Meet Navvy

AZ Informational Webinar

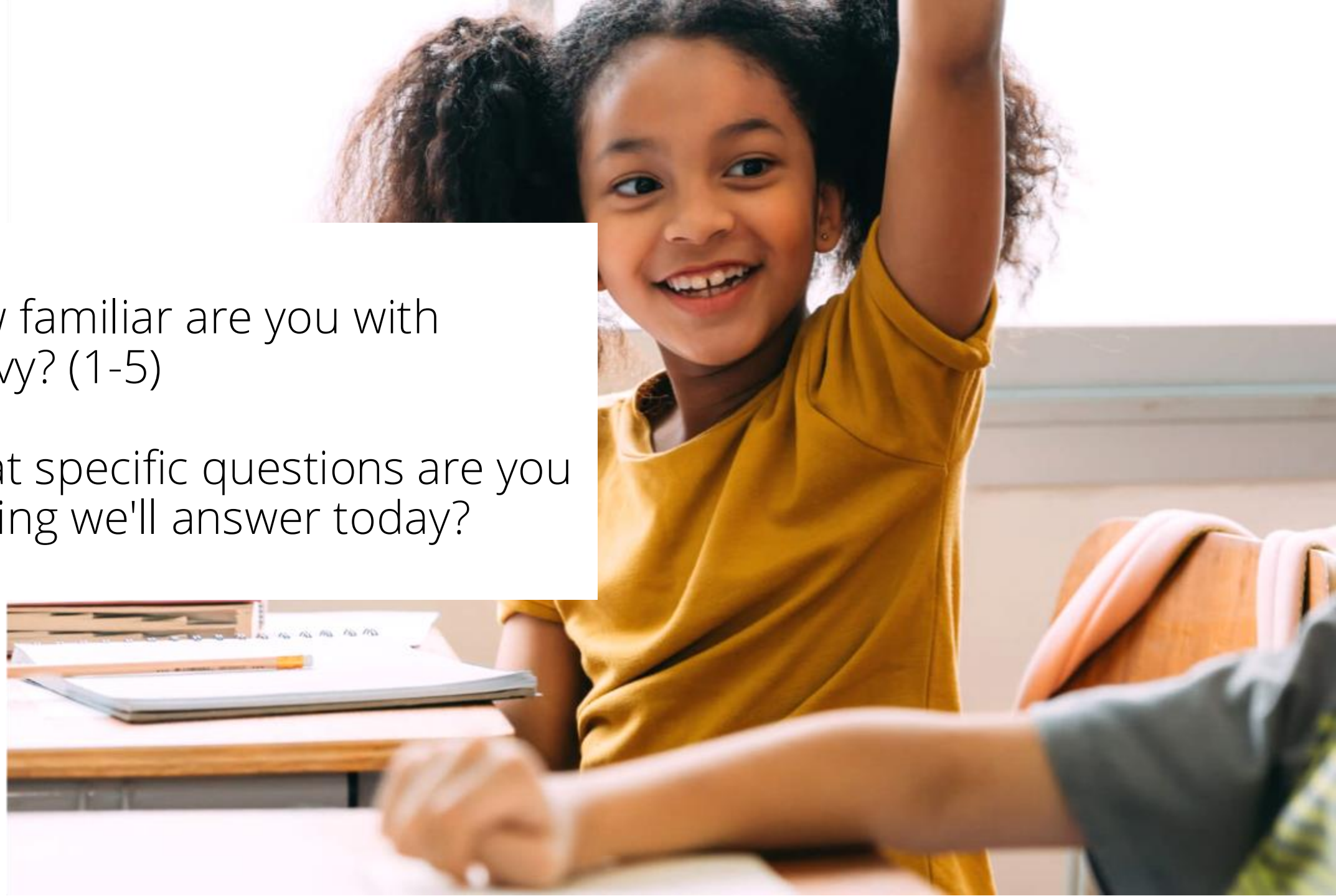
Pearson

Meet Your Team

Amanda Drahn, Senior Implementation Manager, Navvy

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

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

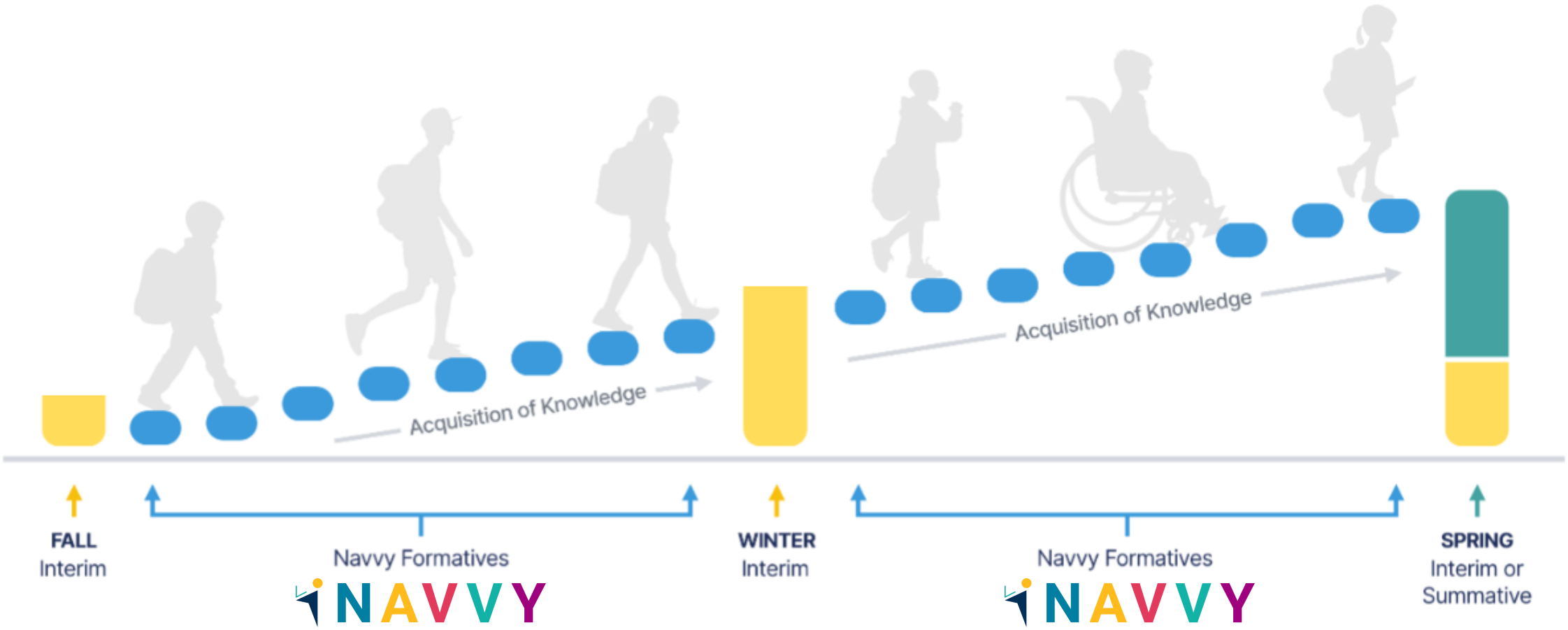


By the end of our webinar you will...

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

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) /ˈnævi/

noun

one who navigates

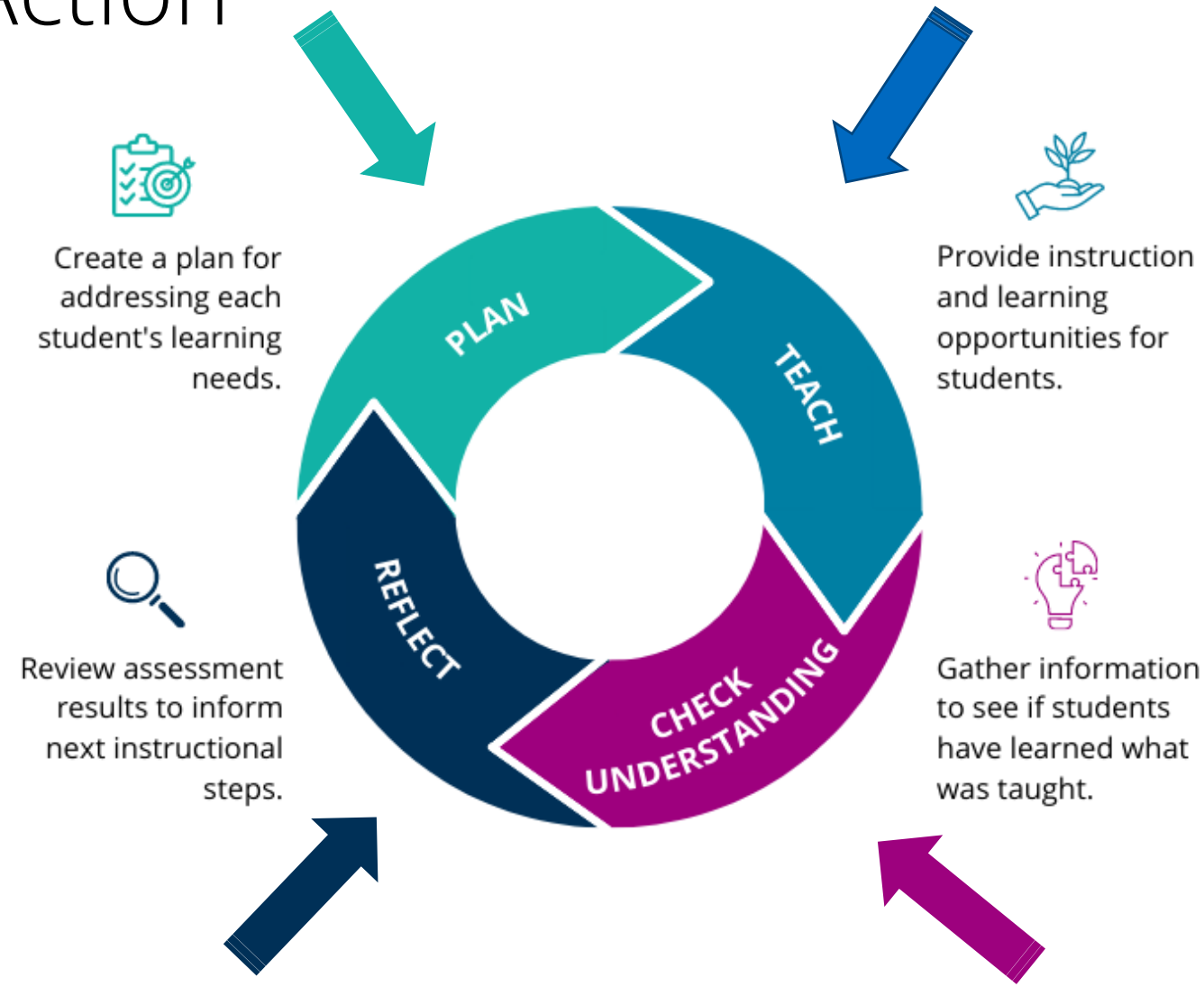
Meet Navvy

Navvy's Theory of Action

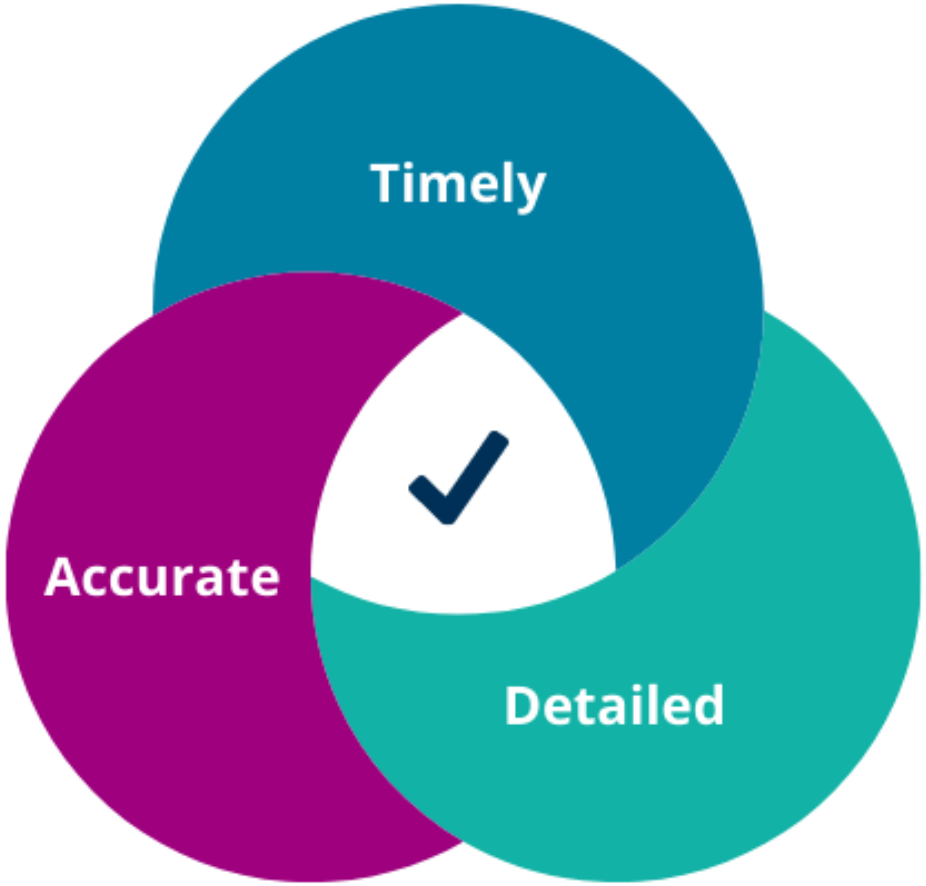
On-going formative assessment is a powerful tool for successful learning.

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.



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Introducing Navvy

Navvy Checks

Competency Checks

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

Practice Checks

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

Rising to the Rigor of the Standards

Let's go!

6.G.2

Description & Components

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

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

Component & DOK Blueprint

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

Standard 6.G.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.

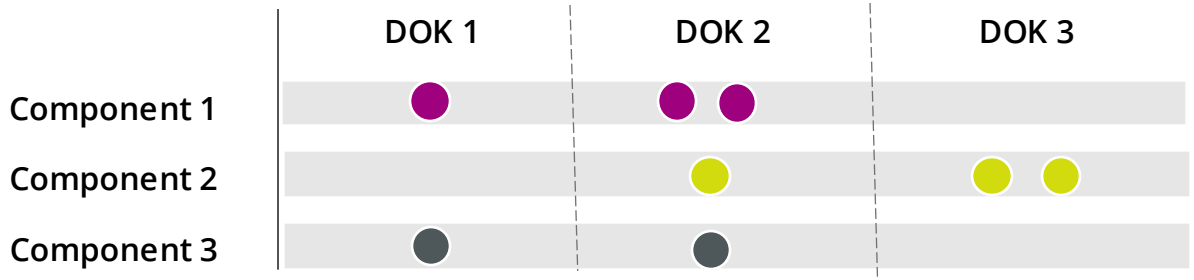
Component 2

Apply the formula V = *l* 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



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

The right grain size to inform next steps

6.EE.8

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

Competency Checks *1 of 3 attempts taken*

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

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

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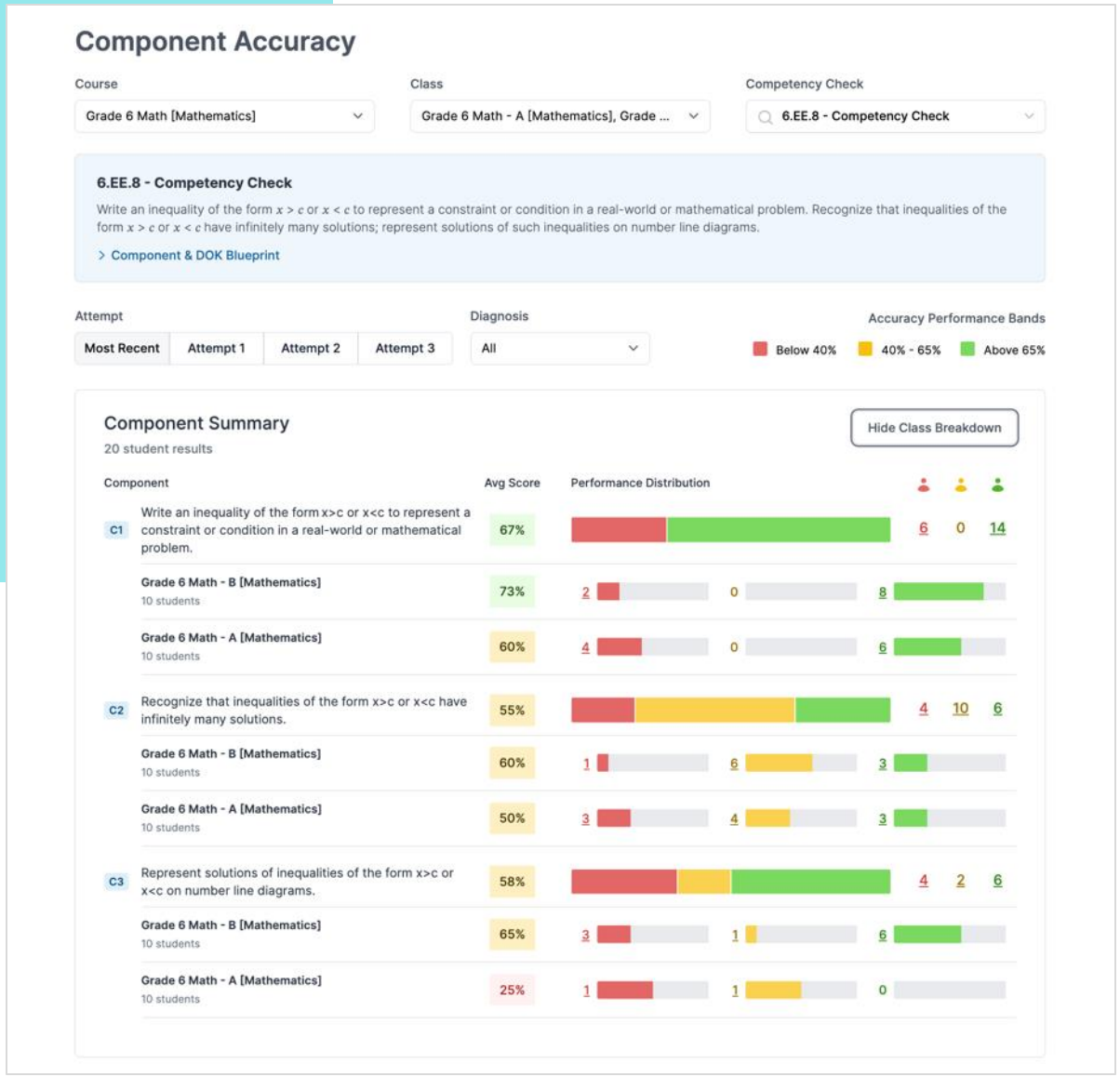
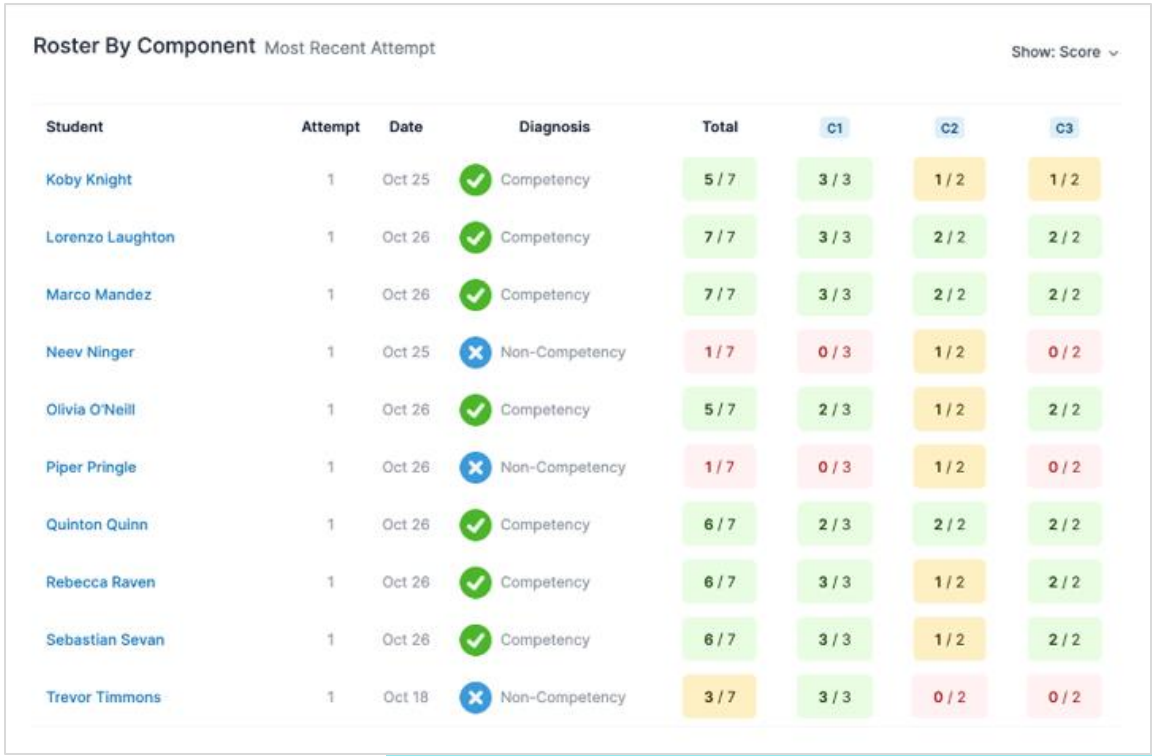
A Standard-level View of Student Understanding

Identify which subparts of a standard to target student supports.

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





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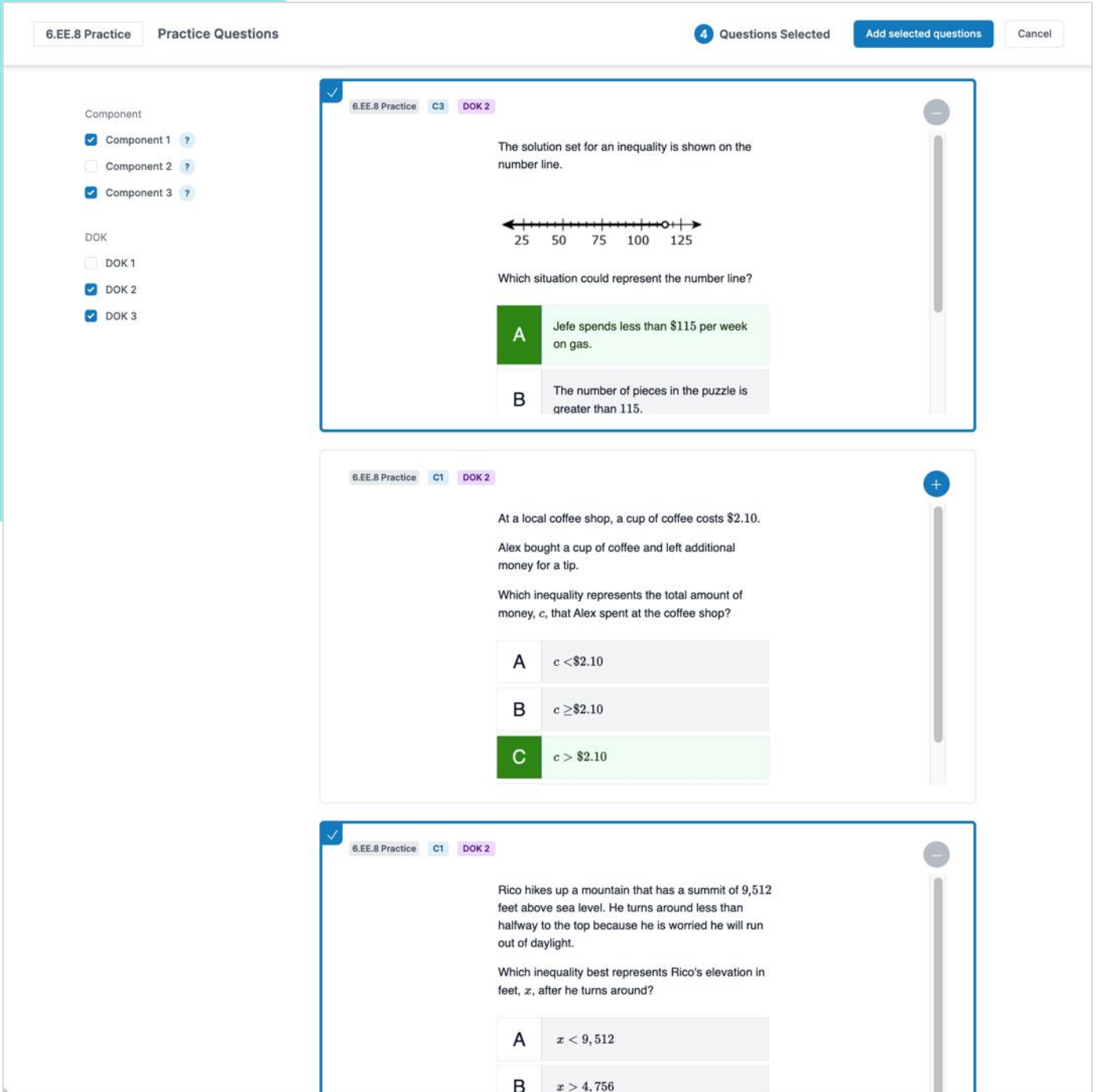
Reporting at the Grain Size to Act

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

Standard-by-standard Practice



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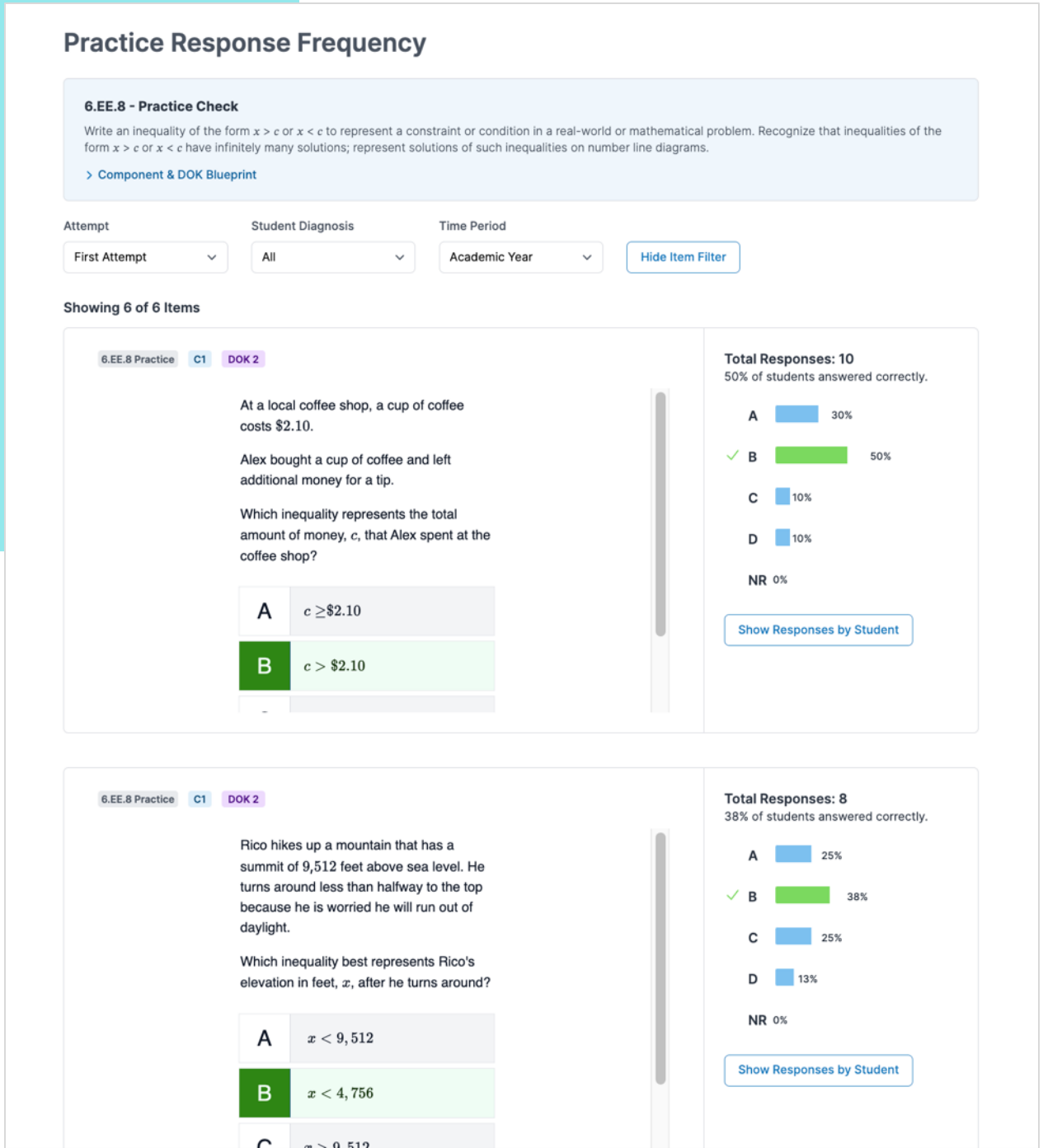
Build-Your-Own Practice Checks

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



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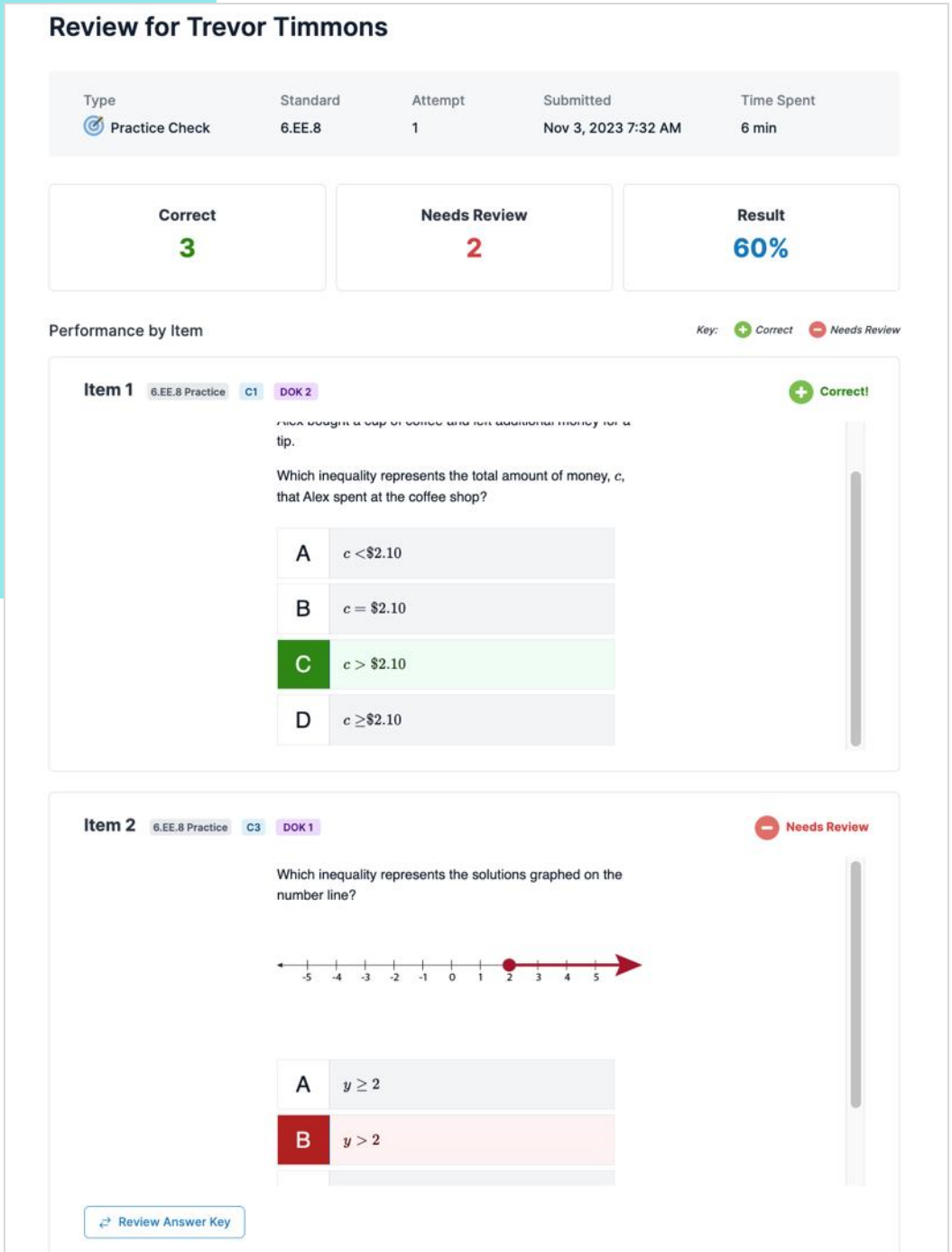
Item-by-Item Student Response Frequency for Practice

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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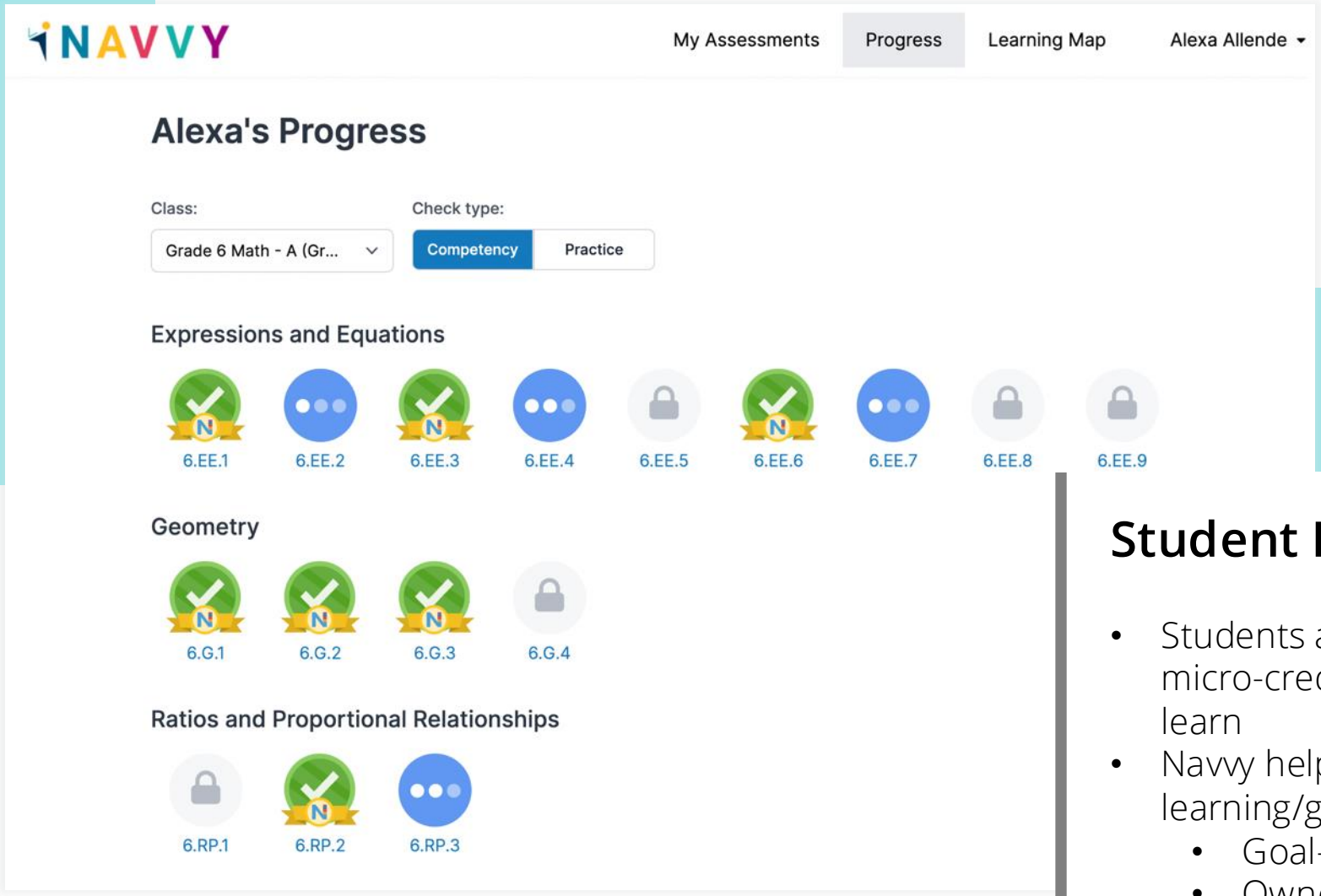
Instant Feedback to Promote Student Growth

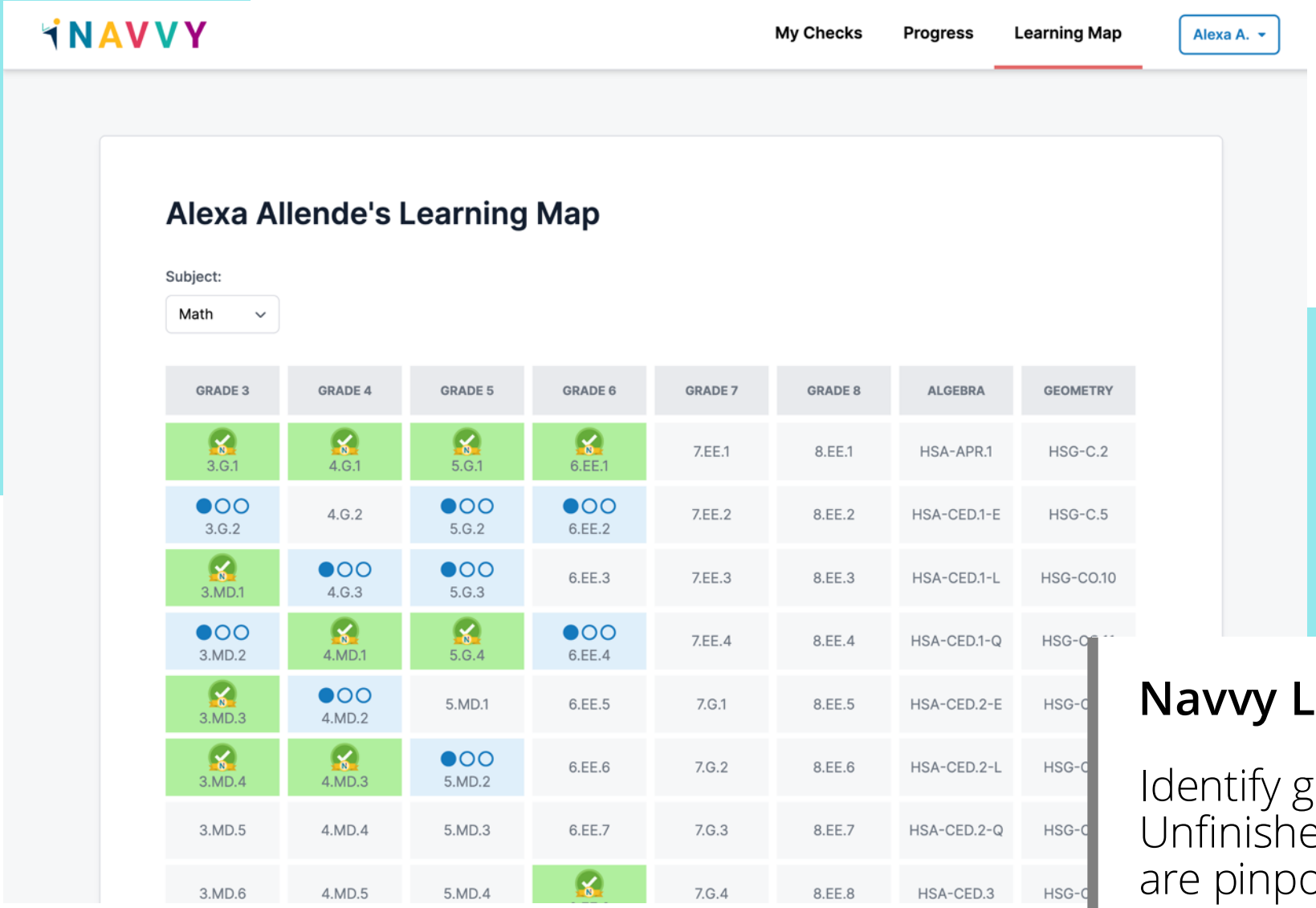
Students receive immediate feedback on their practice session so they can pinpoint misconceptions and review areas for growth.

Student Progress + Experience



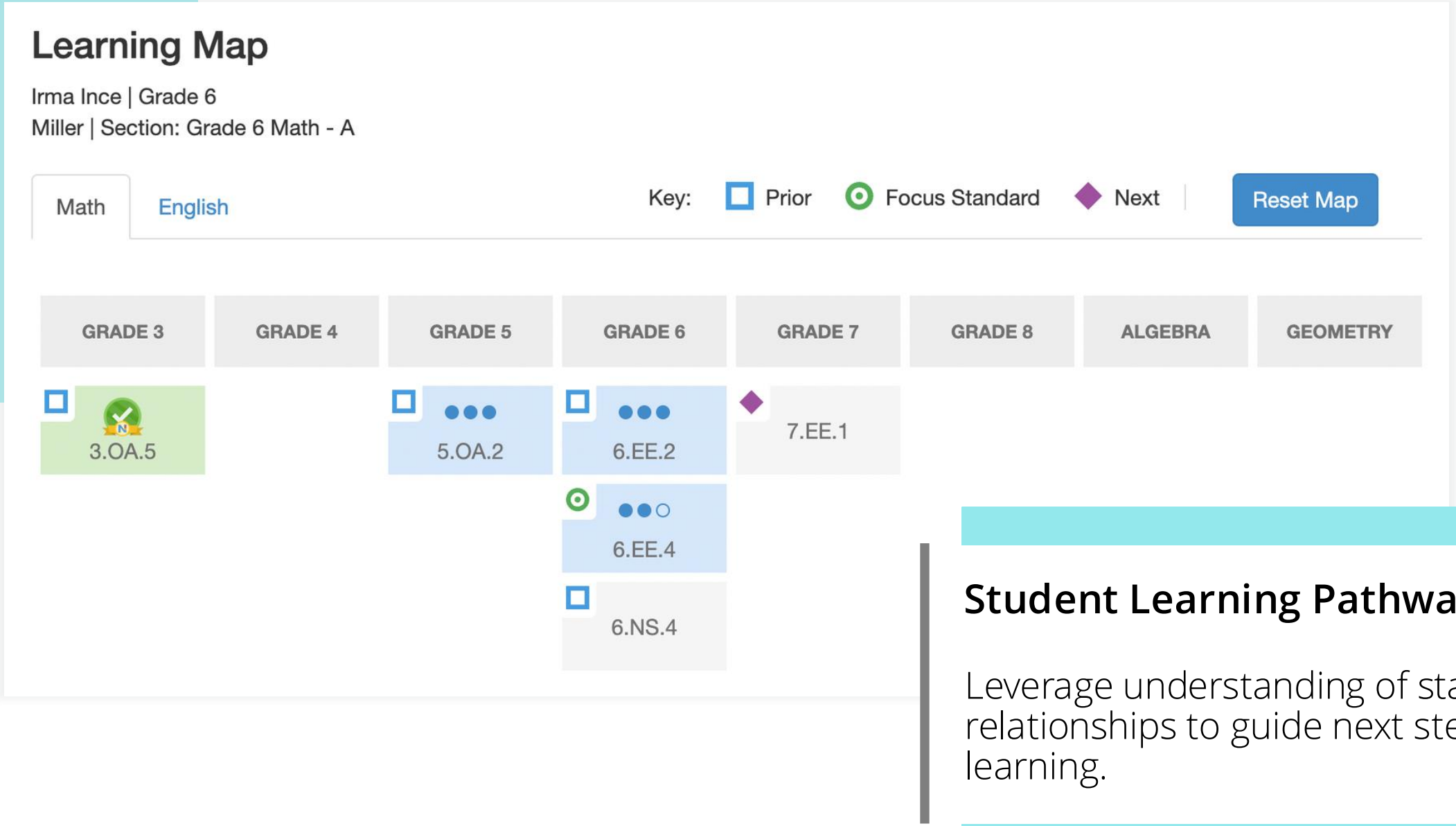
Student Dashboard

- 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.

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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.

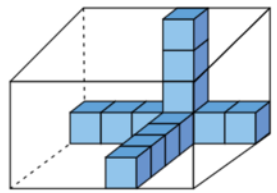
Grade 6: Geometry 2 Practice / Section 1

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

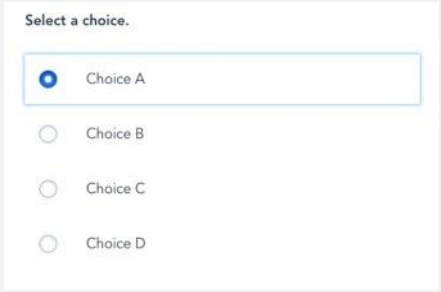
B 120 cubic inches

C 30 cubic inches

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

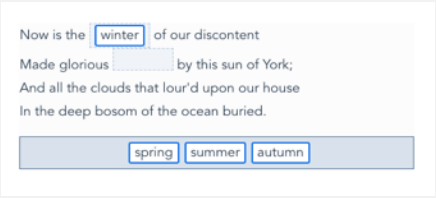
Item Types

Multiple Choice/Multiple Select

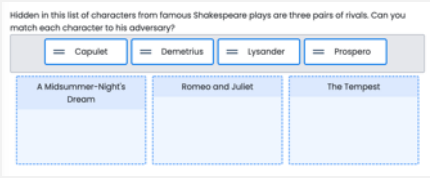


Text Entry

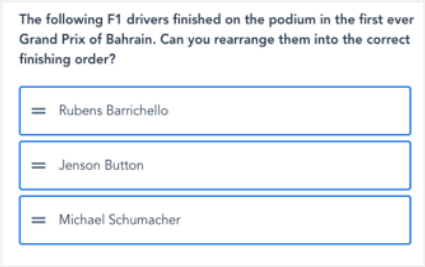
Gap Match



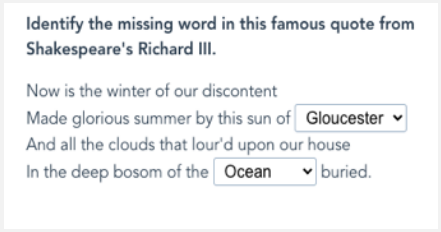
Basic Match



Ordered Lists

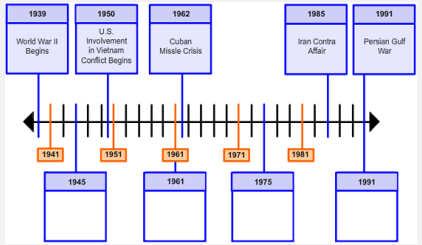


Inline Choice

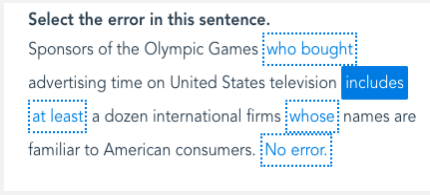


Hot Spot

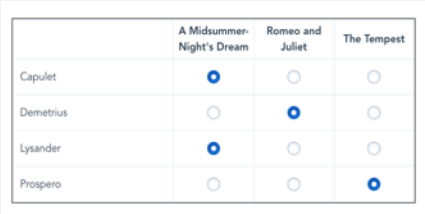
Graphic Gap Match



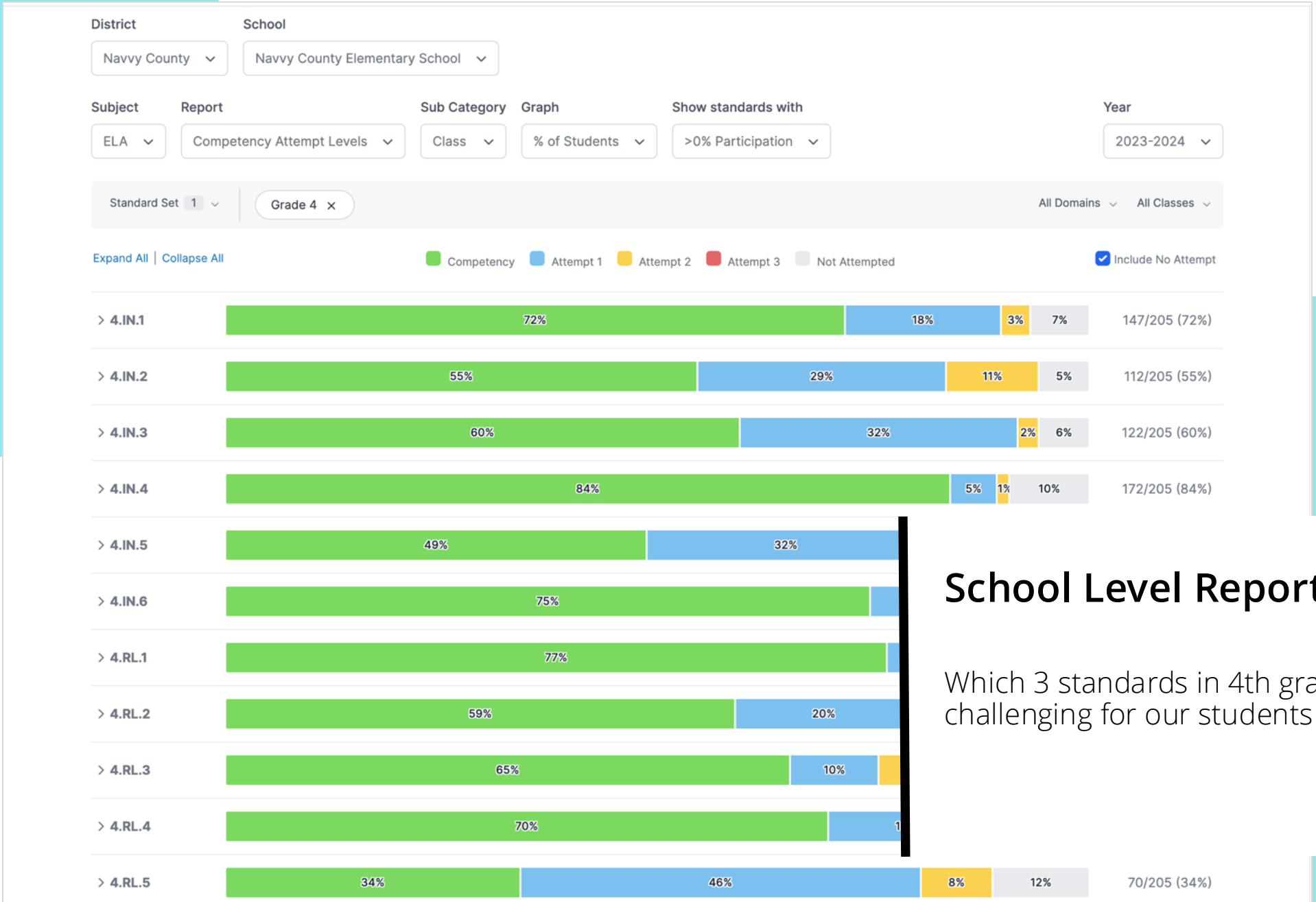
Hot Text



Tabular Match

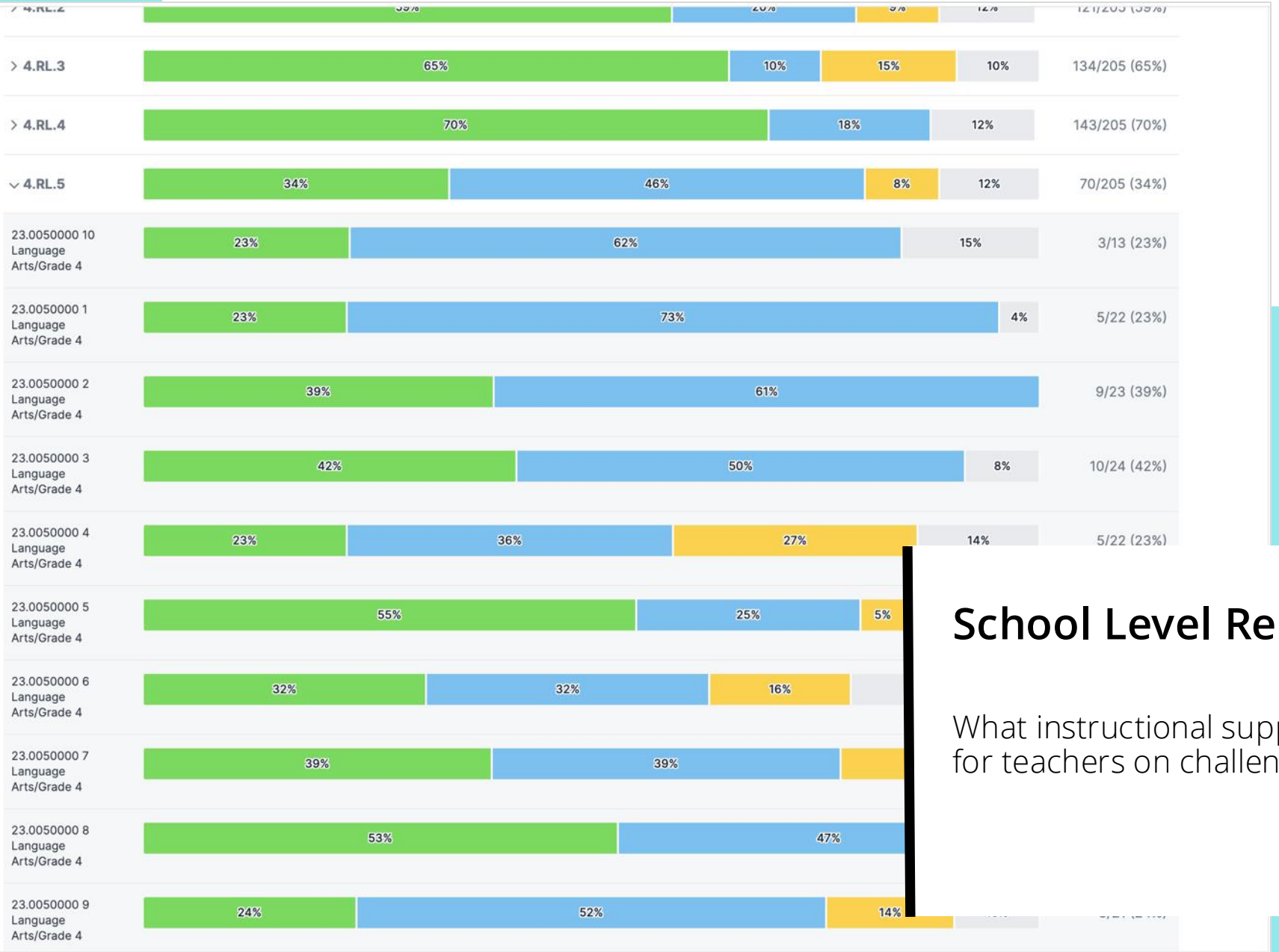


School Level Reporting



School Level Reporting

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



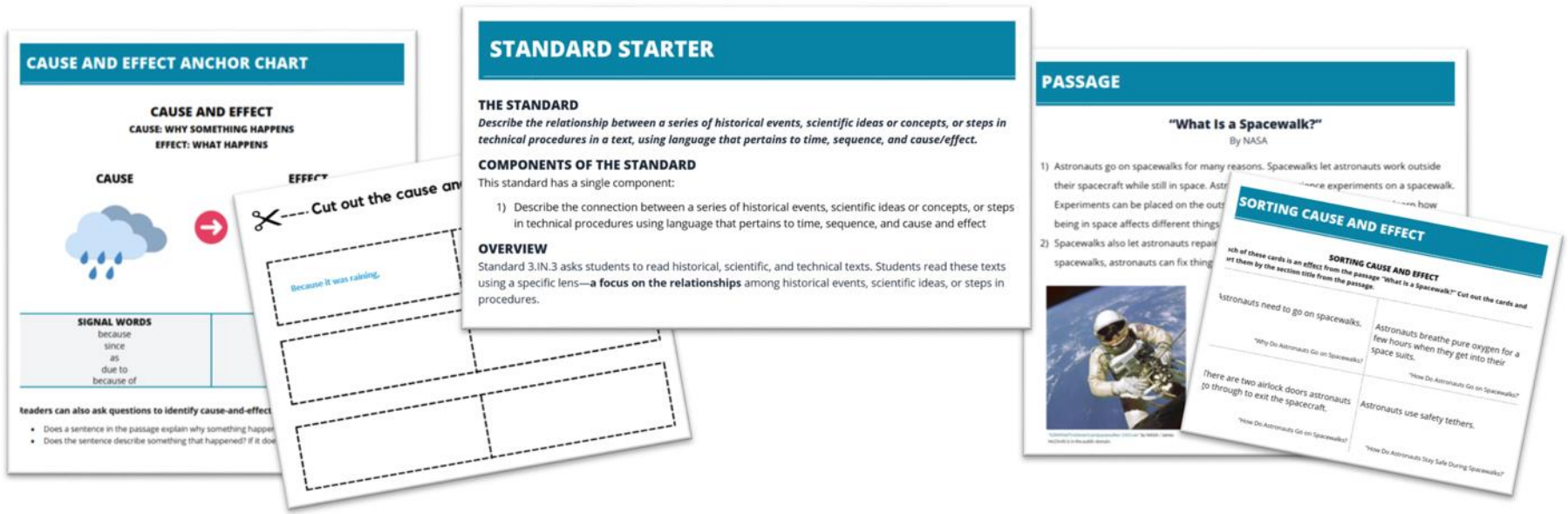
School Level Reporting

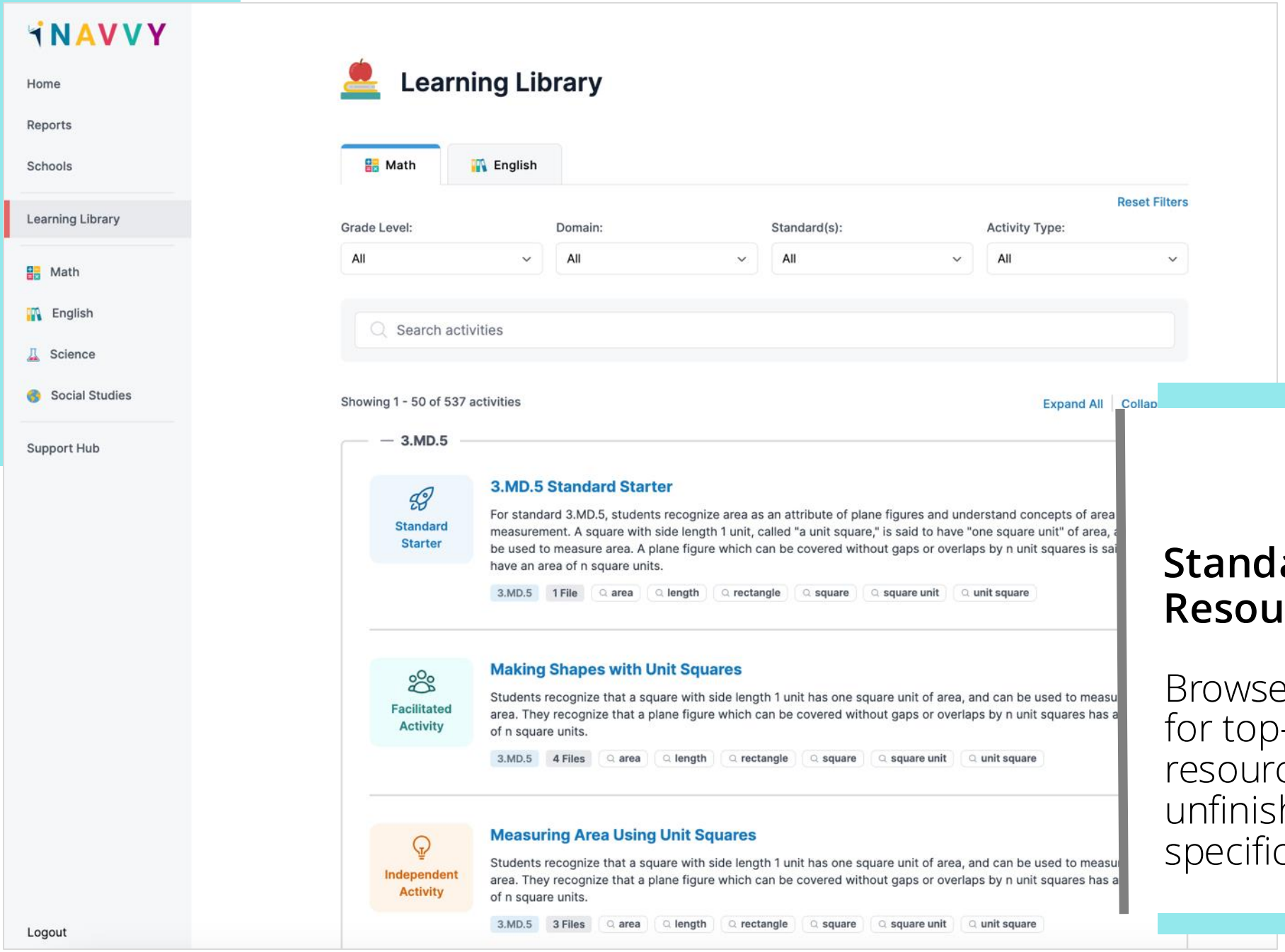
What instructional supports or PL can we provide for teachers on challenging standards?

Navvy 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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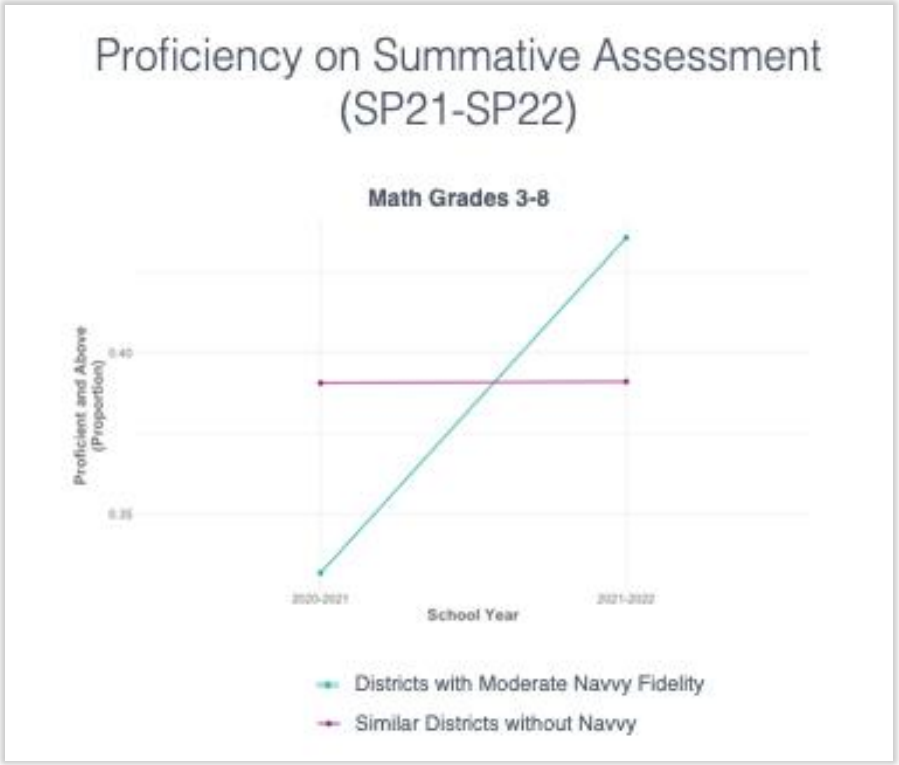
Standard-level Instructional Resources

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

Navvy Implementation

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?



Navvy Educators Say it Best

Student Achievement

"I used Navvy 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 Navvy."

Rising to the Rigor

"We are seeing such a big, positive change in our students and our teachers. We believe Navvy 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 Navvy 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 Navvy 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 Navvy today?!

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

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

- 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