

# Meet Navy

Arizona Assessments Conference  
September 17-18, 2024



Pearson

# Meet Your Presenters

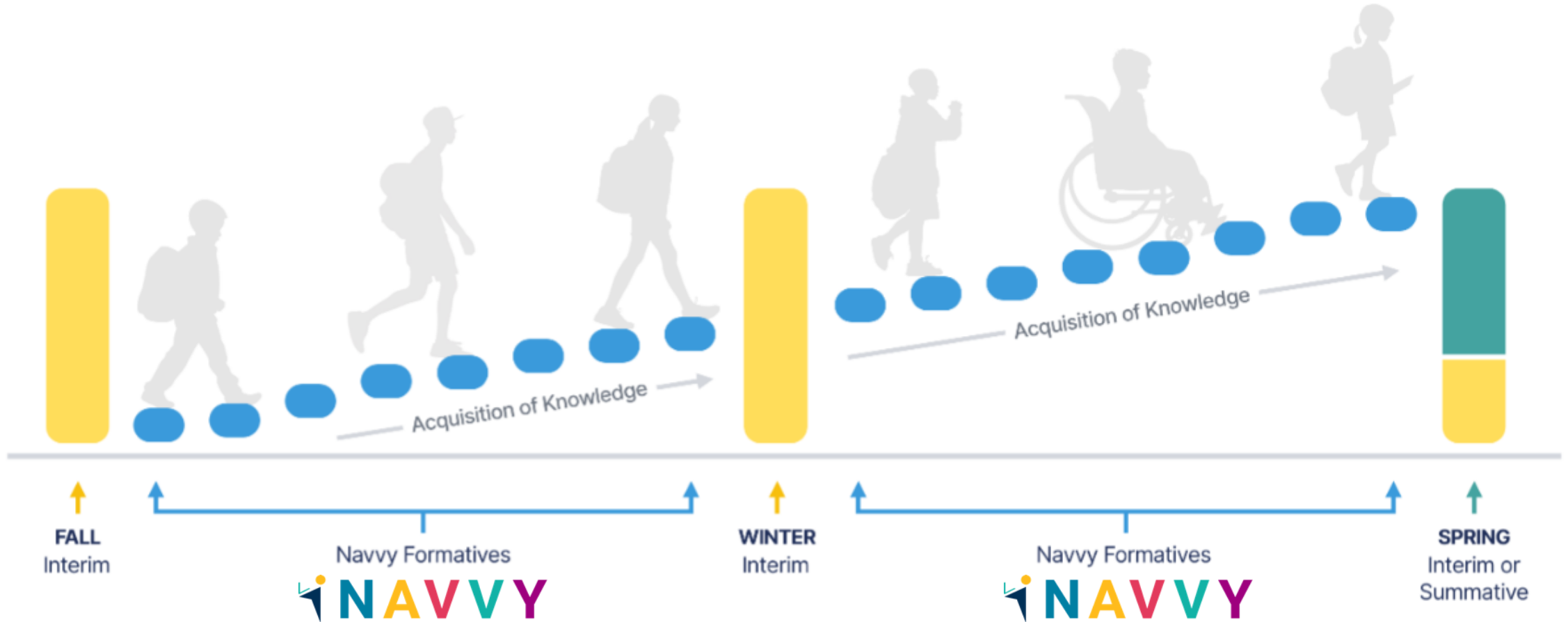


**Laine Bradshaw, PhD**  
VP of Classroom Solutions at Pearson  
Founder of Navy



**Alisha Natvig**  
Sr. Product Manager,  
Navy

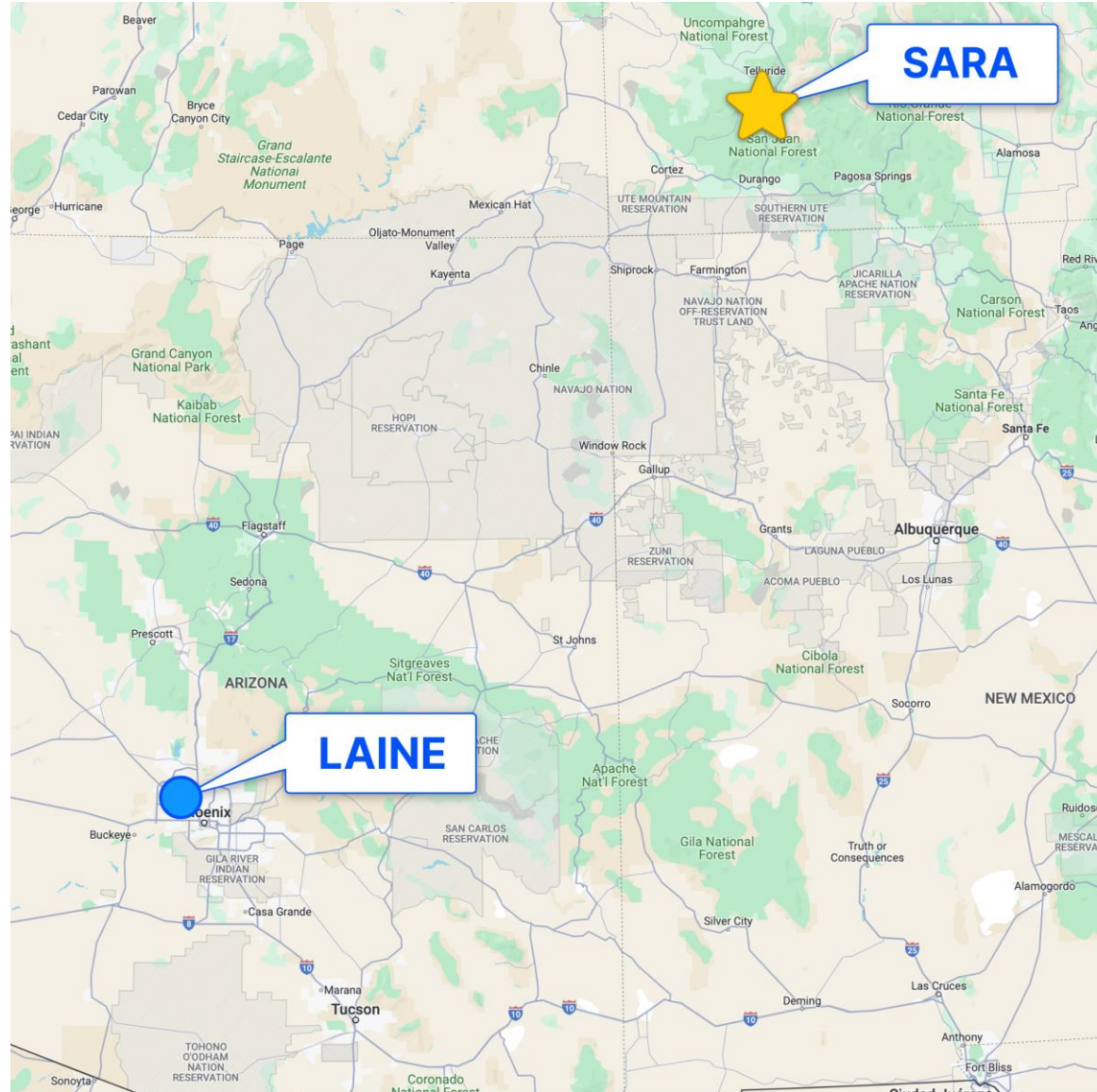
# Balanced Assessment System



## Table Talk

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

# Journey with me!



180-hour walk  
to destination

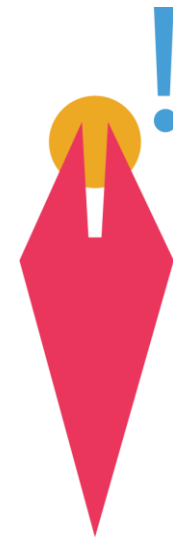
Let's go!



Help me get started!  
From your seat, point to Telluride



I need accurate  
directions!






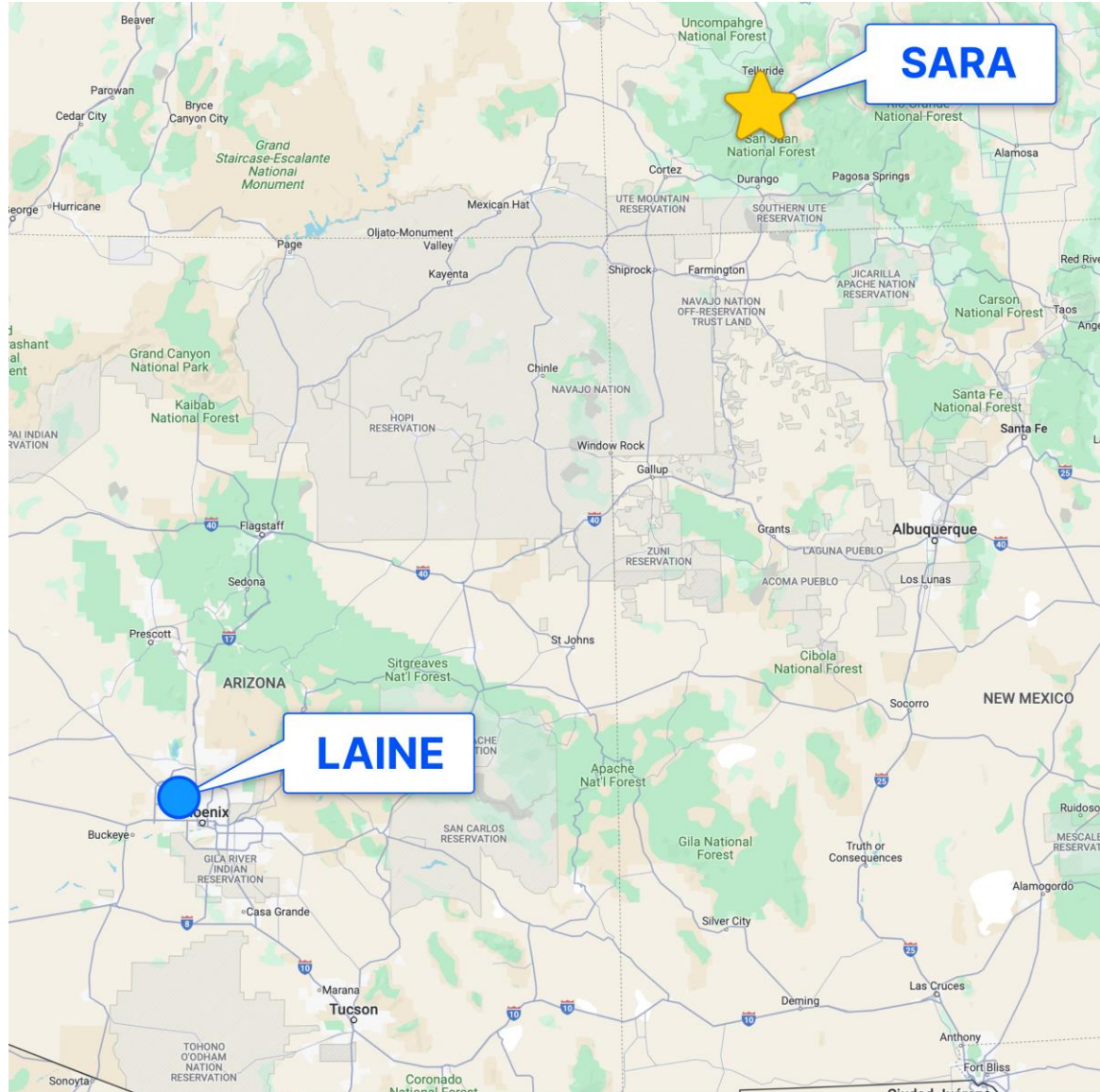
Can anyone else help  
me get started on my  
journey?



Can anyone else help  
me get started on my  
journey?



Head  
northeast!



180-hour walk  
to destination

I need actionable  
directions!

I need you to be more specific!

Can anyone else  
help me get  
started on my  
journey?

Can anyone else  
help me get  
started on my  
journey?



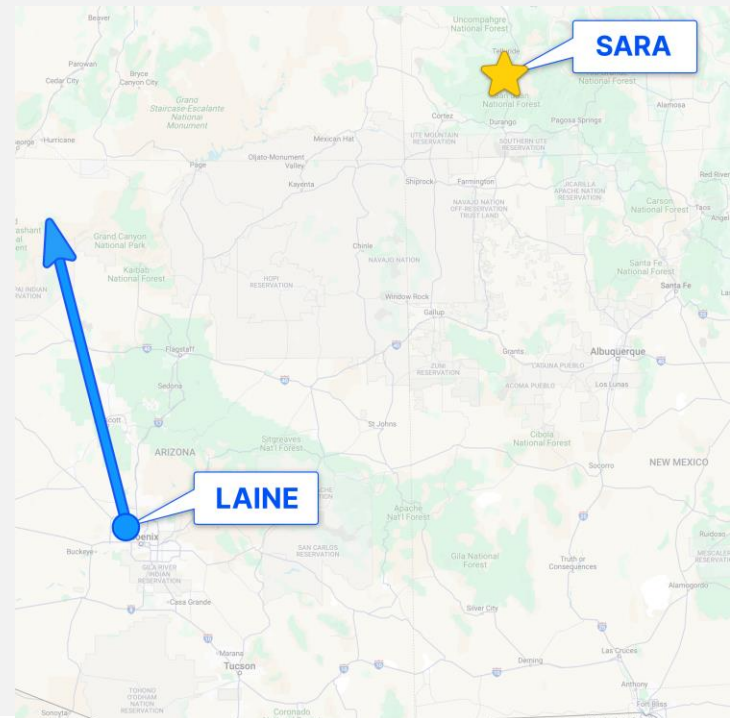
Exit the main door.  
Then walk to the left!

I need **timely** directions!

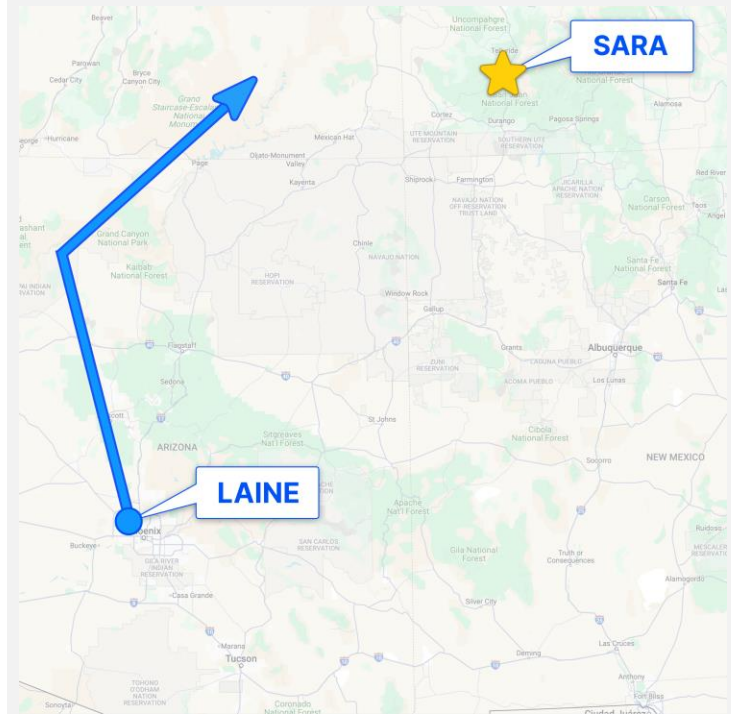
Keep guiding me!

# timely

At the end of 180 hours



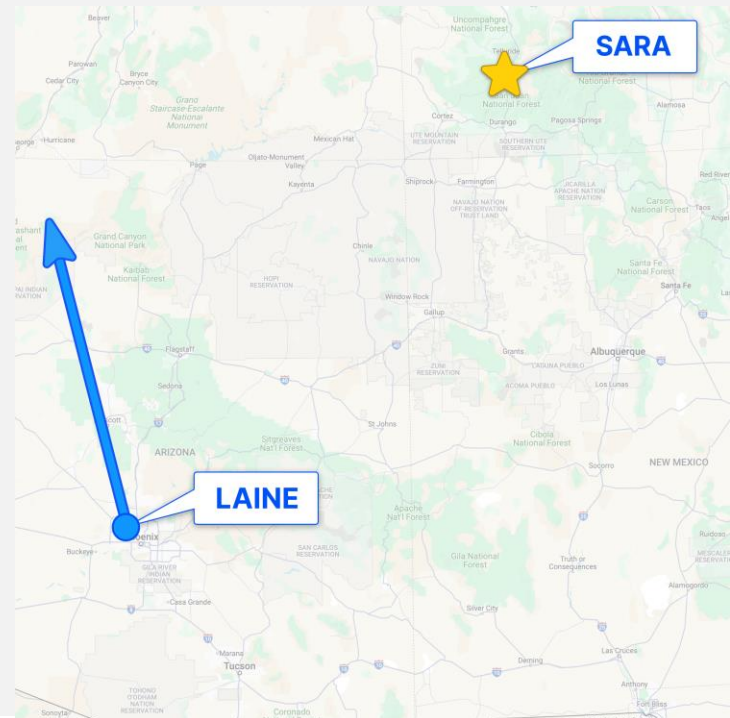
Beginning, 90 hours, 180 hours



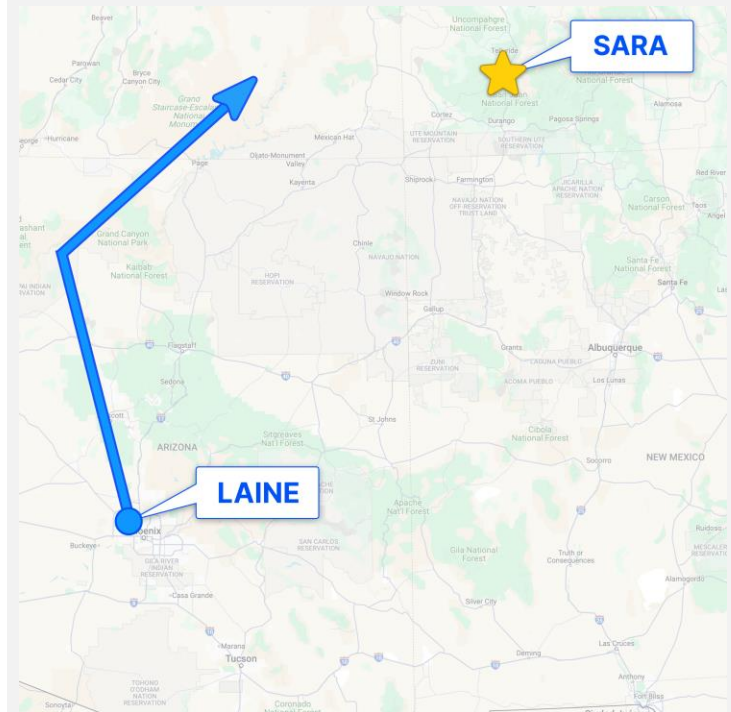


# timely

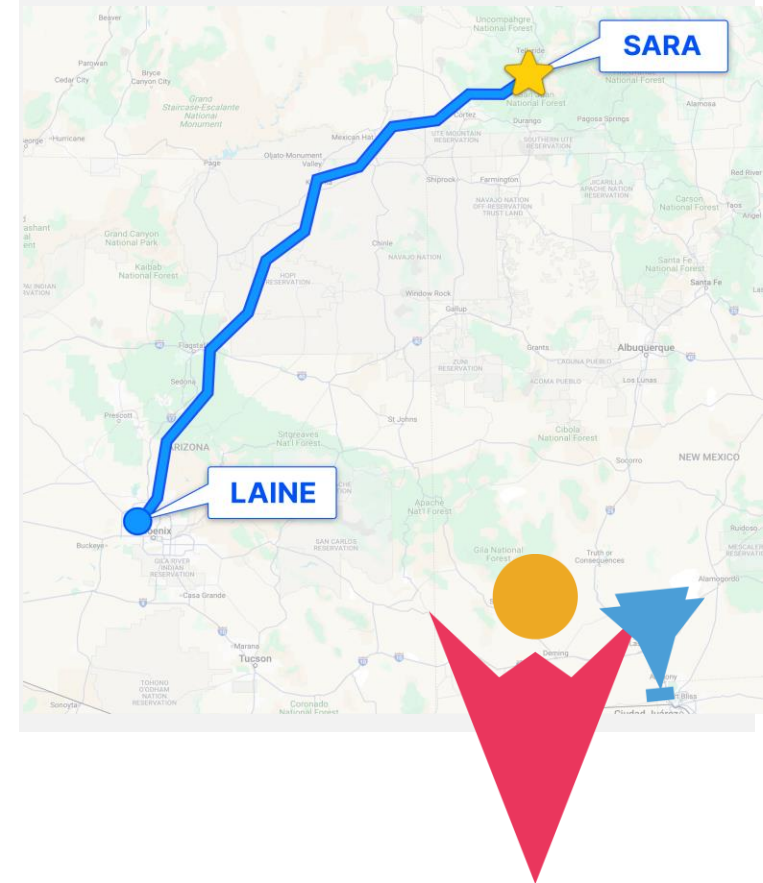
At the end of 180 hours



Beginning, 90 hours, 180 hours



On-going, as you need it



nav·vy

(*na-vee*) /'nævi/

**noun**

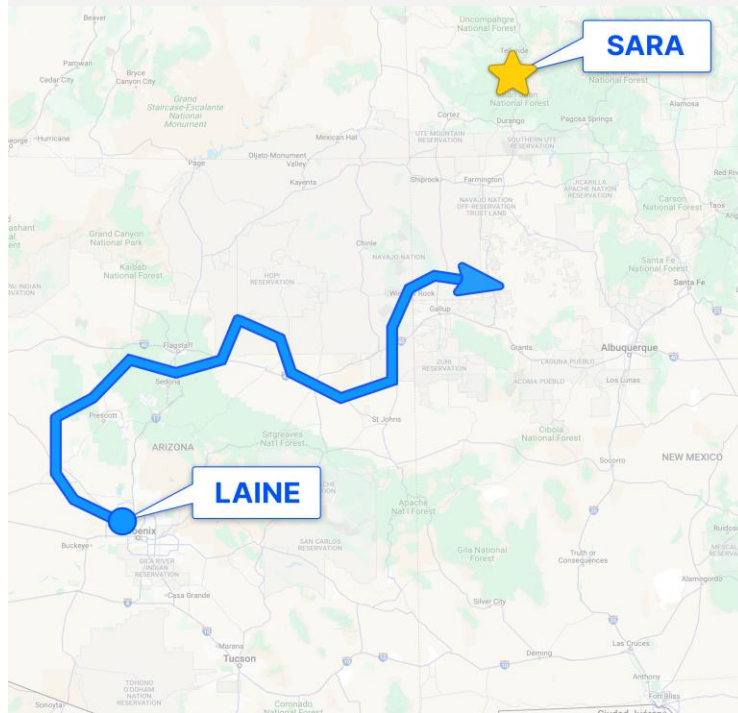
one who navigates





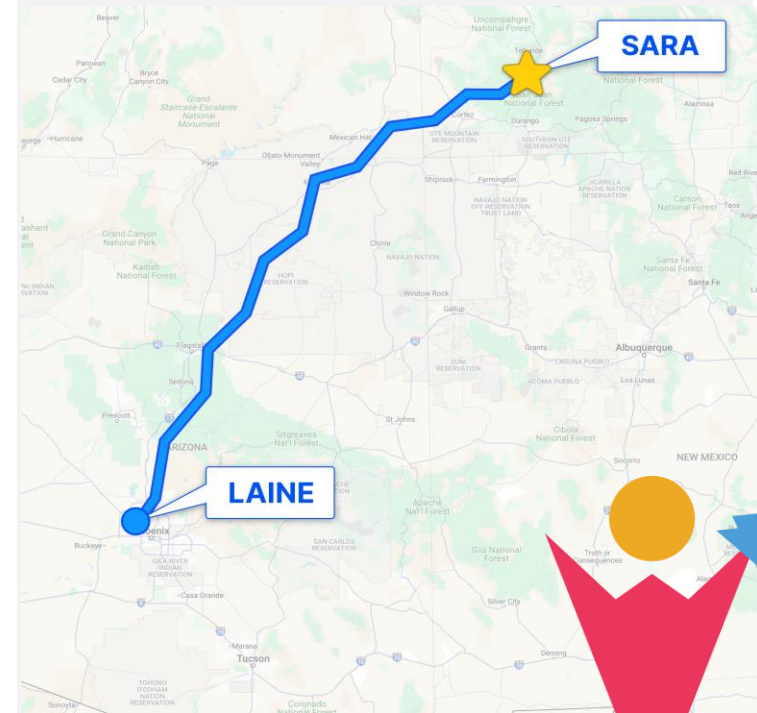
timely & specific  
without accuracy

On-going, as you need it



timely & specific  
with accuracy

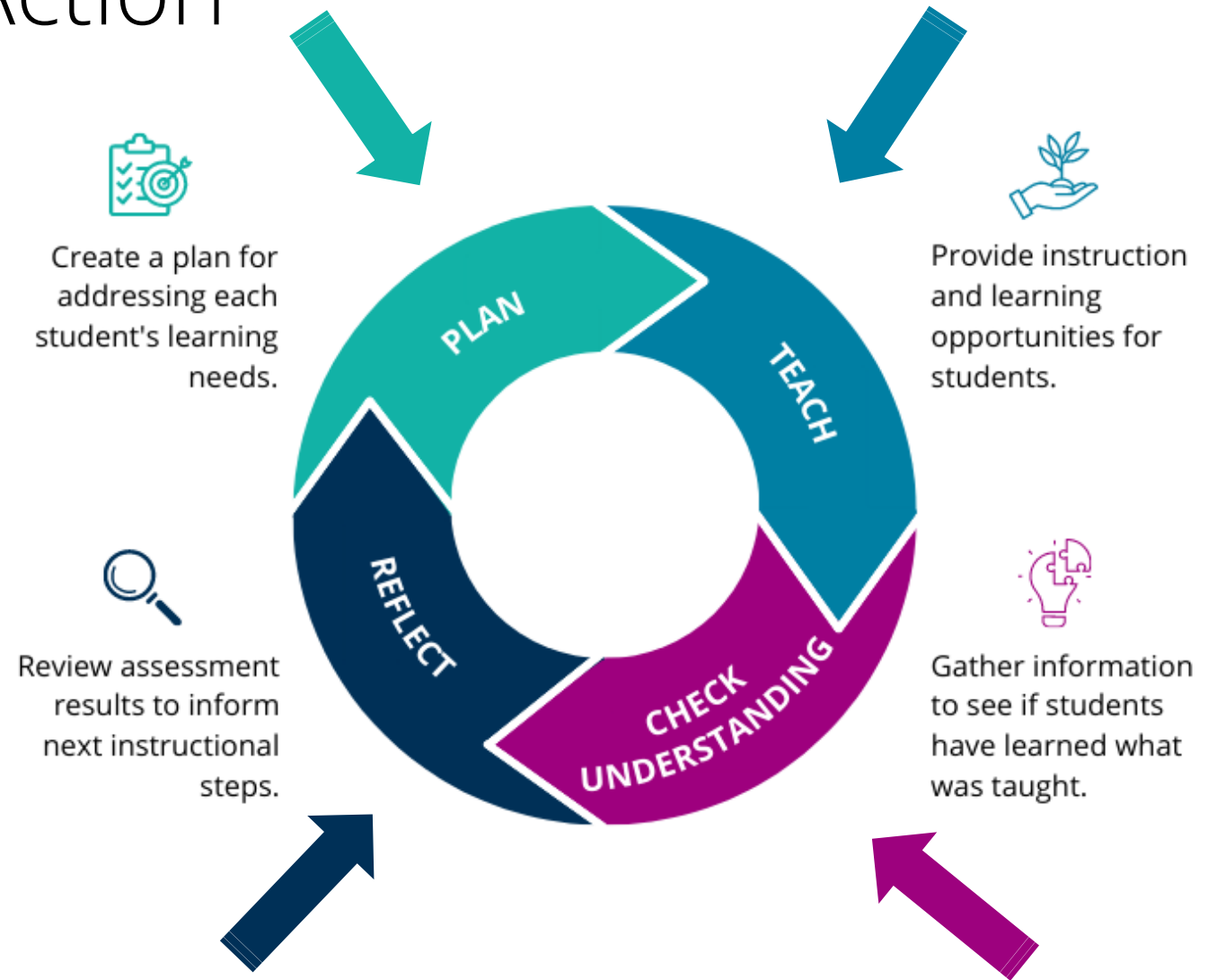
On-going, as you need it




# Navy's Theory of Action

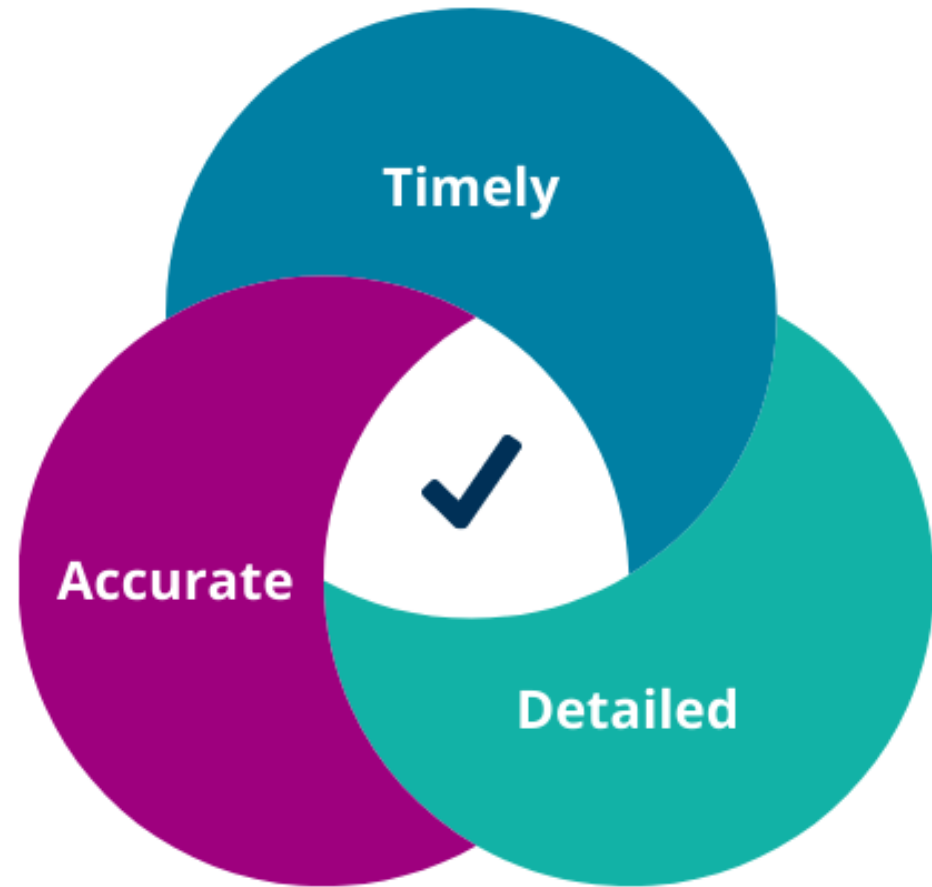

Personalized learning is a powerful tool for successful learning.

- 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



Introducing  
Navy



## Table Talk

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

# 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)	✓	✓	✗			



## Roster by Standard Report

- 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



# 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%

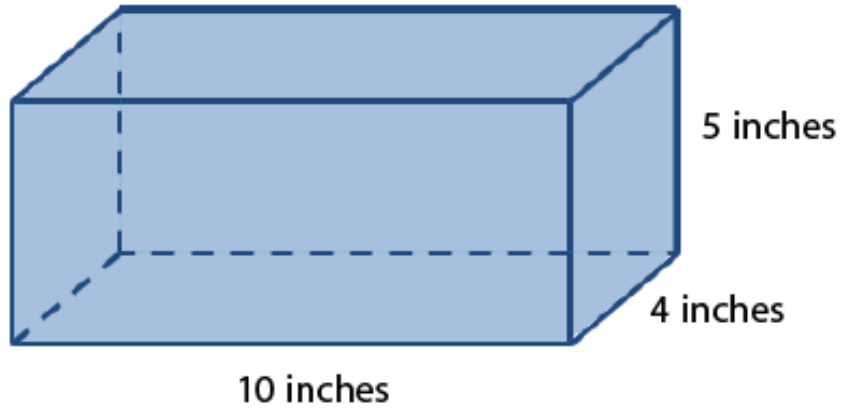
# Depth of Knowledge (DOK) Levels

Level	DOK Characteristics
DOK 1	Recollection, recall, or identification of a fact, term, principle or concept. Routine problems that follow known, practiced steps.
DOK 2	Involves skills and concepts that require students to engage in some mental processing beyond recall, such as applying concepts, making decisions, or organizing information.
DOK 3	Requires reasoning and/or planning a strategy to solve a non-routine problem and/or use evidence to justify reasoning or solution. There are often multiple approaches and solution pathways. Requires more abstract and complex thinking.



## 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/or use evidence.

# DOK 2

## Standard 6.G.2

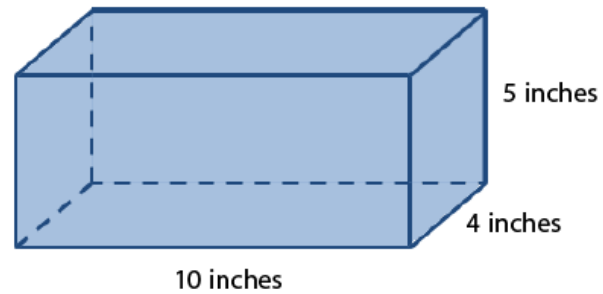
### Component 1

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

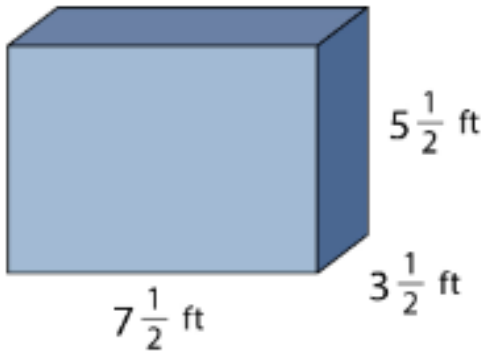
B 1,600 cubes

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/or use evidence.

# DOK 1

## Standard 6.G.2

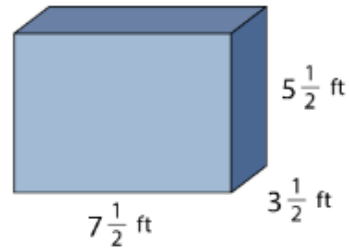
### Component 2

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

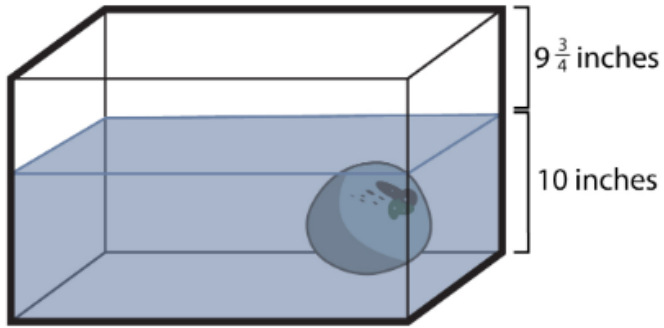
D  $16\frac{1}{2} \text{ ft}^3$

## 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/or use evidence.

# DOK 3

## Standard 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.

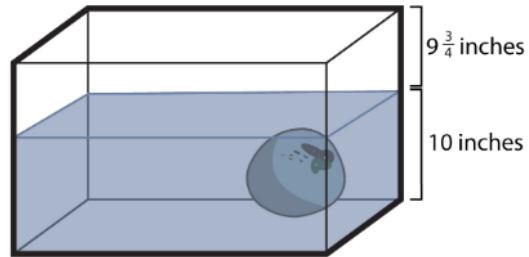
### DOK 3 Reasoning

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.



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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

# 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			



Standard-by-  
standard  
Practice



Component

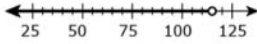
 Component 1 ? Component 2 ? Component 3 ?

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

First Attempt

Student Diagnosis

All

Time Period

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.



[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.



[Show Responses by Student](#)



## Item-by-Item Student Response Frequency for Practice

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

<b>Correct</b> <b>3</b>	<b>Needs Review</b> <b>2</b>	<b>Result</b> <b>60%</b>
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### 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.

## Table Talk

**How would you use Competency Checks or Practice Checks in your school to benefit students?**

A young man with dark hair, wearing a blue, red, and white plaid shirt, is sitting at a desk in a classroom. He is looking off to the side with a thoughtful expression, holding a blue pen in his hands. In the background, other students are visible, including a woman in a yellow top. The classroom has large windows and a bright, airy atmosphere.

# Instructional Resources

# Instructional Resources

- Help answer the question "Now what?"
- "Standard Starter" teacher guide to help explore the standard and standard components, common misconceptions, and what comes before and after this standard.
- Grab-and-go resources and short, engaging activities for whole class, small group, or individual practice

The image displays several educational materials:

- CAUSE AND EFFECT ANCHOR CHART:** A chart with a blue header. It defines 'CAUSE AND EFFECT' as 'CAUSE: WHY SOMETHING HAPPENS' and 'EFFECT: WHAT HAPPENS'. It features an illustration of a cloud raining and a red arrow pointing right. A section for 'SIGNAL WORDS' lists 'because', 'since', 'as', 'due to', and 'because of'. Below, it asks students to identify cause-and-effect in a passage.
- STANDARD STARTER:** A guide with a blue header. It includes 'THE STANDARD' (describing relationships in text), 'COMPONENTS OF THE STANDARD' (a single component), and 'OVERVIEW' (Standard 3.IN.3).
- PASSAGE:** A page titled '"What is a Spacewalk?"' by NASA, containing two numbered paragraphs about spacewalks.
- SORTING CAUSE AND EFFECT:** A card with a blue header and a grid for sorting text from the passage into cause and effect categories.



# Learning Library

[Math](#)
[English](#)
[Reset Filters](#)

Grade Level:

Domain:

Standard(s):

Activity Type:

All

All

All

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.



# Student Experience



## 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
- Navy helps students have a healthy learning/growth mindset by improving:
  - Goal-setting and goal-reaching
  - Ownership and agency of learning
  - Motivation for learning

## Alexa Allende's Learning Map

Subject:

Math ▾

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	HSA-APR.1	HSG-C.2
3.G.2	4.G.2	5.G.2	6.EE.2	7.EE.2	8.EE.2	HSA-CED.1-E	HSG-C.5
3.MD.1	4.G.3	5.G.3	6.EE.3	7.EE.3	8.EE.3	HSA-CED.1-L	HSG-CO.10
3.MD.2	4.MD.1	5.G.4	6.EE.4	7.EE.4	8.EE.4	HSA-CED.1-Q	HSG-CO.11
3.MD.3	4.MD.2	5.MD.1	6.EE.5	7.G.1	8.EE.5	HSA-CED.2-E	HSG-CO.12
3.MD.4	4.MD.3	5.MD.2	6.EE.6	7.G.2	8.EE.6	HSA-CED.2-L	HSG-CO.13
3.MD.5	4.MD.4	5.MD.3	6.EE.7	7.G.3	8.EE.7	HSA-CED.2-Q	HSG-CO.14
3.MD.6	4.MD.5	5.MD.4		7.G.4	8.EE.8	HSA-CED.3	HSG-CO.15

## 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

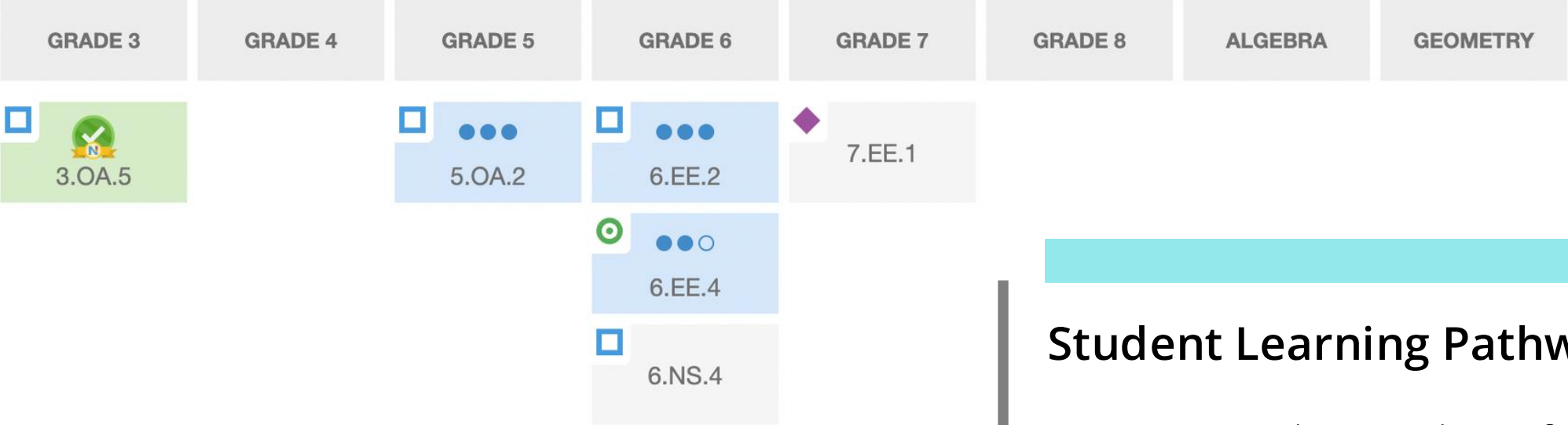
Irma Ince | Grade 6  
Miller | Section: Grade 6 Math - A

Math

English

Key:  Prior  Focus Standard  Next

Reset Map



## Student Learning Pathways

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

## 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 Competency Check](#)

## Practice Checks



MATH - PRACTICE CHECK  
6.G.2 - Grade 6: Geometry 2 Practice

Available until:  
Jul 15, 2024 10:25 AM

[Take Practice Check](#)

ELA - PRACTICE CHECK  
RI.6.5 - Grade 6: Informational 5 Practice

Available until:  
Jul 15, 2024 10:24 AM

[Take Practice Check](#)

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

## Grade 6: Geometry 2 Practice / Section 1



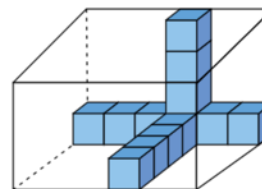
## Section 1: Item 1 of 3

[Next →](#)

1

[Calculator](#)

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



# Navy 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

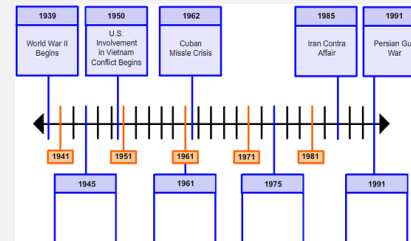
Identify the missing word in this famous quote from Shakespeare's Richard III.

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"/>

A young girl with dark hair in a braid, wearing a pink shirt and a white apron, is painting a large, vibrant rainbow on a wall. She is holding a paintbrush in her right hand and another brush in her left. The background is a textured wall with various colors, including blue, green, and red, suggesting a creative and artistic environment.

# District & School Level Reporting

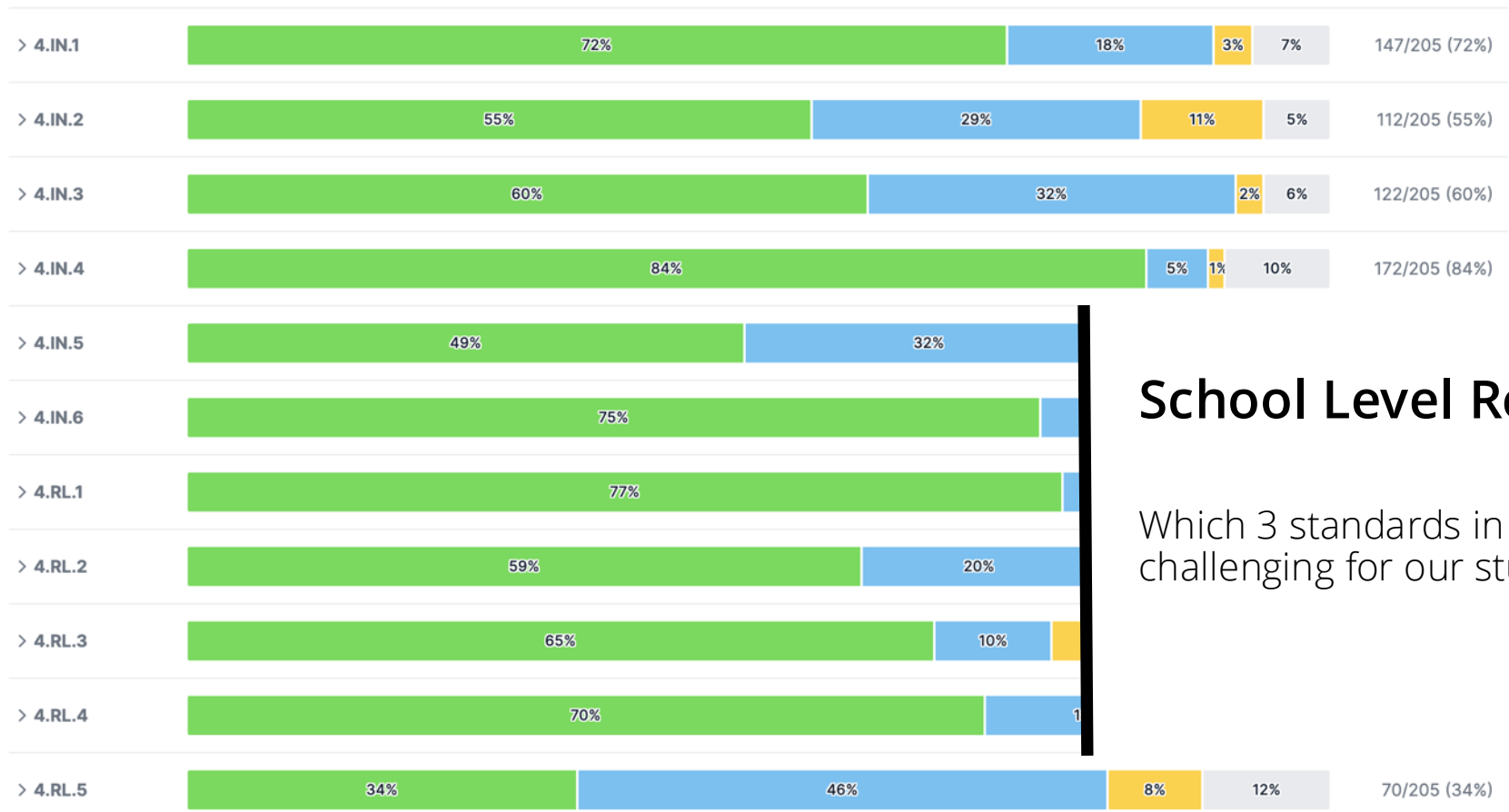
District: Navy County | School: Navy County Elementary School

Subject: ELA | Report: Competency Attempt Levels | Sub Category: Class | Graph: % of Students | Show standards with: >0% Participation | Year: 2023-2024

Standard Set: 1 | Grade 4 | All Domains | All Classes

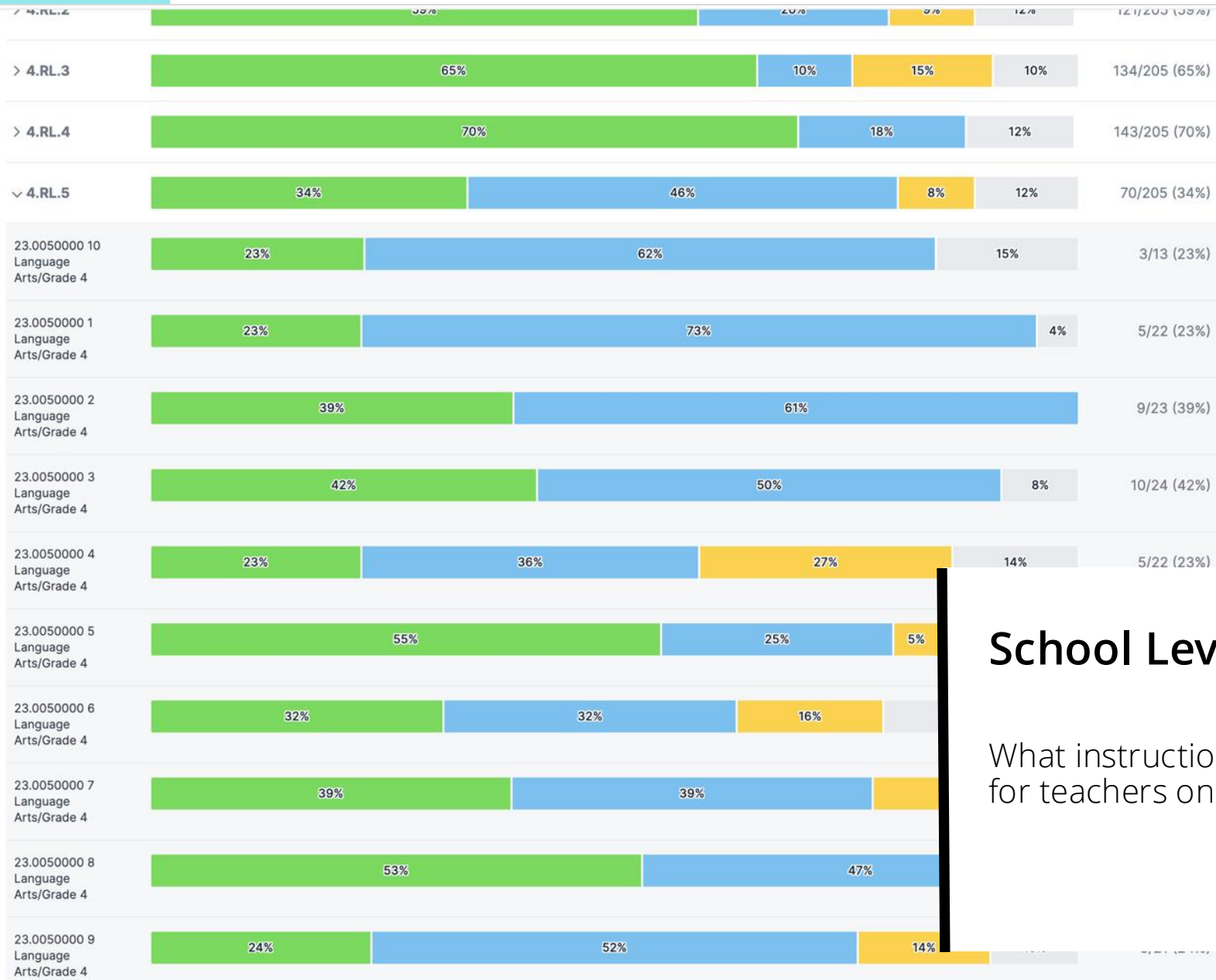
Expand All | Collapse All

Competency
  Attempt 1
  Attempt 2
  Attempt 3
  Not Attempted
  Include No Attempt



## School Level Reporting

Which 3 standards in 4th grade ELA are most challenging for our students to learn?



## School Level Reporting

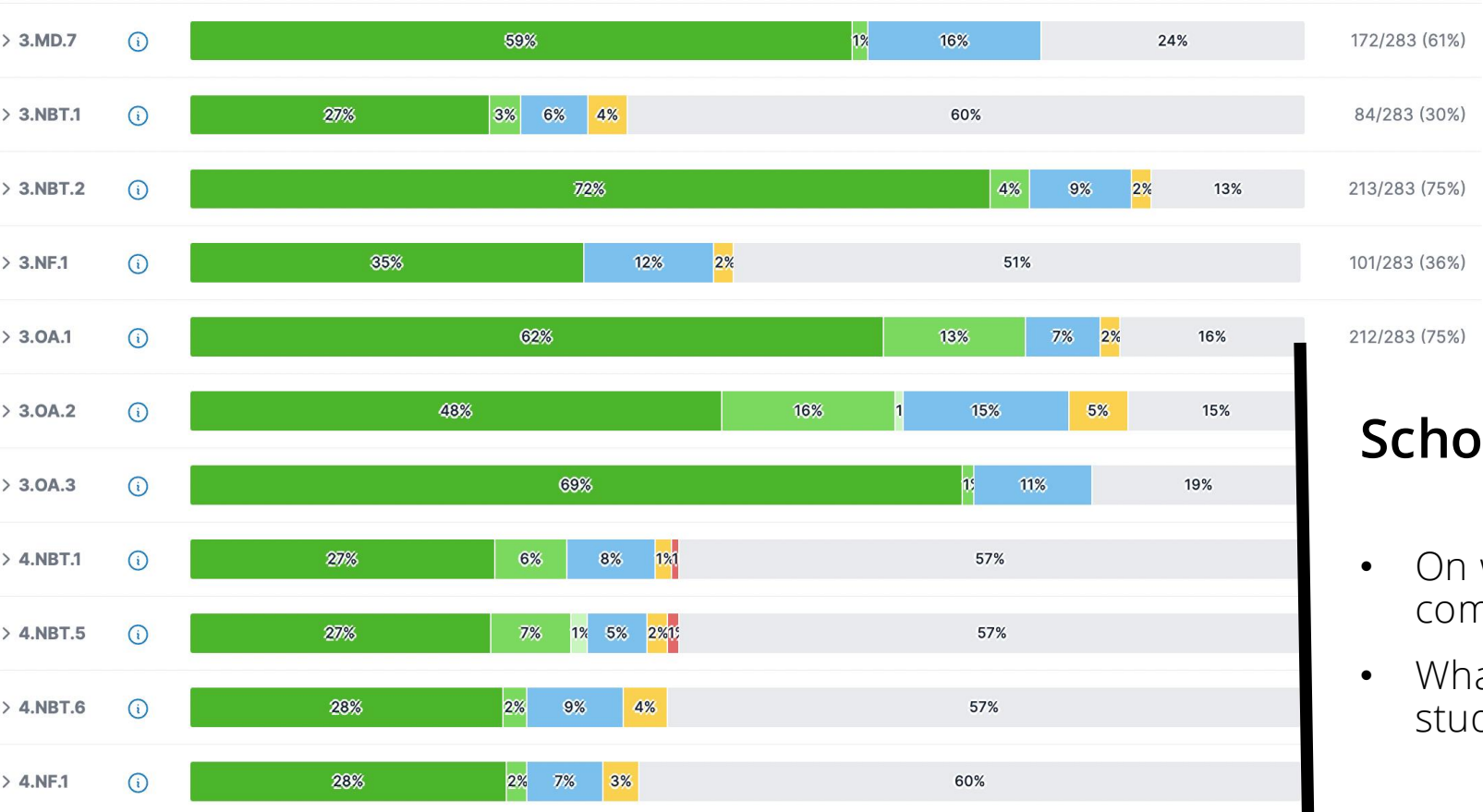
What instructional supports or PL can we provide for teachers on challenging standards?



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

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

Legend: Competency Attempt 1 (Dark Green), Competency Attempt 2 (Light Green), Competency Attempt 3 (Very Light Green), Attempt 1 (Blue), Attempt 2 (Yellow), Attempt 3 (Red), Not Attempted (Grey), Include No Attempt (Checked)



## School Level Reporting

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

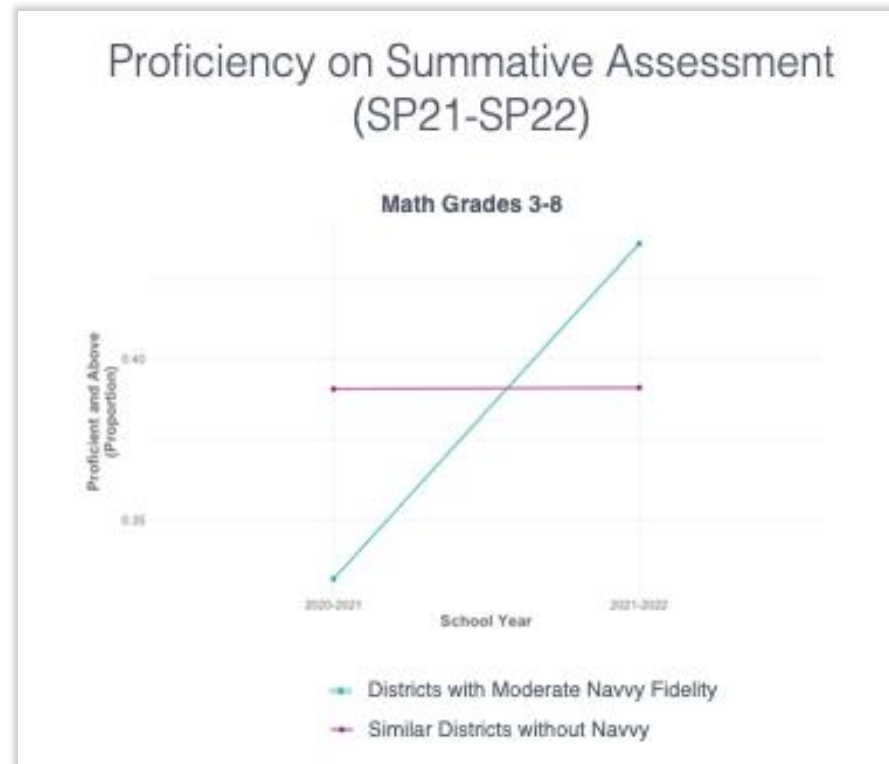
A collage of three photographs showing children in a natural setting. The top photo shows a child with curly hair looking down. The middle photo shows a child with curly hair using a magnifying glass. The bottom photo shows a child with a magnifying glass and another child with a stick. The text 'Navy's Impact' is overlaid on the middle photo.

# Navy's Impact

# Navy Efficacy Study

## Key question

In math and ELA, do districts using Navy with at least moderate fidelity show a greater increase in the rate at which students show proficiency on the end-of-year summative assessment than students in similar districts who are not using Navy?





# Next Steps

# Navy for AZ Details

- Submit the interest survey to get started!
- Availability
  - Math: Grades K-8, HS
    - HS courses: Algebra I, Geometry
    - K-2 for Practice focus
  - ELA: Grades K-8, HS
    - HS courses: 9-10, 11-12
    - K-2 for Practice focus
- Rostering
  - Clever, ClassLink, OneRoster

Navy Interest Survey





# Implementation Support and Training

- Informational Webinars for AZ Districts
- Kick-off/Implementation Strategy Meetings (1:1 with AZ Districts)
  - Throughout September/October
- Navvy Educator Onboarding Trainings
  - Throughout October
- Weekly office hours beginning in October
- Additional training available as requested

# Resource Site

<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 Navy so special?

**Navy Overview**

Watch this for a quick overview of Navy



Getting Started with Setup and Rosters

**Getting Started with Setup and Rosters**

Learn about setup and rostering in Navy



Getting Started with Competency Checks

**Getting Started with Competency Checks**

Learn about Competency Checks in Navy



Getting Started with Reports



Practice Checks



Instructional Resources

# Questions

Navy Interest Survey







Pearson

# Meet Navy



# Navy 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	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									
<b>23</b>	<b>26</b>	<b>20</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>

# Standards covered in Navy

# Navy Math - Arizona

	Kindergarten	1st Grade	2nd Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> 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 Navy	9	12	24	23	28	26	29	23	28	39	29	3

Standards with an \* will be released October 2024