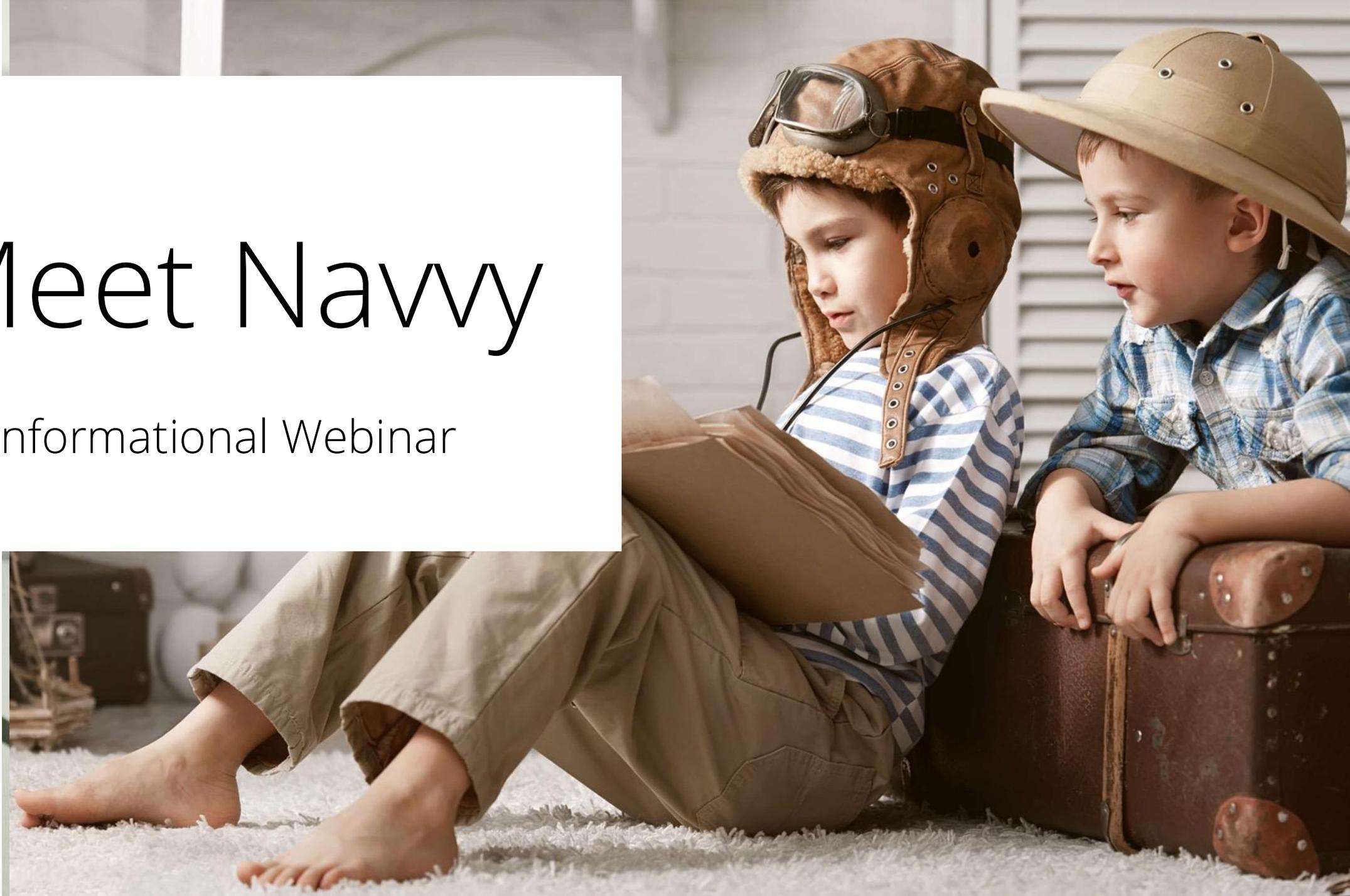


Meet Navy

AZ Informational Webinar

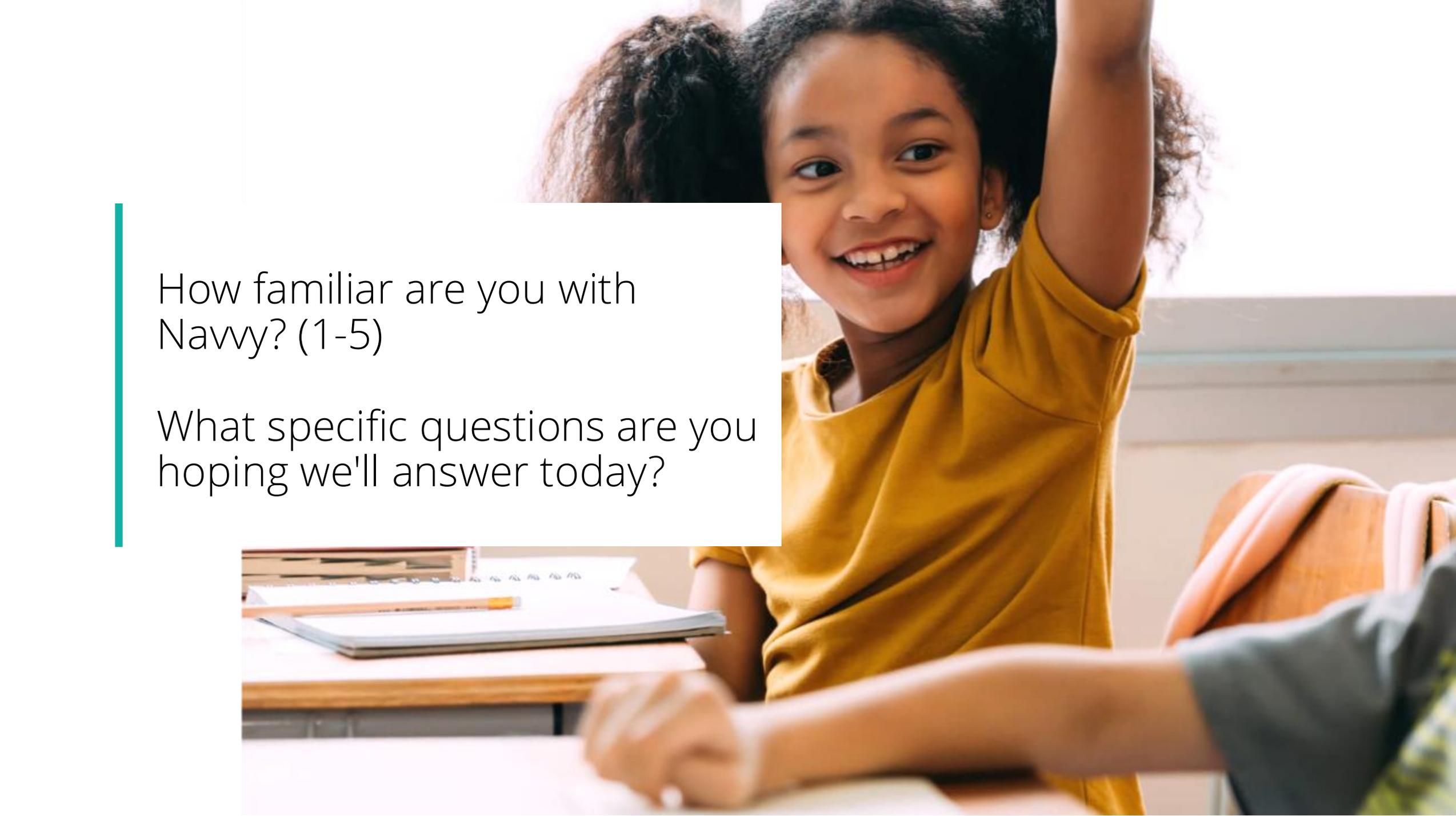


Pearson



Meet Your Team

Amanda Drahn, Senior Implementation Manager, Navy



How familiar are you with
Navy? (1-5)

What specific questions are you
hoping we'll answer today?



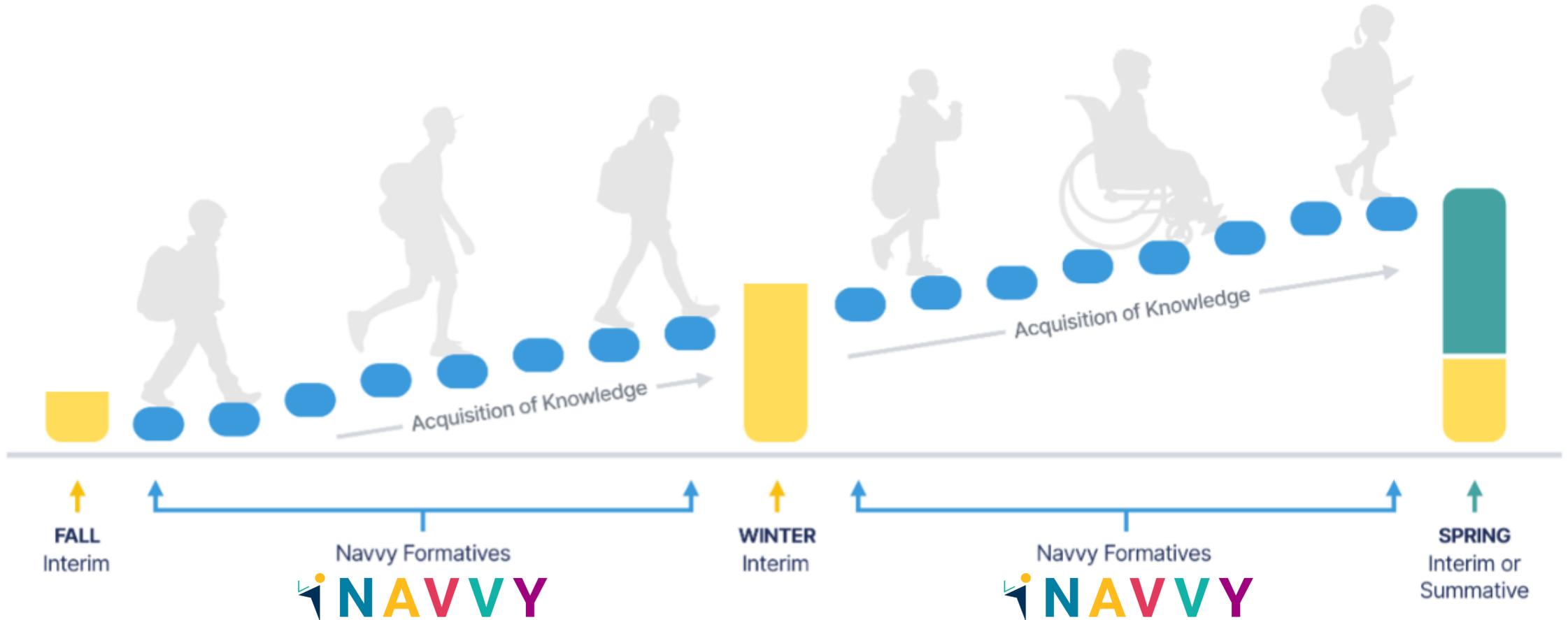
By the end of our webinar you will...

- Be able to describe the purpose and intended use of Navy formative assessments.
- Understand the core features and reports of Navy.
- Know where and how to learn more about using Navy.

How would you define "formative assessment"?



Balanced Assessment System



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

Nav·vy

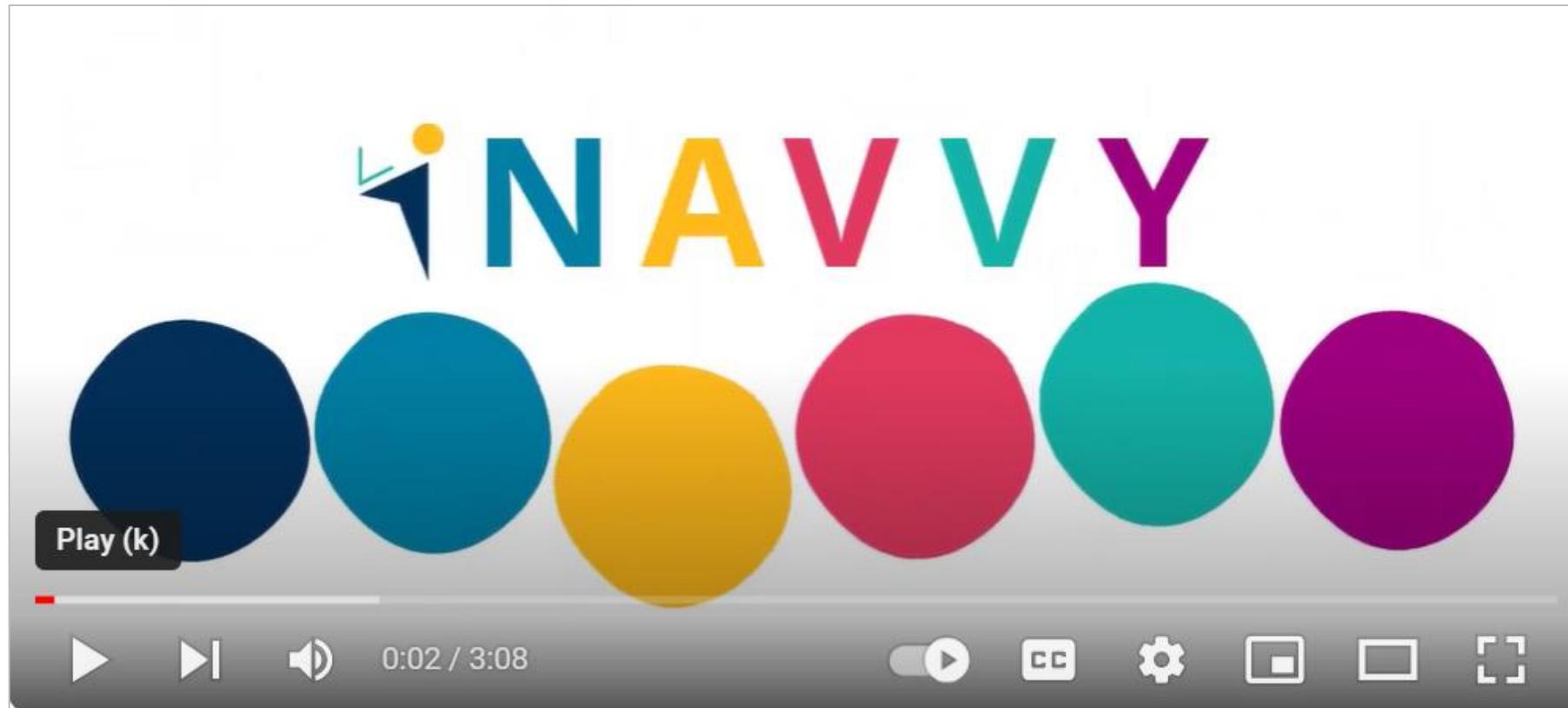
(*na-vee*) /'nævi/

noun

one who navigates



Meet Navy

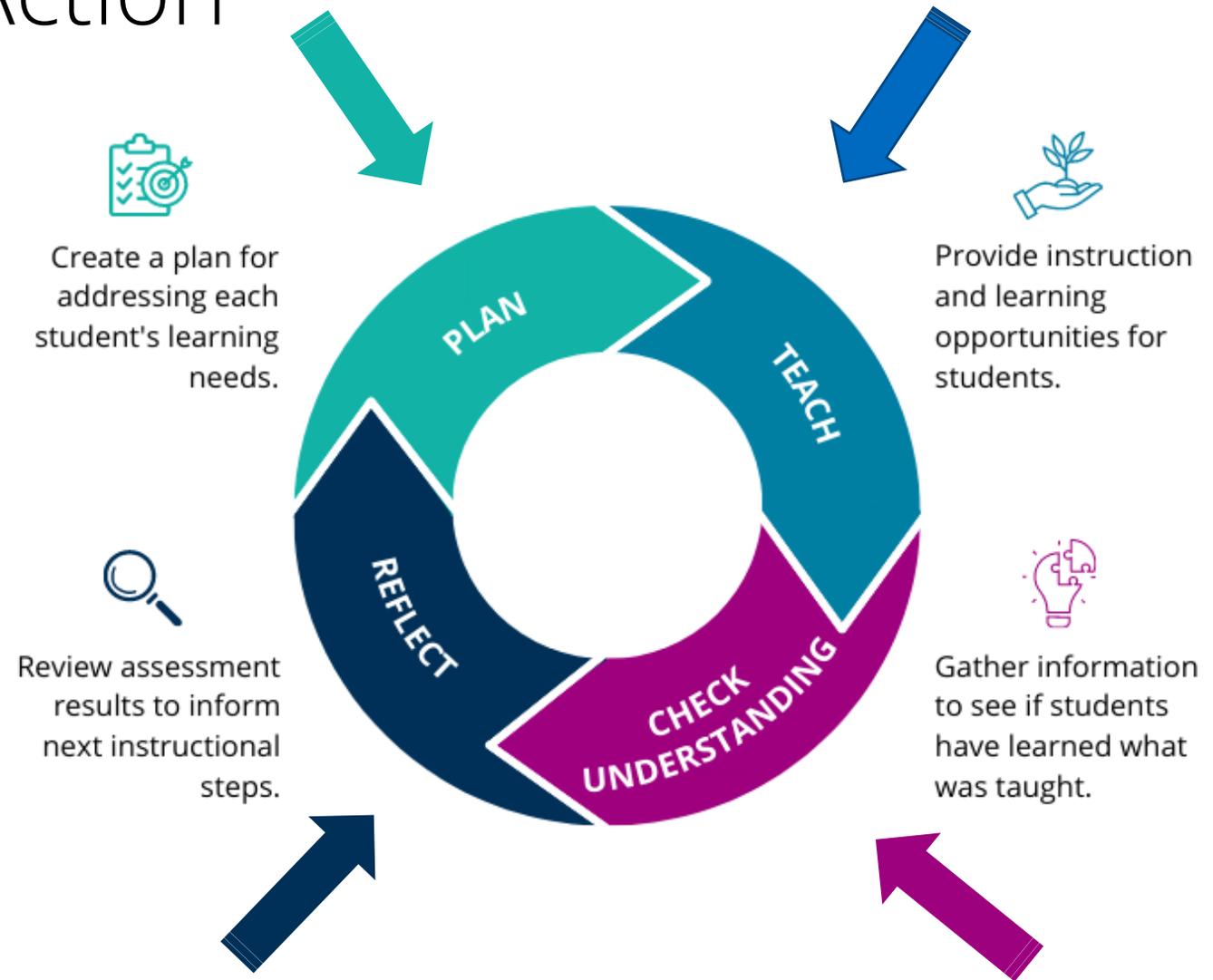


Navy's Theory of Action

On-going formative assessment is a powerful tool for successful learning.

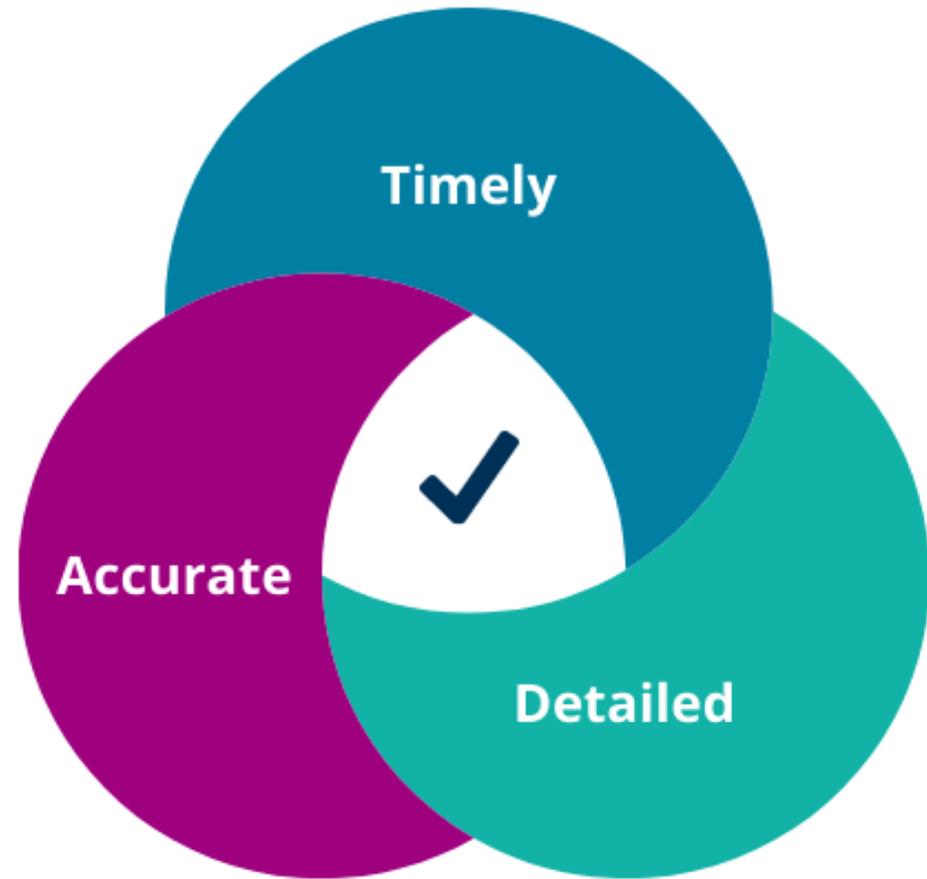
Checking Understanding Phase:

- 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.





Introducing
Navy

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





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.A.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	●	●	

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



The right grain size to inform next steps



A young girl with dark hair tied back in a bun with a black headband featuring white floral patterns is looking through the eyepiece of a black microscope. She is wearing a dark blue dress with a vibrant floral pattern in purple, yellow, and green. To her right, another young girl with light brown hair, wearing a bright pink top and denim overalls, is leaning in to look at the microscope. The microscope is placed on a rustic wooden table. In the background, another child is partially visible, and the setting appears to be outdoors with green foliage. In the foreground, there are various items on the table: a clear glass holding several colored markers (yellow, orange, green, black), a blue cap, and a magnifying glass.

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: Class: 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: Diagnosis: Accuracy Performance Bands: ■ Below 40% ■ 40% - 65% ■ Above 65%

Component Summary

20 student results

[Hide Class Breakdown](#)

Component	Avg Score	Performance Distribution	Below 40%	40% - 65%	Above 65%
C1 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.	67%		6	0	14
Grade 6 Math - B [Mathematics] 10 students	73%		2	0	8
Grade 6 Math - A [Mathematics] 10 students	60%		4	0	6
C2 Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.	55%		4	10	6
Grade 6 Math - B [Mathematics] 10 students	60%		1	6	3
Grade 6 Math - A [Mathematics] 10 students	50%		3	4	3
C3 Represent solutions of inequalities of the form $x > c$ or $x < c$ on number line diagrams.	58%		4	2	6
Grade 6 Math - B [Mathematics] 10 students	65%		3	1	6
Grade 6 Math - A [Mathematics] 10 students	25%		1	1	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

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.

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 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

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?

\leftarrow -5 -4 -3 -2 -1 0 1 2 3 4 5 \rightarrow

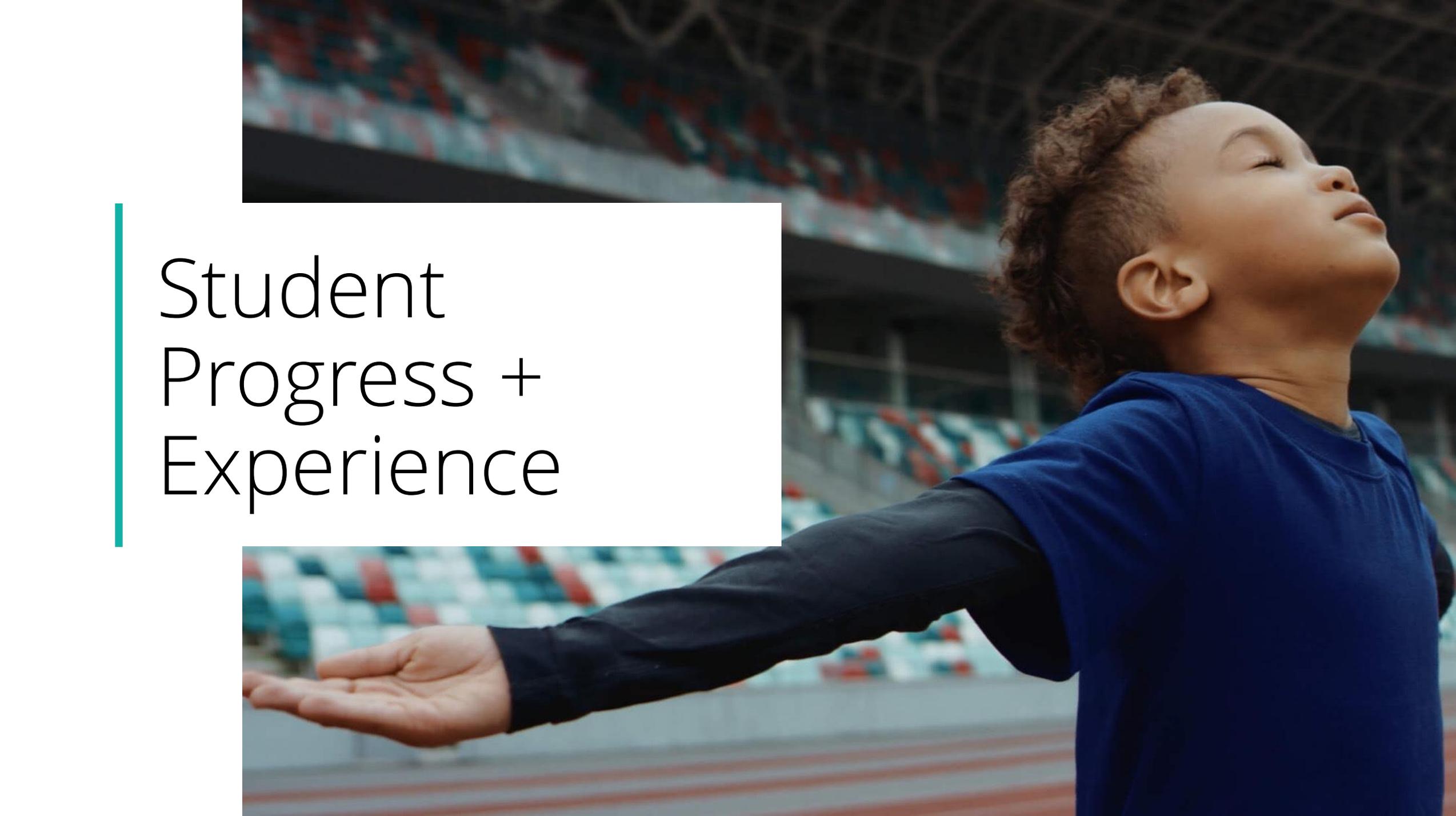
- A $y \geq 2$
- B $y > 2$**

[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.



Student
Progress +
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

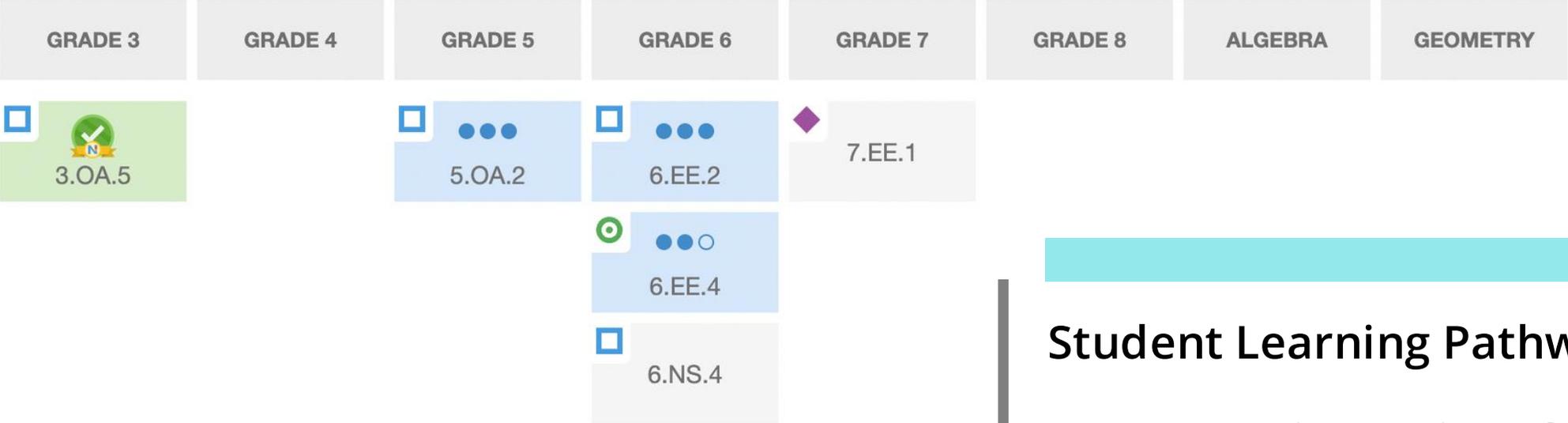
Irma Ince | Grade 6
Miller | Section: Grade 6 Math - A

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

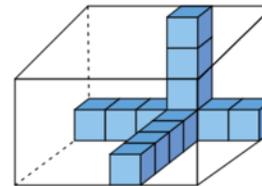
Next →

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



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 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 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.

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?

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?

-
-
-

Inline Choice

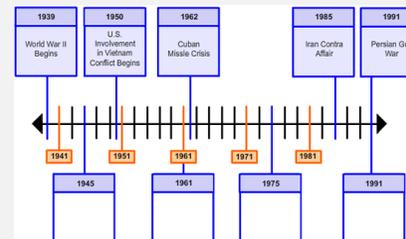
Identify the missing word in this famous quote from Shakespeare's Richard III.

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

Hot Spot



Graphic Gap Match



Hot Text

Select the error in this sentence.

Sponsors of the Olympic Games advertising time on United States television
 a dozen international firms names are familiar to American consumers.

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"/>

School Level Reporting



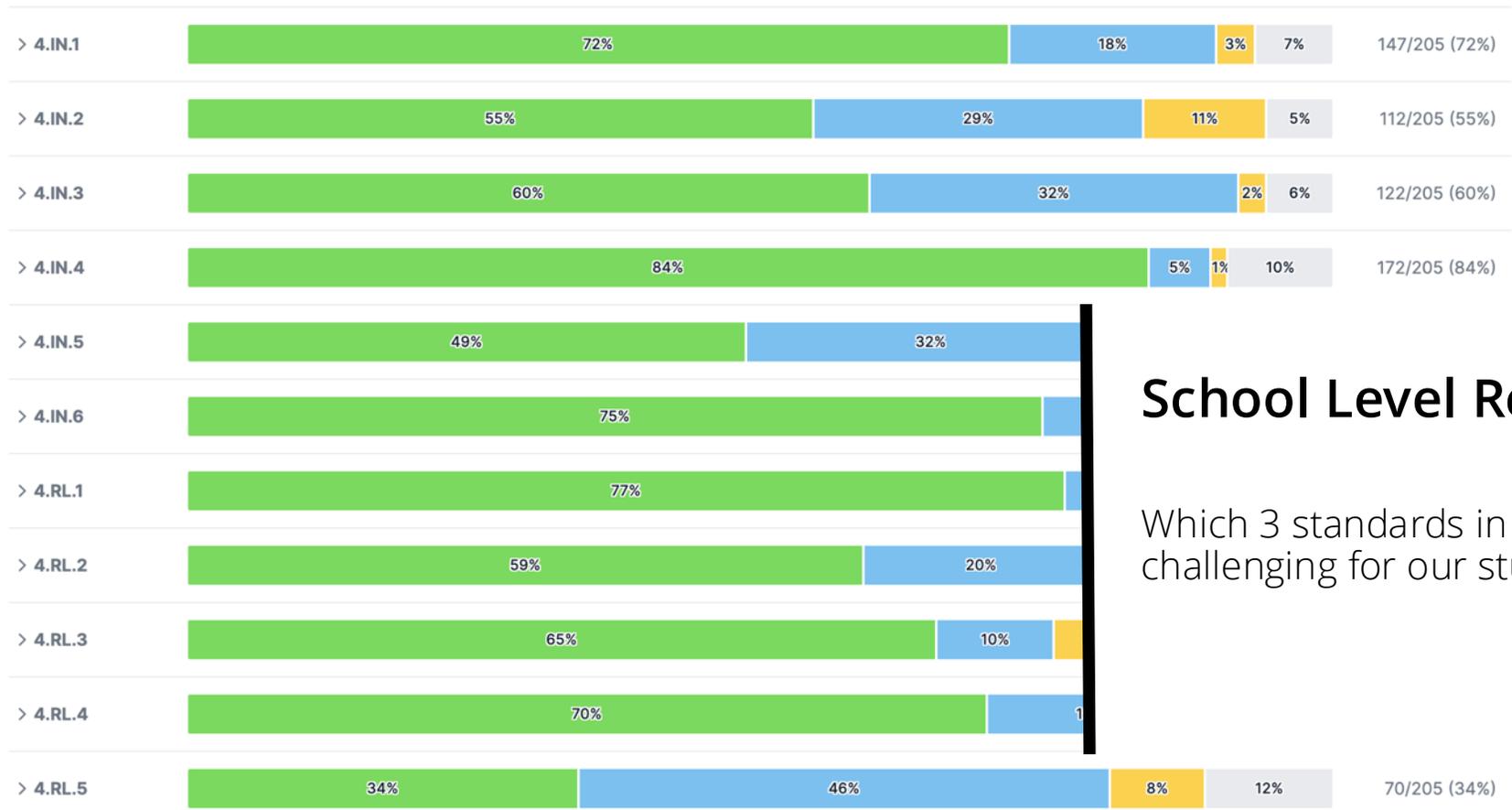
District: Navy County | School: Navy County Elementary School

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

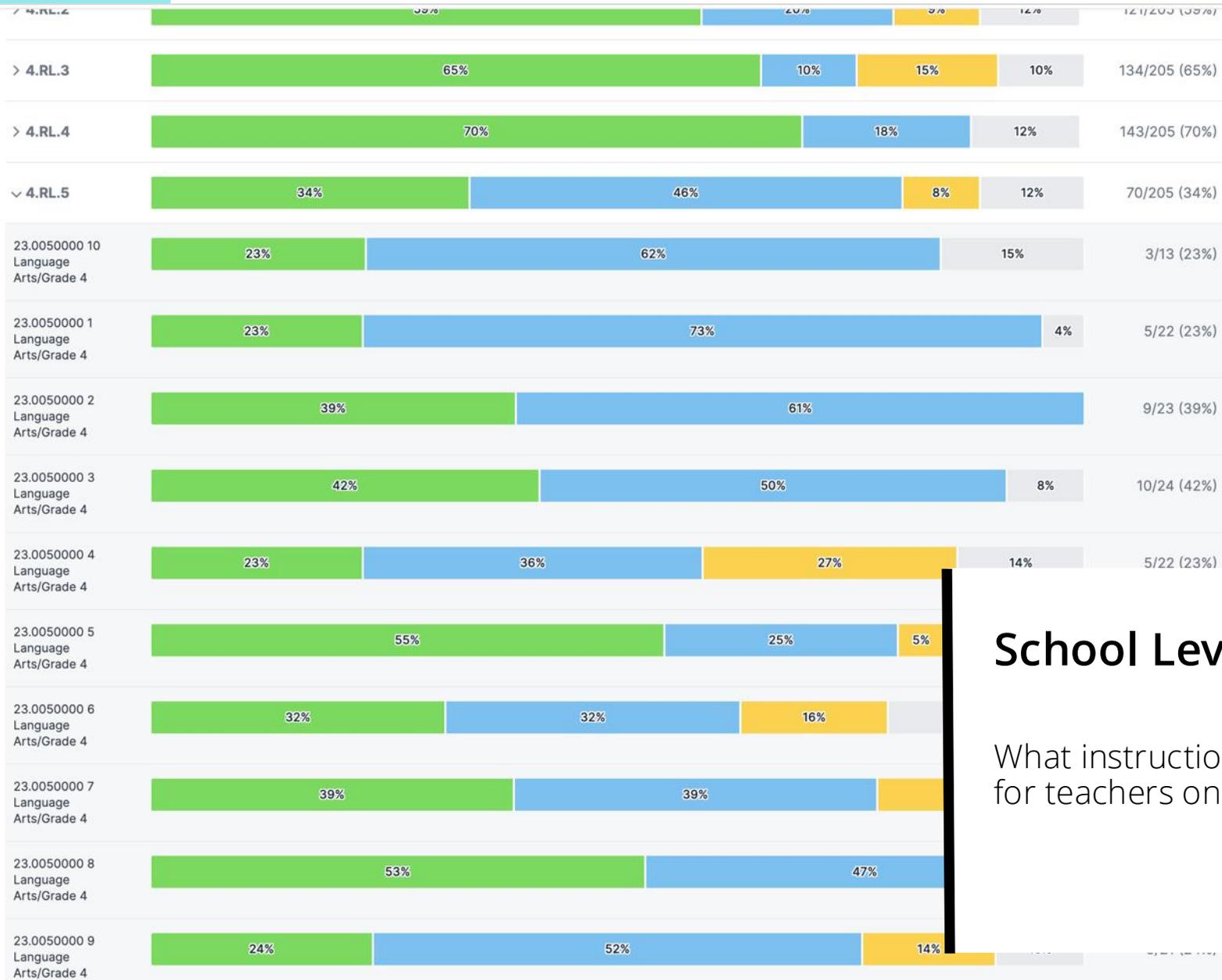
Expand All | Collapse All

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?

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 long hair and a child with a stick. The text 'Navy Resources' is overlaid on the middle photo.

Navy 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 titled 'SIGNAL WORDS' lists 'because', 'since', 'as', 'due to', and 'because of'. Below, it asks 'Readers can also ask questions to identify cause-and-effect' and lists two questions: 'Does a sentence in the passage explain why something happened?' and 'Does the sentence describe something that happened? If it did, what was the cause and effect?'
- STANDARD STARTER:** A guide with a blue header. It includes 'THE STANDARD' (Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.), 'COMPONENTS OF THE STANDARD' (This standard has a single component: 1) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures using language that pertains to time, sequence, and cause and effect), and 'OVERVIEW' (Standard 3.IN.3 asks students to read historical, scientific, and technical texts. Students read these texts using a specific lens—a focus on the relationships among historical events, scientific ideas, or steps in procedures.).
- PASSAGE:** A page with a blue header titled '"What is a Spacewalk?"' by NASA. It contains two numbered paragraphs: '1) Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can perform experiments on a spacewalk. Experiments can be placed on the outside of the spacecraft. Being in space affects different things than being on Earth.' and '2) Spacewalks also let astronauts repair their spacecraft. During spacewalks, astronauts can fix things that are broken on the outside of the spacecraft.' There is an image of an astronaut in a space suit.
- SORTING CAUSE AND EFFECT:** A card with a blue header. It says 'Sort each of these cards as an effect from the passage "What is a Spacewalk?" Cut out the cards and sort them by the action title from the passage.' It lists several sentences: 'Astronauts need to go on spacewalks.', 'Astronauts breathe pure oxygen for a few hours when they get into their space suits.', 'There are two airlock doors astronauts go through to exit the spacecraft.', 'Astronauts use safety tethers.', and 'Astronauts go on spacewalks.' Each sentence has a small box next to it for labeling.



Learning Library

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Domain:

Standard(s):

Activity Type:

All

All

All

All

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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.

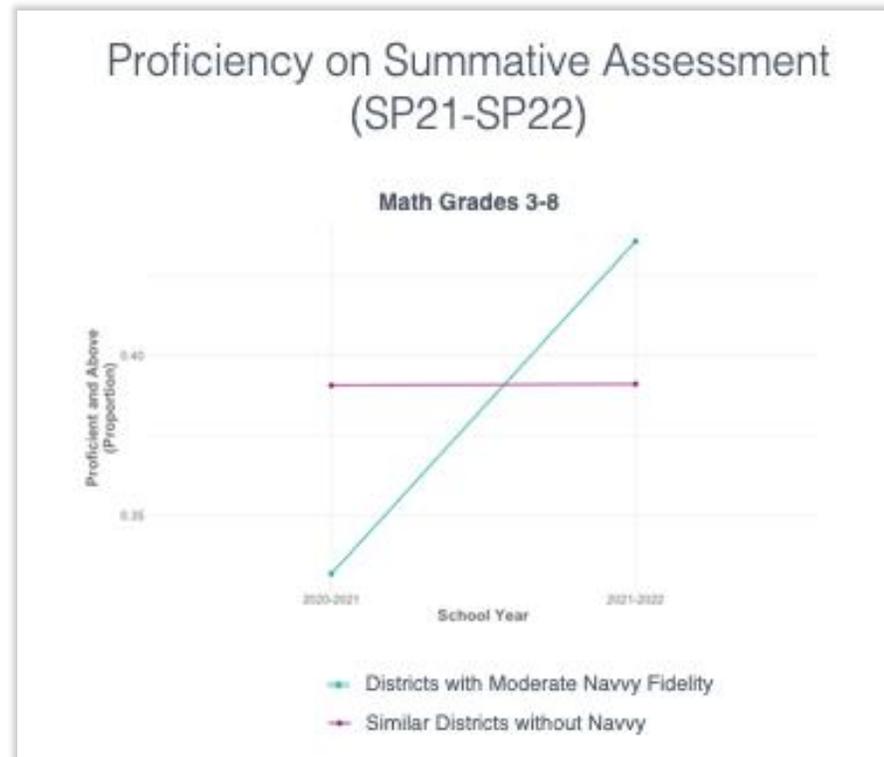
Navy Implementation



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?



Navy Educators Say it Best



Student Achievement

"I used Navy consistently throughout the year. In the end, my students had the highest scores in [the state assessment]. And I feel like it was because I was constantly looking at those standards and making sure my students had mastered the standards in Navy."

Rising to the Rigor

"We are seeing such a big, positive change in our students and our teachers. We believe Navy has helped elevate our teachers to a new level of teaching the standards and elevate our students to a new level of learning the standards."

Guiding Personalized Learning

"The difference with Navy is to be able to know exactly what standard is it that my student is struggling on. And that's going to allow me the opportunity to differentiate for that kid based on what they know and don't know."

Real-time, Actionable Learning Evidence

"We get a lot of data on our students. We just don't get it at the right time or when we can act on it. I don't know any other assessment out there that gives you this type of [standards-level] data."



Implementation
Support +
Training

Implementation Support and Training

Join us for Arizona **Office Hours**, where you can talk with a Navy implementation leader.

- Friday, October 11th from 8:30-9:00 am MST: [Sign Up](#)
- Monday, October 14th from 4:00-4:30 pm MST: [Sign Up](#)
- Monday, October 21st from 4:00-4:30 pm MST: [Sign Up](#)
- Tuesday, October 22nd from 8:30-9:00 am MST: [Sign Up](#)

[Are you ready to get started with Navy today?!](#)

Drop your name, district, and email address in the chat – we'll reach out to kick-off your Navy onboarding!

We invite your educators to attend an **Onboarding Training** to get started in Navy!

- Tuesday, October 22nd from 3:00-4:30 pm MST: [Enroll](#)
- Thursday, October 24th from 1:00-2:30 pm MST: [Enroll](#)
- Tuesday, October 29th from 11:00 am – 12:30 pm MST: [Enroll](#)
- Wednesday, October 30th from 2:00-3:30 pm MST: [Enroll](#)



Questions?



Pearson