Meet Navvy

Arizona Assessments Conference
September 17-18, 2024

Pearson

Meet Your Presenters

Laine Bradshaw, PhD
VP of Classroom Solutions at Pearson
Founder of Navvy

Alisha Natvig
Sr. Product Manager,
Navvy

Balanced Assessment System

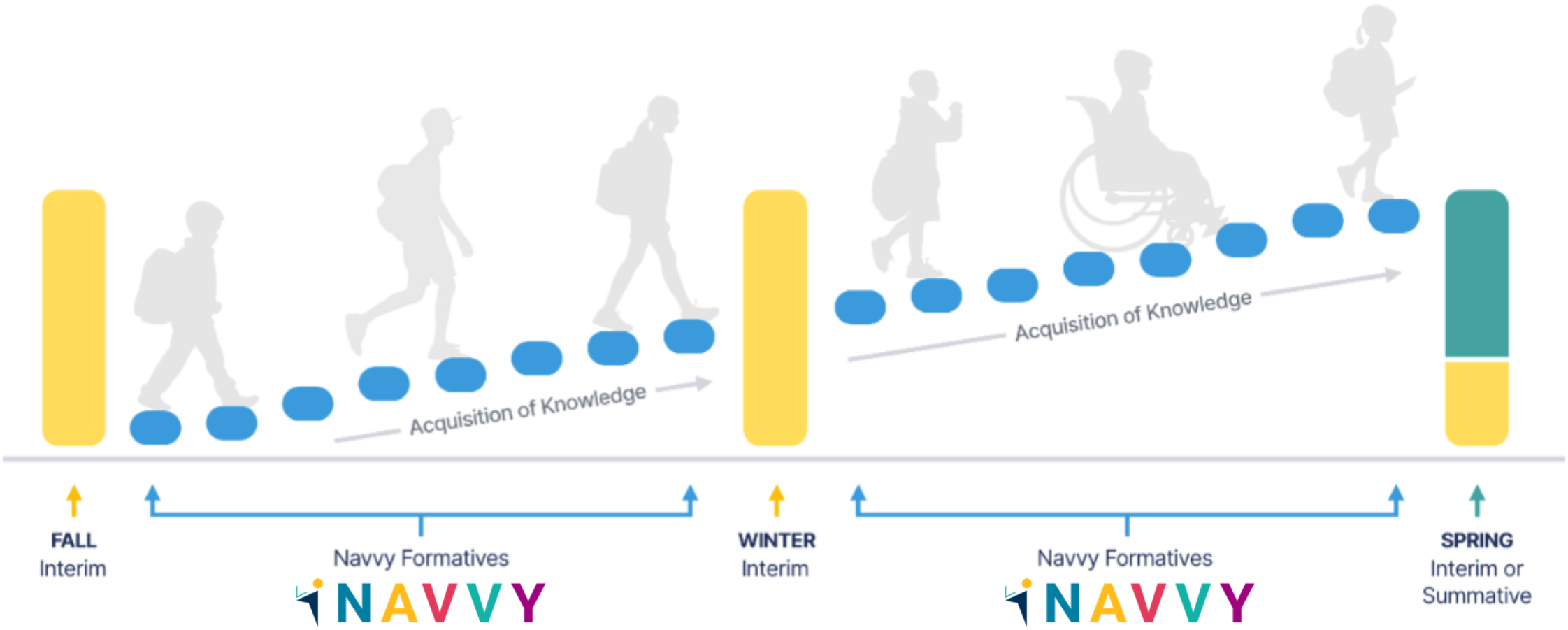
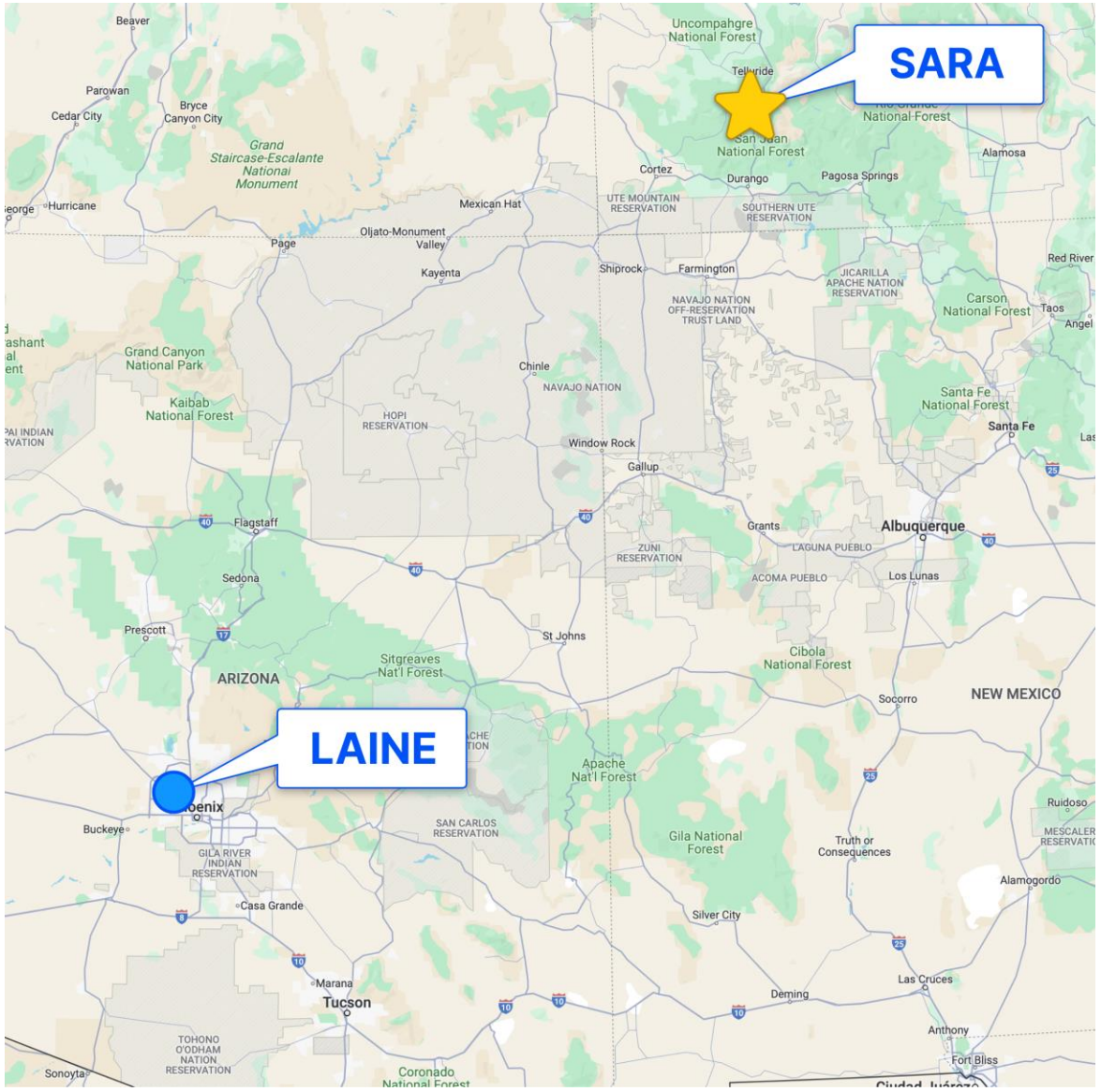


Table Talk

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!



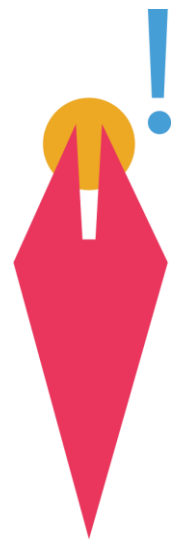
180-hour walk
to destination

Let's go!

Help me get started!

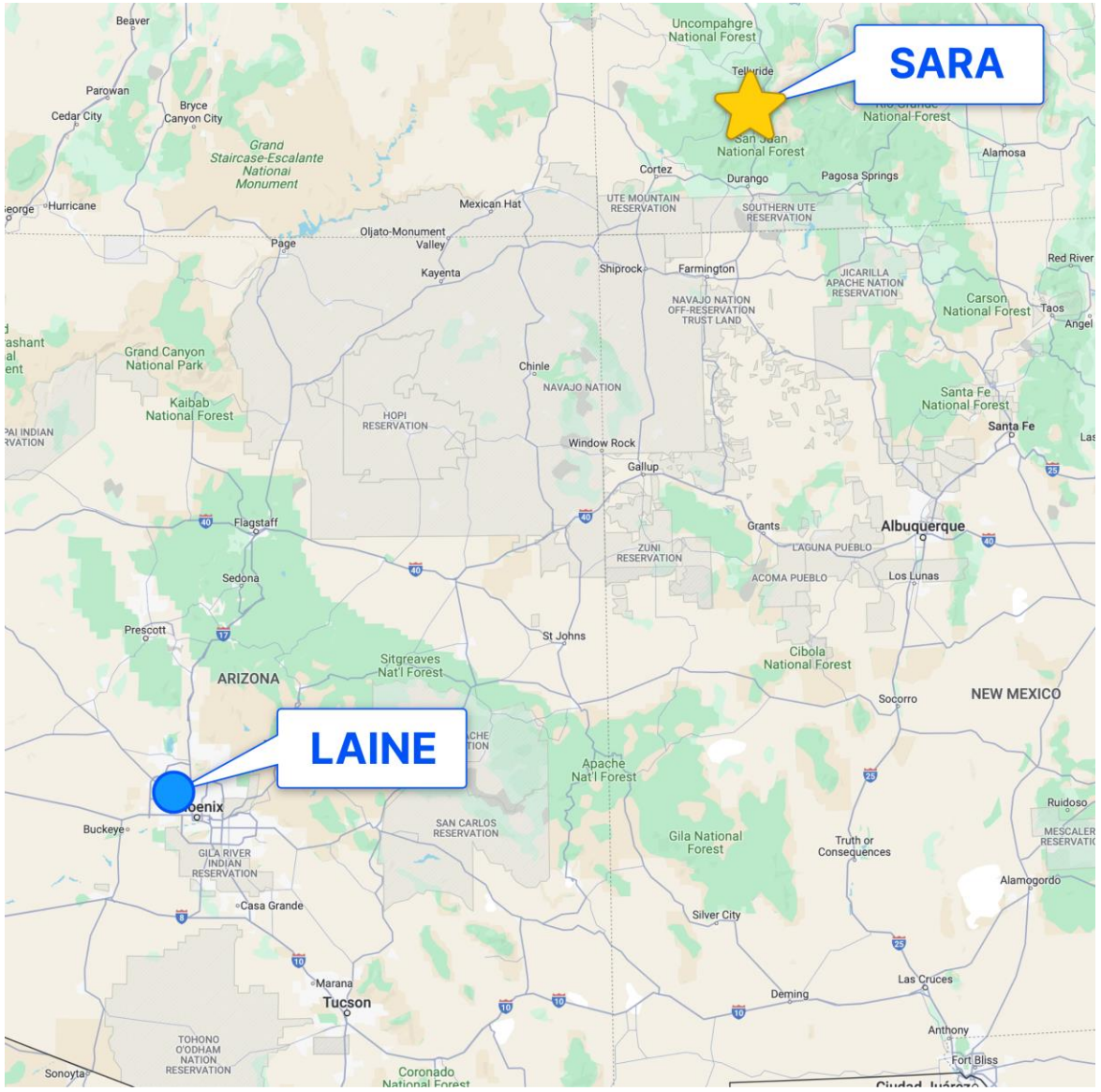
From your seat, point to Telluride

I need accurate directions!



Can anyone else help me get started on my journey?

Can anyone else help me get started on my journey?



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?

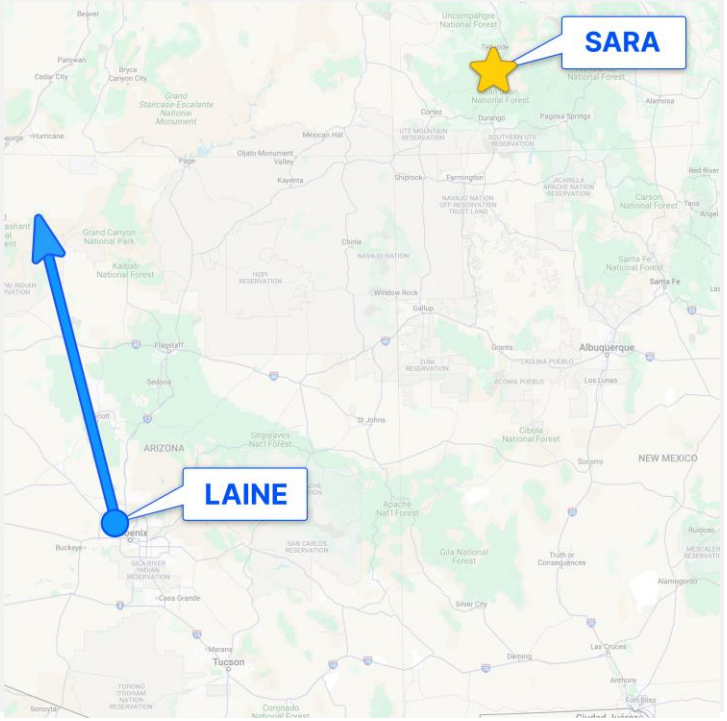
Can anyone else help me get started on my journey?

I need timely directions!

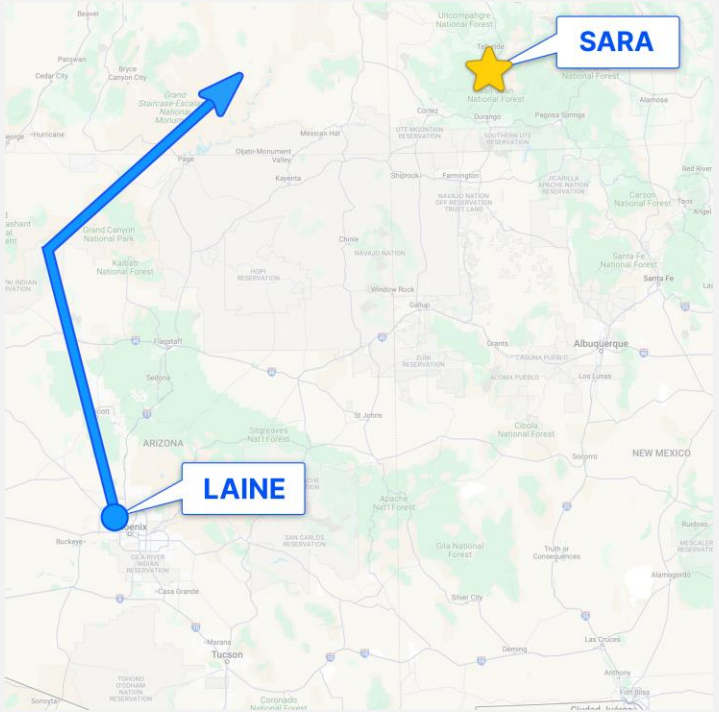
Keep guiding me!

timely

At the end of 180 hours

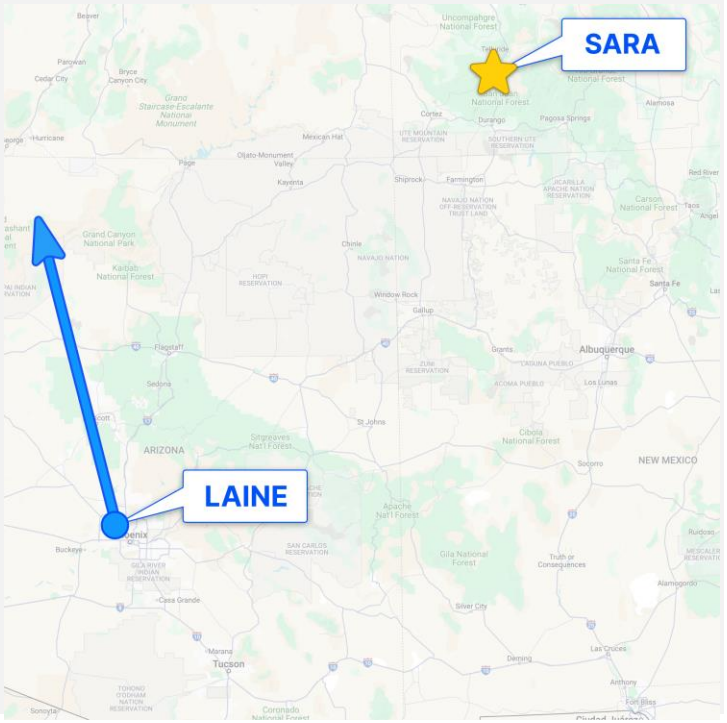


Beginning, 90 hours, 180 hours

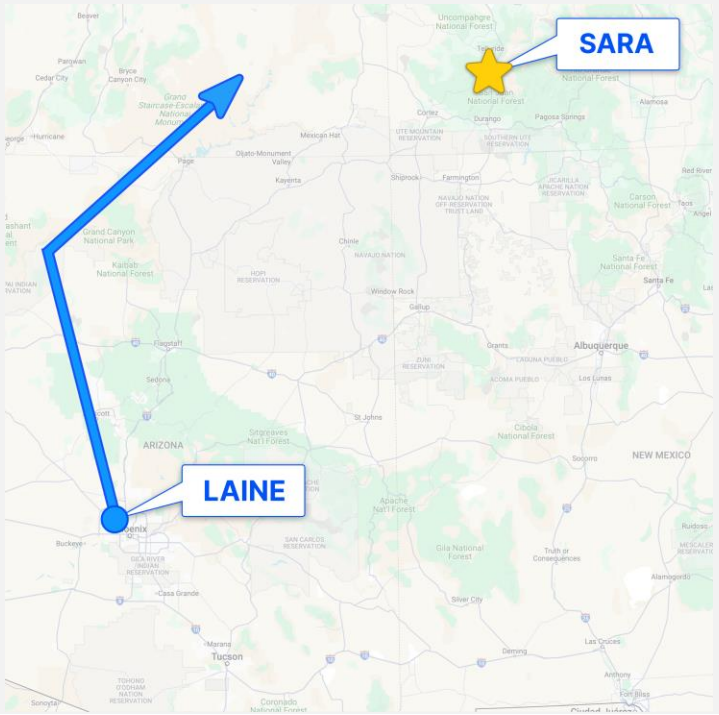


timely

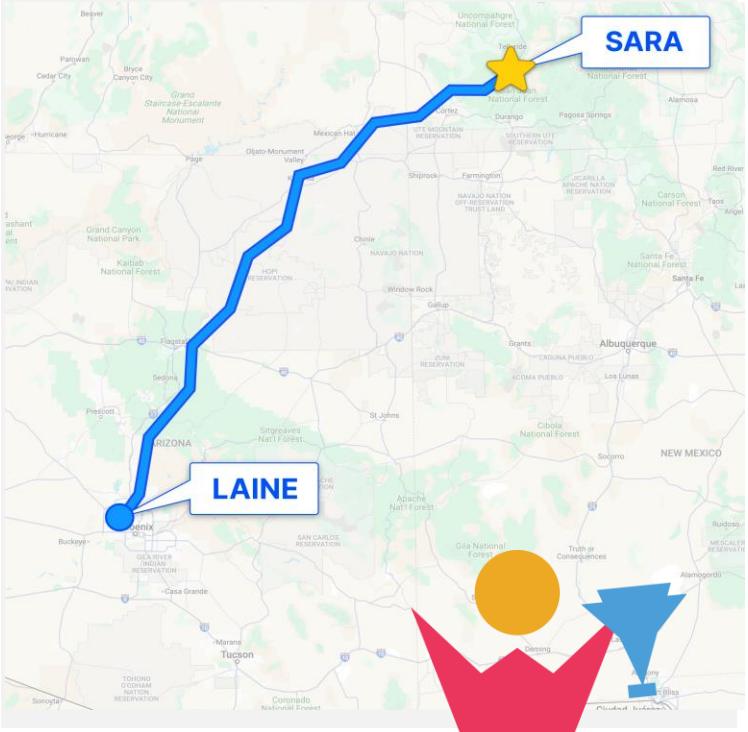
At the end of 180 hours



Beginning, 90 hours, 180 hours



On-going, as you need it



nav·vy

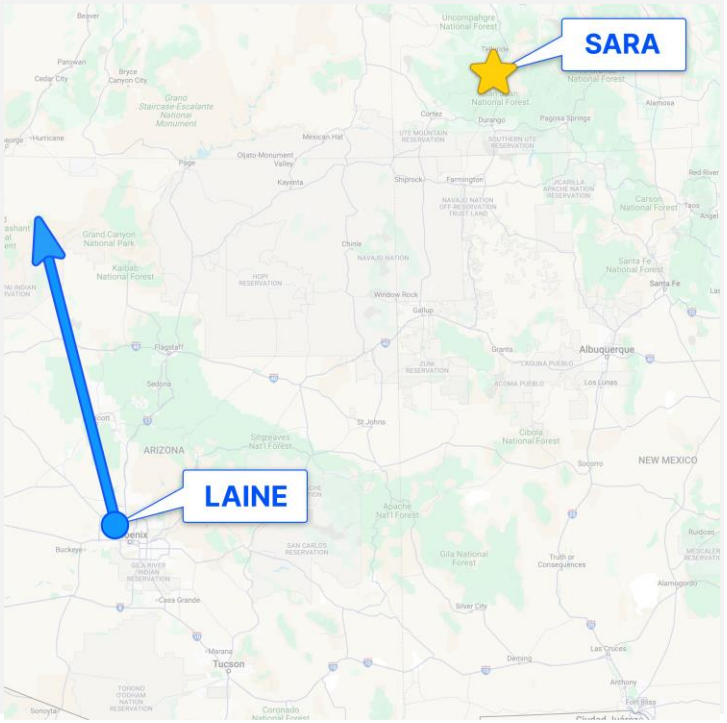
(na-vee) /ˈnævi/

noun

one who navigates

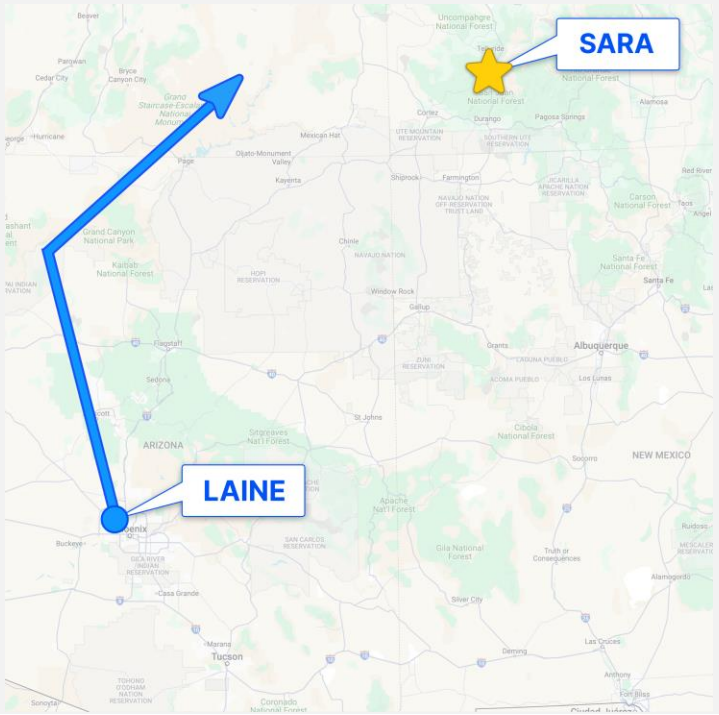
Summative

At the end of 180 hours



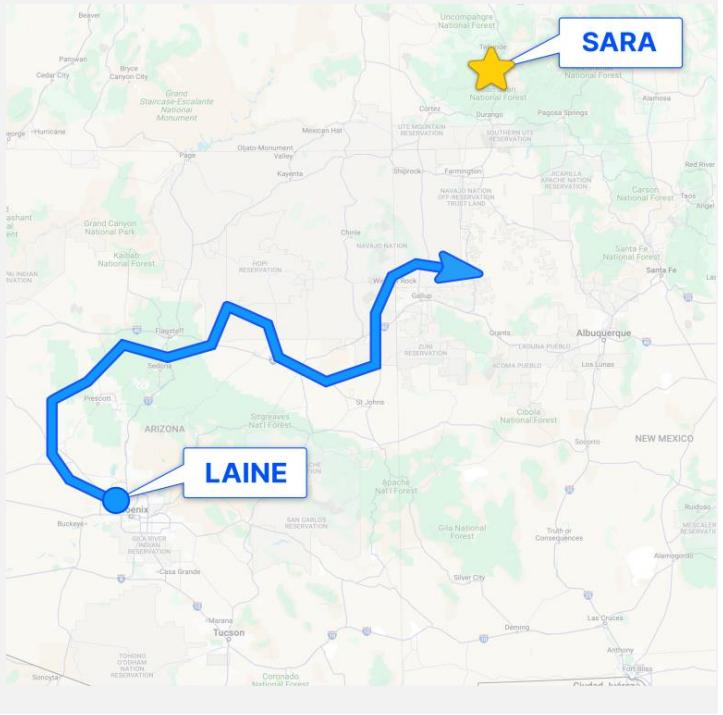
Interim

Beginning, 90 hours, 180 hours



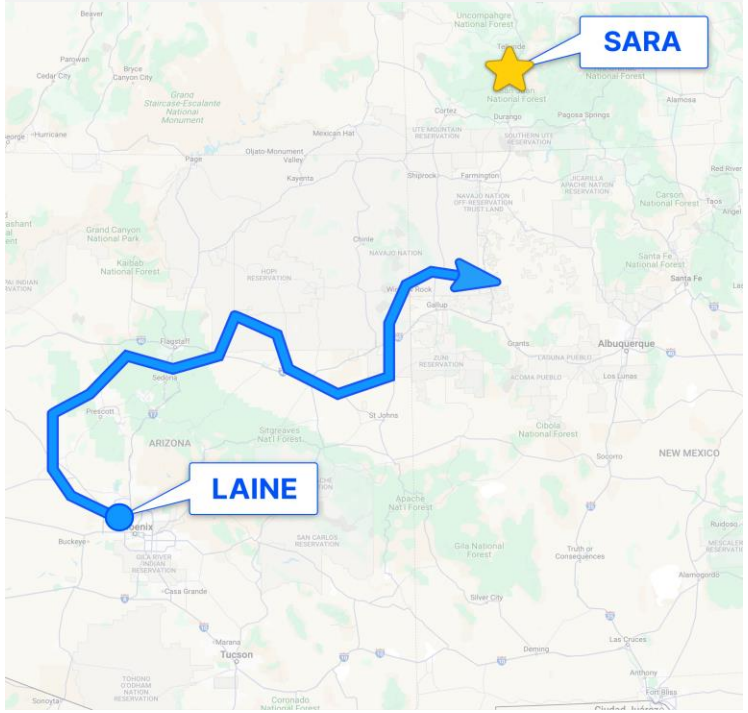
Classroom

On-going, as you need it



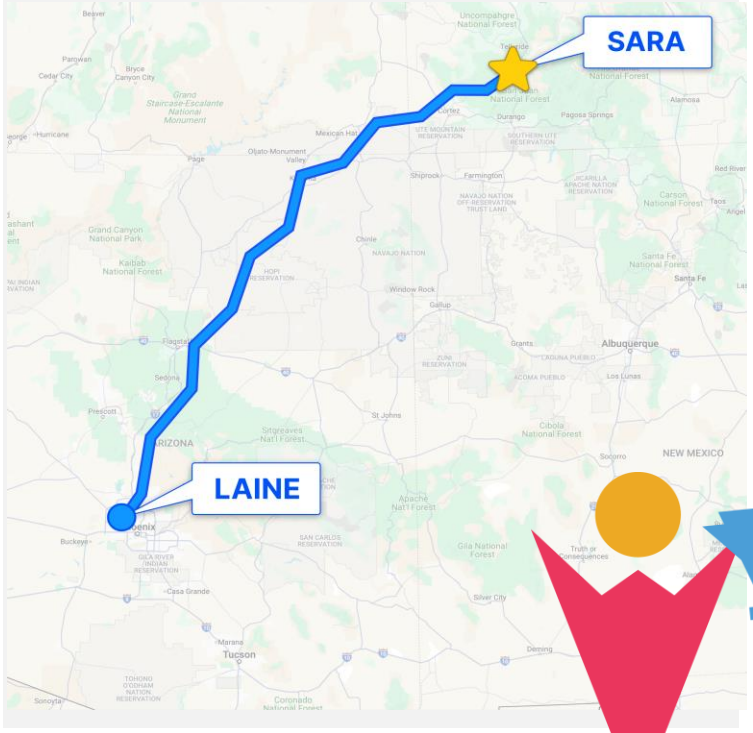
timely & specific without accuracy

On-going, as you need it



timely & specific with accuracy

On-going, as you need it

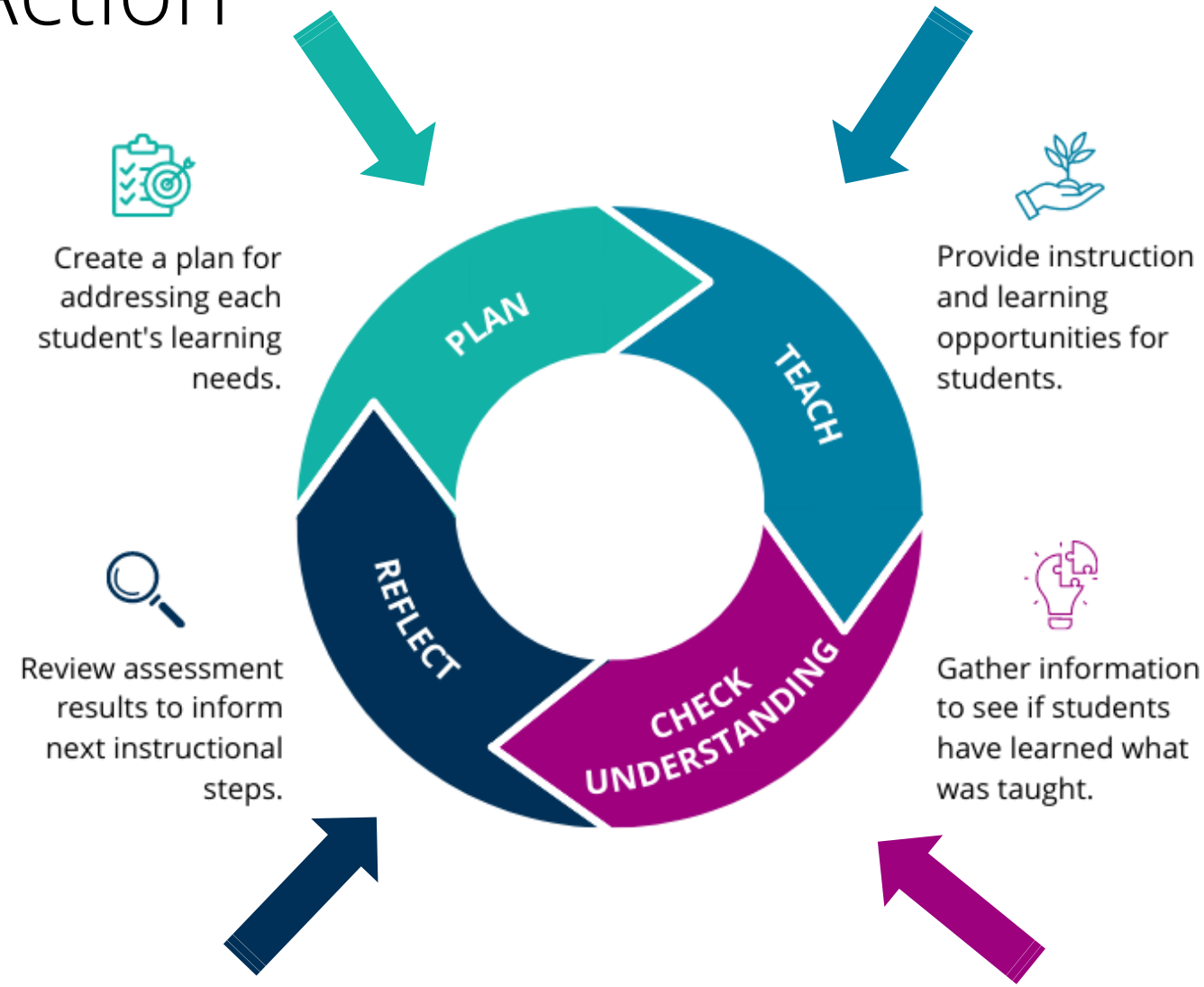


Navvy's Theory of Action

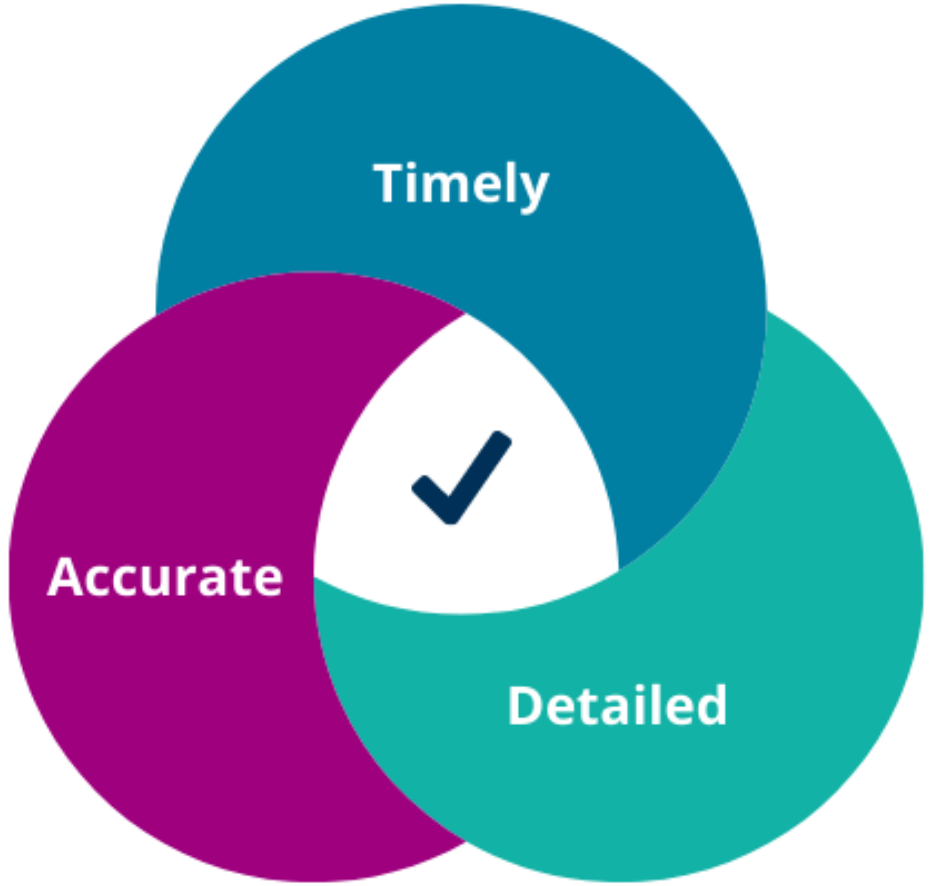
Personalized learning is a powerful tool for successful learning.

- 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

Introducing Navvy

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)	✓	✓	✗			

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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)	✓	✓	✗			

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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)	✓	✗	✓			

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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 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

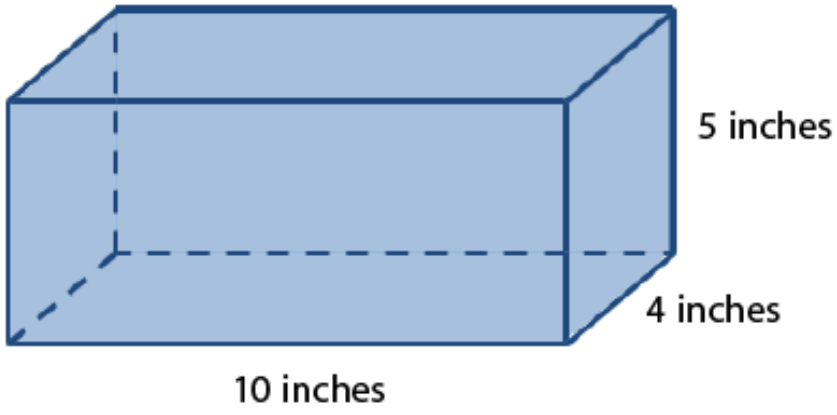
Component Blueprint		DOK Blueprint	
C1	25-50%	DOK 1	25-38%
C2	25-38%	DOK 2	25-50%
C3	25-25%	DOK 3	25-25%

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

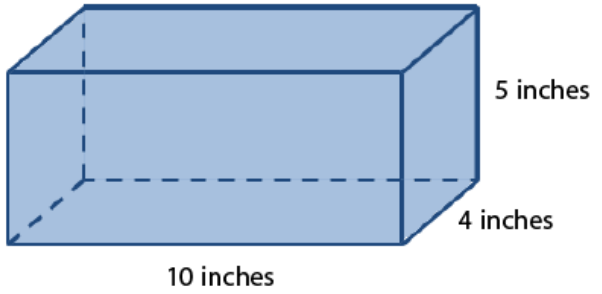
Component 1

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 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.

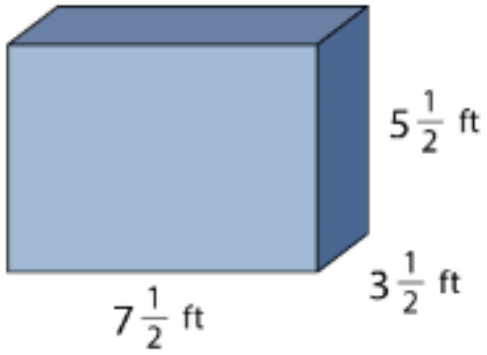
How many $\frac{1}{2}$-inch cubes are needed to fill the rectangular prism shown?



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/or use evidence.

DOK 1

Standard 6.G.2

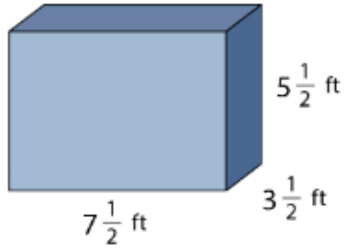
Component 2

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?



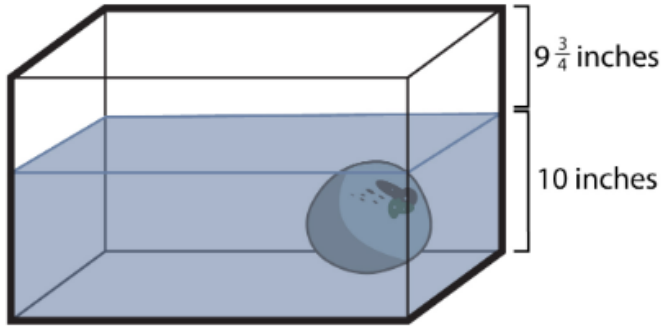
A	$144\frac{3}{8}$ ft^3
B	$105\frac{1}{8}$ ft^3
C	$13\frac{1}{8}$ ft^3
D	$16\frac{1}{2}$ ft^3

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/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.

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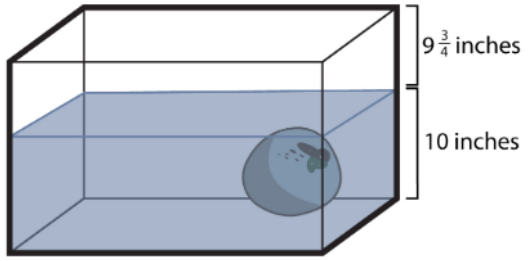

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What is the volume of the stone to the nearest cubic inch?

A 3,625 cubic inches

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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.

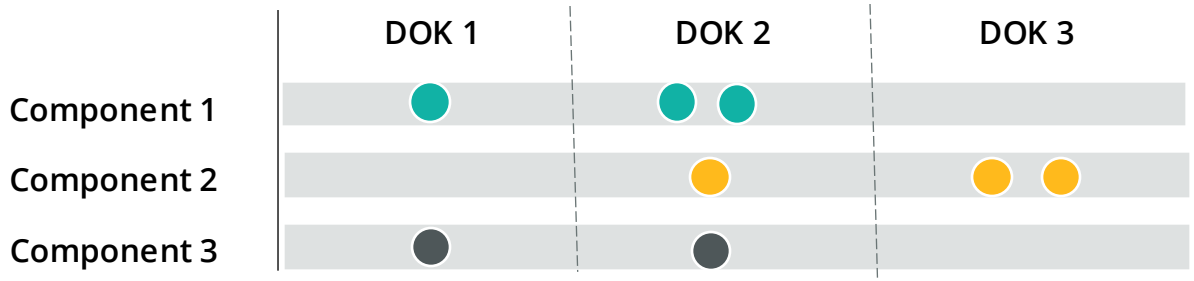
Component 2

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

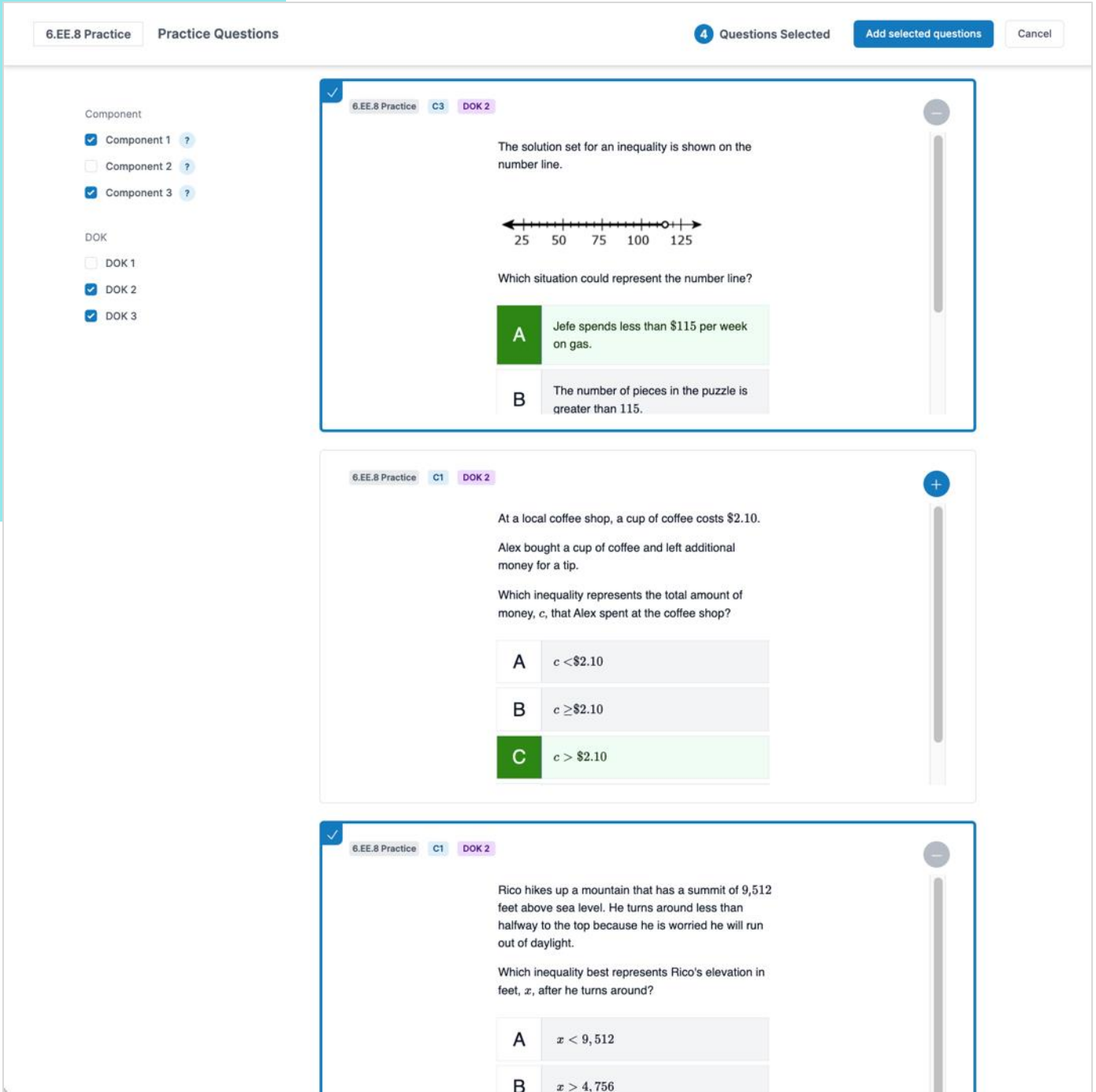
Component 3

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

Sample Assessment Blueprint



Standard-by-standard Practice



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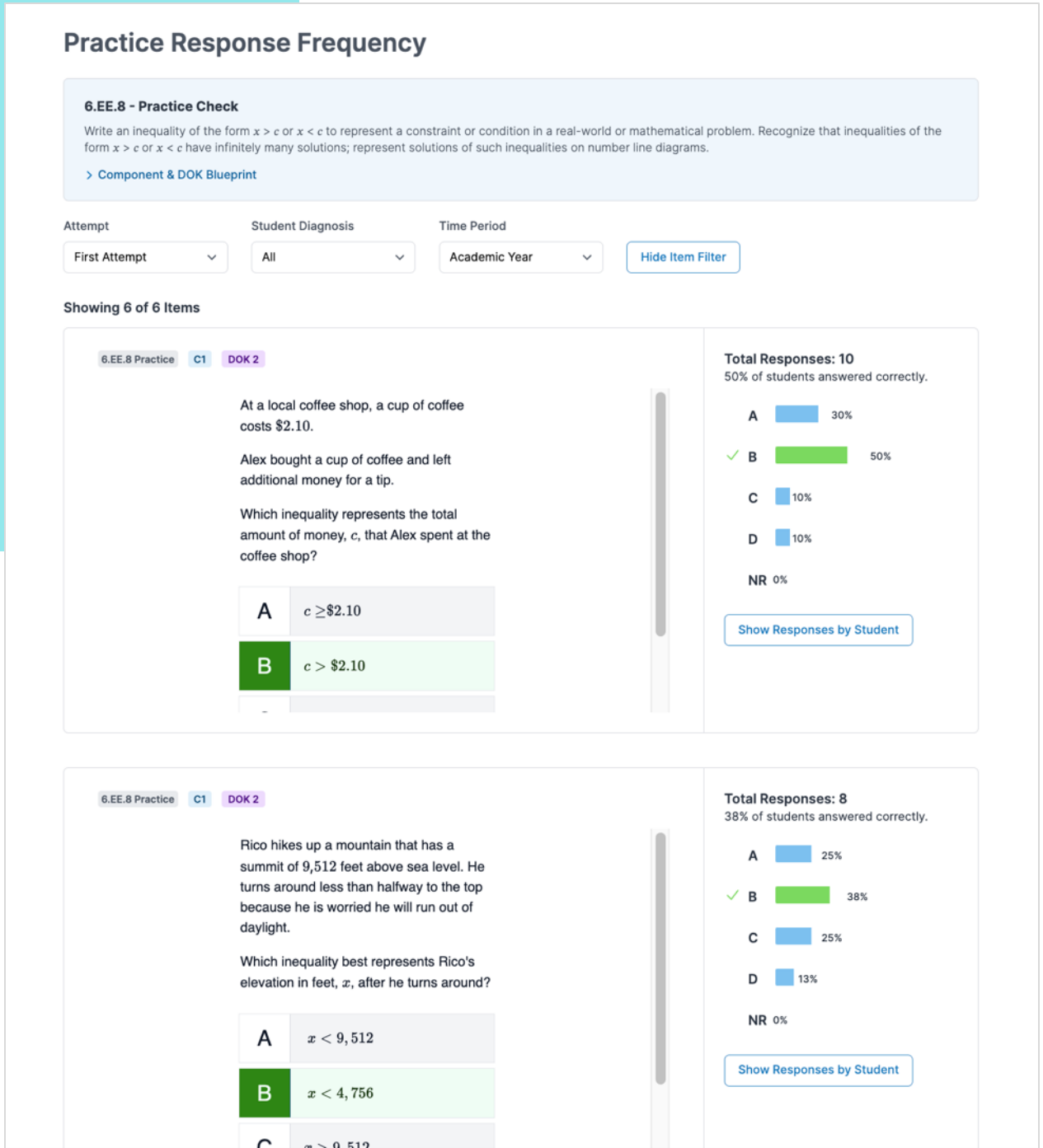
Build-Your-Own Practice Checks

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



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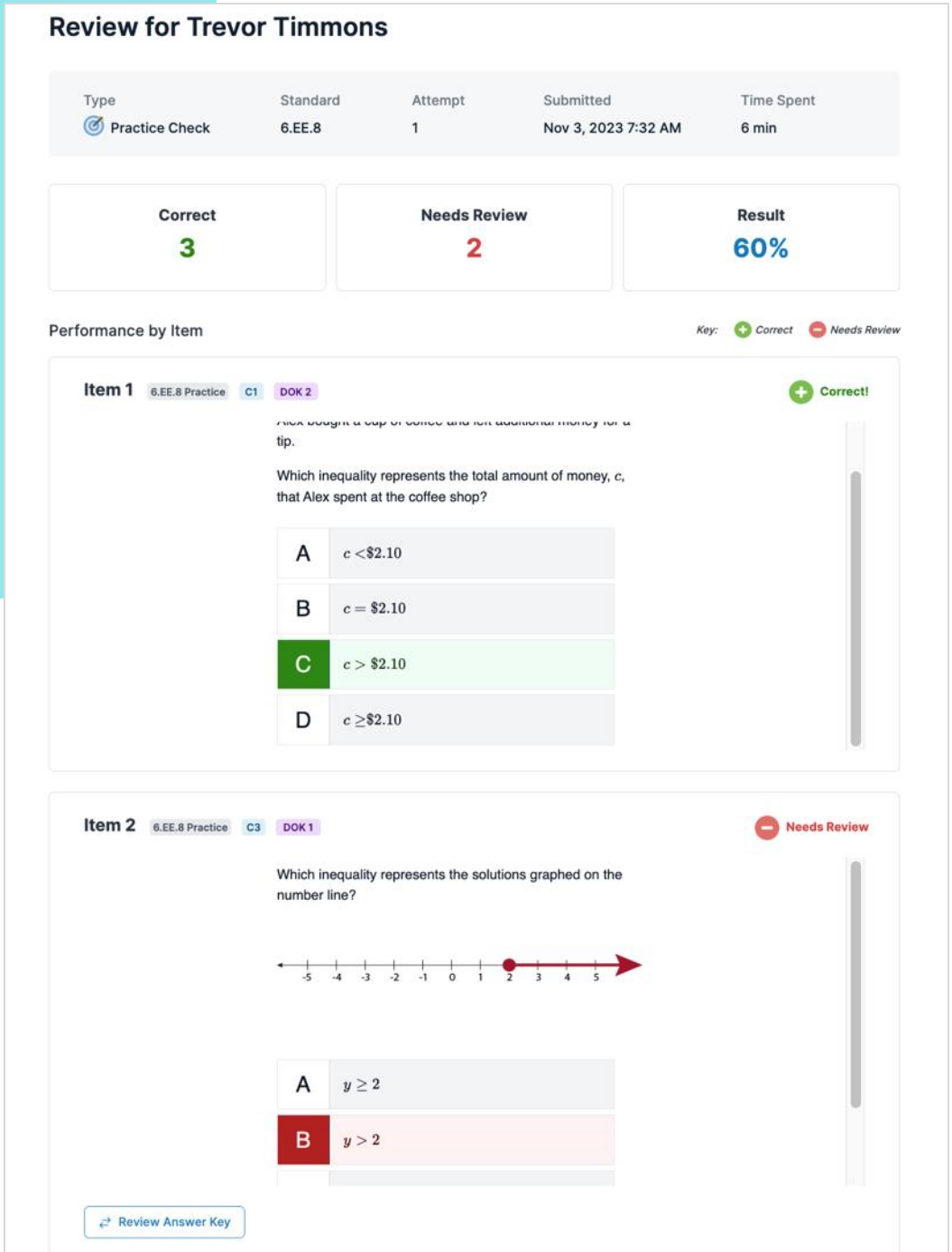
Item-by-Item Student Response Frequency for Practice

Analyze the distribution of student responses for each question.

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



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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.

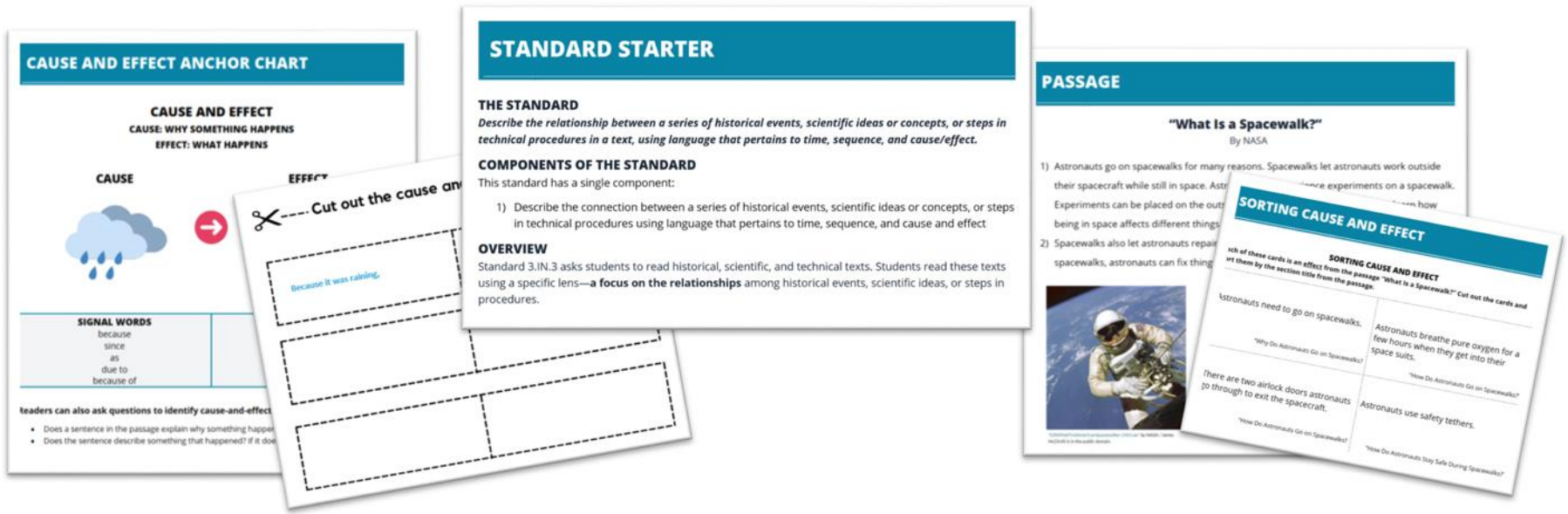
Table Talk

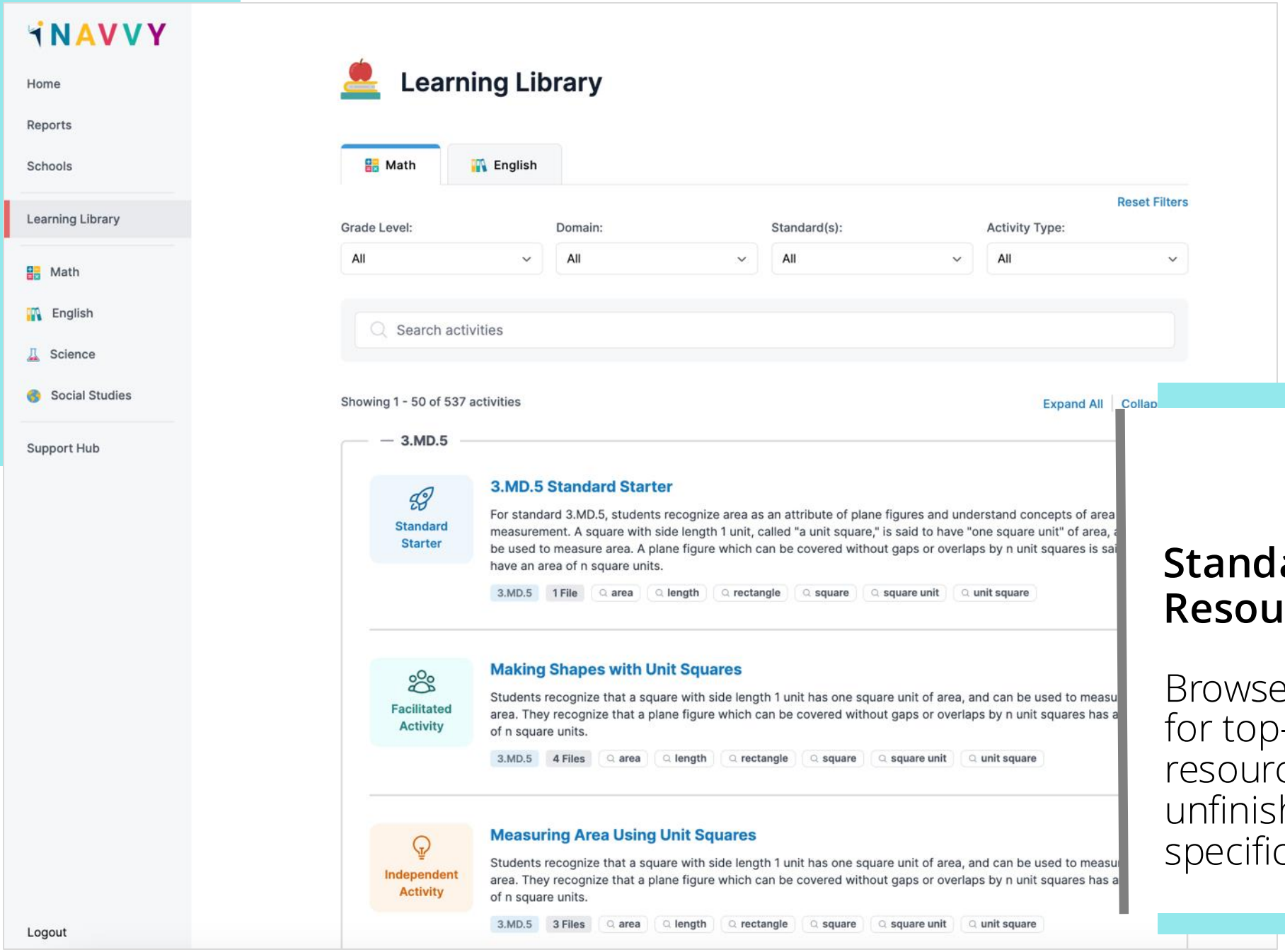
How would you use Competency Checks or Practice Checks in your school to benefit students?

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





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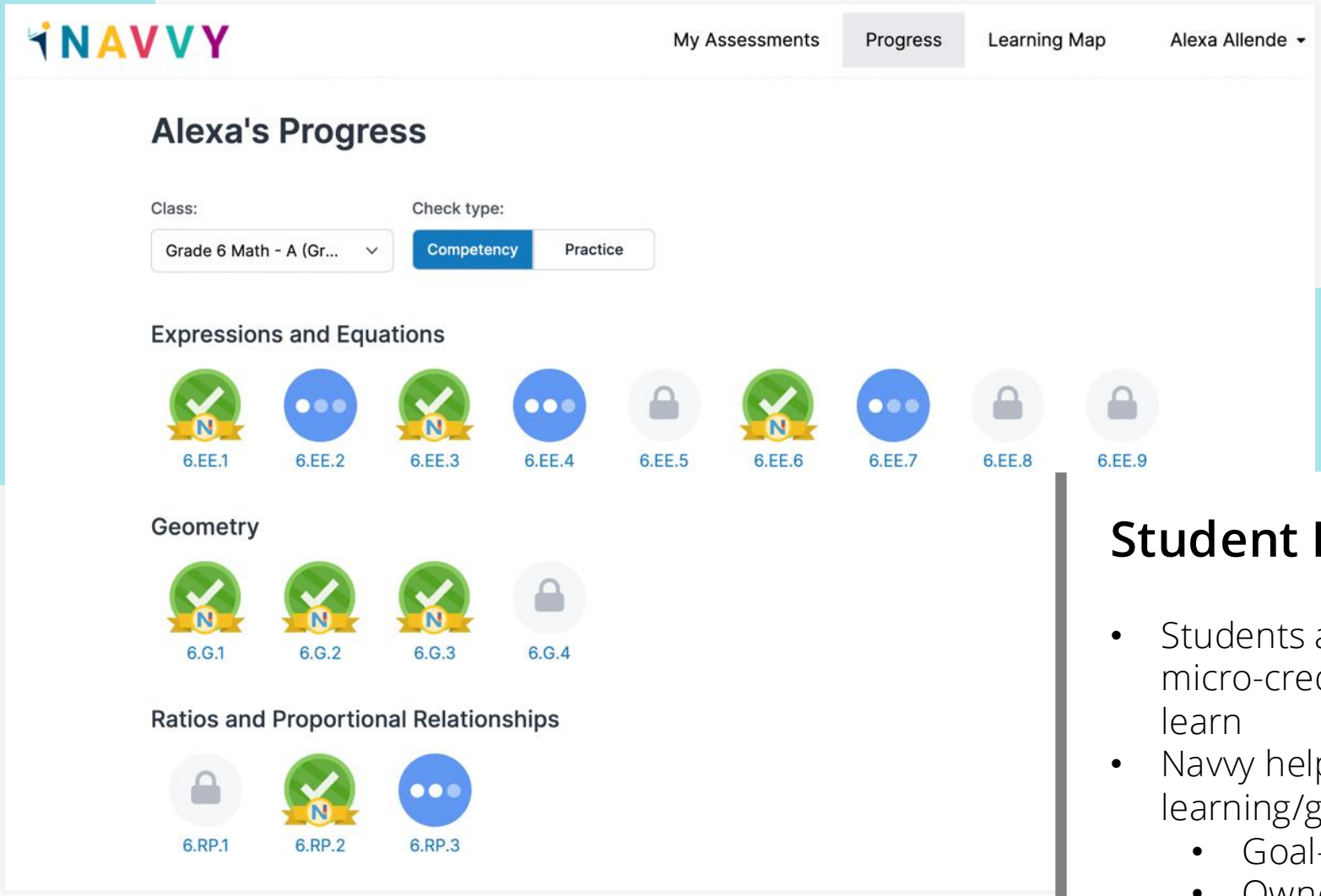
Standard-level Instructional Resources

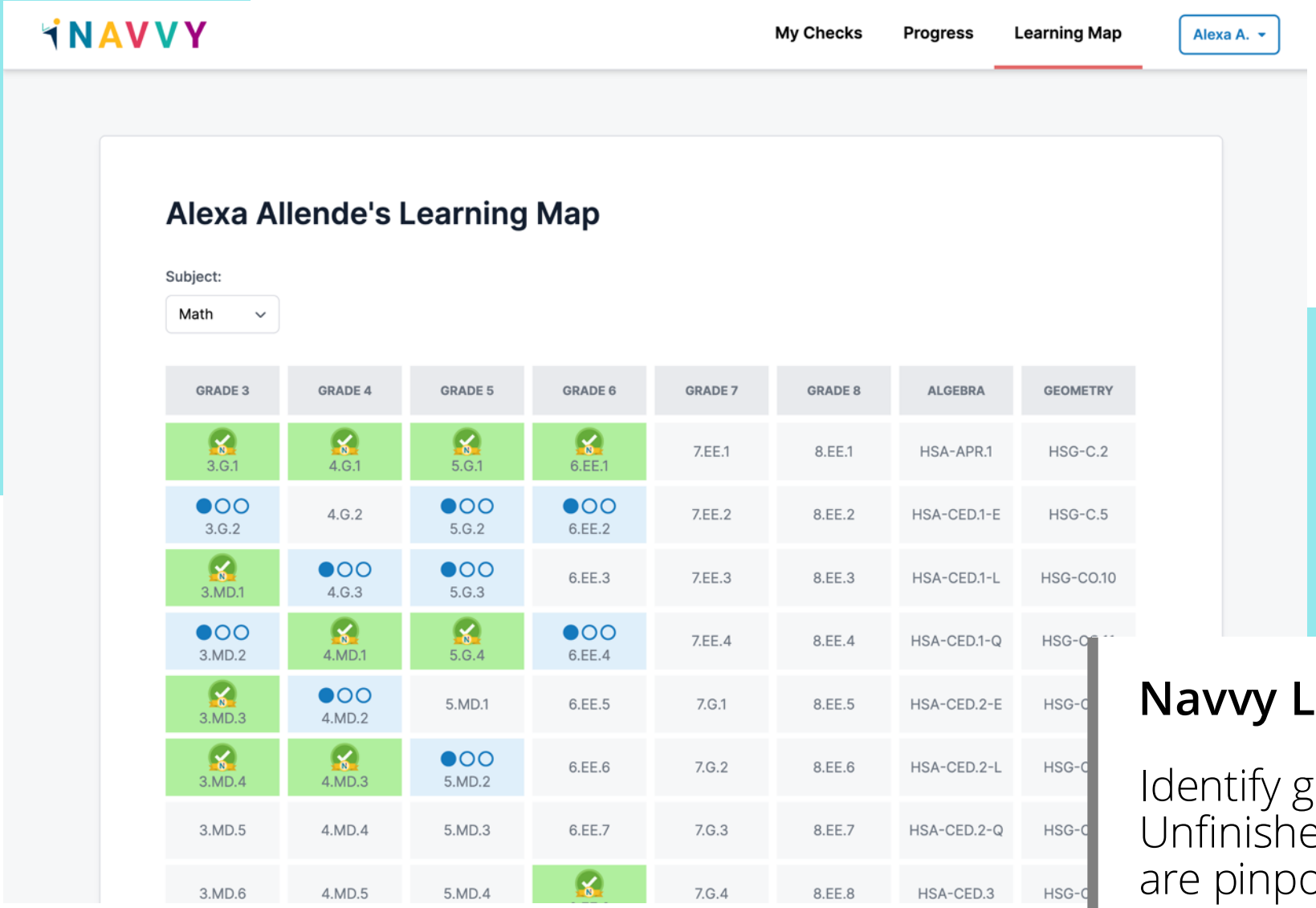
Browse Navvy's Learning Library for top-notch instructional resources that target unfinished learning on a specific standard.

Student Experience



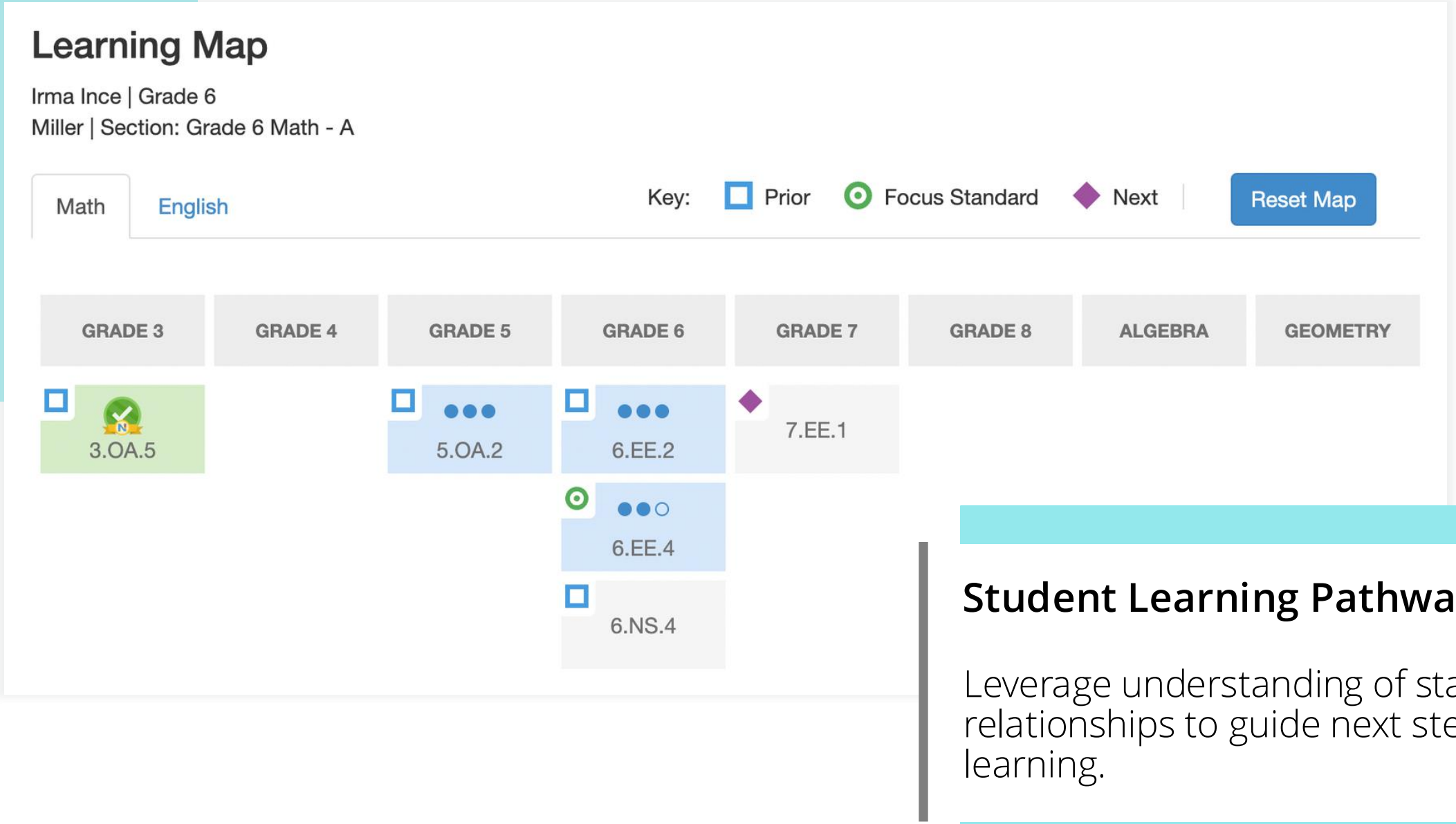
Student Dashboard

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



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

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 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 C

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

New to Navvy? Try out an Orientation Check.

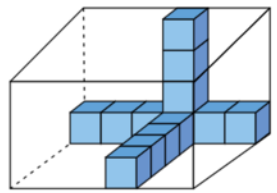
Grade 6: Geometry 2 Practice / Section 1

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

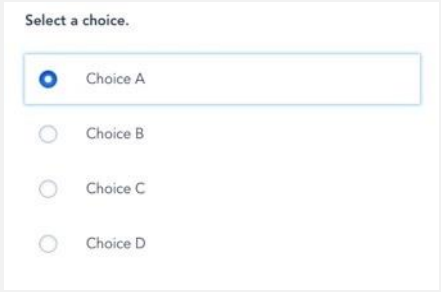
B 120 cubic inches

C 30 cubic inches

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

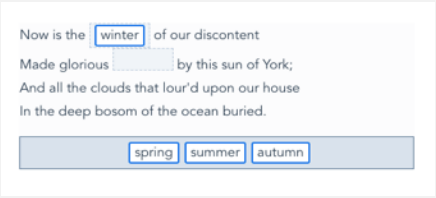
Navvy Item Types

Multiple Choice/Multiple Select

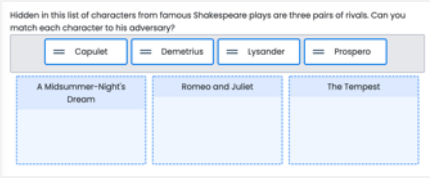


Text Entry

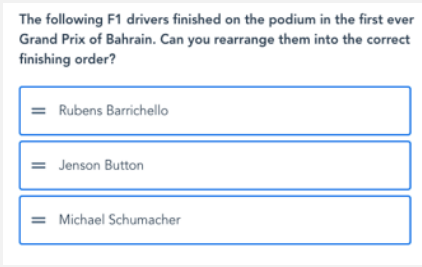
Gap Match



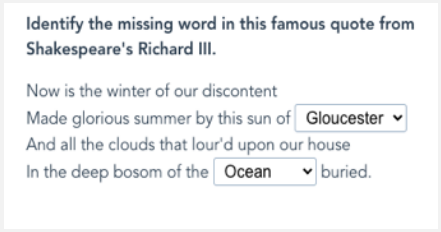
Basic Match



Ordered Lists

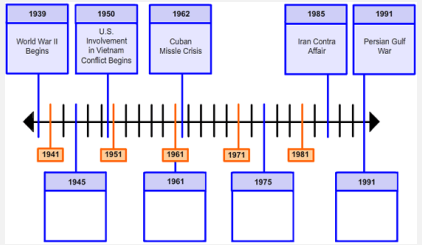


Inline Choice

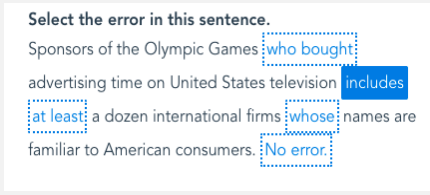


Hot Spot

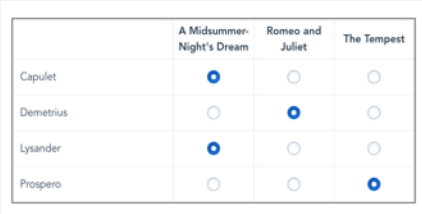
Graphic Gap Match



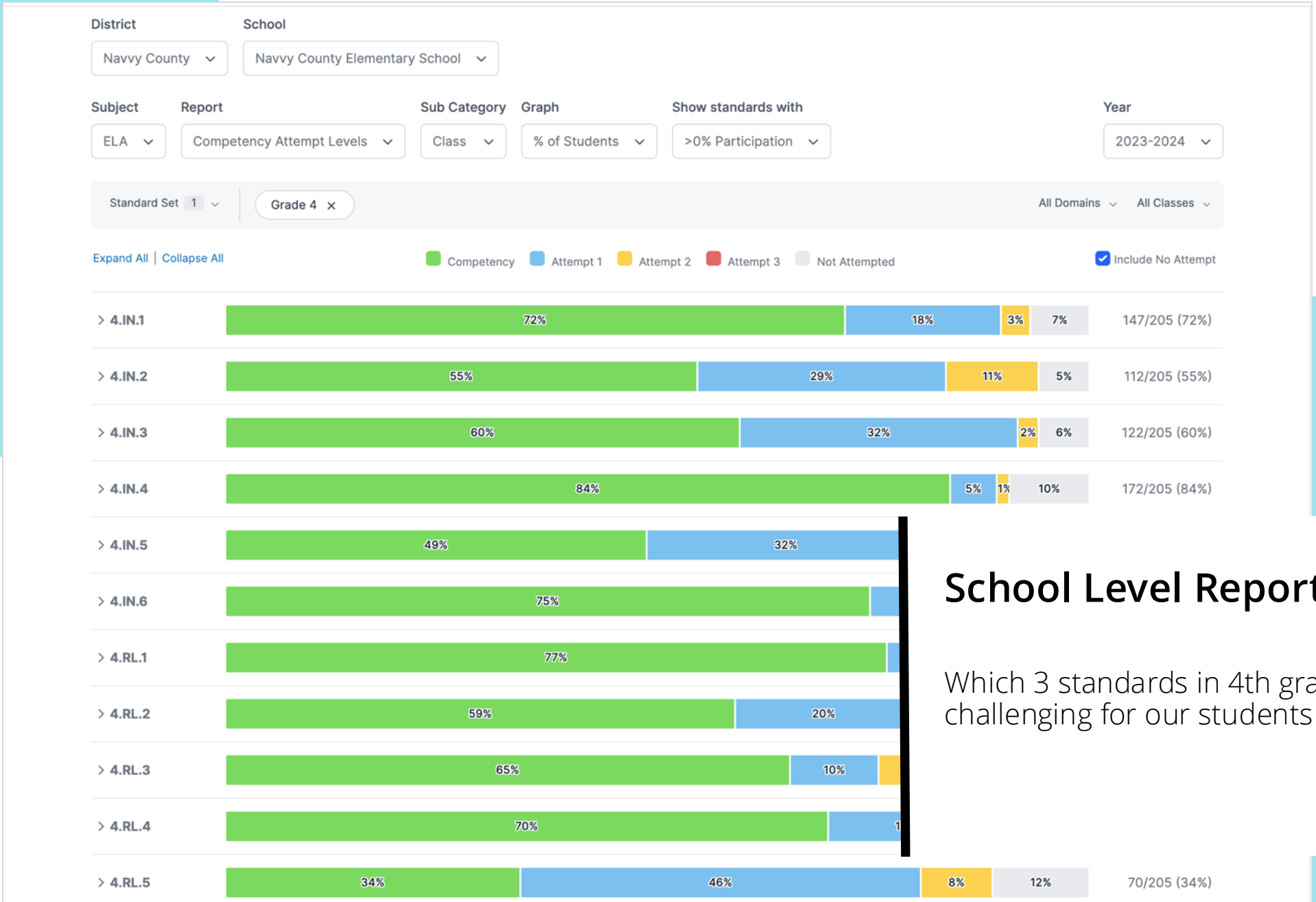
Hot Text



Tabular Match

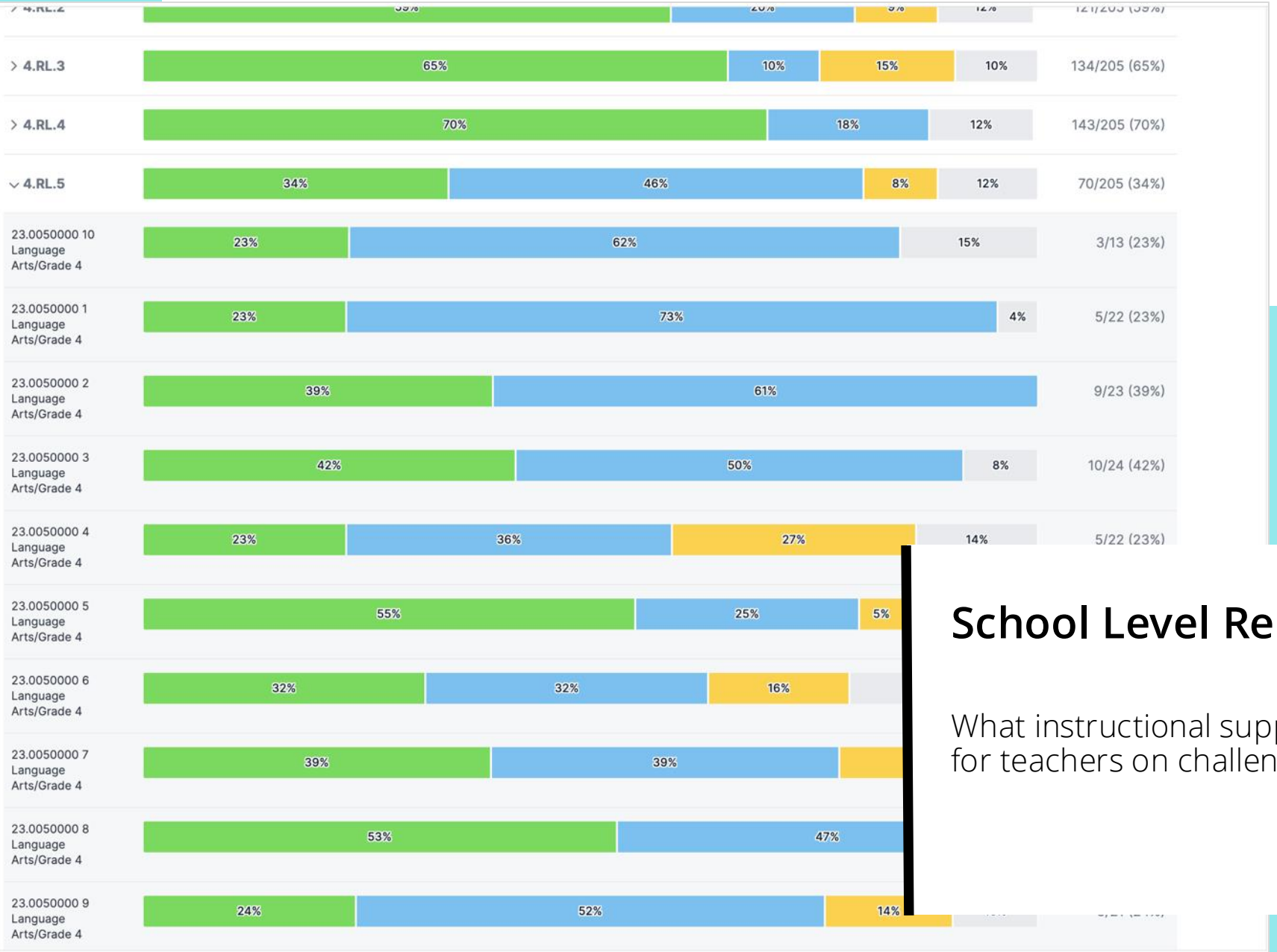


District & School Level Reporting



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?

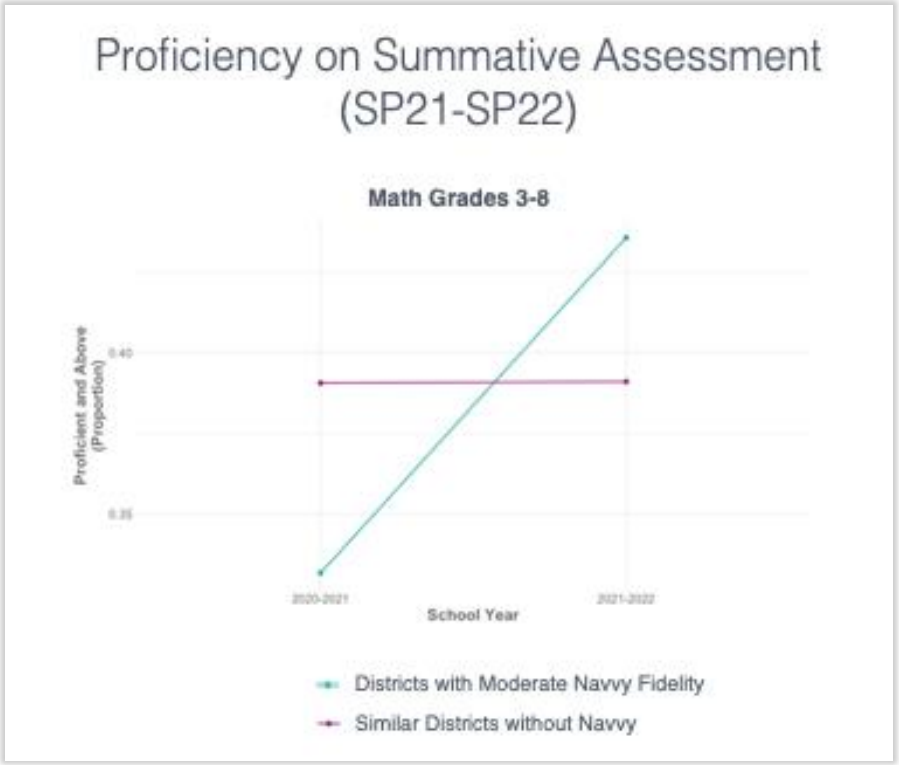
School Level Reporting

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

Navvy's Impact

Navvy Efficacy Study

Key question	In math and ELA, do districts using Navvy 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 Navvy?



Next Steps

Navvy for AZ Details

- Submit the interest survey to get started!

Navvy Interest Survey

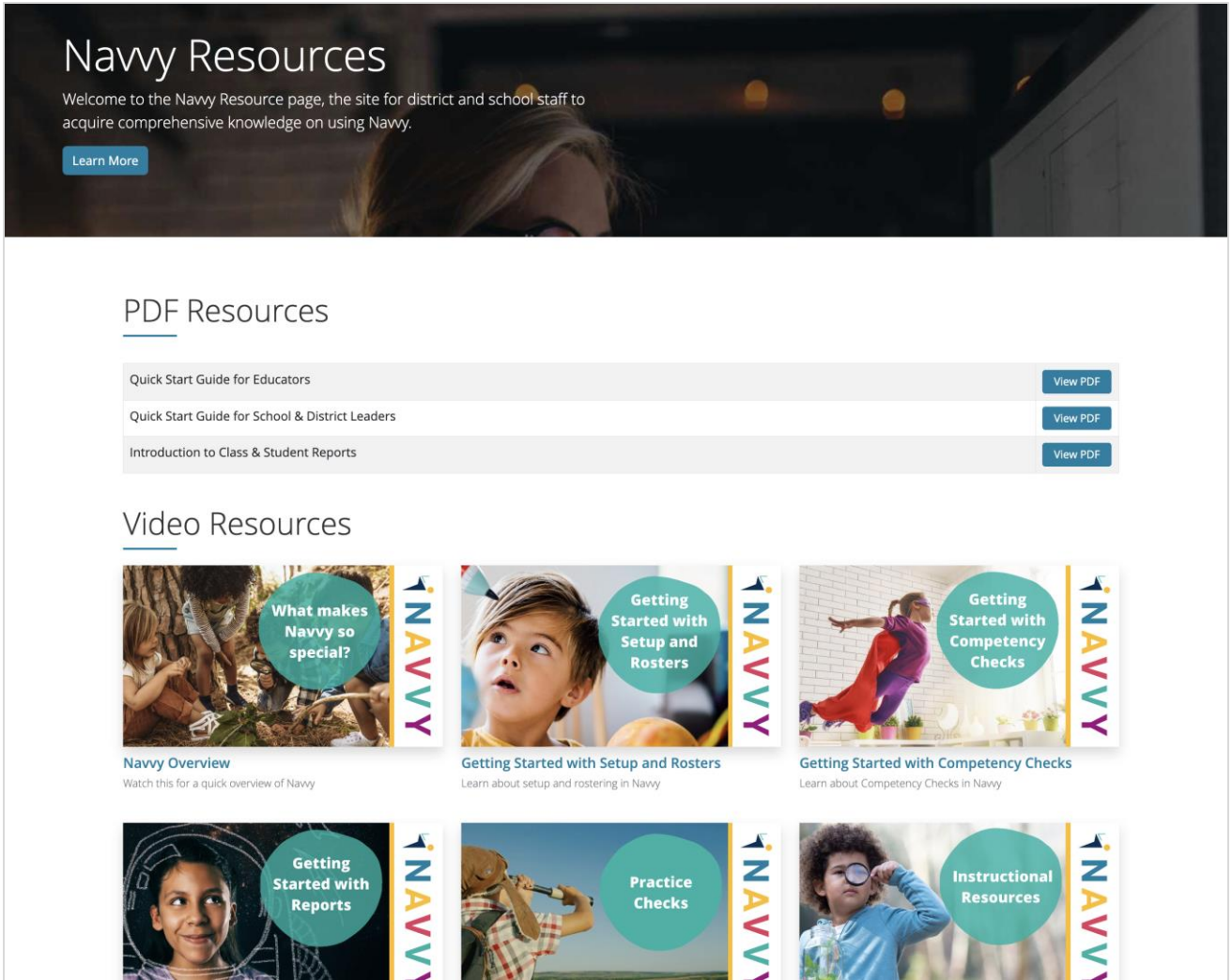
- Availability
  - Math: Grades K-8, HS
    - HS courses: Algebra I, Geometry
    - K-2 for Practice focus
  - ELA: Grades K-8, HS
    - HS courses: 9-10, 11-12
    - K-2 for Practice focus
- Rostering
  - Clever, ClassLink, OneRoster

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



Questions

Navvy Interest Survey


Pearson

Meet Navvy

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