



Navigate. Accelerate. Celebrate!



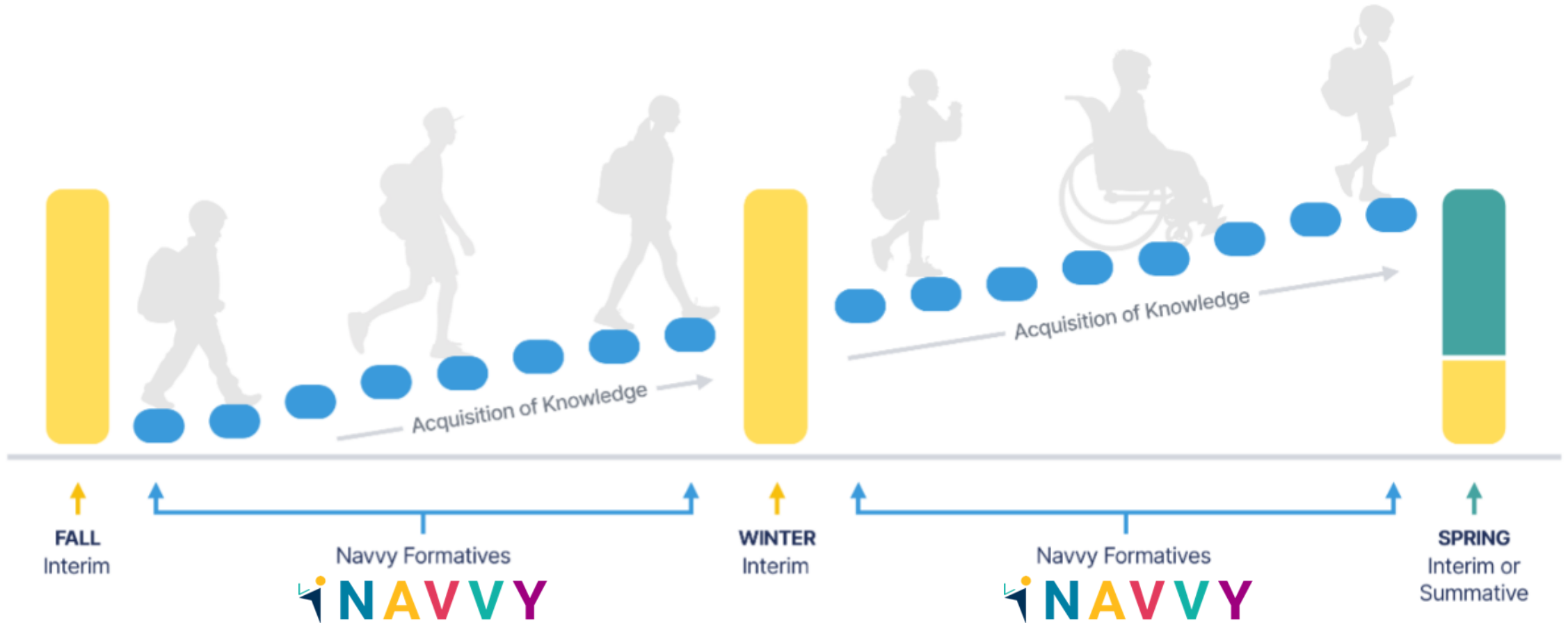
Pearson



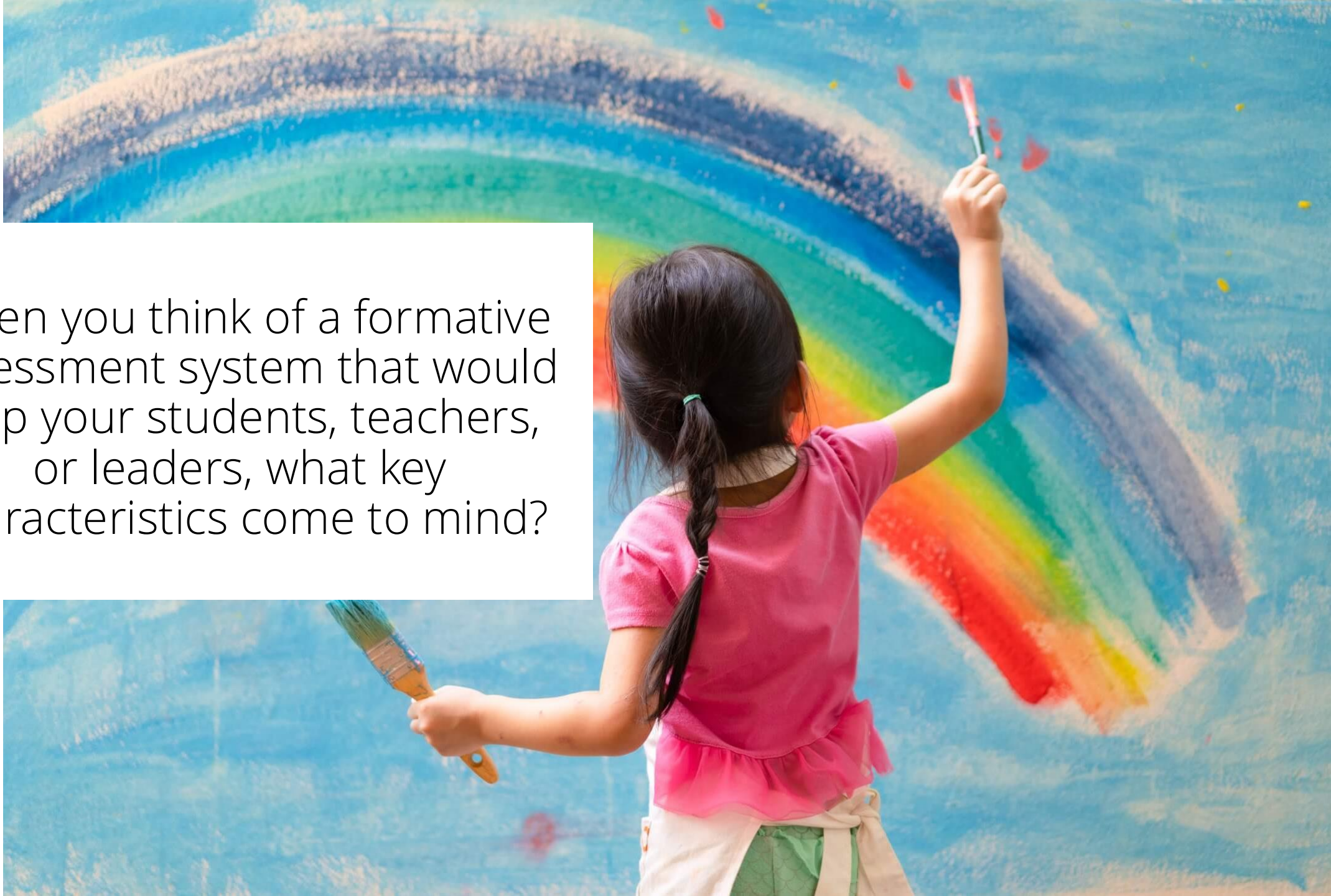
Your Team

Amanda Drahn, Pearson, Sr. Implementation Manager, Navy

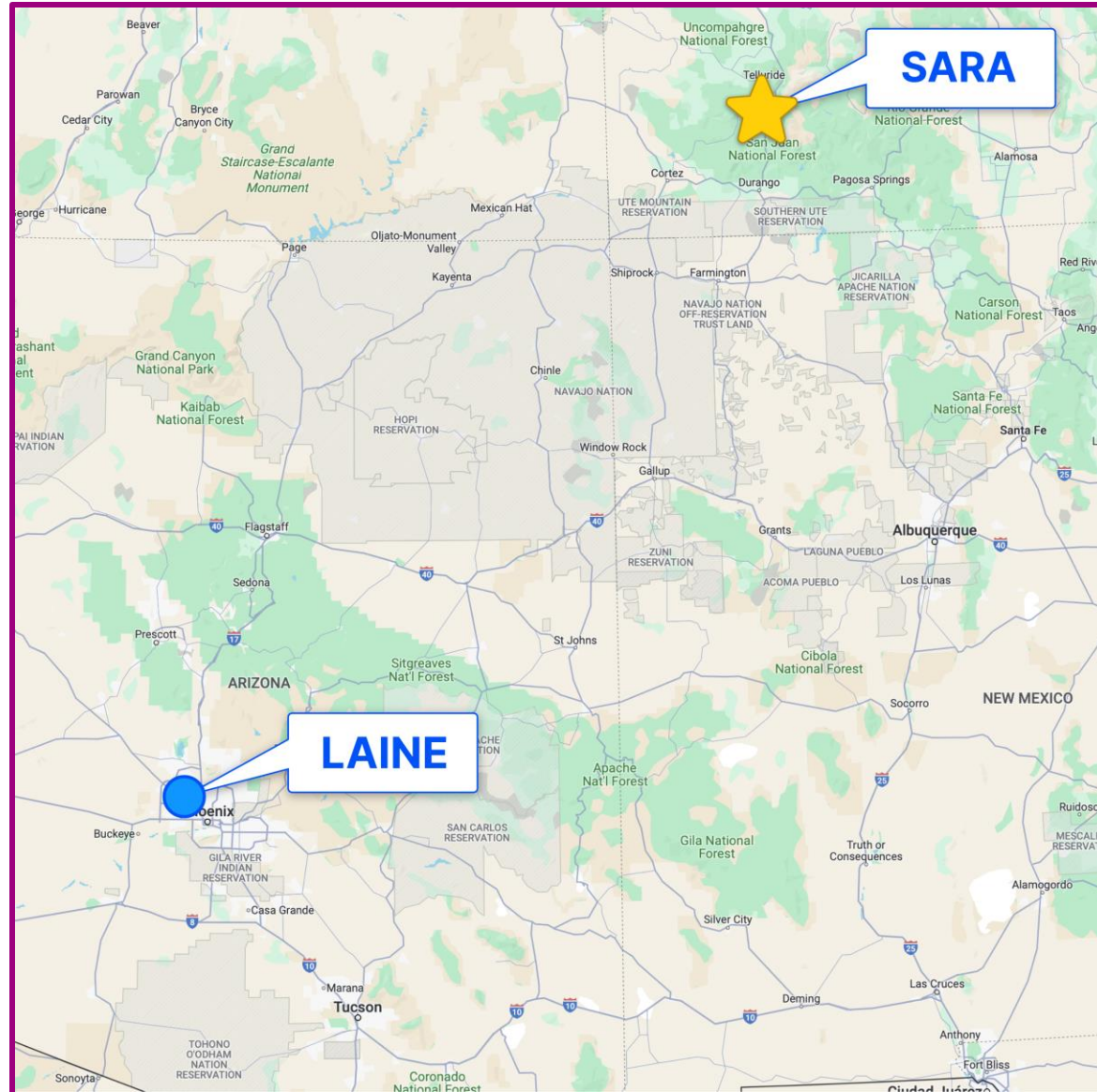
Balanced Assessment System



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!



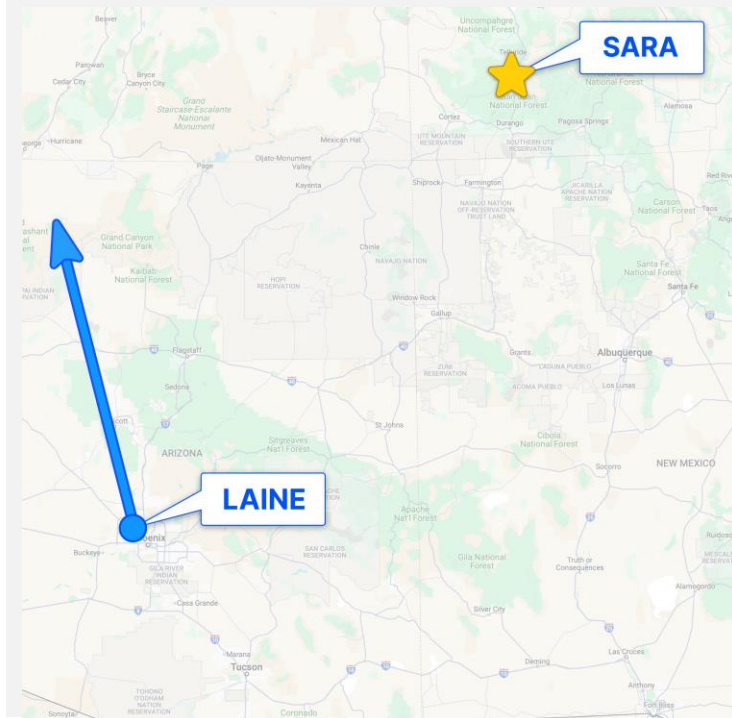
180-hour walk
to destination.

A young girl with dark hair, wearing a green flight suit, is sitting in the cockpit of a small aircraft. She is looking towards the camera with a wide, excited smile, her mouth open as if shouting or cheering. Her right hand is raised, giving a thumbs-up gesture. The cockpit is filled with various instruments, dials, and controls. The background shows a blurred view of trees and a bright sky, suggesting the plane is outdoors. The overall mood is joyful and adventurous.

Let's go!

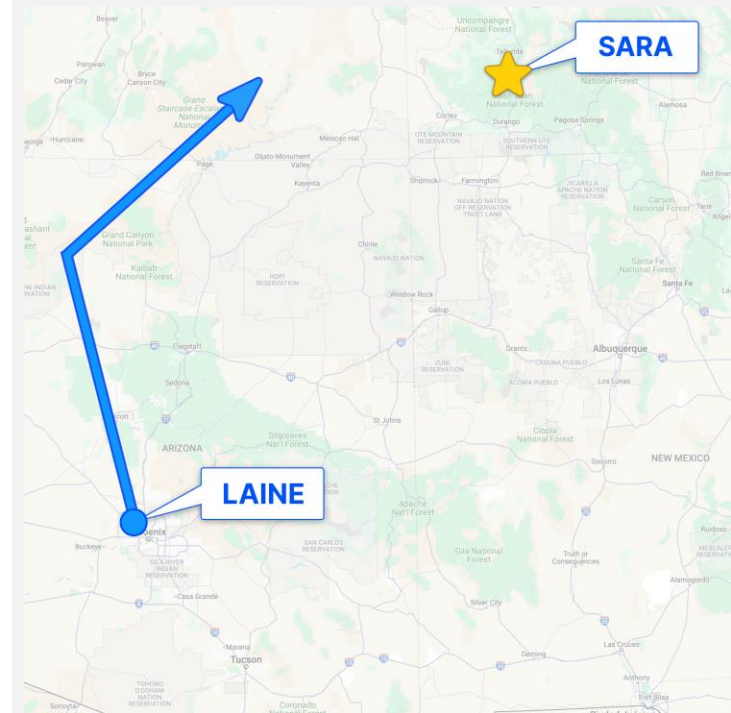
Summative

At the end of 180 hours



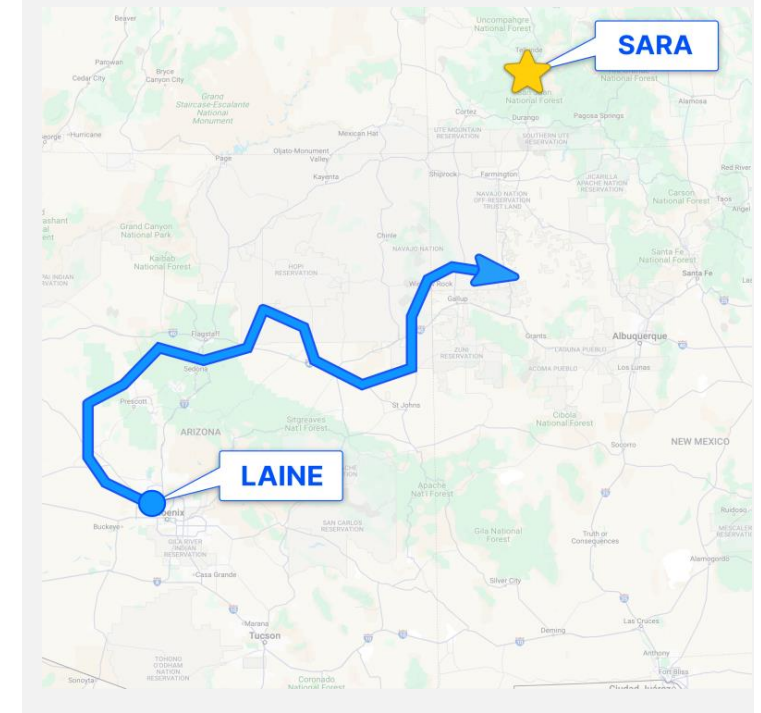
Interim

Beginning, 90 hours, 180 hours



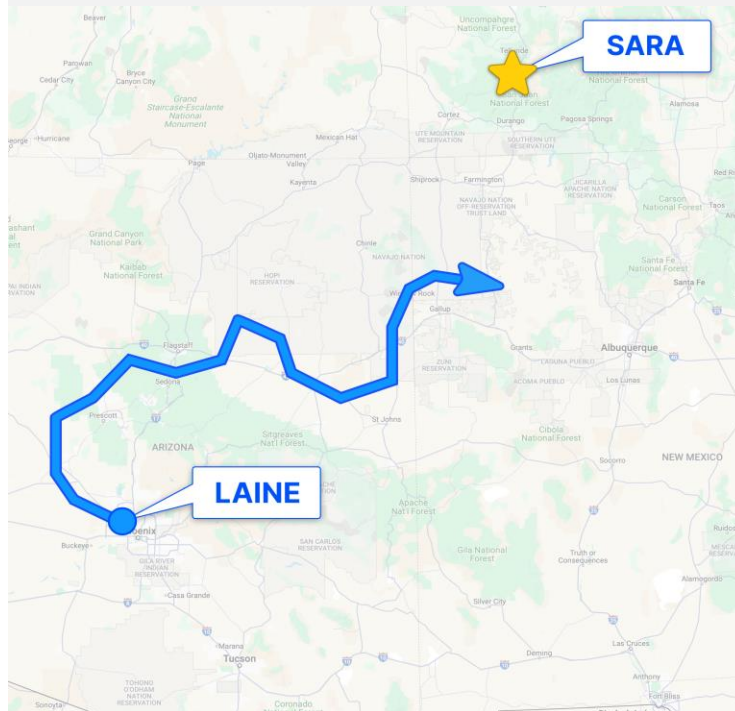
Classroom

On-going, as you need it



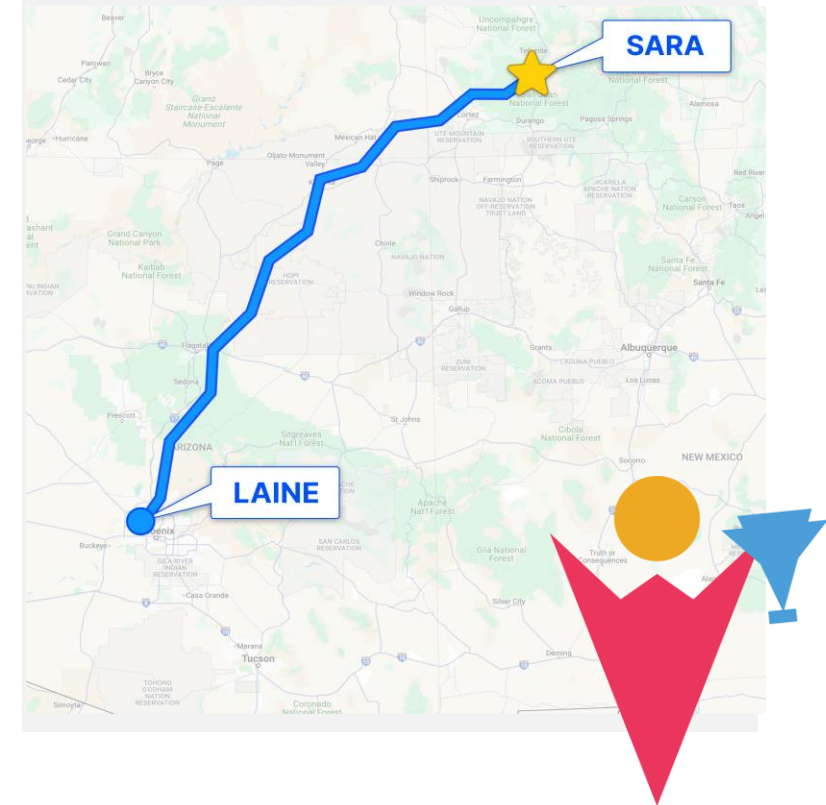
timely & specific
without accuracy


On-going, as you need it



timely & specific
with accuracy

On-going, as you need it



A photograph of two hikers walking away on a forest path. They are wearing hats and carrying large backpacks. The hiker on the left is wearing a tan hat and a red and white plaid shirt. The hiker on the right is wearing a straw hat and a blue and white plaid shirt. They are both carrying large tan backpacks. The hiker on the left is also carrying a lantern. They are walking on a dirt path in a forest with many trees.

nav·vy

(*na-vee*) /'nævi/

noun

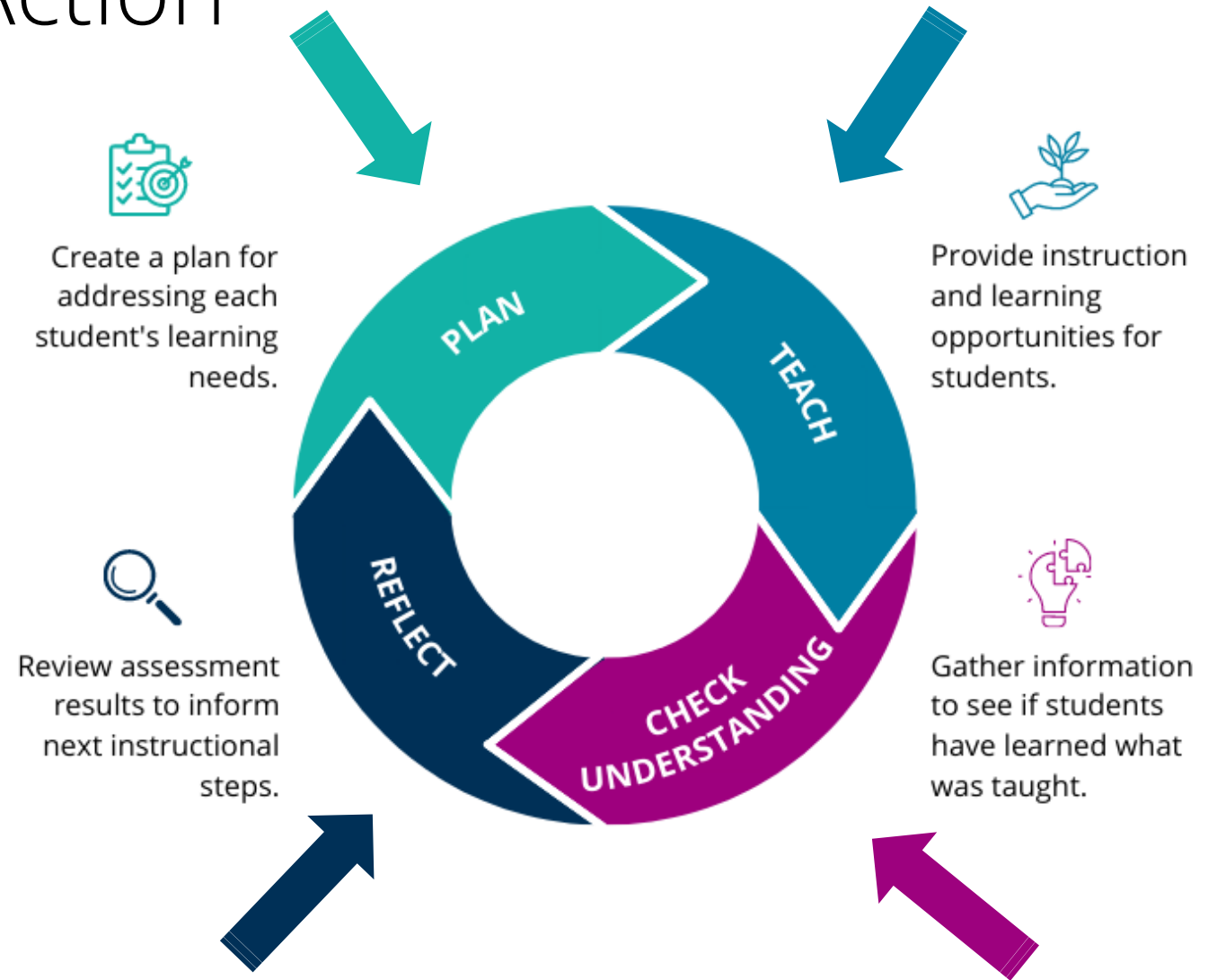
one who navigates

Navy's Theory of Action

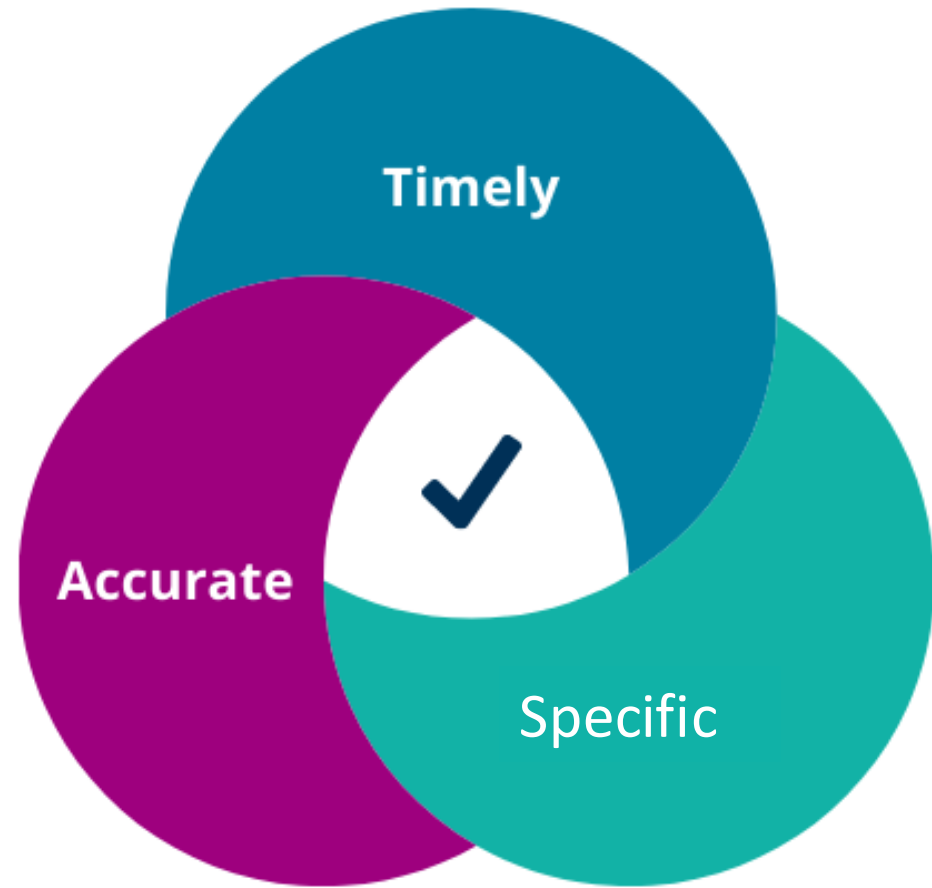
Personalized learning is a powerful tool for successful learning.

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.






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 $V = l \times w \times h$ and $V = b \times h$ 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

C1 25-50%

C2 25-38%

C3 25-25%

DOK Blueprint

DOK 1 25-38%

DOK 2 25-50%

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

Component 3

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

Sample Assessment Blueprint

	DOK 1	DOK 2	DOK 3
Component 1		 	
Component 2			 
Component 3			

Competency Checks and Practice Checks



Navy 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



A young woman with long, dark brown hair is sitting at a desk in a classroom, focused on writing in a notebook. She is wearing a light gray t-shirt. The desk is cluttered with various items, including a red folder, a yellow pencil, and some papers. In the background, other students are blurred, suggesting a busy classroom environment. A white text box with a teal vertical line on the left side is overlaid on the image, containing the text: "How would you use Competency Checks or Practice Checks to benefit student learning?".

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)	✓	✓	✗			



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)	✓	✓	✗			



Student Learning Profiles

Each student has an individual learning profile to inform personalized learning

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



Student Instructional Groups

Sort columns to identify meaningful groups for differentiated instruction

A photograph of two young children, a Black girl and a white girl, looking through a black microscope on a wooden table outdoors. The Black girl is holding the eyepiece and adjusting the focus, while the white girl looks on. In the background, another child is partially visible. On the table, there are colorful markers in a cup, a blue cap, and a magnifying glass. The scene is set against a backdrop of green foliage.

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%)	



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).

Component Accuracy

Course

Grade 6 Math [Mathematics]

Class

Grade 6 Math - A [Mathematics], Grade ...

Competency Check

6.EE.8 - Competency Check

6.EE.8 - Competency Check

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.

> Component & DOK Blueprint

Attempt

Most Recent

Attempt 1

Attempt 2

Attempt 3

Diagnosis

All

Accuracy Performance Bands

Below 40%

40% - 65%

Above 65%

Component Summary

20 student results

Hide Class Breakdown

Component	Avg Score	Performance Distribution					
<div>C1</div> <div>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.</div>	67%	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	6	0	14
<div>Grade 6 Math - B [Mathematics]</div> <div>10 students</div>	73%	<div><div></div><div></div><div></div></div>	0	<div><div></div><div></div><div></div></div>	8		
<div>Grade 6 Math - A [Mathematics]</div> <div>10 students</div>	60%	<div><div></div><div></div><div></div></div>	0	<div><div></div><div></div><div></div></div>	6		
<div>C2</div> <div>Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.</div>	55%	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	4	10	6
<div>Grade 6 Math - B [Mathematics]</div> <div>10 students</div>	60%	<div><div></div><div></div><div></div></div>	6	<div><div></div><div></div><div></div></div>	3		
<div>Grade 6 Math - A [Mathematics]</div> <div>10 students</div>	50%	<div><div></div><div></div><div></div></div>	4	<div><div></div><div></div><div></div></div>	3		
<div>C3</div> <div>Represent solutions of inequalities of the form $x > c$ or $x < c$ on number line diagrams.</div>	58%	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	4	2	6
<div>Grade 6 Math - B [Mathematics]</div> <div>10 students</div>	65%	<div><div></div><div></div><div></div></div>	1	<div><div></div><div></div><div></div></div>	6		
<div>Grade 6 Math - A [Mathematics]</div> <div>10 students</div>	25%	<div><div></div><div></div><div></div></div>	1	<div><div></div><div></div><div></div></div>	0		

Roster By Component Most Recent Attempt

Show: Score

Student	Attempt	Date	Diagnosis	Total	C1	C2	C3
Koby Knight	1	Oct 25	Competency	5 / 7	3 / 3	1 / 2	1 / 2
Lorenzo Laughton	1	Oct 26	Competency	7 / 7	3 / 3	2 / 2	2 / 2
Marco Mandez	1	Oct 26	Competency	7 / 7	3 / 3	2 / 2	2 / 2
Neev Ninger	1	Oct 25	Non-Competency	1 / 7	0 / 3	1 / 2	0 / 2
Olivia O'Neill	1	Oct 26	Competency	5 / 7	2 / 3	1 / 2	2 / 2
Piper Pringle	1	Oct 26	Non-Competency	1 / 7	0 / 3	1 / 2	0 / 2
Quinton Quinn	1	Oct 26	Competency	6 / 7	2 / 3	2 / 2	2 / 2
Rebecca Raven	1	Oct 26	Competency	6 / 7	3 / 3	1 / 2	2 / 2
Sebastian Sevan	1	Oct 26	Competency	6 / 7	3 / 3	1 / 2	2 / 2
Trevor Timmons	1	Oct 18	Non-Competency	3 / 7	3 / 3	0 / 2	0 / 2



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

6.EE.8 Practice

Practice Questions

4 Questions Selected

Add selected questions

Cancel

Component

☒ Component 1 ?
 ☐ Component 2 ?
 ☒ Component 3 ?

DOK

☐ DOK 1
 ☒ DOK 2
 ☒ DOK 3

6.EE.8 Practice

C3

DOK 2

The solution set for an inequality is shown on the number line.

Which situation could represent the number line?

A

Jefe spends less than \$115 per week on gas.

B

The number of pieces in the puzzle is greater than 115.

6.EE.8 Practice

C1

DOK 2

At a local coffee shop, a cup of coffee costs \$2.10.

Alex bought a cup of coffee and left additional money for a tip.

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

A

$c < \$2.10$

B

$c \geq \$2.10$

C

$c > \$2.10$

6.EE.8 Practice

C1

DOK 2

Rico hikes up a mountain that has a summit of 9,512 feet above sea level. He turns around less than halfway to the top because he is worried he will run out of daylight.

Which inequality best represents Rico's elevation in feet, x , after he turns around?

A

$x < 9,512$

B

$x > 4,756$



Build-Your-Own Practice Checks

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

Practice Response Frequency

6.EE.8 - Practice Check

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.

> [Component & DOK Blueprint](#)

Attempt

Student Diagnosis

Time Period

First Attempt

All

Academic Year

Hide Item Filter

Showing 6 of 6 Items

6.EE.8 Practice

C1

DOK 2

At a local coffee shop, a cup of coffee costs \$2.10.

Alex bought a cup of coffee and left additional money for a tip.

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

A

$c \geq \$2.10$

B

$c > \$2.10$

-

Total Responses: 10

50% of students answered correctly.

A

30%

✓ B

50%

C

10%

D

10%

NR

0%

Show Responses by Student

6.EE.8 Practice

C1

DOK 2

Rico hikes up a mountain that has a summit of 9,512 feet above sea level. He turns around less than halfway to the top because he is worried he will run out of daylight.

Which inequality best represents Rico's elevation in feet, x , after he turns around?

A

$x < 9,512$

B

$x < 4,756$

C

$x > 9,512$

Total Responses: 8

38% of students answered correctly.

A

25%

✓ B

38%

C

25%

D

13%

NR

0%

Show Responses by Student




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

3

Needs Review

2

Result

60%

Performance by Item

Key:  Correct  Needs Review

Item 1

6.EE.8 Practice

C1

DOK 2

 Correct!

Alex bought a cup of coffee and left additional money for a 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

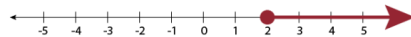
6.EE.8 Practice

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](#)



Instant Feedback to Promote Student Growth

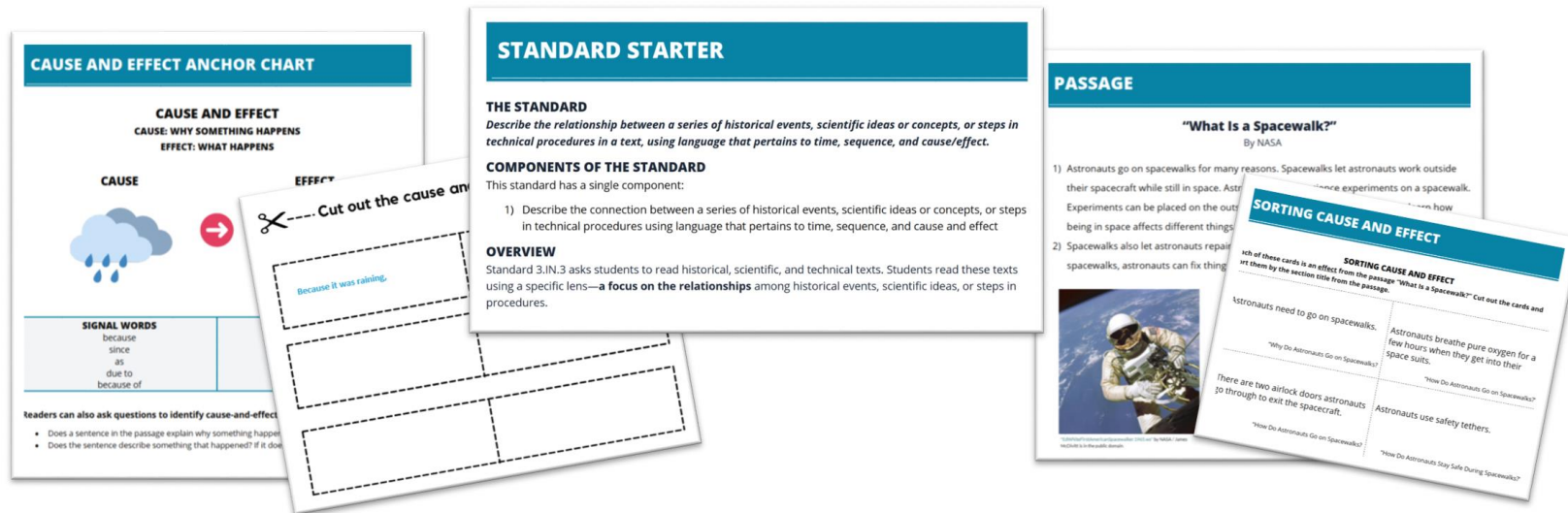
Students receive immediate feedback on their practice session so they can pinpoint misconceptions and review areas for growth.

A young man with dark skin and short, curly hair is seated at a wooden desk in a classroom. He is wearing a blue, red, and white plaid button-down shirt. He is looking upwards and to the right with a slight smile, holding a green pen in his hands. In the background, other students are blurred, and a large window with a teal frame is visible. A white text box with a teal vertical line to its left is overlaid on the left side of the image.

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





Home

Reports

Schools

Learning Library

Math

English

Science

Social Studies

Support Hub

Logout



Learning Library

Math

English

[Reset Filters](#)

Grade Level:

All

Domain:

All

Standard(s):

All

Activity Type:

All

Showing 1 - 50 of 537 activities

[Expand All](#) | [Collap](#)

3.MD.5



Standard
Starter

3.MD.5 Standard Starter

For standard 3.MD.5, students recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.5 1 File [area](#) [length](#) [rectangle](#) [square](#) [square unit](#) [unit square](#)



Facilitated
Activity

Making Shapes with Unit Squares

Students recognize that a square with side length 1 unit has one square unit of area, and can be used to measure area. They recognize that a plane figure which can be covered without gaps or overlaps by n unit squares has an area of n square units.

3.MD.5 4 Files [area](#) [length](#) [rectangle](#) [square](#) [square unit](#) [unit square](#)



Independent
Activity

Measuring Area Using Unit Squares

Students recognize that a square with side length 1 unit has one square unit of area, and can be used to measure area. They recognize that a plane figure which can be covered without gaps or overlaps by n unit squares has an area of n square units.

3.MD.5 3 Files [area](#) [length](#) [rectangle](#) [square](#) [square unit](#) [unit square](#)



Standard-level Instructional Resources

Browse Navy'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

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

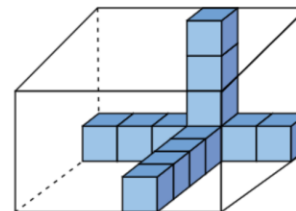
New to Navy? Try out an [Orientation Check](#).

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

Alexa's Progress

Class:

Grade 6 Math - A (Gr... ▾)

Check type:

Competency

Practice

Expressions and Equations



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

Geometry



6.G.1



6.G.2



6.G.3



6.G.4

Ratios and Proportional Relationships



6.RP.1















6.RP.2



6.RP.3

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	●○○ 4.MD.4	5.MD.3	●○○ 6.EE.7	7.G.3			

Navy Learning Map

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

Learning Map

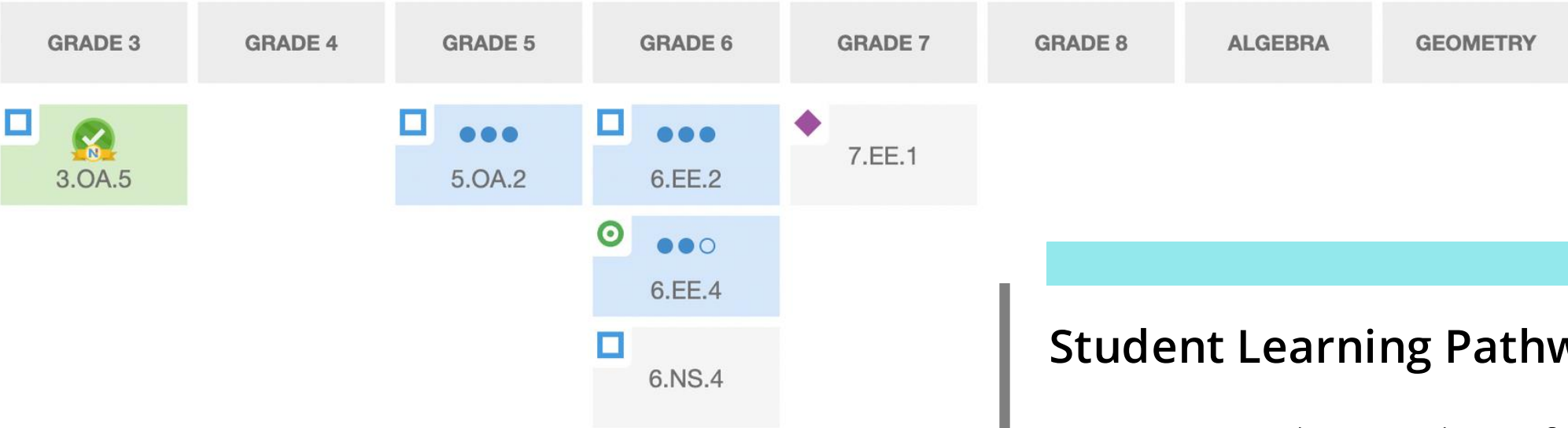
Irma Ince | Grade 6
Miller | Section: Grade 6 Math - A

Math

English

Key:  Prior  Focus Standard  Next

Reset Map



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

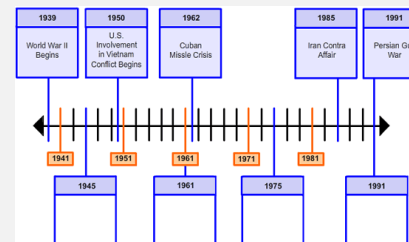
Identify the missing word in this famous quote from Shakespeare's Richard III.

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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demetrius	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lysander	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospero	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Paired ELA Standards

- For nearly all Reading standards, Navy Competency Checks contain 6-8 questions that are based on 2 passages.
- The Navy 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



Navy 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.

iNAVVY

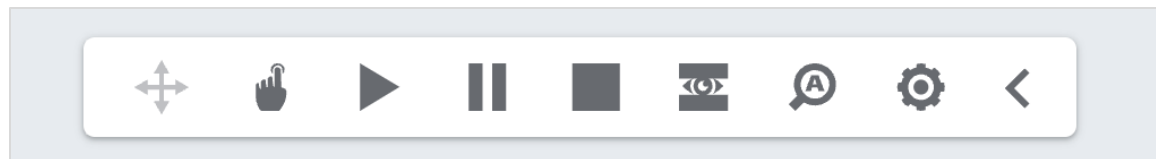
Home
Assignments
Reports
Class Rosters
Learning Library

Class Rosters

Math Grade 6 [Math] [Gr 6]

Math Grade 6 - Miller - A 10 students [Component Accuracy >](#) [Roster by Standard >](#)

STUDENT	Learning Map >	Course Progress >	Accessibility Options >
Alexa Allende	Learning Map >	Course Progress >	Accessibility Options >
Bobby Brass	Learning Map >	Course Progress >	Accessibility Options >



Alexa Allende

Math Accessibility

☐ None

☒ **Math Text-to-Speech**
This option turns on the text-to-speech toolbar for the student. Marking a student eligible for text-to-speech does NOT disable shuffling of questions and responses.

ELA Accessibility

☐ None

☒ **ELA Text-to-Speech**
This option turns on the text-to-speech toolbar for the student. Marking a student eligible for text-to-speech does NOT disable shuffling of questions and responses.

Science Accessibility

☐ None

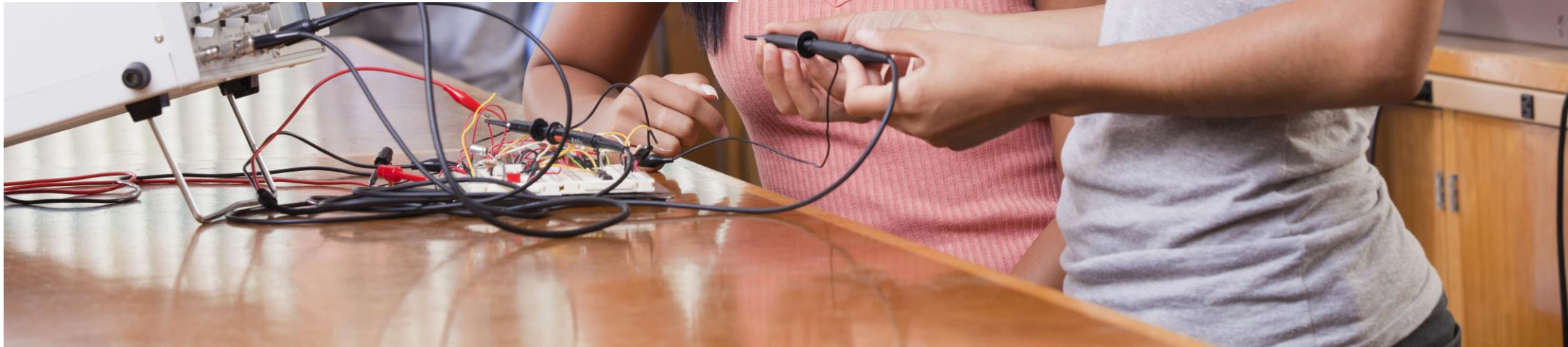
☒ **Science Text-to-Speech**
This option turns on the text-to-speech toolbar for the student. Marking a student eligible for text-to-speech does NOT disable shuffling of questions and responses.

Social Studies Accessibility

☐ None

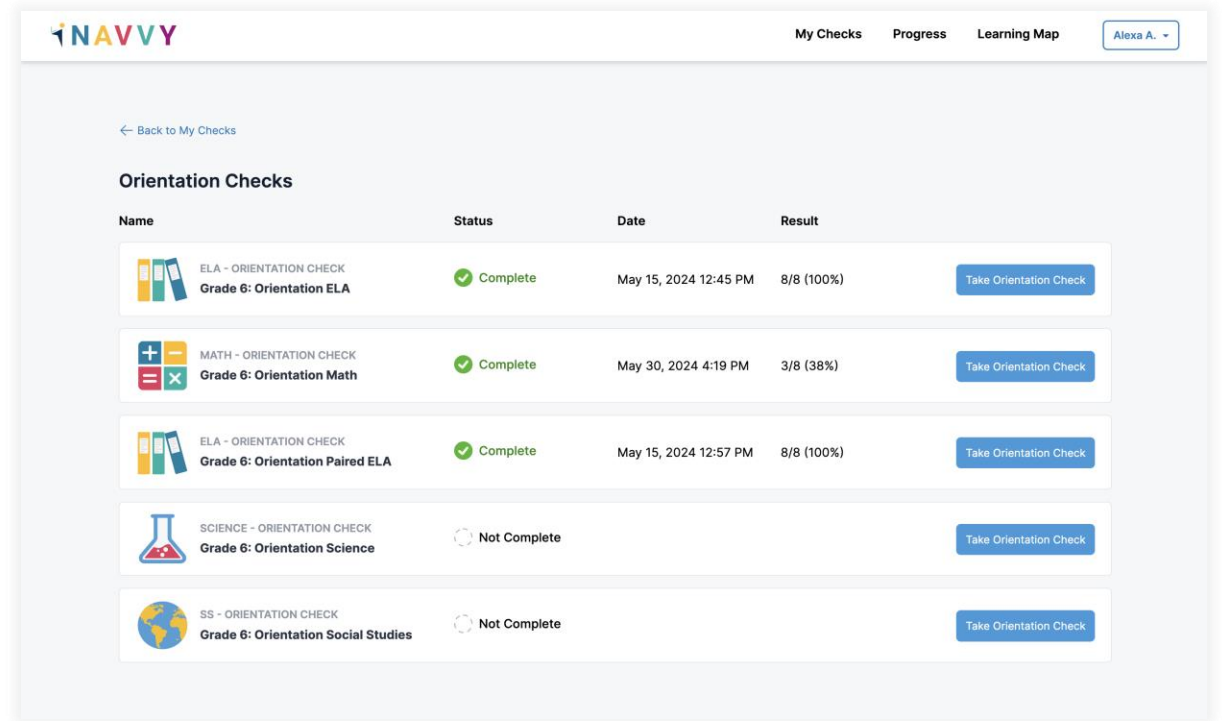
☒ **SS Text-to-Speech**
This option turns on the text-to-speech toolbar for the student. Marking a student eligible for text-to-speech does NOT disable shuffling of questions and responses.

What will your
students like about
Navy?








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.

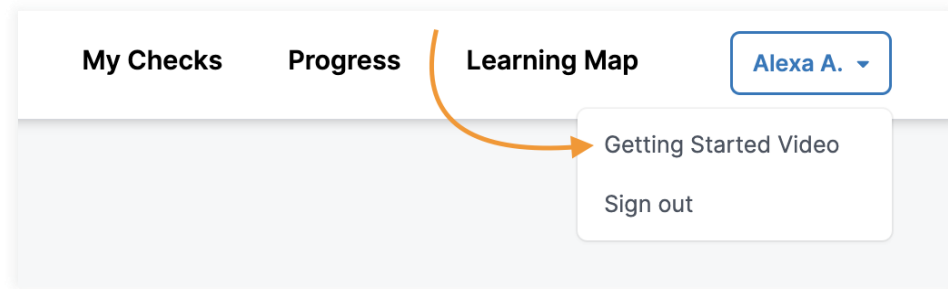


The screenshot shows the 'My Checks' page in the Navvy interface. At the top, there's a navigation bar with 'My Checks', 'Progress', and 'Learning Map' links, and a user profile 'Alexa A.' with a dropdown arrow. Below the navigation bar, there's a 'Back to My Checks' link. The main section is titled 'Orientation Checks' and contains a table with the following columns: Name, Status, Date, and Result. The table lists five orientation checks for Grade 6, each with a subject icon, a 'Take Orientation Check' button, and a status indicator.

Name	Status	Date	Result
 ELA - ORIENTATION CHECK Grade 6: Orientation ELA	✓ Complete	May 15, 2024 12:45 PM	8/8 (100%) Take Orientation Check
 MATH - ORIENTATION CHECK Grade 6: Orientation Math	✓ Complete	May 30, 2024 4:19 PM	3/8 (38%) Take Orientation Check
 ELA - ORIENTATION CHECK Grade 6: Orientation Paired ELA	✓ Complete	May 15, 2024 12:57 PM	8/8 (100%) Take Orientation Check
 SCIENCE - ORIENTATION CHECK Grade 6: Orientation Science	⊙ Not Complete		Take Orientation Check
 SS - ORIENTATION CHECK Grade 6: Orientation Social Studies	⊙ Not Complete		Take Orientation Check

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



Subject: Math | Report: Competency Attempt Levels | Sub Category: Location | Graph: % of Students | Show standards with: >20% Participation | Year: 2022-2023

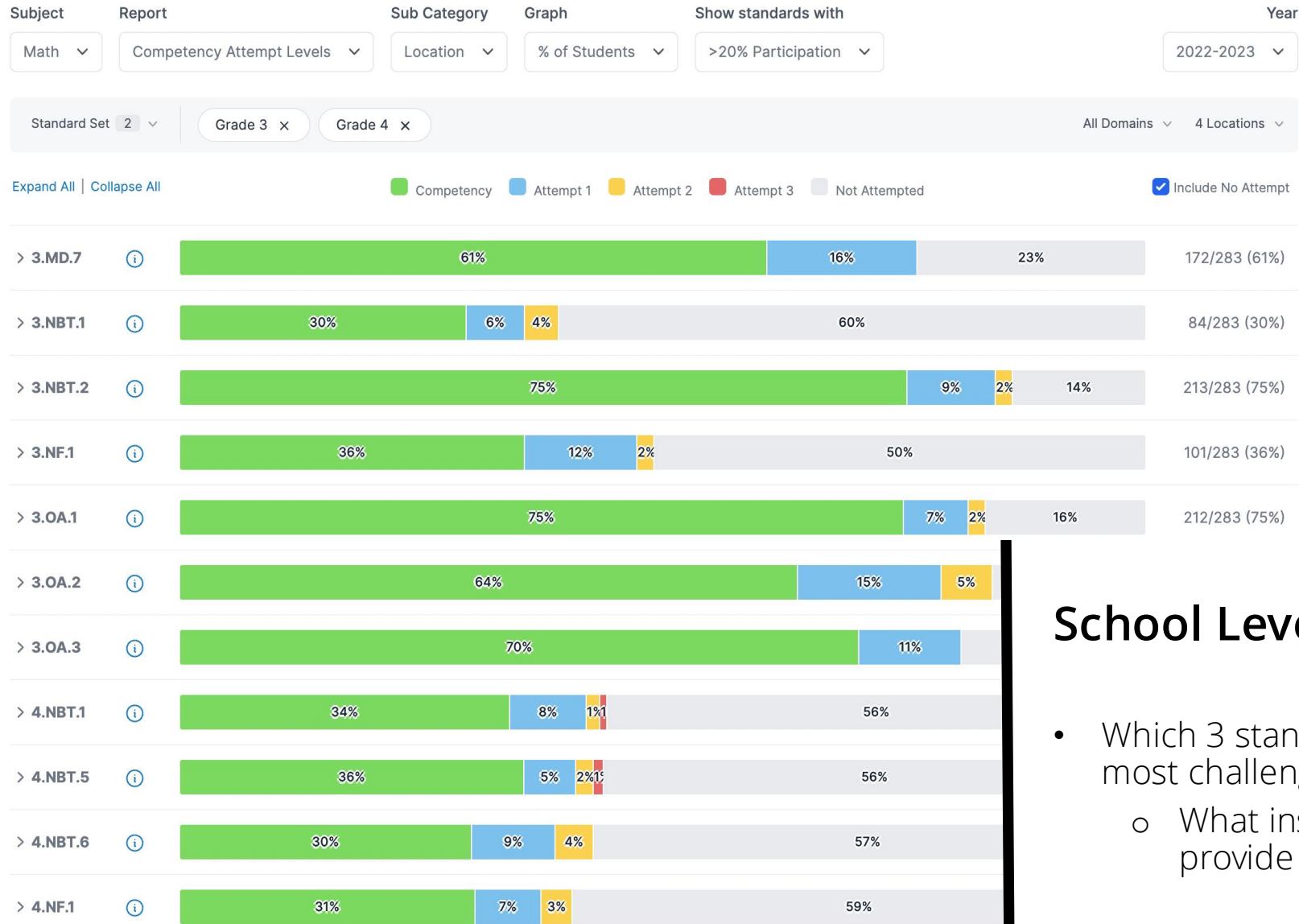
Standard Set: 2 | Grade 3 x | Grade 4 x | All Domains | 4 Locations

Expand All | Collapse All |
 Competency
Attempt 1
Attempt 2
Attempt 3
Not Attempted
☒ Include No Attempt

> 3.MD.7		172/283 (61%)
> 3.NBT.1		84/283 (30%)
> 3.NBT.2		213/283 (75%)
> 3.NF.1		101/283 (36%)
> 3.OA.1		212/283 (75%)
> 3.OA.2		
> 3.OA.3		
> 4.NBT.1		
> 4.NBT.5		
> 4.NBT.6		
> 4.NF.1		

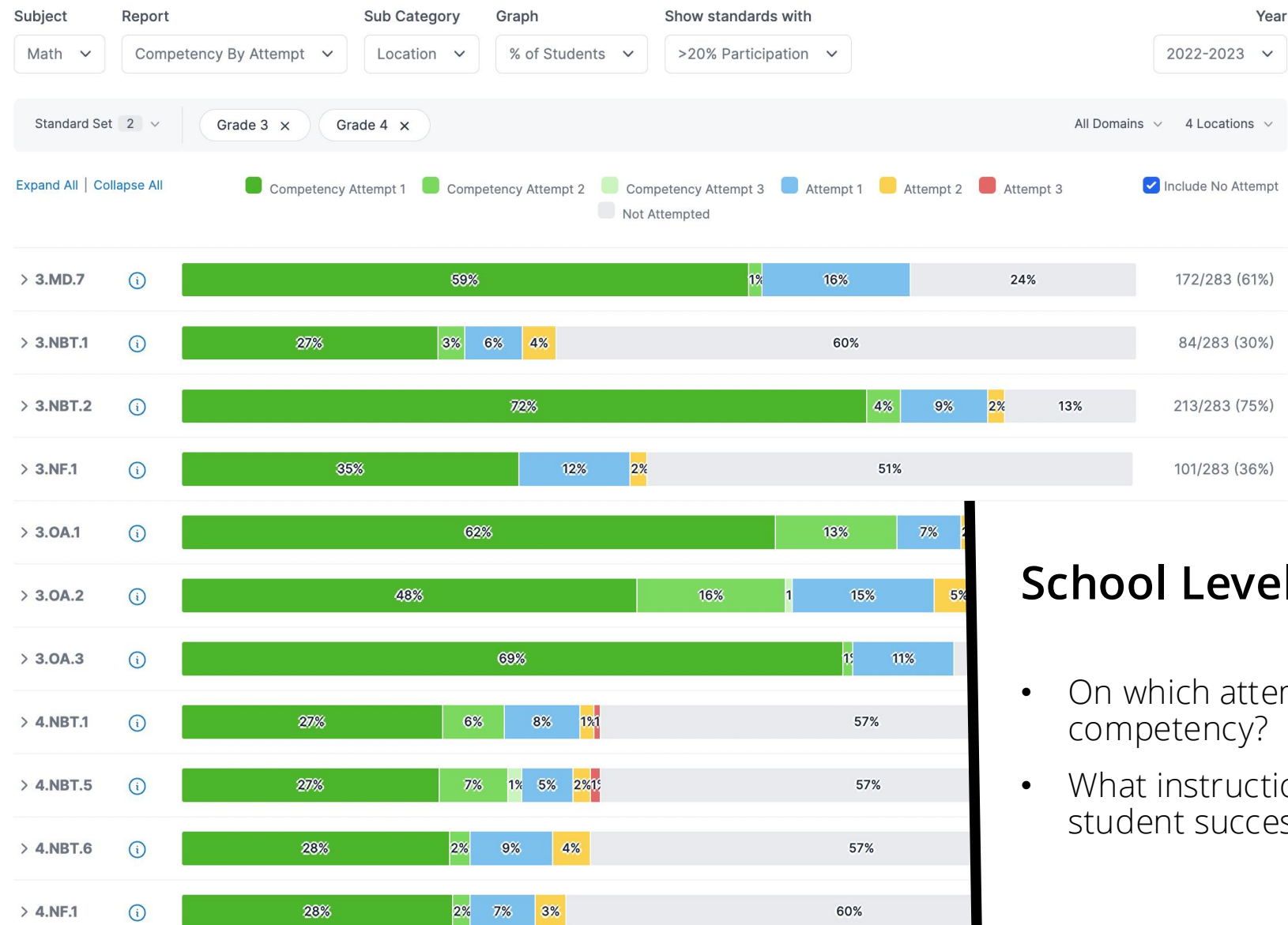
School Level Reporting

- 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?

Navy ELA - Arizona

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

Standards
covered in Navvy

Navy Math - Arizona

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

Standards with an * will be released October 2024

A photograph of three children in a wooded area. A young boy with curly hair is crouching and looking through a magnifying glass at the ground. Another boy is crouching next to him, holding a stick. A girl is partially visible in the background, also looking down. The ground is covered with dry pine needles and some green plants. The scene is lit with warm, golden light, suggesting late afternoon or early morning.

Take a Peek



Navy Exploration Time

Use the **Navy 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.*

A young girl with dark skin and braided hair adorned with pink beads is lying on a light-colored, textured rug. She is looking intently at a tablet computer in front of her, with her finger touching the screen. To her left is a spiral-bound notebook with a drawing. In the background, a person is lying down on a couch, and a book is open on the rug. The scene is dimly lit, with the primary light source being the screen of the tablet.

Navy Resources

Support Hub (Inside Navvy)

The screenshot displays the Navvy Support Hub interface. On the left is a vertical sidebar with the following items: Home, Assignments, Reports, Class Rosters, Learning Library, Math, English, Science, Social Studies, Support Hub (highlighted with a red bar), and Logout. The main content area is titled "Support Hub" with the subtitle "Access resources and support for using Navvy at your school." Below this are four cards: "Getting Started" (with a rocket icon and a blue border), "Using Navvy" (with a starburst icon), "Real-World Application" (with a speech bubble icon), and "Help" (with a gear icon). The "Getting Started" card is highlighted with a blue border and a small blue arrow pointing down. Below the cards is an "Overview" section containing a video titled "Navvy Overview" with the description "In this video, discover what Navvy is and how it can be a transformative tool to support personalized instruction." and a "View Video" button. Below this is an "Educators" section containing three video cards: "Rostering Students" (describing steps for getting ready to use Navvy), "Assigning Competency Checks" (showing how to use checks with students), and "Understanding Reports" (explaining educator data reports). Each video card includes a "View Video" button.

NAV VY

Home

Assignments

Reports

Class Rosters

Learning Library

Math

English

Science

Social Studies

Support Hub

Logout

Support Hub

Access resources and support for using Navvy at your school.

Getting Started

Using Navvy

Real-World Application

Help

Overview

Navvy Overview

In this video, discover what Navvy is and how it can be a transformative tool to support personalized instruction.

[View Video](#)

Educators

Rostering Students

This video collection introduces key steps for educators to get ready to use Navvy, including checking rosters, assigning Competency Checks, and understanding Reports.

[View Video](#)

Assigning Competency Checks

This video shows you how to use Competency Checks with your students.

[View Video](#)

Understanding Reports

Understand educator data reports, specifically the Roster by Standard, Student Progress, and Student Learning Maps.

[View Video](#)

Resource Site (Outside Navvy)

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

Navy Resources


Welcome to the Navy Resource page, the site for district and school staff to acquire comprehensive knowledge on using Navy.

[Learn More](#)

PDF Resources

Quick Start Guide for Educators	View PDF
Quick Start Guide for School & District Leaders	View PDF
Introduction to Class & Student Reports	View PDF


Video Resources



What makes Navvy so special?

Navy Overview


Watch this for a quick overview of Navvy



Getting Started with Setup and Rosters

Getting Started with Setup and Rosters


Learn about setup and rostering in Navvy




Getting Started with Competency Checks

Getting Started with Competency Checks


Learn about Competency Checks in Navvy



Getting Started with Reports



Practice Checks



Instructional Resources



Questions?

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



Pearson

APPENDIX



3 Key Content Considerations (Navy)

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?

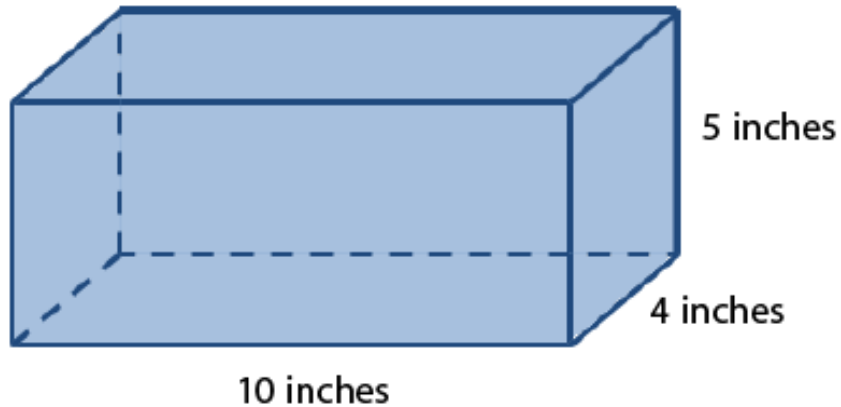
3

Do the items measure irrelevant factors?

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

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

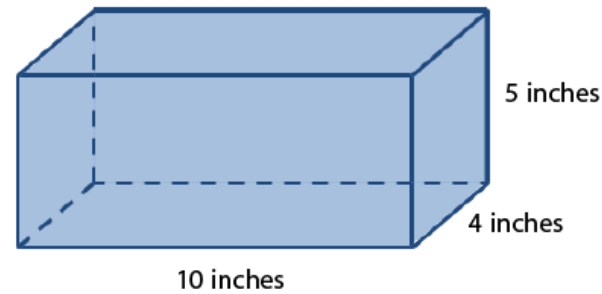
Component 1

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 $\frac{1}{2}$ inch distances, and then use that to multiply and find the number of $\frac{1}{2}$ 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

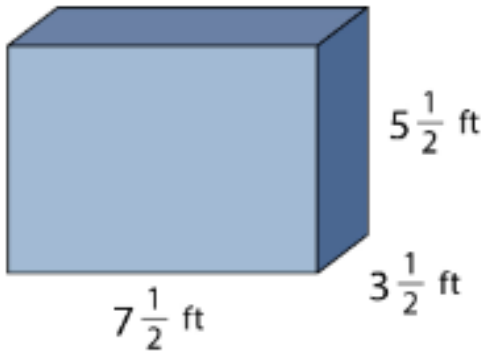
B 1,600 cubes

C 200 cubes

D 19 cubes

What DOK Level is this Item?

What is the volume of the rectangular prism shown?



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

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

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

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

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

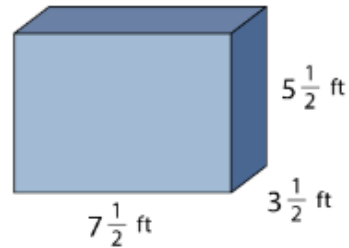
Component 2

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

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

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

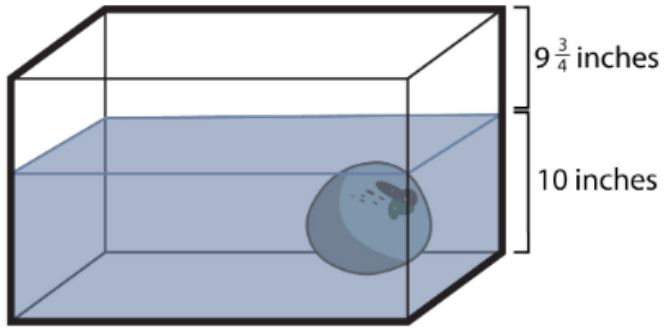
D $16\frac{1}{2} \text{ ft}^3$

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.

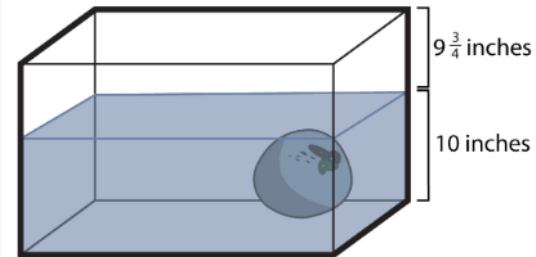
DOK 3 Reasoning

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

NAVY MATH

DOK 1



35%

RECALL | REMEMBER

DOK 2



48%

APPLY

DOK 3



17%

EVALUATE | JUSTIFY | EXPLAIN

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

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

	DOK 1	DOK 2	DOK 3
Component 1			
Component 2			
Component 3			
Component 4			

NAVY ELA

DOK 1



0%

RECALL | REMEMBER

DOK 2



40%

APPLY

DOK 3



60%

EVALUATE | JUSTIFY | EXPLAIN

Standard RI.6.2: Sample Blueprint (Navy)

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.

	DOK 1	DOK 2	DOK 3
Component 1		●	●
Component 2		● ●	● ●
Component 3		●	●



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