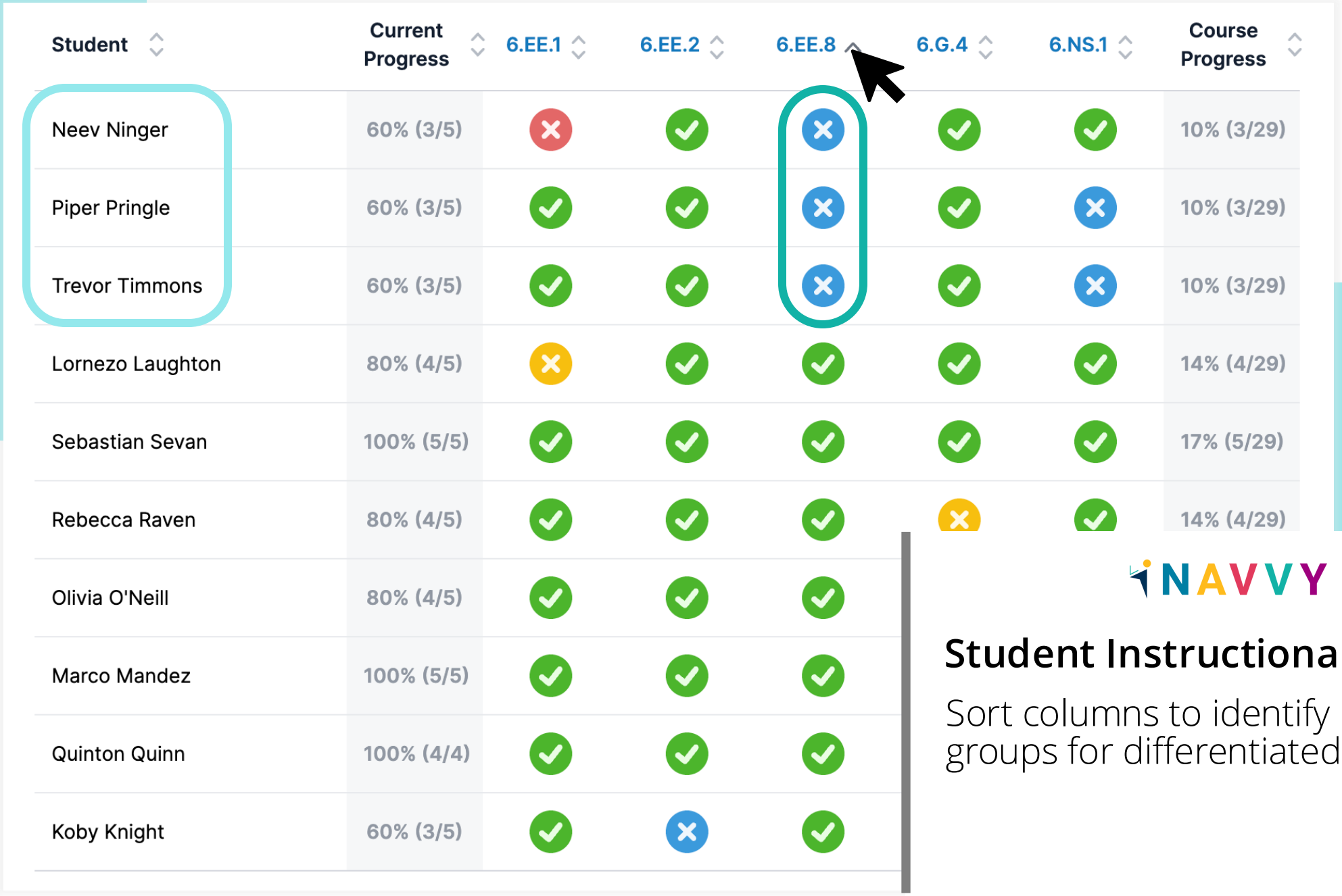
Student Learning Profiles

Each student has an individual learning profile to inform personalized learning



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Student Instructional Groups

Sort columns to identify meaningful groups for differentiated instruction

The Right Grain Size to Inform Next Steps

6.EE.8

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Competency Checks

1 of 3 attempts taken

Attempt	Submitted	Time Spent	Items Correct	Diagnosis
Attempt 1	May 22, 2023 12:25 PM	11 min	3/7	Non-Competency

	Component	DOK 1	DOK 2	DOK 3	Total
1	Write an inequality of the form x>c or x<c to represent a constraint or condition in a real-world or mathematical problem.	++	+		3/3 (100%)
2	Recognize that inequalities of the form x>c or x<c have infinitely many solutions.		−	−	0/2 (0%)
3	Represent solutions of inequalities of the form x>c or x<c on number line diagrams.		−	−	0/2 (0%)
		2/2 (100%)	1/3 (33%)	0/2 (0%)	

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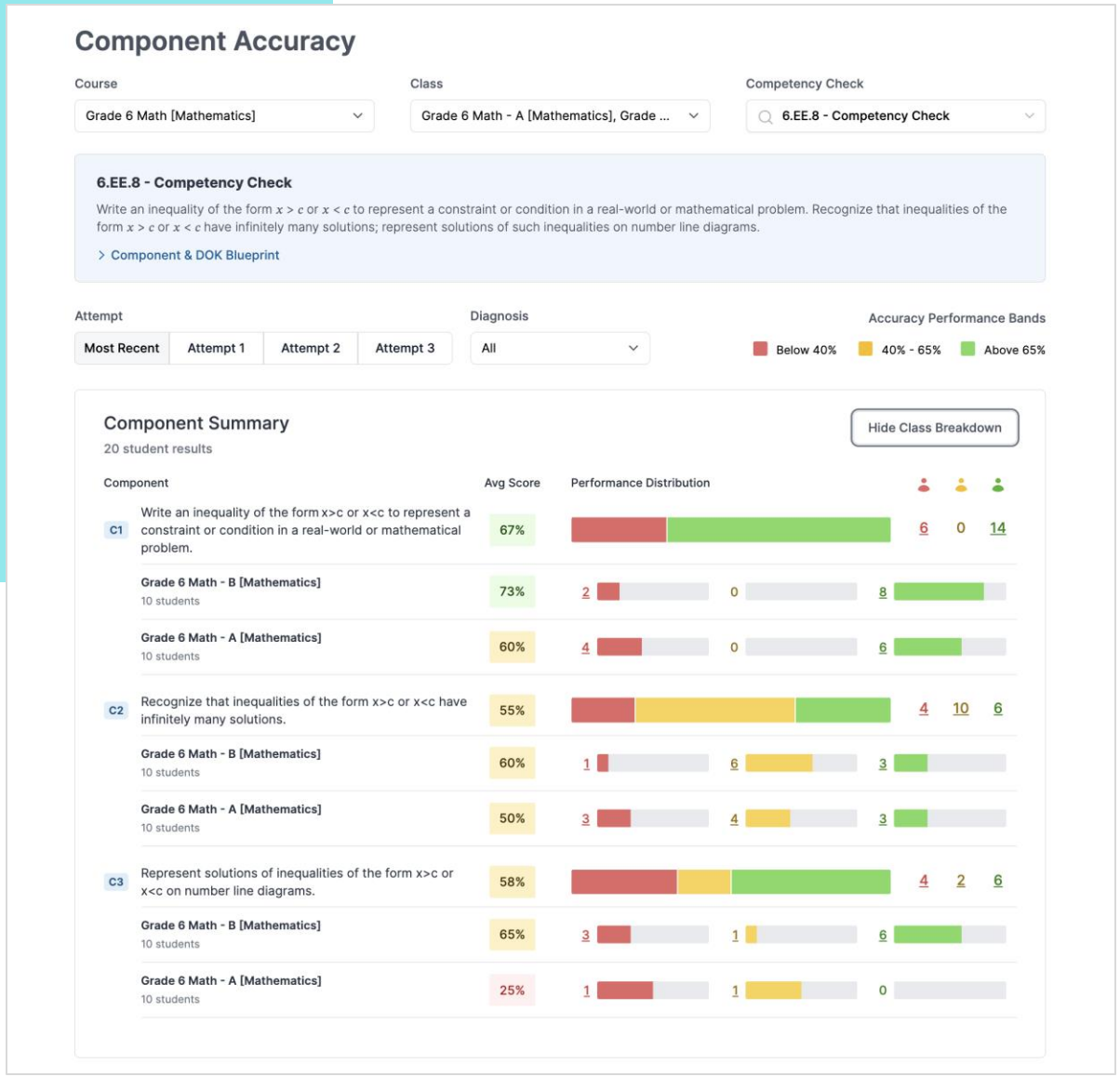
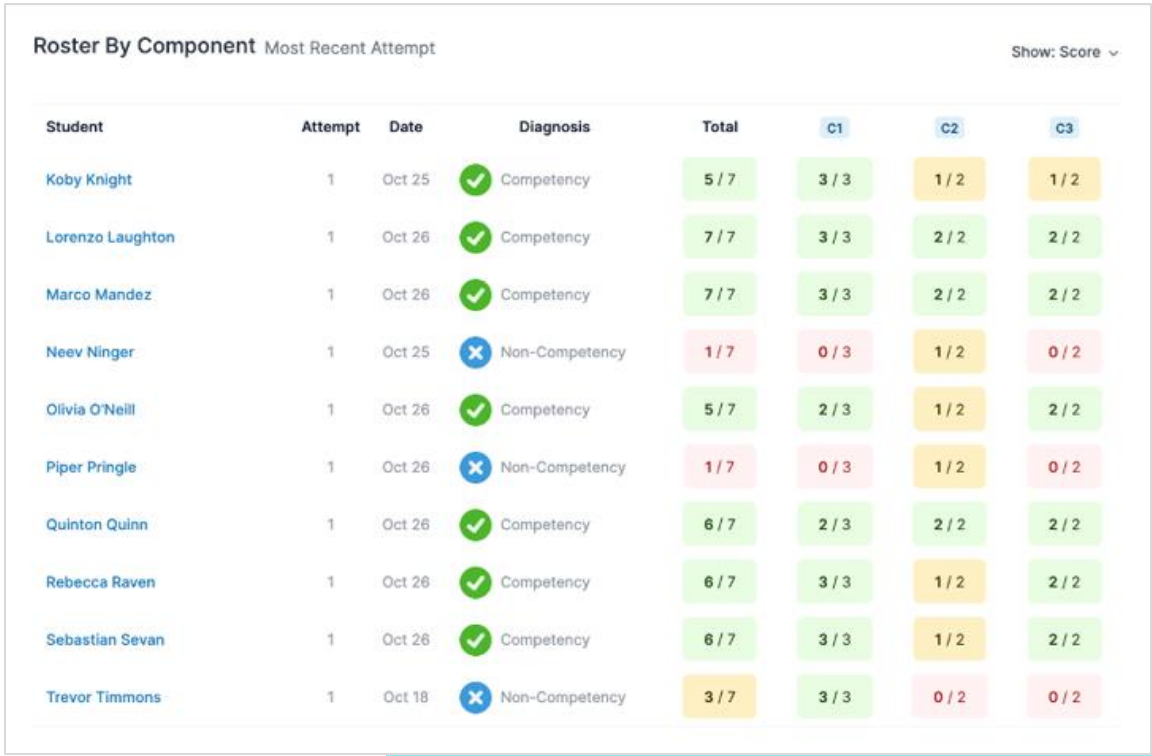
A Standard-level View of Student Understanding

Identify which subparts of a standard to target student supports.

Standard-level reporting is broken down by Components and Depth of Knowledge (DOK).





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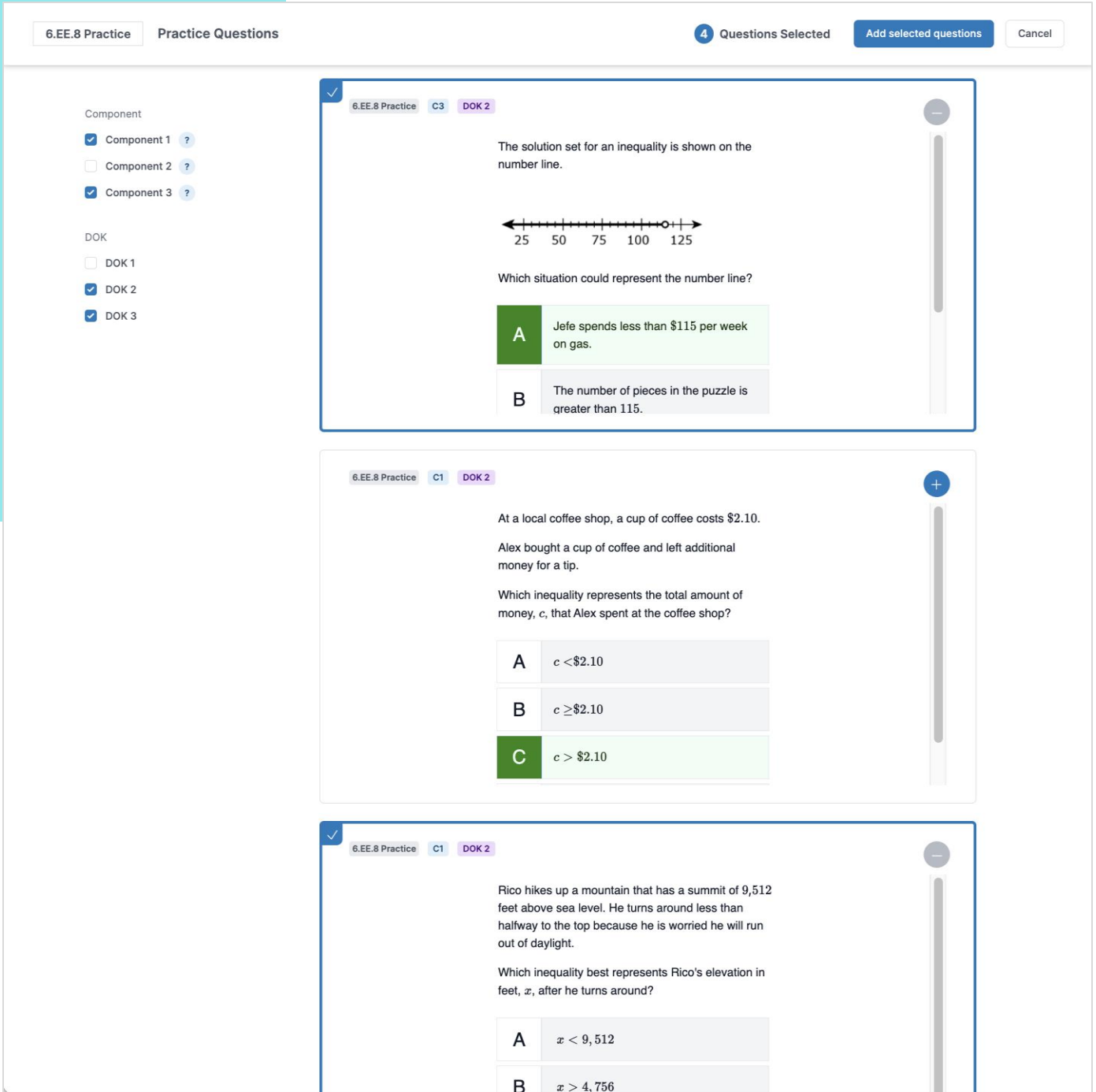
Reporting at the Grain Size to Act

Component-level insight of student learning surfaces next steps for small groups and individual learners.

Standard-by-Standard Practice



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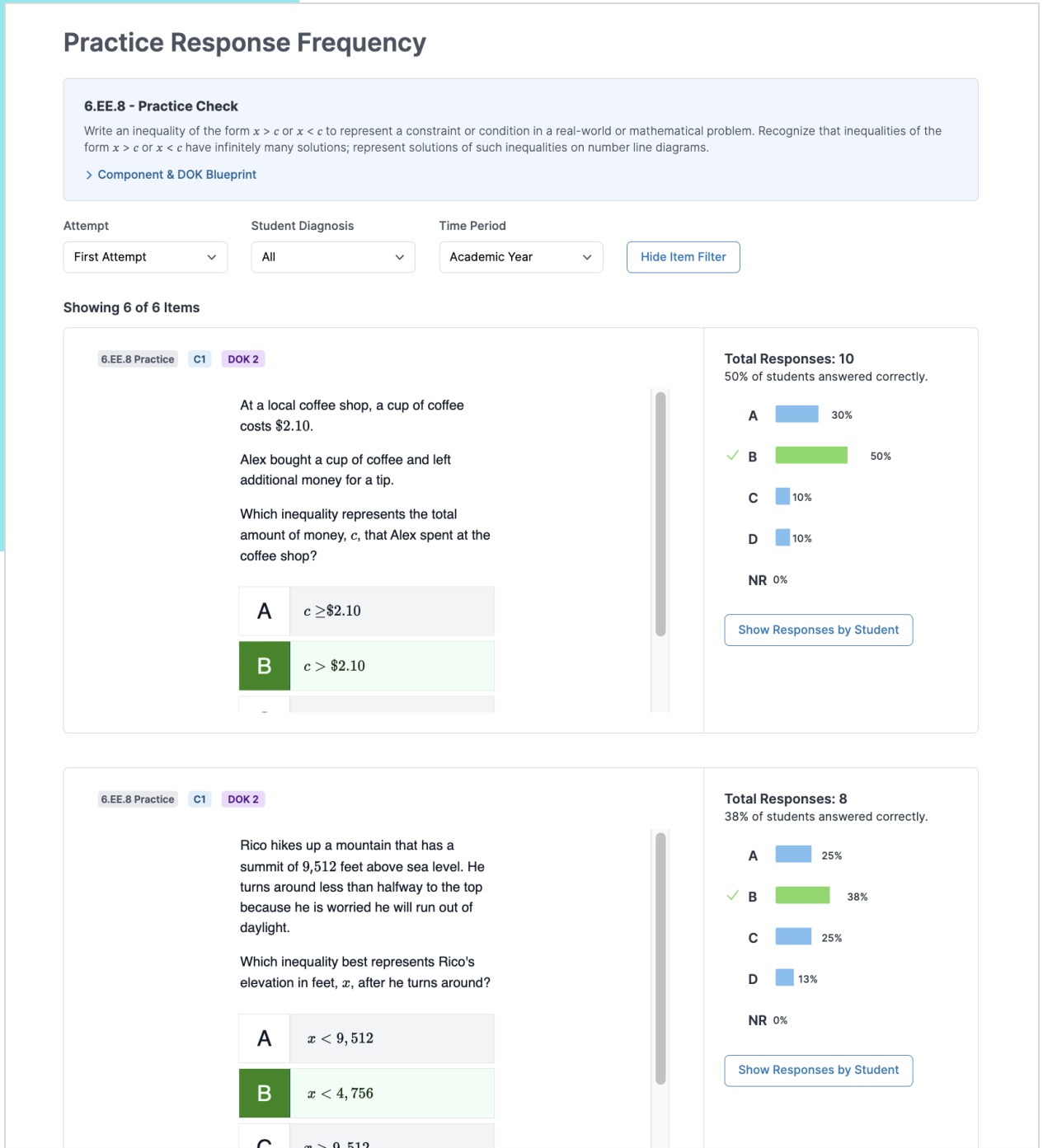
Build-Your-Own Practice Checks

Handpick questions from a flexible pool to target specific parts of a standard and Depth of Knowledge (DOK) levels.



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Item-by-Item Student Response Frequency

Analyze the distribution of student responses for each question.

A high frequency of incorrect alternatives may indicate common misconceptions among learners.

Review for Trevor Timmons

Type	Standard	Attempt	Submitted	Time Spent
Practice Check	6.EE.8	1	Nov 3, 2023 7:32 AM	6 min

Correct	Needs Review	Result
3	2	60%

Performance by Item

Key: Correct Needs Review

Item 1 6.EE.8 Practice C1 DOK 2 — Correct!

tip.

Which inequality represents the total amount of money, c, that Alex spent at the coffee shop?

A $c < \$2.10$

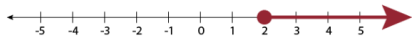
B $c = \$2.10$

C $c > \$2.10$

D $c \geq \$2.10$

Item 2 6.EE.8 Practice C3 DOK 1 — Needs Review

Which inequality represents the solutions graphed on the number line?



A $y \geq 2$

B $y > 2$

Review Answer Key

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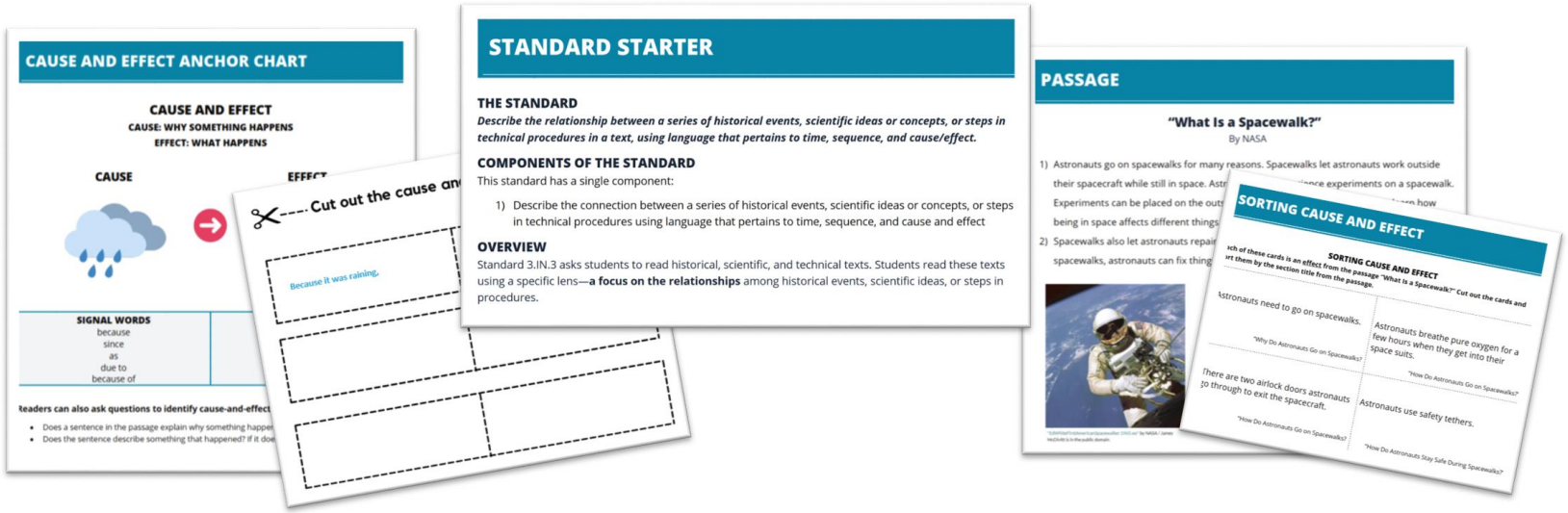
Instant Feedback to Promote Student Growth

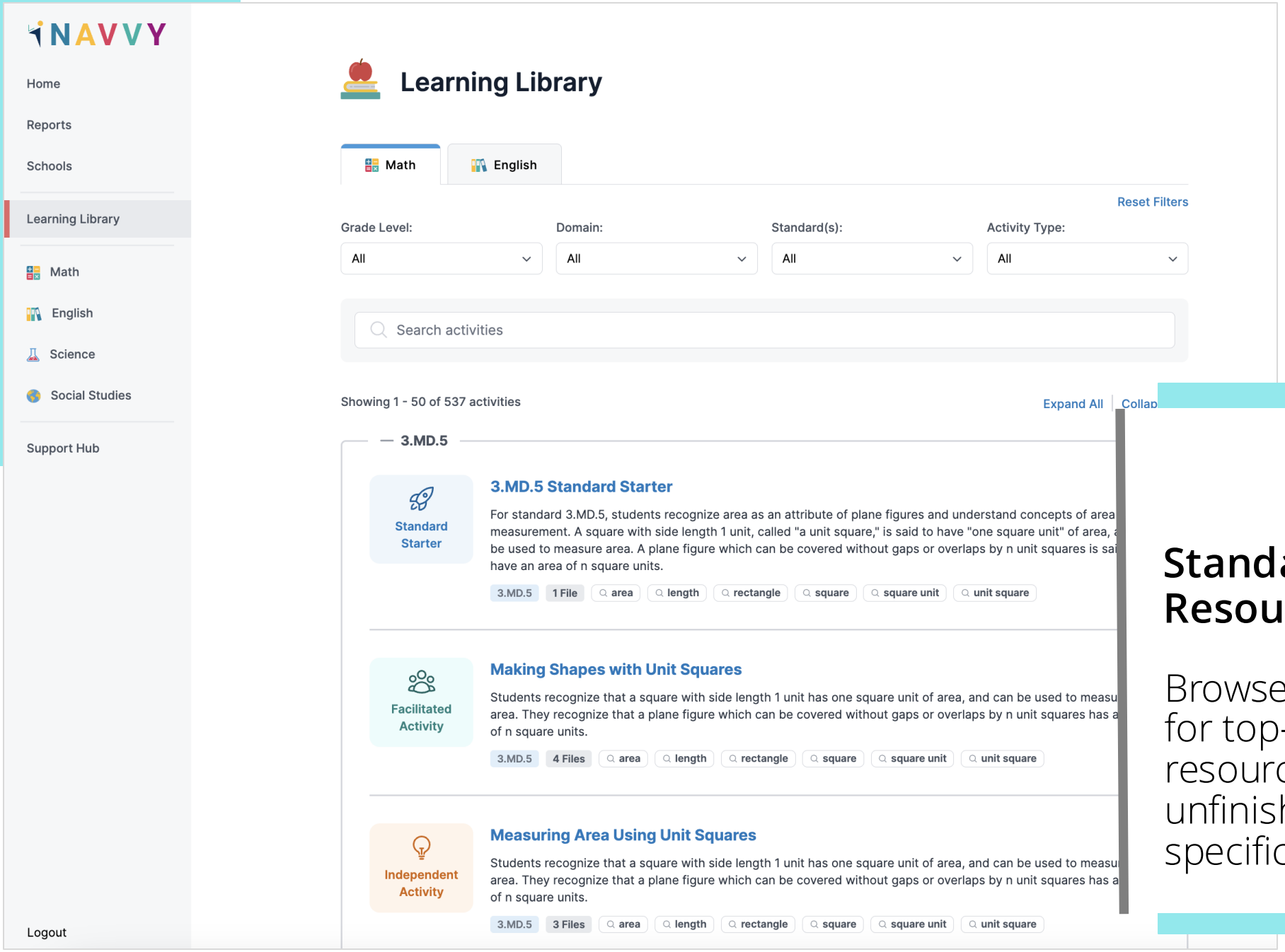
Students receive immediate feedback on their practice session so they can pinpoint misconceptions and review areas for growth.

Instructional Resources

Instructional Resources

- Help answer the question "Now what?"
- Highly targeted to a given standard so they can support specific unfinished learning
- Grab-and-go resources and short, engaging activities for whole class, small group, or individual practice





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Standard-level Instructional Resources

Browse Navvy's Learning Library for top-notch instructional resources that target unfinished learning on a specific standard.

What are you most excited to explore more?

Student Experience

NAVVY

My Checks | Progress | Learning Map | Alexa A.

My Checks

All Subjects | Math | English | Science | Social Studies

Competency Checks

MATH - COMPETENCY CHECK Attempt 1
6.EE.3 - Grade 6: Expressions and Equations 3
Available until: Jul 13, 2024 12:24 PM
Take Com

Practice Checks

MATH - PRACTICE CHECK
6.G.2 - Grade 6: Geometry 2 Practice
Available until: Jul 15, 2024 10:25 AM
Take

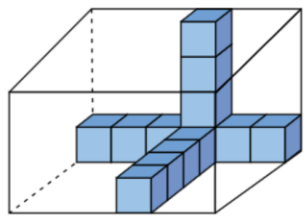
ELA - PRACTICE CHECK
RI.6.5 - Grade 6: Informational 5 Practice
Available until: Jul 15, 2024 10:24 AM
Take

New to Navvy? Try out an Orientation Check.

Grade 6: Geometry 2 Practice / Section 1

1

The model shown is a rectangular prism. Each cube in the prism has an edge length of $\frac{1}{4}$ inch.



What is the volume of the prism?

A $\frac{15}{4}$ cubic inches

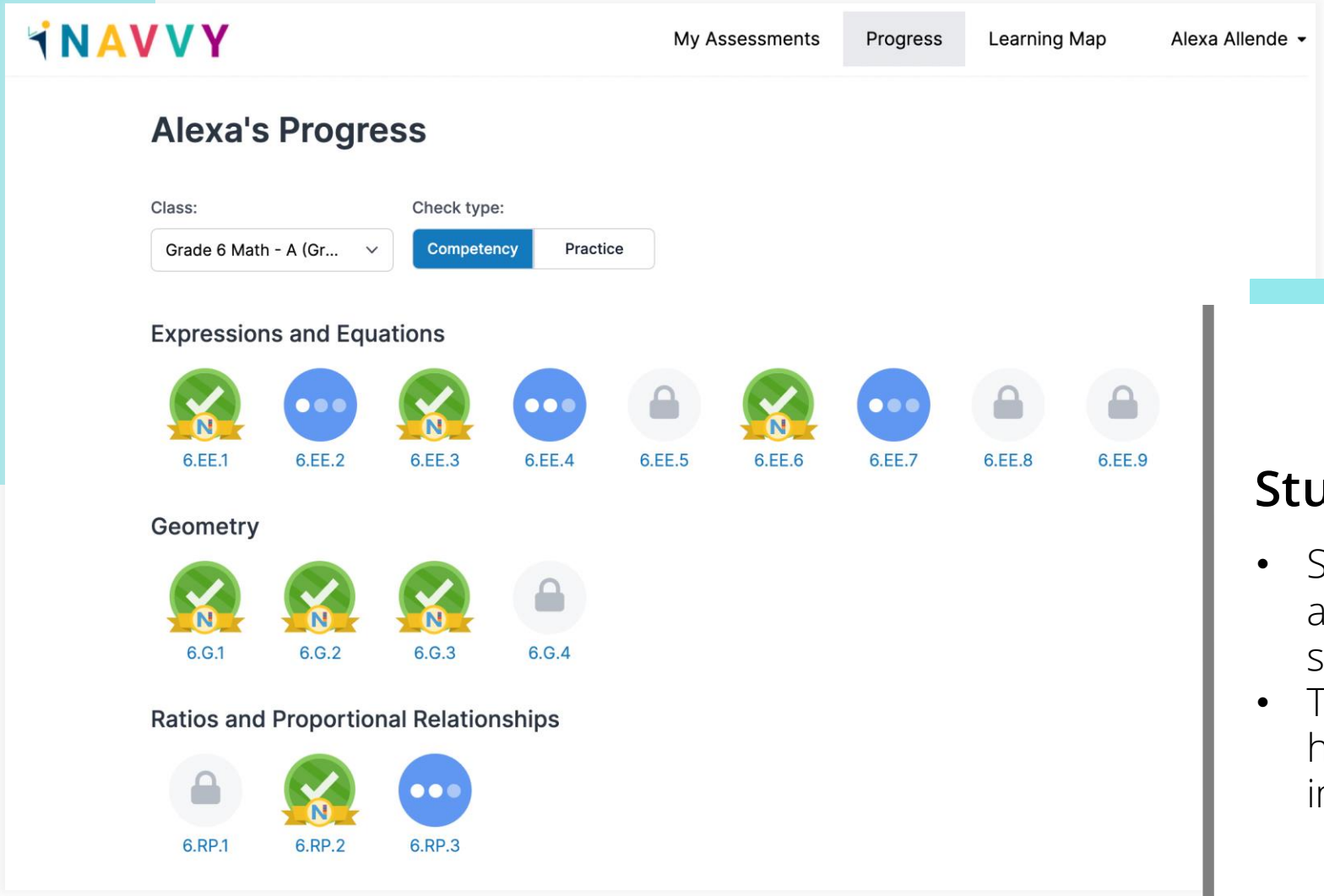
B 120 cubic inches

C 30 cubic inches

D $\frac{15}{8}$ cubic inches

Section 1: Item 1 of 3

Next →



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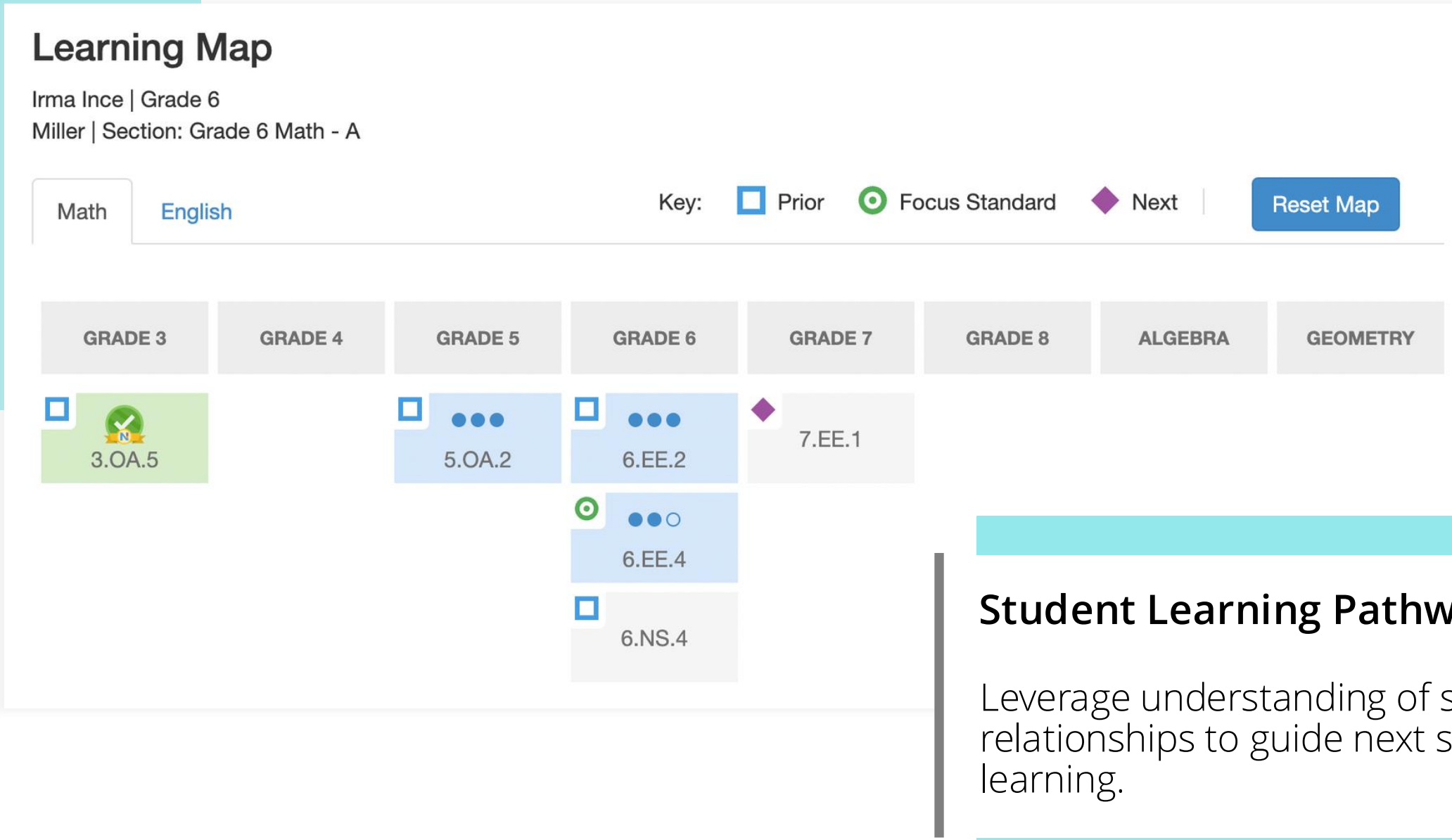
Student Dashboard

- Students are on a mission to earn a micro-credential for each standard they learn
- The dashboard helps students have a healthy growth mindset by improving:
  - Goal-setting and goal-reaching
  - Ownership and agency of learning
  - Motivation for learning

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	ALGEBRA	GEOMETRY
3.G.1	4.G.1	5.G.1	6.EE.1	7.EE.1	8.EE.1	A.APR.1	A.APR.1
3.G.2	4.G.2	5.G.2	6.EE.2	7.EE.2	8.EE.2	A.CED.1-E	A.CED.1-Q
3.MD.1	4.G.3	5.G.3	6.EE.3	7.EE.3	8.EE.3	A.CED.1-L	A.CED.2-Q
3.MD.2	4.MD.1	5.G.4	6.EE.4	7.EE.4	8.EE.4	A.CED.2-E	A.REI.4
3.MD.3	4.MD.2	5.MD.1	6.EE.5	7.G.1			
3.MD.4	4.MD.3	5.MD.2	6.EE.6	7.G.2			
3.MD.5		5.MD.3		7.G.3			

Navvy Learning Map

Identify granular learning over time. Unfinished learning, or learning gaps, are pinpointed as a part of classroom assessment with Navvy.



Student Learning Pathways

Leverage understanding of standard relationships to guide next steps in learning.

Navvy Item Types

Multiple Choice/Multiple Select

Select a choice.

- Choice A
- Choice B
- Choice C
- Choice D

Text Entry

Four score and seven years ago our fore
brought forth, upon this continent, a new nation,
conceived in , and dedicated to the
proposition that all men are created equal .

Gap Match

Now is the winter of our discontent
Made glorious by this sun of York;
And all the clouds that lour'd upon our house
In the deep bosom of the ocean buried.

spring summer autumn

Basic Match

Hidden in this list of characters from famous Shakespeare plays are three pairs of rivals. Can you match each character to his adversary?

Capulet | Demetrius | Lysander | Prospero

A Midsummer-Night's Dream	Romeo and Juliet	The Tempest

Ordered Lists

The following F1 drivers finished on the podium in the first ever Grand Prix of Bahrain. Can you rearrange them into the correct finishing order?

- Rubens Barrichello
- Jenson Button
- Michael Schumacher

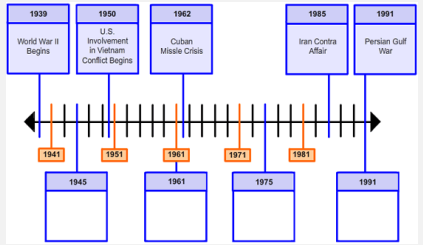
Inline Choice

Identify the missing word in this famous quote from Shakespeare's Richard III.

Now is the winter of our discontent
Made glorious summer by this sun of Gloucester
And all the clouds that lour'd upon our house
In the deep bosom of the Ocean buried.

Hot Spot

Graphic Gap Match



Hot Text

Select the error in this sentence.

Sponsors of the Olympic Games who bought advertising time on United States television includes at least a dozen international firms whose names are familiar to American consumers. No error.

Tabular Match

	A Midsummer-Night's Dream	Romeo and Juliet	The Tempest
Capulet	●	○	○
Demetrius	○	●	○
Lysander	●	○	○
Prospero	○	○	●

Paired ELA Standards

- For nearly all Reading standards, Navvy Competency Checks contain 6-8 questions that are based on 2 passages.
- The Navvy design allows for some ELA standards to be paired together for more efficient assessment.
- The same 2 passages are used in both Competency Checks that make up each standard pair.
    - If 2 Competency Checks from a **standard pair** are administered on the same day, the student will read a total of **2 different passages**.
    - If 2 Competency Checks from **non-paired standards** are administered on the same day, the student will read a total of **4 different passages**.

	Reading Literary (RL)	Reading Informational (RI)
Grade 3	RL.1 and RL.4 RL.2 and RL.5 RL.3 and RL.6	RI.1 and RI.4 RI.2 and RI.7 RI.3 and RI.6 RI.8 and RI.9
Grades 4-HS	RL.1 and RL.4 RL.2 and RL.5 RL.3 and RL.6	RI.1 and RI.4 RI.2 and RI.5 RI.3 and RI.6 RI.8 and RI.9

Calculators in Navvy

- For most math standards in grades 6-HS, calculators are permitted. The type of calculator available varies by grade level and by standard within the grade level.
- Navvy uses three types of Desmos calculators:
  - Five Function (Basic) Calculator: Students can perform five functions: addition, subtraction, division, multiplication, and square root.
  - Scientific Calculator: Students can perform a range of functions, including general math, algebra, trigonometry, and statistics.
  - Graphing Calculator: Students can graph functions, plot points, visualize algebraic equations, add sliders, and animate graphs.

	Calculator(s) Available
Grades K-5	None
Grade 6	Five Function, Handheld
Grades 7-HS	Scientific, Graphing, Handheld

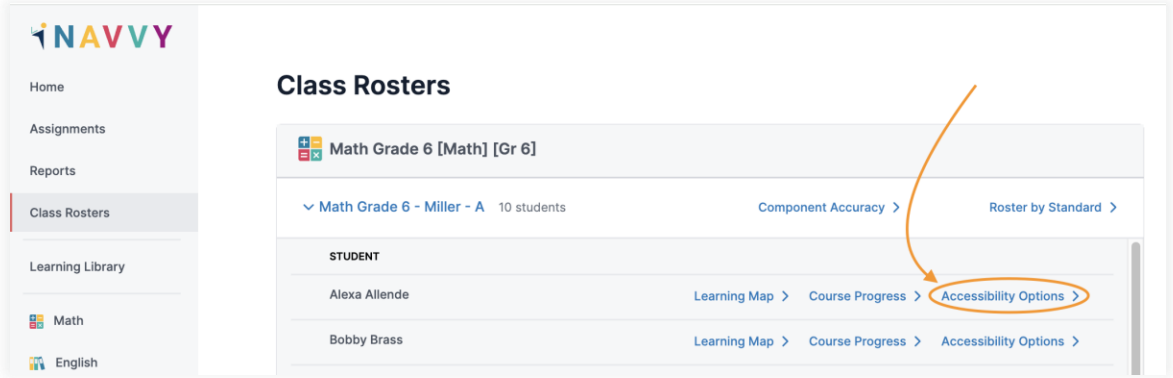
Navvy Accessibility & Learner Tools

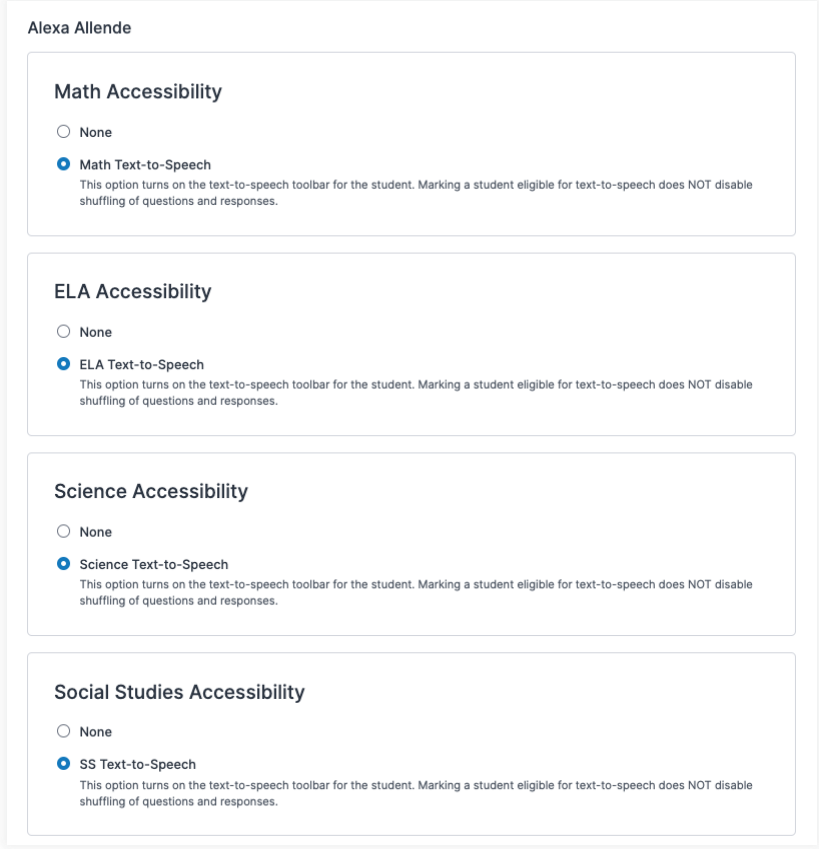
- Text-to-Speech
  - Configurable by student, by subject
- Choice Masking
- Choice Eliminator
- Color Contrast
- Notepad
- Glossary pop-ups
- Magnifier
- Item Flag
- Collapsible Columns

- Calculators
  - Desmos Basic
  - Desmos Scientific
  - Desmos Graphing
- Rulers
  - Millimeter Ruler
  - Centimeter Ruler
  - Half Centimeter Ruler
  - Half Inch Ruler
  - Quarter Inch Ruler
  - Eighth Inch Ruler
- Protractor

Accessibility Settings

Educators can enable text-to-speech by student and subject.

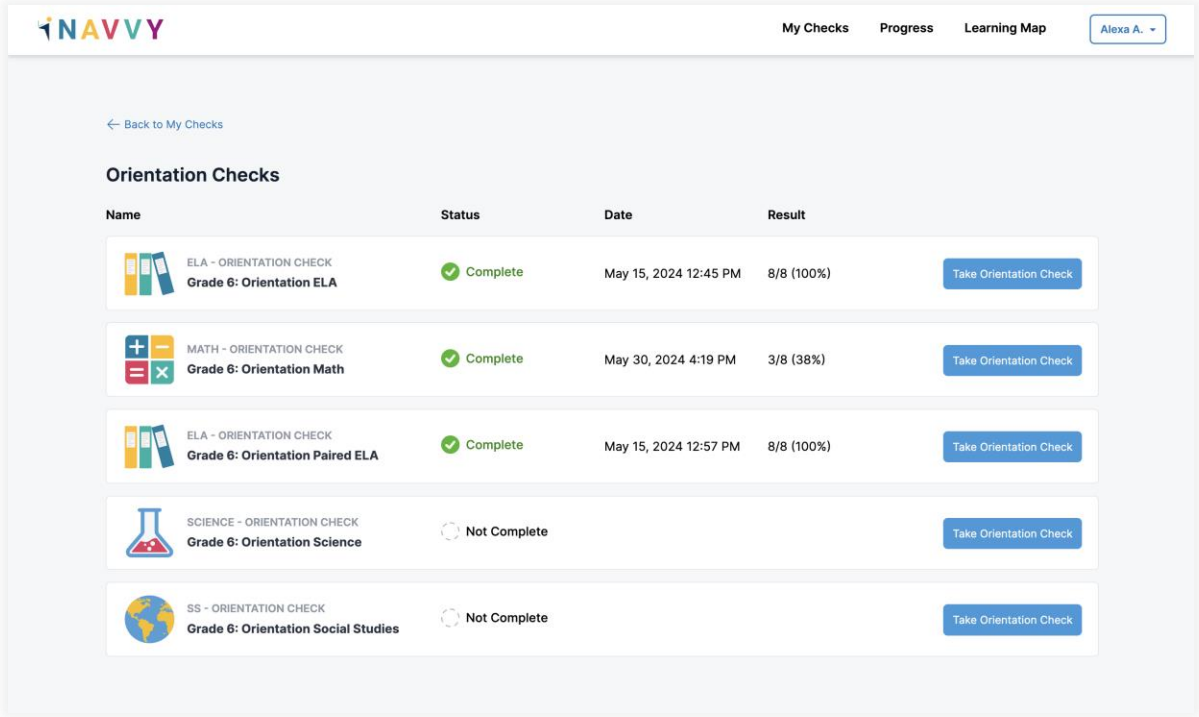




What will your students like about Navvy?

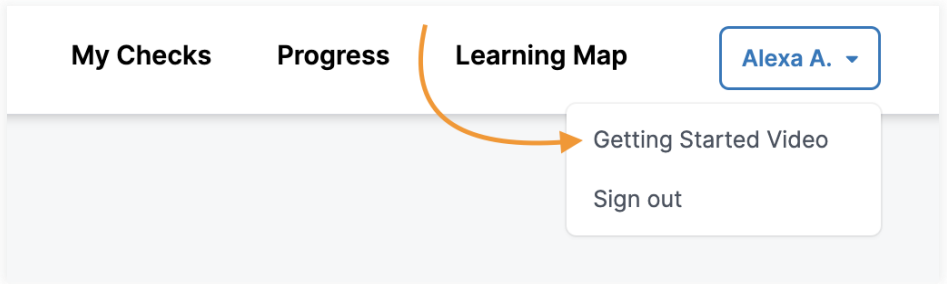
Introducing Navvy to Students

- Navvy offers **Orientation Checks** to help students become familiar with the online format of Navvy Checks.
- Navvy has 1-2 Orientation Checks for each grade level and subject
- Orientation Checks are available to Admins and Teachers on the Navvy landing page and Students on the My Checks page.



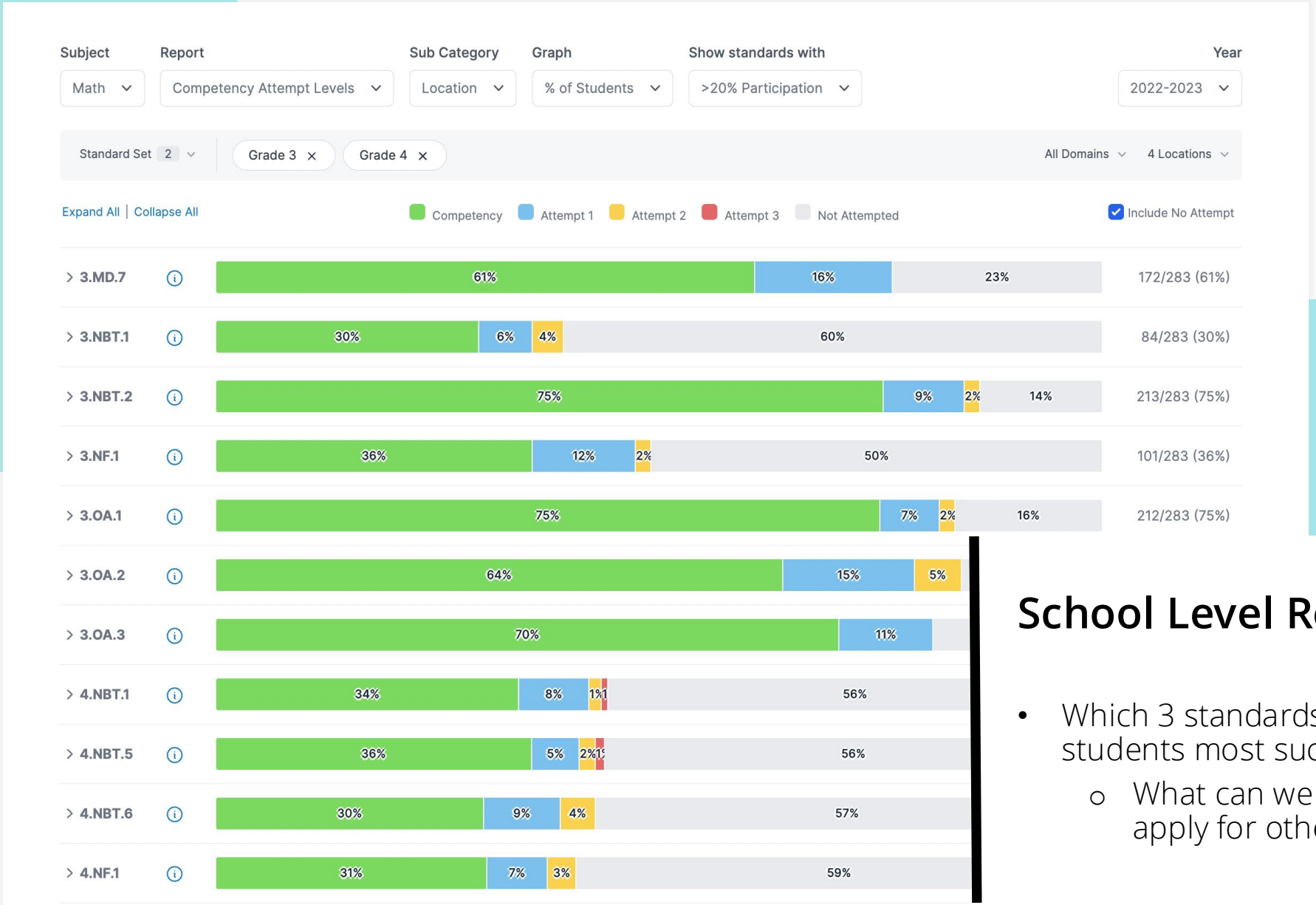
Student Video

- Navvy's **Student Video** introduces students to the purpose and goals of Navvy Checks.



- The Navvy Student Video is available on Navvy's Resource Site: https://clsps.mypearsonsupport.com/navvy/resources.html

Navvy + AZ

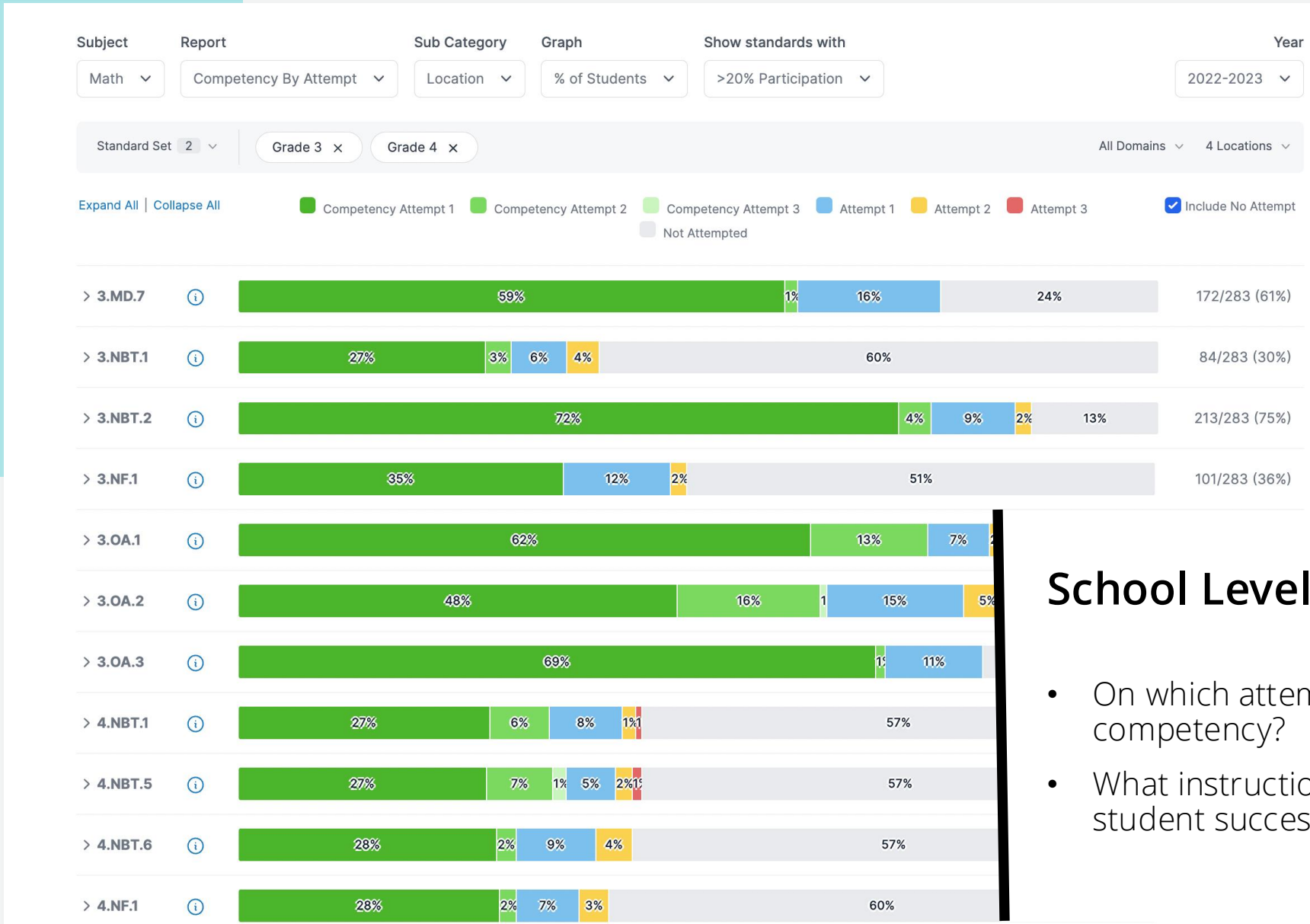


School Level Reporting

- Which 3 standards in 3rd grade math were students most successful at learning?
  - What can we learn from that success and apply for other standards?

School Level Reporting

- Which 3 standards in 3rd grade math are most challenging for our students to learn?
  - What instructional supports or PL can we provide for teachers on those standards?



School Level Reporting

- On which attempt did students demonstrate competency?
- What instructional supports contributed to student success on a 2nd or 3rd attempt?

Navvy ELA - Arizona

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9-10	11-12
K.RI.1 K.RI.2 K.RI.3 K.RI.4 K.RI.6 K.RI.7 K.RI.8 K.RI.9 K.RL.1 K.RL.2 K.RL.3 K.RL.4 K.RL.6 K.RL.7 K.RI.9 K.RF.1.a K.RF.1.b K.RF.1.c K.RF.1.d K.RF.2.a K.RF.2.d K.RF.3.c K.RF.3.d	1.RI.1 1.RI.2 1.RI.3 1.RI.4 1.RI.5 1.RI.6 1.RI.7 1.RI.8 1.RI.9 1.RL.1 1.RL.2 1.RL.4 1.RL.5 1.RL.6 1.RL.7 1.RL.9 1.RF.1a 1.RF.2a 1.RF.2b 1.RF.2c 1.RF.2d 1.RF.3a 1.RF.3b 1.RF.3d 1.RF.3f 1.RF.3g	2.RI.1 2.RI.2 2.RI.3 2.RI.4 2.RI.5 2.RI.6 2.RI.8 2.RI.9 2.RL.1 2.RL.2 2.RL.3 2.RL.4 2.RL.5 2.RL.6 2.RL.7 2.RF.3a 2.RF.3b 2.RF.3d 2.RF.3e 2.RF.3f	3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.6 3.RI.7 3.RI.8 3.RI.9 3.RL.1 3.RL.2 3.RL.3 3.RL.4 3.RL.5 3.RL.6 3.RL.9	4.RI.1 4.RI.2 4.RI.3 4.RI.4 4.RI.5 4.RI.6 4.RI.7 4.RI.8 4.RI.9 4.RL.1 4.RL.2 4.RL.3 4.RL.4 4.RL.5 4.RL.6 4.RL.9	5.RI.1 5.RI.2 5.RI.3 5.RI.4 5.RI.5 5.RI.6 5.RI.8 5.RI.9 5.RL.1 5.RL.2 5.RL.3 5.RL.4 5.RL.5 5.RL.6 5.RL.9	6.RI.1 6.RI.2 6.RI.3 6.RI.4 6.RI.5 6.RI.6 6.RI.8 6.RI.9 6.RL.1 6.RL.2 6.RL.3 6.RL.4 6.RL.5 6.RL.6 6.RL.9	7.RI.1 7.RI.2 7.RI.3 7.RI.4 7.RI.5 7.RI.6 7.RI.8 7.RI.9 7.RL.1 7.RL.2 7.RL.3 7.RL.4 7.RL.5 7.RL.6 7.RL.9	8.RI.1 8.RI.2 8.RI.3 8.RI.4 8.RI.5 8.RI.6 8.RI.8 8.RI.9 8.RL.1 8.RL.2 8.RL.3 8.RL.4 8.RL.5 8.RL.6 8.RL.9	9-10.RI.1 9-10.RI.2 9-10.RI.3 9-10.RI.4 9-10.RI.5 9-10.RI.6 9-10.RI.8 9-10.RI.9 9-10.RL.1 9-10.RL.2 9-10.RL.3 9-10.RL.4 9-10.RL.5 9-10.RL.6 9-10.RL.9	11-12.RI.1 11-12.RI.2 11-12.RI.3 11-12.RI.4 11-12.RI.5 11-12.RI.6 11-12.RI.8 11-12.RI.9 11-12.RL.1 11-12.RL.2 11-12.RL.3 11-12.RL.4 11-12.RL.5 11-12.RL.6 11-12.RL.9
23	**26**	**20**	**15**	**16**	**15**	**15**	**15**	**15**	**15**	**15**

 # Standards covered in Navvy

Navvy Math - Arizona

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra	Geometry	Algebra II
K.CC.3 K.G.6 K.MD.3 K.OA.2 K.OA.4 *K.CC.5 *K.CC.6 *K.OA.1 *K.NBT.1	1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.NBT.2 1.NBT.3 *1.NBT.4 *1.NBT.5 1.OA.1 1.OA.2 *1.OA.3 *1.OA.4	2.G.1 *2.G.2 2.G.3 2.MD.1 2.MD.2 *2.MD.3 *2.MD.4 2.MD.5 2.MD.6 2.MD.7 2.MD.8 *2.MD.9 2.MD.10 2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.7 2.NBT.8 *2.NBT.9 2.OA.1 2.OA.2 *2.OA.4	3.G.1 3.G.2 3.MD.3 3.MD.4 3.MD.5 3.MD.6 3.MD.7 3.MD.8 3.NF.1 3.NF.2 3.NF.3 3.NBT.1 3.NBT.2 3.NBT.3 3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9	4.G.1 4.G.2 4.G.3 4.MD.1 4.MD.2 4.MD.3 4.MD.4 4.MD.5 4.MD.6 4.MD.7 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.NBT.5 4.NBT.6 4.NF.1 4.NF.2 4.NF.3 4.NF.4 4.NF.5 4.NF.6 4.NF.7 4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.OA.5	5.G.1 5.G.2 5.G.3 5.G.4 5.MD.1 5.MD.2 5.MD.3 5.MD.4 5.MD.5 5.NBT.1 5.NBT.2 5.NBT.3 5.NBT.4 5.NBT.5 5.NBT.6 5.NBT.7 5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7 5.OA.1 5.OA.2 5.OA.3	6.EE.1 6.EE.2 6.EE.3 6.EE.4 6.EE.5 6.EE.6 6.EE.7 6.EE.8 6.EE.9 6.G.1 6.G.2 6.G.3 6.G.4 6.NS.1 6.NS.2 6.NS.3 6.NS.4 6.NS.5 6.NS.6 6.NS.7 6.NS.8 6.RP.1 6.RP.2 6.RP.3 6.SP.1 6.SP.2 6.SP.3 6.SP.4 6.SP.5	7.EE.1 7.EE.2 7.EE.3 7.EE.4 7.G.1 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6 7.NS.1 7.NS.2 7.NS.3 7.RP.1 7.RP.2 7.RP.3 7.SP.1 7.SP.2 7.SP.3 7.SP.4 7.SP.5 7.SP.6 7.SP.7	8.EE.1 8.EE.2 8.EE.3 8.EE.4 8.EE.5 8.EE.6 8.EE.7 8.EE.8 8.F.1 8.F.2 8.F.3 8.F.4 8.F.5 8.G.1 8.G.2 8.G.3 8.G.4 8.G.5 8.G.6 8.G.7 8.G.8 8.G.9 8.NS.1 8.NS.2 8.SP.1 8.SP.2 8.SP.3 8.SP.4	HS.A.APR.1 HS.A.CED.1-E HS.A.CED.1-L HS.A.CED.2-E HS.A.CED.2-L HS.A.CED.2-Q HS.A.CED.3 HS.A.CED.4 HS.A.REI.1 HS.A.REI.10 HS.A.REI.11 HS.A.REI.12 HS.A.REI.3 HS.A.REI.4 HS.A.REI.6 HS.A.SSE.3 HS.F.BF.1 HS.F.BF.2-E HS.F.BF.2-L HS.F.BF.3 HS.F.IF.1 HS.F.IF.2-L&E HS.F.IF.2-Q HS.F.IF.4-E HS.F.IF.4-L HS.F.IF.4-Q HS.F.IF.5 HS.F.IF.6 HS.F.IF.9 HS.F.LE.1 HS.F.LE.2 HS.F.LE.5 HS.N.Q.1-3 HS.N.RN.2 HS.S.ID.3 HS.S.ID.5 HS.S.ID.6 HS.S.ID.7 HS.S.ID.8	HS.G.C.2 HS.G.C.5 HS.G.CO.10 HS.G.CO.11 HS.G.CO.2 HS.G.CO.3 HS.G.CO.5 HS.G.CO.6 HS.G.CO.9 HS.G.GMD.3 HS.G.GMD.4 HS.G.GPE.1 HS.G.GPE.4 HS.G.GPE.5 HS.G.GPE.7 HS.G.MG.1 HS.G.MG.2 HS.G.SRT.2 HS.G.SRT.4 HS.G.SRT.5 HS.G.SRT.7 HS.G.SRT.8 HS.S.CP.1 HS.S.CP.2 HS.S.CP.3 HS.S.CP.4 HS.S.CP.5 HS.S.CP.6 HS.S.CP.7	HS.A.APR.3 HS.F.TF.5 HS.N.CN.7
# Standards covered in Navvy											
9	**12**	**24**	**23**	**28**	**26**	**29**	**23**	**28**	**39**	**29**	**3**

Standards with an * will be released October 2024

Take a Peek

Navvy Exploration Time

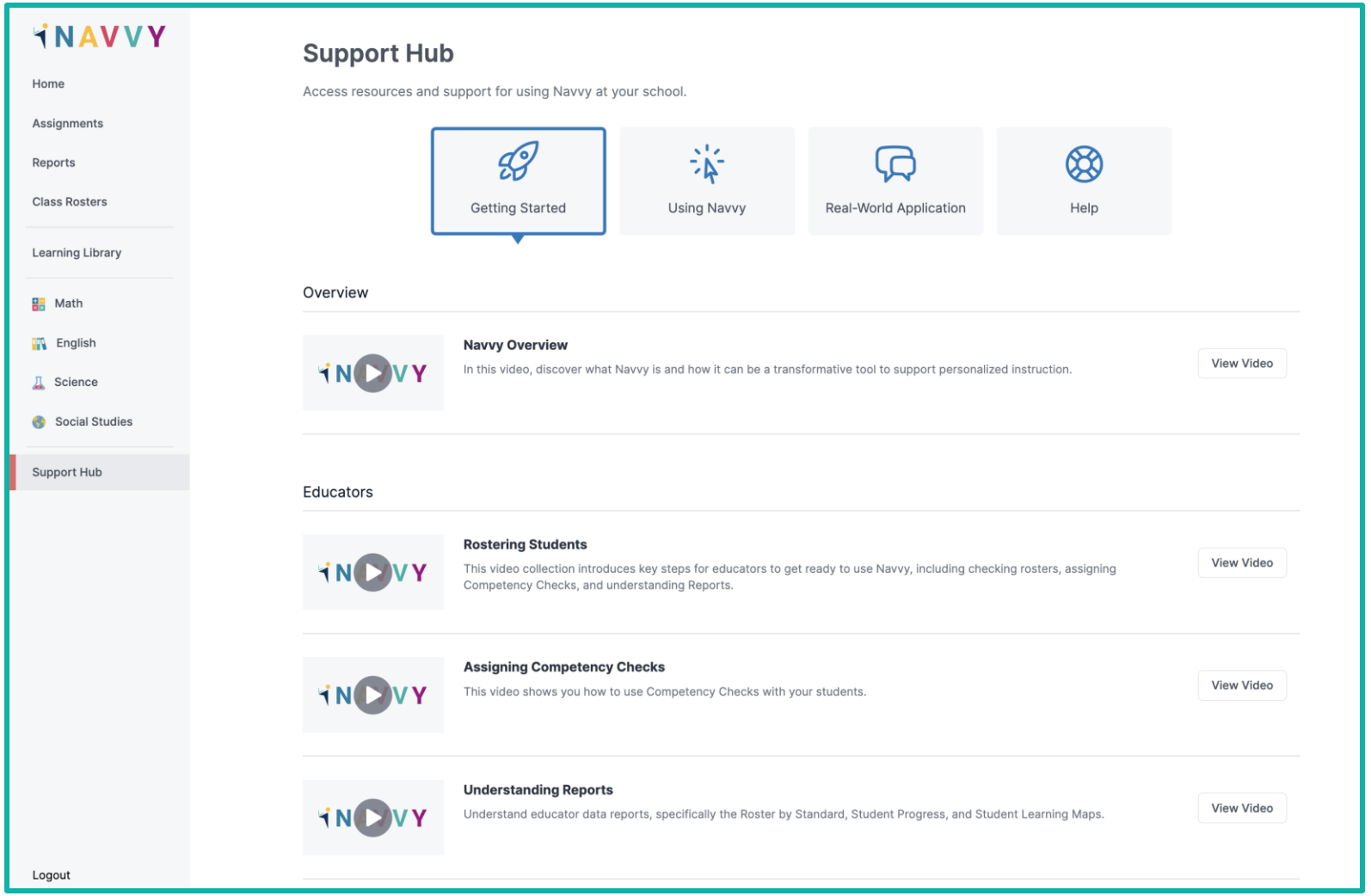
Use the **Navvy Educator How-To Guide** to take the following actions:

- Review class rosters
- View the Roster by Standard report
- Assign a Competency Check
- Assign a Practice Check
- Find the Learning Library and explore the resources
- Find the Help Ticket form

**Remember: This is a Demo account with demo data.*

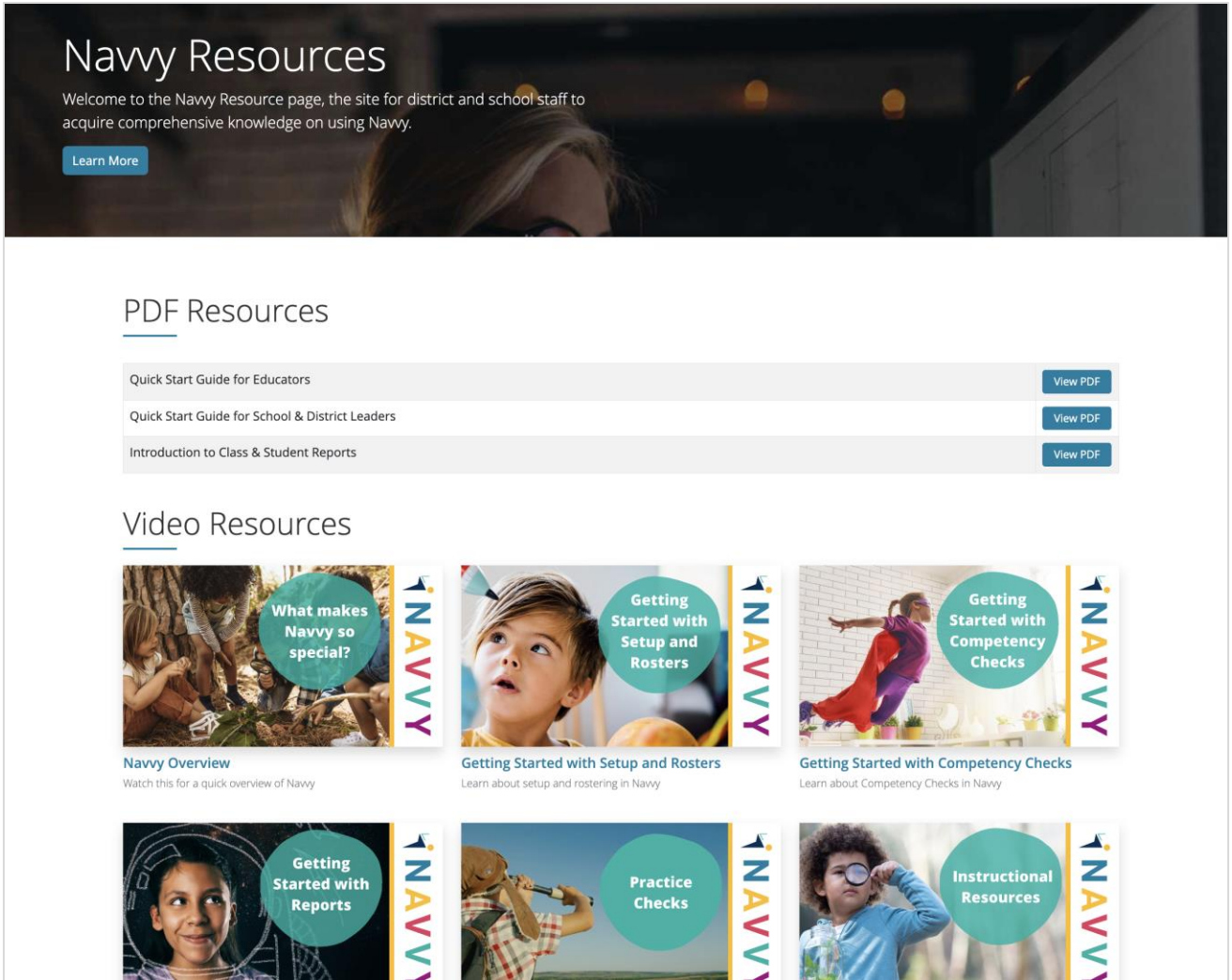
Navvy Resources

Support Hub (Inside Navvy)



Resource Site (Outside Navvy)

https://clsps.mypearsonsupport.com/navvy/resources.html



Questions?

- Visit the AZ Support Site:
  - https://az-support.mypearsonsupport.com/navvy/
  - Phone and Email Support Available
- Attend an AZ Navvy Virtual Office Hours
- Submit a Help Ticket in Navvy


Pearson

APPENDIX

3 Key Content Considerations (Navvy)

A key to validity of fine-grained learning evidence is that the assessment design process happens at that fine-grained level. More detailed learning evidence necessitates a more detailed assessment development process.

1

Do the items elicit the right content, in the right proportions?

- Are the important parts of the learning target measured?
- Do the parts that are measured adequately represent the breadth of the learning target?
- Are some parts over- or under-represented?

2

Do the items have the right rigor?

- Does the depth of knowledge measured by the items sufficiently reflect the knowledge levels required for the learning target?

3

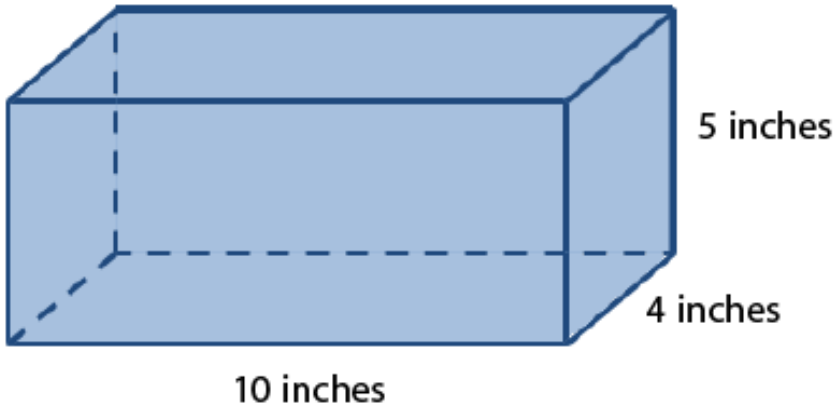
Do the items measure irrelevant factors?

- Does answering the items correctly require knowledge, skills, and abilities outside of the learning target?

Bradshaw, L. (In Press). Empowering personalized learning with a three-tiered approach to learning evidence. *EdWeek*.

What DOK Level is this Item?

How many $\frac{1}{2}$-inch cubes are needed to fill the rectangular prism shown?



A	220 cubes
B	1,600 cubes
C	200 cubes
D	19 cubes

Level	DOK Characteristics
DOK 1	Recollection, recall or identification of a fact, term, principle or concept.
DOK 2	Involves applying concepts, making decisions, or organizing information.
DOK 3	Requires one to use reason and/or plan a strategy to answer a non-routine question and use evidence.

DOK 2

Standard BIE.6.G.2

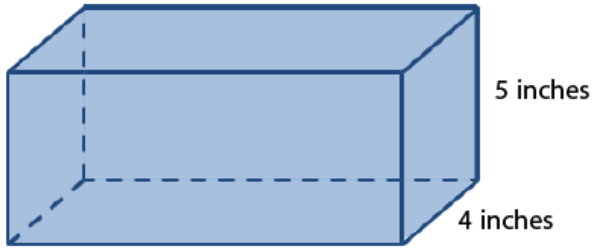
Component 1

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.

DOK 2 Reasoning

Student is retrieving information from a figure and then solving a problem requiring multiple steps. The student must first rewrite each dimension as the number of 1/2 inch distances, and then use that to multiply and find the number of 1/2 inch cubes that would fit into this rectangular box.

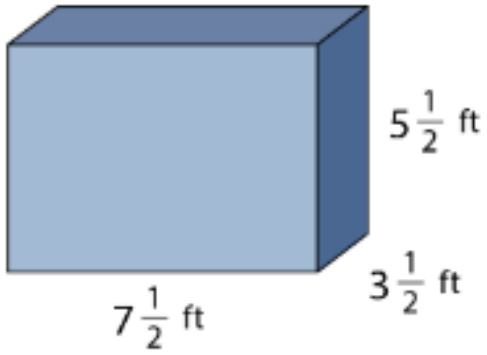
How many $\frac{1}{2}$-inch cubes are needed to fill the rectangular prism shown?



A	220 cubes
B	1,600 cubes
C	200 cubes
D	19 cubes

What DOK Level is this Item?

What is the volume of the rectangular prism shown?



A $144\frac{3}{8}$ ft^3

B $105\frac{1}{8}$ ft^3

C $13\frac{1}{8}$ ft^3

D $16\frac{1}{2}$ ft^3

Level	DOK Characteristics
DOK 1	Recollection, recall or identification of a fact, term, principle or concept.
DOK 2	Involves applying concepts, making decisions, or organizing information.
DOK 3	Requires one to use reason and/or plan a strategy to answer a non-routine question and use evidence.

DOK 1

Standard BIE.6.G.2

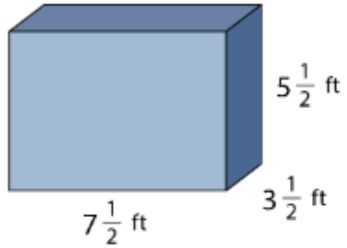
Component 2

Apply the formula $V = l \times w \times h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

DOK 1 Reasoning

Student is applying the formula $V = l \times w \times h$.

What is the volume of the rectangular prism shown?



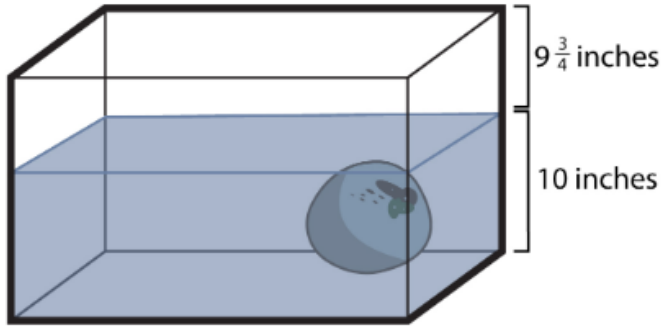
A	$144\frac{3}{8}$ ft^3
B	$105\frac{1}{8}$ ft^3
C	$13\frac{1}{8}$ ft^3
D	$16\frac{1}{2}$ ft^3

What DOK Level is this Item?

Melanie's fish tank has the dimensions shown in the table.

Length	Width	Height
$36\frac{1}{4}$ in.	$12\frac{1}{2}$ in.	$19\frac{3}{4}$ in.

Melanie puts a decorative stone in her fish tank. She then fills the tank with water to a height of 10 inches.



When Melanie removes the stone from the tank, the water drops to a height of 8 inches.

What is the volume of the stone to the nearest cubic inch?

A 3,625 cubic inches

B 4,531 cubic inches

C 906 cubic inches

D 8,949 cubic inches

Level	DOK Characteristics
DOK 1	Recollection, recall or identification of a fact, term, principle or concept.
DOK 2	Involves applying concepts, making decisions, or organizing information.
DOK 3	Requires one to use reason and/or plan a strategy to answer a non-routine question and use evidence.

DOK 3

Standard BIE.6.G.2

Component 2

Apply the formula $V = l \times w \times h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

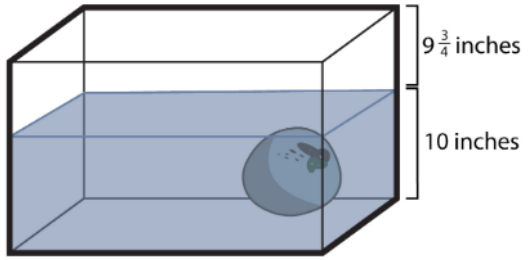
DOK 3 Reasoning

Student is using concepts to solve non-routine problems. The student must make a plan to either find the volume of the water without the rock and the volume of the water with the rock and subtract the two, or they can find the volume of the difference in height of 2 times the length and width. The student may not be used to being able to find the volume of non-rectangular prism, especially shapes that are potentially non-standard size and shape.

Melanie's fish tank has the dimensions shown in the table.

Length	Width	Height
$36\frac{1}{4}$ in.	$12\frac{1}{2}$ in.	$19\frac{3}{4}$ in.

Melanie puts a decorative stone in her fish tank. She then fills the tank with water to a height of 10 inches.



When Melanie removes the stone from the tank, the water drops to a height of 8 inches.

What is the volume of the stone to the nearest cubic inch?

A 3,625 cubic inches

B 4,531 cubic inches

C 906 cubic inches

D 8,949 cubic inches

NAVVY MATH

DOK 1

35%

RECALL | REMEMBER

DOK 2

48%

APPLY

DOK 3

17%

EVALUATE | JUSTIFY | EXPLAIN

Standard 5.OA.1: Sample Blueprint (Navvy)

Standard: 5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Component 1

Solve expressions that include grouping symbols

Component 2

Solve expressions using order of operation

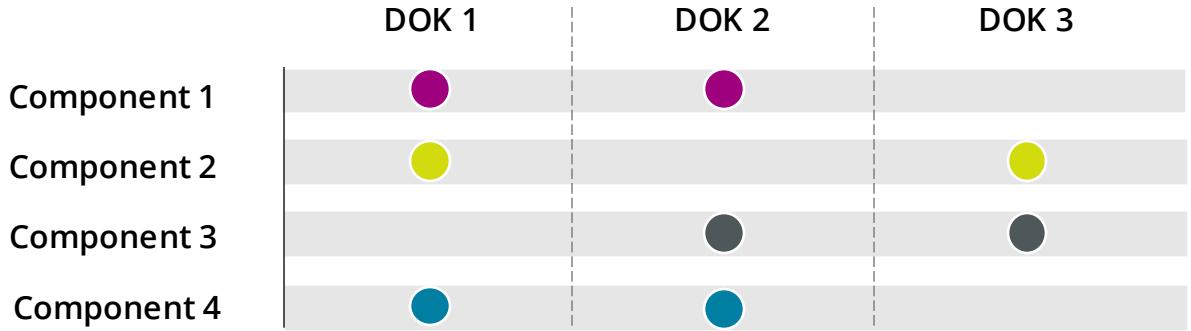
Component 3

Place grouping symbols in an expression

Component 4

Explain thinking

Sample Assessment Blueprint



NAVVY ELA

DOK 1

0%

RECALL | REMEMBER

DOK 2

40%

APPLY

DOK 3

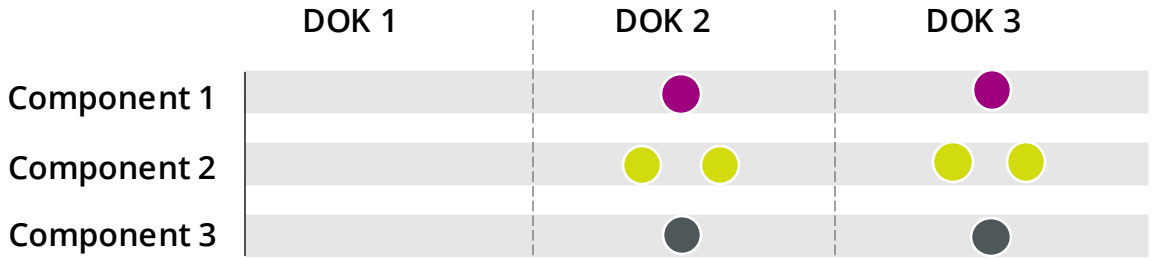
60%

EVALUATE | JUSTIFY | EXPLAIN

Standard RI.6.2: Sample Blueprint (Navvy)

Standard

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



Component 1

Determine a central idea of a text.

Component 2

Determine how the idea is conveyed through particular details.

Component 3

Provide a summary without opinion or judgment.

Defining a Balanced Assessment System

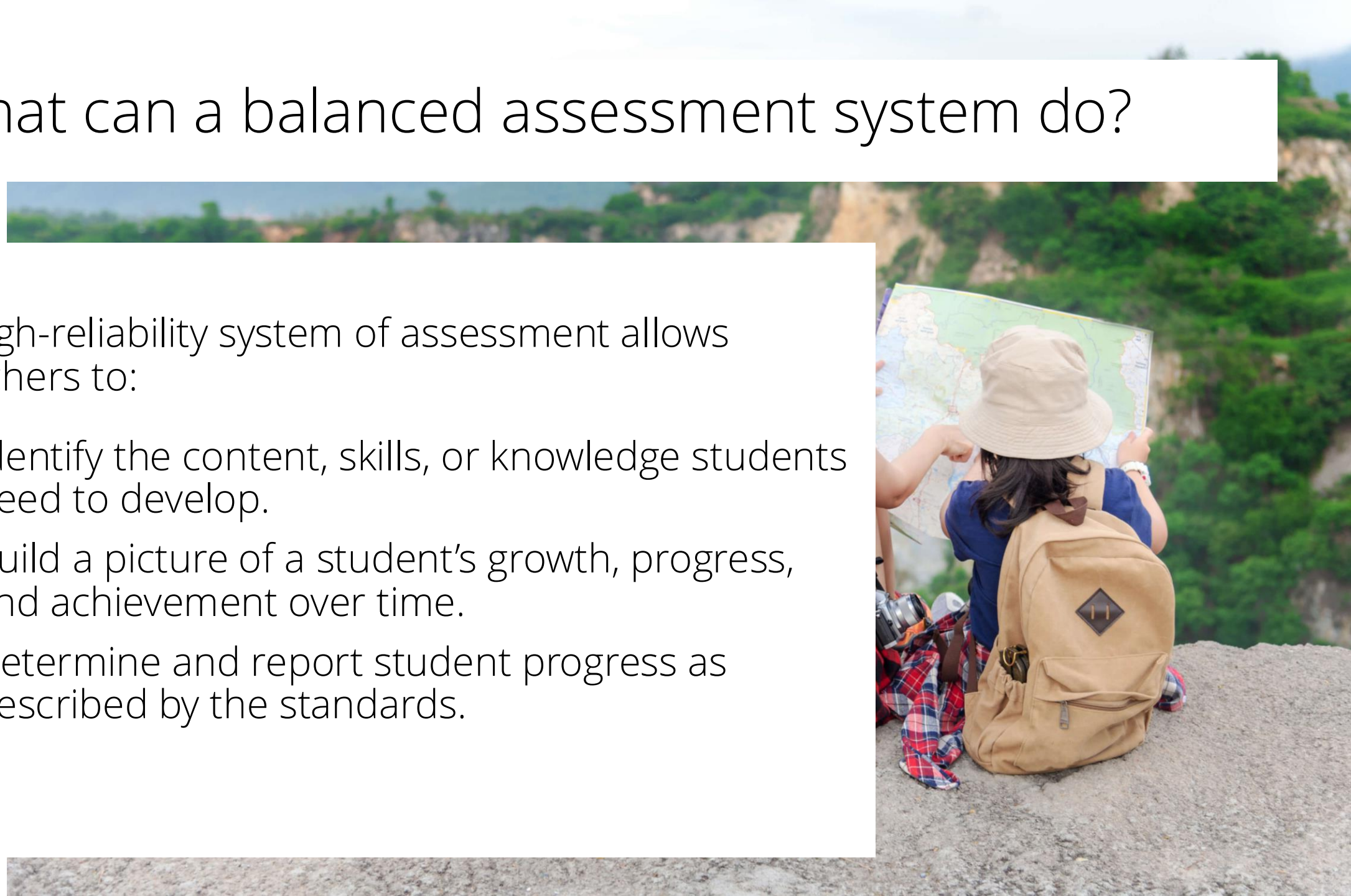
"Balanced assessment systems and practices are intentionally designed to provide feedback to students and information for teachers to support ambitious and equitable instructional and learning opportunities. This type of assessment system facilitates educator engagement in high-leverage professional practices such as quality formative assessment to support ambitious and equitable teaching. Assessments outside of the classroom, at the district and state level, provide aggregate data to policymakers and education leaders, allowing for the monitoring of educational opportunities and support for high-quality instruction indirectly through the provision of appropriate curricular resources and professional development opportunities."

- National Academy of Education, 2024

What can a balanced assessment system do?

A high-reliability system of assessment allows teachers to:

- Identify the content, skills, or knowledge students need to develop.
- Build a picture of a student's growth, progress, and achievement over time.
- Determine and report student progress as described by the standards.



Assessment *For*, *Of*, and *As* Learning

For

- Informs both student and teacher of current level of mastery and future learning needs (formative)
- Occurs during instruction, after some learning
- Results in feedback to students to move learning forward
- Usually not graded

Of

- Shows whether students have mastered concepts
- Occurs after instruction ends
- Can help revise course or program or measure unit effectiveness
- May have high-stakes decisions attached to it

As

- Includes development of success criteria and/or rubrics with students
- Involves self-reflection and/or peer feedback
- May involve peer tutoring
- Should include personal goal setting and reflection on progress