



Leaders: Introduction and Use of the System

Denise Ricks

Agenda

1 What is Navvy+?

2 Navvy+ Formative
Essentials

3 Navvy+ Seasonal
Screening Essentials

4 Reflect & Close

Learning objectives



Understand the functional purpose for Navvy+ in a school-wide data-based decision making model



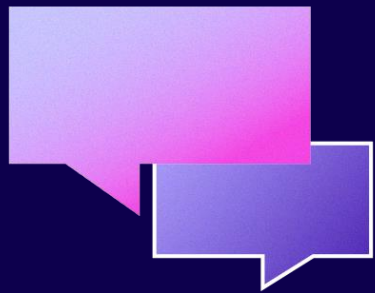
Navigate the Navvy+ platform to identify resources and understand key workflows



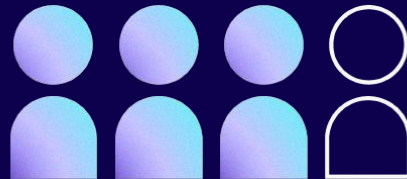
Identify key planning considerations for effective implementation

Considerations

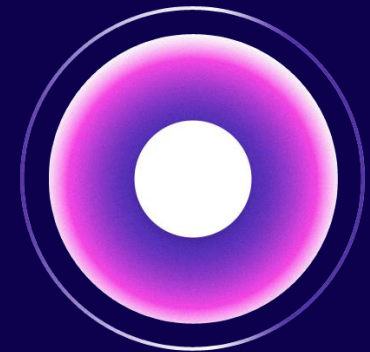
Please feel free to ask questions in the Q&A. The chat will be used for links and resources provided by Pearson.



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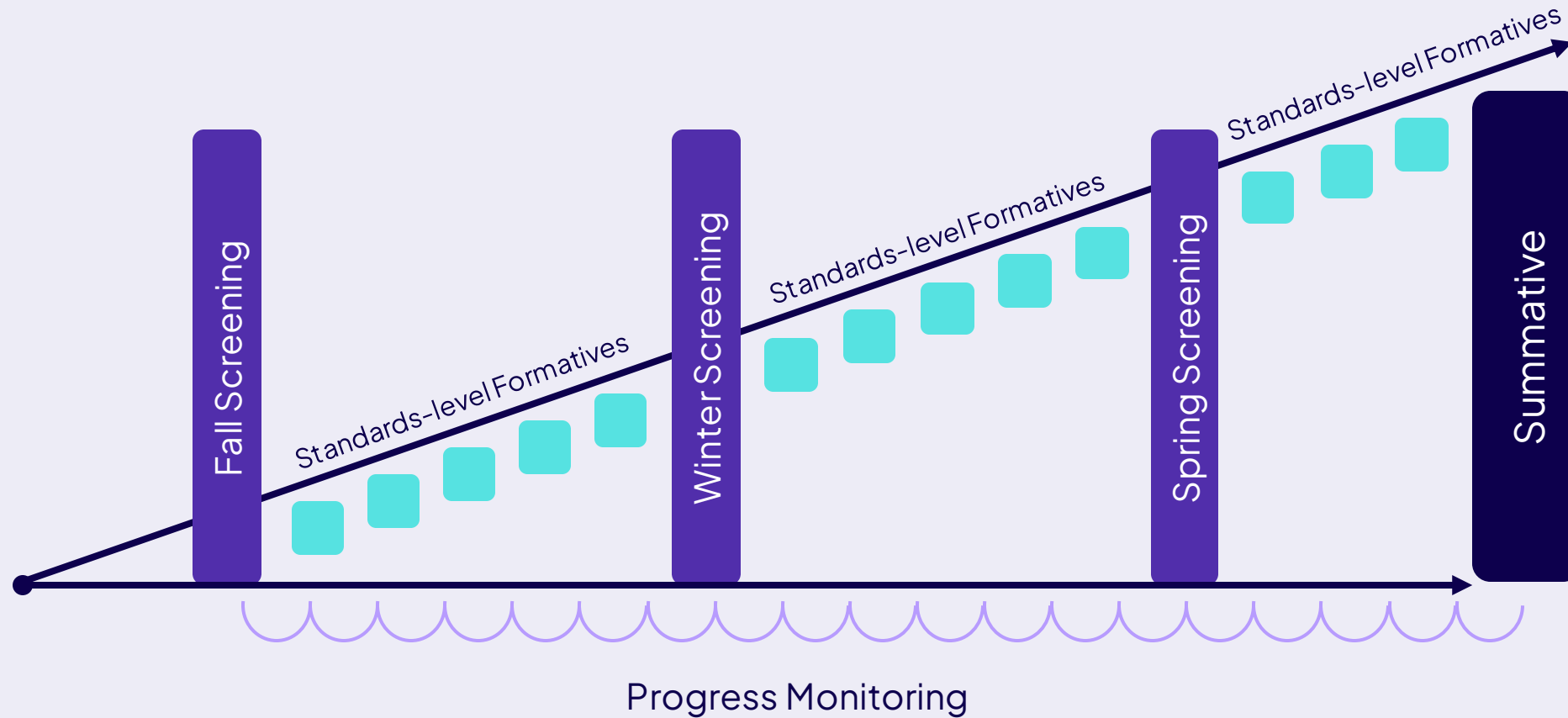
This session will be recorded and available for the school year.





**What is
Navy+?**

Balanced assessment system

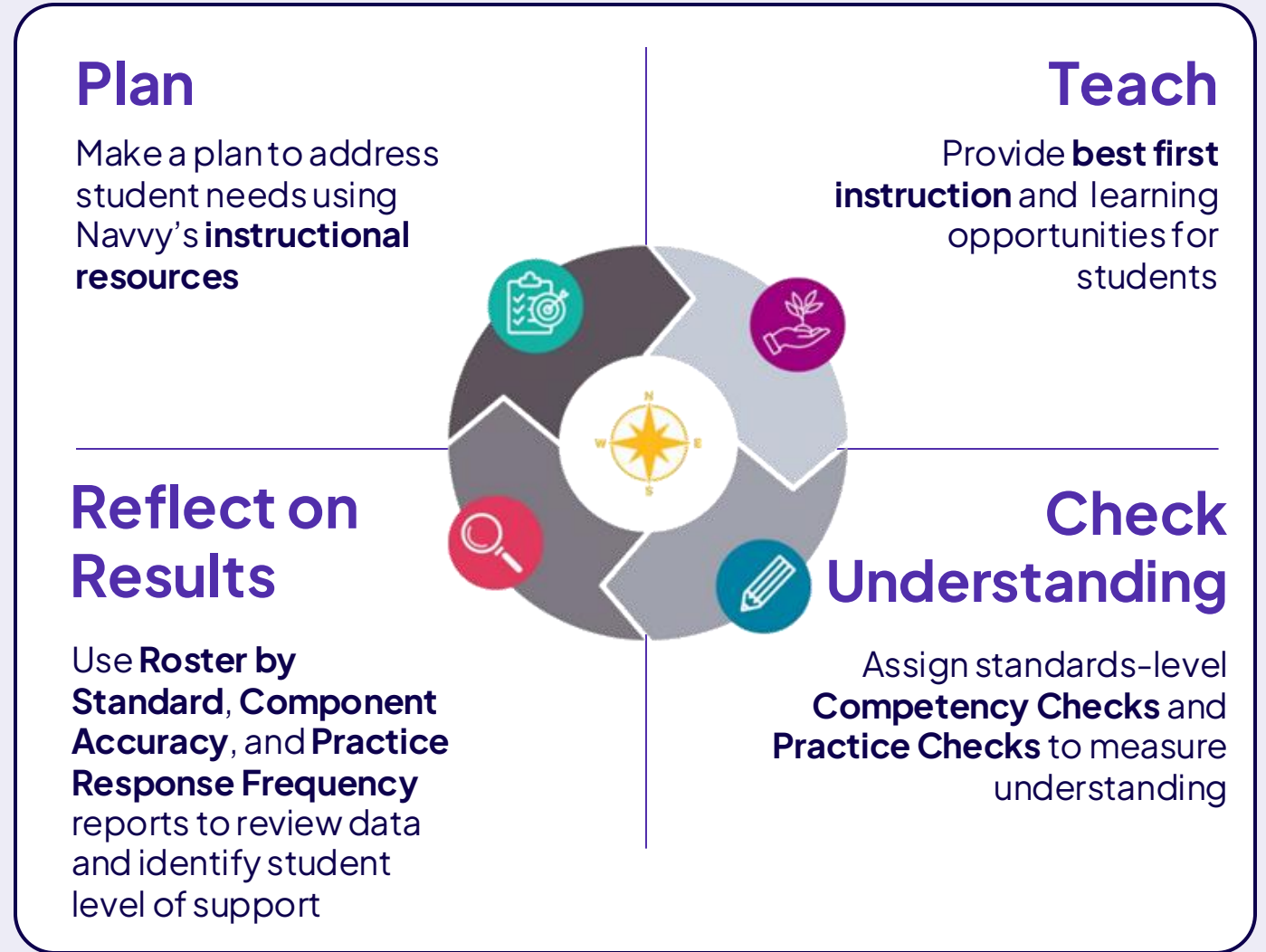


Navvy+'s Theory of Action

If it isn't **timely**, we can't use it

If it isn't **accurate**, it could misguide our next steps

If it isn't **specific**, we can't act on it





Navvy+ Formative Essentials



Navy+ Formative Assessment Design

Navvy+ Assessment Blueprints: Proprietary and Rigorous

6.G.2

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 $V = lwh$ and $V = bh$ 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 $V=l*w*h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.
- C3** Apply the formula $V=B*h$ to find volumes of right rectangular prisms with fractional edge lengths to solve problems.

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

Depth of Knowledge (DOK)

Level	DOK Characteristics
DOK 1	Recollection, recall or identification of a fact, term, principle or concept. It’s a “just right there” answer most often.
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	Necessitates reasoning or strategic thinking to answer complex questions, often involving abstract thinking and background knowledge.

Item breakdown

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

 = item

Standard Description & Navy+ Blueprint



6.G.2

Q 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 $V = lwh$ and $V = bh$ 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.
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- 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** 50-50%
- C2** 25-25%
- C3** 25-25%

DOK Blueprint

- DOK 1** 25-38%
- DOK 2** 25-50%
- DOK 3** 25-25%

Navigation Pane and Standards Directory

Navvy+

Home

Assignments

Reports

Schools

Learning Library

Administration Resources

Math

English

Science

Social Studies

Support Hub

Hi, Pearson Sandbox



Seasonal Screening

Periodic skill-based measures that signal students for intervention support.

View & Assign



Progress Monitoring

Show growth in students and intervention success.

View & Set Goals



Competency Check

Diagnose standard competency with pre-built, bite-sized checks.

Assign New



Practice Check

Build your own practice check with flexible pools of items.

Assign New



Learning Library

Browse the Learning Library for standard-by-standard activities.

Browse

Platform demo

Platform overview & Standards



Treasure Hunt: Formative

Log in

Log in to a training account

Find

Standard and Components
Grade 5 Math: Fractions

Hint: Standards Directory

Identify

Standard 6.EE.1
Facilitated Activity

Hint: Learning Library

Locate

Navy Overview Video

Hint: Support Hub

5:00

Navy+ Formative Check understanding



Navy+ Checks

Competency Checks

- Diagnose standard-level competency
- Up to 3 opportunities to show competency
- Pre-built; 6–8 items
- Secure, valid, & reliable
- On-grade-level standards, one standard at a time
- ELA and Math Grades K+



Practice Checks

- Option to build your own Checks to provide flexible, targeted learning support, or use a Blueprint Practice Check that is prebuilt
- Unlimited retakes and review
- Non-secure questions
- On- or off-grade-level standards; one or many standards at a time
- ELA and Math Grades K+



Assigning Competency and Practice Checks

STANDARDS

- Standard Set (Subject and Grade)
- Standard Category
- Domain
- Standard

STUDENTS

- Select one or multiple classes

AVAILABILITY

- Select assessment availability
- Assessment window up to 72 hours

Assign Competency Check

School

Navy Academy Middle School

Standard

Standard Set

Math Grade 6 (3 Classes)

Standard Category

Domains

Domain

Expressions and Equations

Geometry

Ratios and Proportional Relationships

Statistics and Probability

The Number System

Standard

6.EE.1

6.EE.2

6.EE.3

6.EE.4

6.EE.5

6.EE.6

[View Standard Description & Navy Blueprint](#)

Students

Class

Select classes

Availability

Set when you'd like this assignment to become available to students and the duration for it to remain open. Students may begin (or resume) the assessment during this window.

☒ Make available immediately

☐ Make available in the future

Managing Check Assignments

MANAGEMENT OPTIONS

- Manage window
- See who assigned the Check
- See, edit, or end the Check's availability
- View report data for the Check

HOME PAGE

- Most recent assignments only

ASSIGNMENTS PAGE

- All assignments: past, current, future



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Browse the Learning Library for standard-by-standard activities.

Browse



Progress Check

3 available to assign

Assign New

Recent Assignments

[All Assignments](#)

Name	Assigned By	Availability	Standard	Status	Completed	
 RL.6.4 - Reading Literacy Competency Check	Henry Albee <i>Teacher</i>	Dec 31, 2029 11:40 AM - Jan 3, 2030 11:40 AM	RL.6.4	Upcoming	0/10	...
 1.G.1 - Geometry Competency Check	DoWEA Sandbox <i>District Admin</i>	Jul 6, 2027 7:34 AM - Jul 6, 2027 9:34 AM	1.G.1	Upcoming	0/11	...

Assignments

Schools
Navy Demo Middle School

Class
Math Grade 6 - Miller - A

☐ Assigned by me only

+ Add Assignment

View by
List Calendar

Type
All

Status
Open & Upcoming

Search
By name or standard

Name	Assigned By	Availability	Standard	Status	Completed	
 7.RI.2 Blueprint Blueprint Practice	Sonja Tosh <i>Navvy Super Admin</i>	Jul 31, 2026 12:00 AM - Jun 29, 2027 7:00 PM	7.EE.1	Open	1/10	...
 7.RI.2 Blueprint Blueprint Practice	Sonja Tosh <i>Navvy Super Admin</i>	Jul 31, 2026 12:01 AM - Jun 29, 2027 7:00 PM	7.EE.2			
 7.RI.2 Blueprint Blueprint Practice	Sonja Tosh <i>Navvy Super Admin</i>	Jul 31, 2026 12:02 AM - Jun 29, 2027 7:00 PM	7.EE.3			
 Test 8 Build Your Own Practice	Arizona Sandbox <i>District Admin</i>	Aug 4, 2026 5:05 PM - Jun 29, 2027 7:00 PM	6.EE.1			
 Test 11 Build Your Own Practice	Arizona Sandbox <i>District Admin</i>	Aug 4, 2026 7:26 PM - Jun 29, 2027 7:00 PM	6.EE.1 6.EE.3			
 L2 Test 1 Build Your Own Practice	Arizona Sandbox <i>District Admin</i>	Aug 5, 2026 6:07 AM - Jun 29, 2027 7:00 PM	6.EE.1 6.EE.3			

MANAGE WINDOW

End Check Now

Edit Availability

STANDARD OPTIONS

Assign New

View Practice Response Frequency

View Standard Details

View Instructional Resources

Print

SmartSets

Personalized practice for every stage of learning



Explore

Extend learning by focusing on a standard not yet attempted for competency



Develop

Build understanding of an attempted standard where competency hasn't been reached yet



Strengthen

Reinforce understanding of a standard where competency has been achieved

Platform demo

Competency Checks, Practice
Checks, & SmartSets



Use cases for Checks and SmartSets

Competency Checks

- Determine whether the student is competent at the standard
- After a pre-test (Practice Check)
- After reteaching



Practice Checks

- Provide targeted support after a Competency Check
- Pre-test
- Spiral review
- Homework
- In-class designated time (e.g., Fun Friday)
- After data review
- Extra review at home



SmartSets

- Bellringers or exit tickets
- Personalized independent work
- Student-initiated additional practice





Navvy+ Formative Results & Reports

Accessing reports

Navvy+

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Learning Library

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Browse

Roster by Standard

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Pearson Sandbox

Reports > Roster By Standard

Roster By Standard

Reset Filters

Standard Set: Math Grade 6

Class: Math Grade 6 - Mil...

Check type: Competency Practice

Standard Category: Domains

Domain: Expressions a...

View by: Badge

Status: Most Recent

Attempted standards only

Competency

Attempted 1x

Attempted 2x

Attempted 3x

Attempt In Progress

Scoring In Progress

No Result

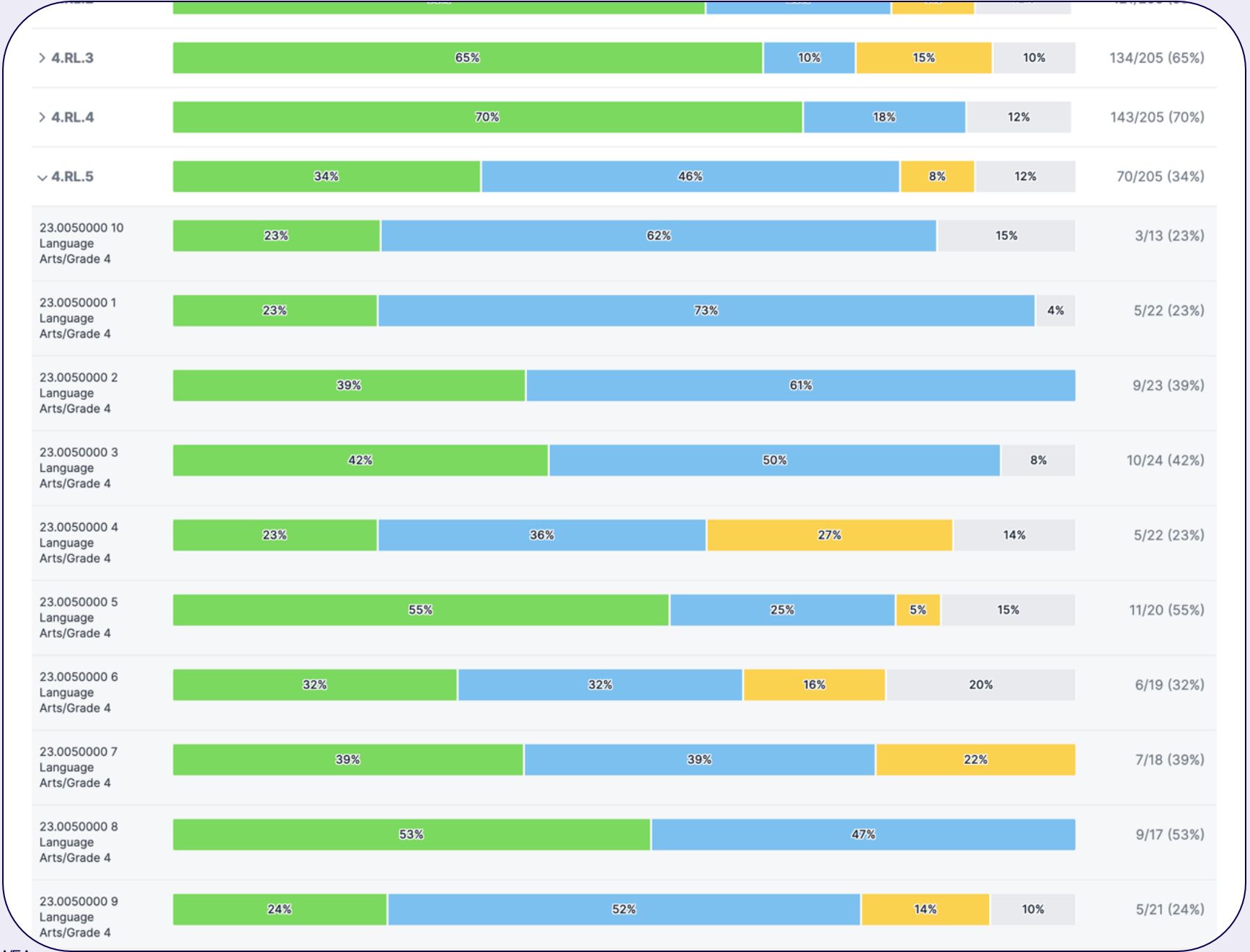
Not Attempted

Student	Current Progress	Expressions and Equations				Course Progress
		6.EE.1	6.EE.2	6.EE.3	6.EE.8	
Koby Knight	50% (1/2)	Competency	Not Attempted	Attempted 1x	Not Attempted	10% (3/29)
Lorenzo Laughton	67% (2/3)	Attempted 2x	Competency	Not Attempted	Competency	17% (5/29)
Marco Mandez	100% (3/3)	Competency	Competency	Not Attempted	Competency	21% (6/29)
Neev Niger	33% (1/3)	Attempted 3x	Competency	Not Attempted	Attempted 1x	10% (3/29)
Olivia O'Neill	100% (3/3)	Competency	Competency	Not Attempted	Competency	17% (5/29)
Piper Pringle	67% (2/3)	Competency	Competency	Not Attempted	Attempted 1x	10% (3/29)
Quinton Quinn	100% (3/3)	Competency	Competency	Not Attempted	Competency	17% (5/29)
Rebecca Raven	100% (3/3)	Competency	Competency	Not Attempted	Competency	17% (5/29)

School Standards Performance

Use the data to guide instructional next steps by identifying patterns at the school level

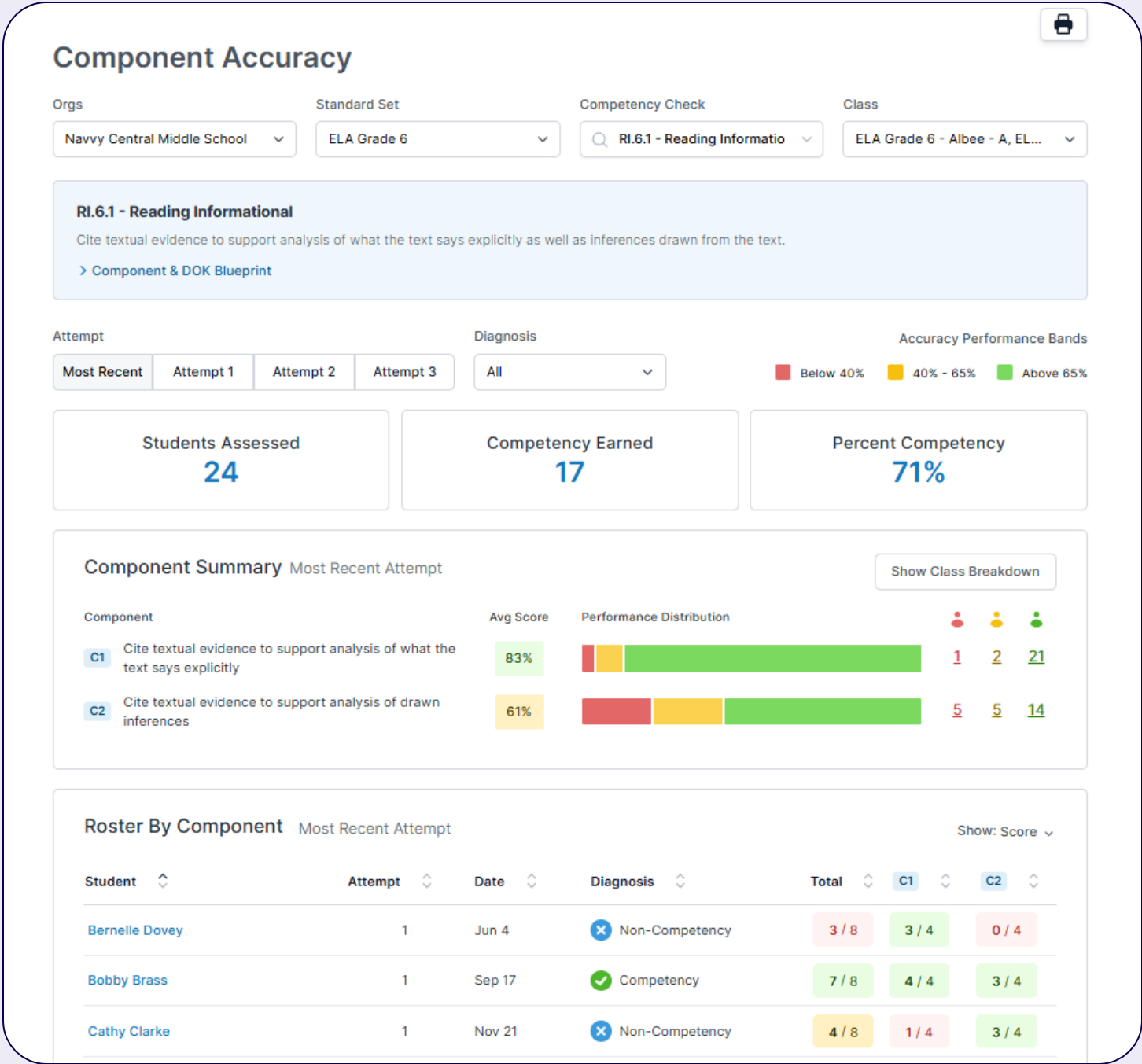
Consider from the data: What instructional supports or PL can we provide for teachers on challenging standards?



Component Accuracy

Gives a breakdown of the standard components from the Competency Checks

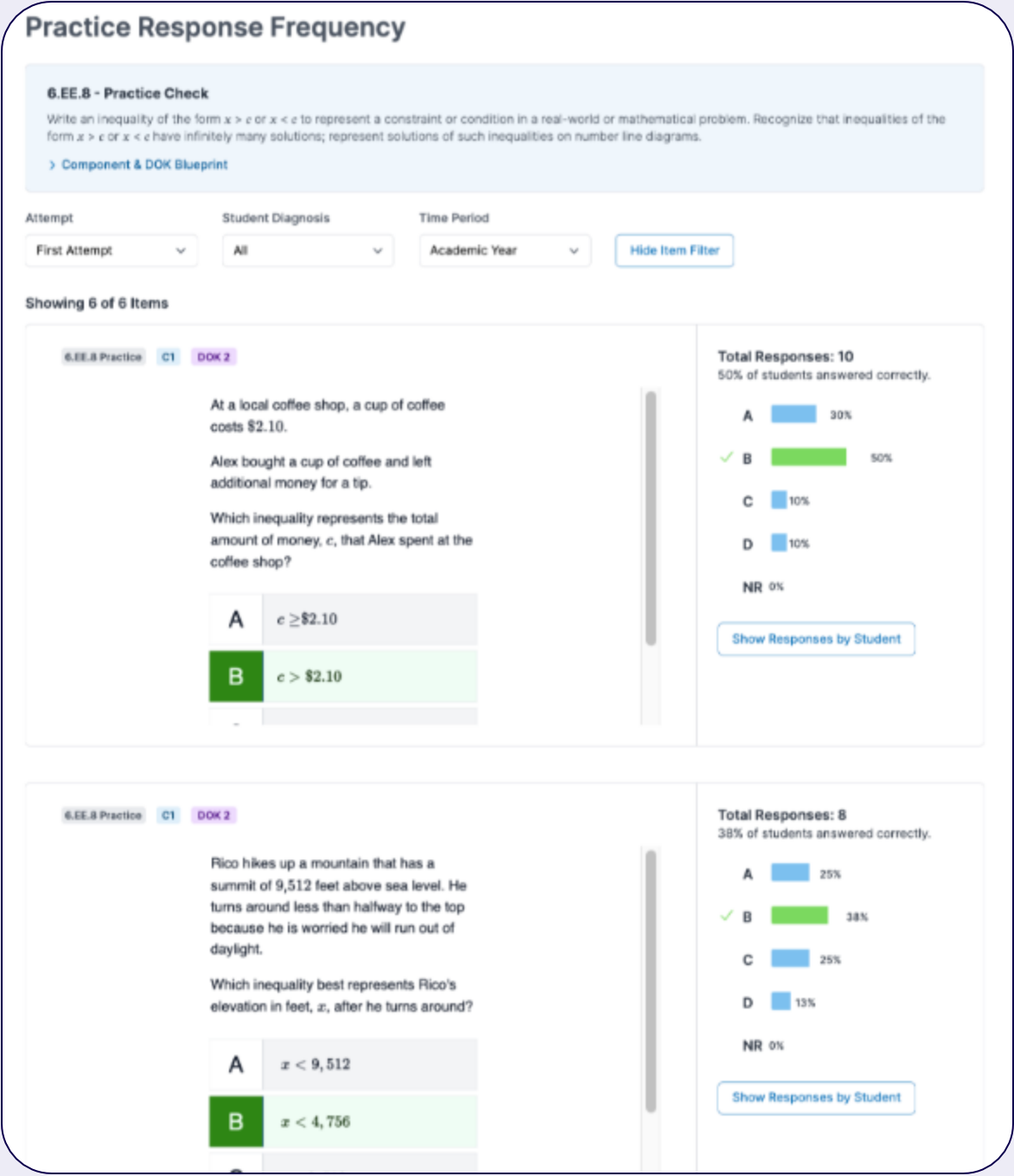
Consider from the data: How does student learning compare in each component of the standard?



Practice Response Frequency

Gives a breakdown of Practice Check item responses

Consider from the data: What are the common mistakes, misunderstandings, or misconceptions?



Student facing reports

Student Progress

Print

Export

Frank Farr's Progress

Class:

Math Grade 6 - Miller - A ...

Student:

Frank Farr

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

Learning Map

Reports > Learning Map

Alexa Allende's Learning Map

Class:

ELA Grade 6 - Albee - A [ELA] [Gr 6]

Student:

Alexa Allende

Subject:

Math

GRADE 1	GRADE 1 ELA & MATH	GRADE 2	GRADE 3	GRADE 3 ELA & MATH	GRADE 4	GRADE 5	GRADE 5 ELA & MATH	GRADE 6
G.1	1.G.1	2.G.1	3.G.1	3.G.1	4.G.1	5.G.1	5.G.1	6.EE.1
G.2	1.G.2	2.G.2	3.G.2	3.G.2	4.G.2	5.G.2	5.G.2	6.EE.2
G.3	1.G.3	2.G.3	3.MD.1	3.MD.1	4.G.3	5.G.3	5.G.3	6.EE.3
MD.1	1.MD.1	2.MD.1	3.MD.2	3.MD.2	4.MD.1	5.G.4	5.G.4	6.EE.4
MD.2	1.MD.2	2.MD.10	3.MD.3	3.MD.3	4.MD.2	5.MD.1	5.MD.1	6.EE.5
MD.3	1.MD.3	2.MD.2	3.MD.4	3.MD.4	4.MD.3	5.MD.2	5.MD.2	6.EE.6

Instructional resources: Learning Library

Answer the question "What's next?"

Deliver quality instructional supports aligned to each standard

Home

Assignments

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Learning Library

Administration Resources

Math

English

Science

Social Studies

Support Hub

Learning Library

English

Math

Grade Level: Grade 6

Domain: All

Standard(s): RL.6.1

Activity Type: All

Reset Filters

Showing 1 - 4 of 4 activities

Expand All

Collapse All

RL.6.1

Standard Starter

Throughout the grades, Standard 1 is the citation standard. Evidence in support of general statements about the text is fundamental to reading. Statements about the text is fundamental to reading.

RL.6.1 C1 C2 1 File Evidence Explicit

Evidence Citing Pyramid: Supporting In

Students read a literary passage and work in small groups to make inferences from the text. Using the Evidence Citing Pyramid, students make logical inferences based on evidence from the passage, and quotes that support their assertions. Thinking and text analysis skills as students collaborate.

RL.6.1 C1 C2 1 File Evidence Explicit

Eyes Looking to the Sky

Students read a literary passage and analyze evidence. Students make logical inferences based on evidence from the passage.

RL.6.1 C1 C2 6 Files Evidence Explicit

I Am Gudrid

The student selects three quotes from a literary passage. The student analyzes a given inference, using evidence from the passage.

RL.6.1 C1 C2 6 Files Evidence Explicit Inferences

CAUSE AND EFFECT ANCHOR CHART

CAUSE AND EFFECT

CAUSE: WHY SOMETHING HAPPENS

EFFECT: WHAT HAPPENS

CAUSE

EFFECT

SIGNAL WORDS

because

since

as

due to

because of

Readers can also ask questions to identify cause-and-effect

Does a sentence in the passage explain why something happened?

Does the sentence describe something that happened? If it did, what was the cause and effect?

STANDARD STARTER

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

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

"What Is a Spacewalk?"

By NASA

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. Astronauts can fix things on the outside of the spacecraft.

2) Spacewalks also let astronauts repair the spacecraft. Astronauts can fix things on the outside of the spacecraft.

Each of these cards is an effect from the passage "What Is a Spacewalk?" Cut out the cards and sort them by the section title from the passage.

SORTING CAUSE AND EFFECT

SORTING CAUSE AND EFFECT

Astronauts need to go on spacewalks.

"Why Do Astronauts Go on Spacewalks?"

Astronauts breathe pure oxygen for a few hours when they get into their space suits.

"How Do Astronauts Go on Spacewalks?"

There are two airlock doors astronauts go through to exit the spacecraft.

"How Do Astronauts Stay Safe During Spacewalks?"

Astronauts use safety tethers.

"How Do Astronauts Stay Safe During Spacewalks?"



Navy+ Formative Student Experience

Student experience

Login using
Classlink and find
the Pearson
Launchpad app

Select **subject**

Separated by
Seasonal Screeners
and Checks

My Checks

All Subjects  Math  English  Science  Social Studies

Seasonal Screeners



MATH - SEASONAL SCREENER
Mental Computation Fluency

Available until:
Aug 12, 2026 4:44 AM

Take Seasonal Screener

Practice Checks



MATH - PRACTICE CHECK
5.NBT.1 - Power of 10

Available until:
Jun 29, 2027 1:00 PM

Take Practice Check



MATH - PRACTICE CHECK
1.G.2 - Practice

Available until:
Jun 29, 2027 1:00 PM

Take Practice Check



MATH - PRACTICE CHECK
3.NBT.2 - Addition and Subtraction within 1000

Available until:
Jun 29, 2027 1:00 PM

Take Practice Check



MATH - PRACTICE CHECK
K.CC.3 - Test

Available until:
Jun 29, 2027 1:00 PM

Take Practice Check

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.

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

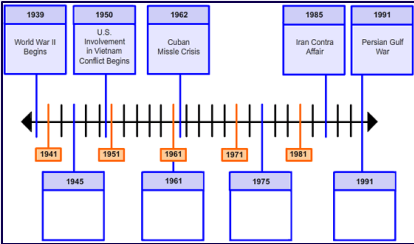
Identify the missing word in this famous quote from Shakespeare's Richard III.

Now is the winter of our discontent
Made glorious summer by this sun of 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	☒	☐	☐
Demetrius	☐	☒	☐
Lysander	☒	☐	☐
Prospero	☐	☐	☒

Accessibility options: By roster

Class Rosters

ELA Grade 6 [ELA] [Gr 6]

▼ ELA Grade 6 - Albee - A A 10 students

[Component Accuracy >](#) [Roster by Standard >](#) [Accessibility Options >](#)

STUDENT	
Alexa Allende	Learning Map > Course Progress >
Bobby Brass	Learning Map > Course Progress >
Cathy Clarke	Learning Map > Course Progress >
Dontarius Dawson	Learning Map > Course Progress >

[Class Rosters >](#) [ELA Grade 6 - Albee - A Accessibility Options](#)

Accessibility Options

Class

ELA Grade 6 - Albee - A ▼

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

Grayscale Coloring: Grayscale coloring can be easier to read for individuals with some visual impairments who may experience difficulties with glare from vibrant colors or struggle to differentiate between certain color combinations.

Spanish Support: This option turns on the ability to assign Checks in Spanish.

Paper & Braille Forms: This option turns on Paper & Braille administration for Reading Comprehension and Concepts & Applications measures.

Student	Text-To-Speech (English) All On All Off	Grayscale Coloring All On All Off	Spanish Support All On All Off	Paper & Braille Forms All On All Off
Alexa Allende	☒	☐	☐	☐
Bobby Brass	☒	☐	☐	☐
Cathy Clarke	☐	☒	☐	☐
Dontarius Dawson	☒	☒	☐	☐
Eta Emankum	☐	☒	☒	☐
Frank Farr	☐	☐	☐	☐
Georgia Gray	☐	☐	☐	☐

Accessibility options: By student

Tools > Navy Demo Middle School Students

Navy Demo Middle School Students

Q Search...

1 to 25 of 140 results

Show 25 students

< 1 2 3 4 5 6 >

Alexa Allende

[View Progress >](#) [Learning Map >](#) [Demo Login >](#) [Accessibility Options >](#)

Sophie Alsop

[View Progress >](#) [Learning Map >](#) [Demo Login >](#) [Accessibility Options >](#)

Isaac Alsop

[View Progress >](#) [Learning Map >](#) [Demo Login >](#) [Accessibility Options >](#)

Student Accessibility Options

Alexa Allende

Math Accessibility

☐ None

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

ELA Accessibility

☐ None

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

Science Accessibility

☐ None

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

Social Studies Accessibility

☐ None

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

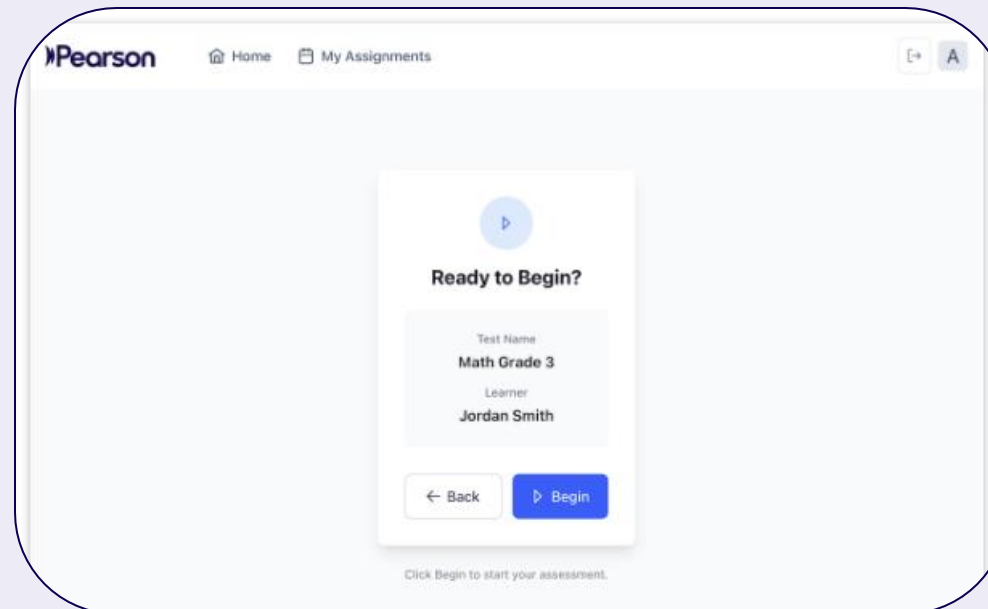
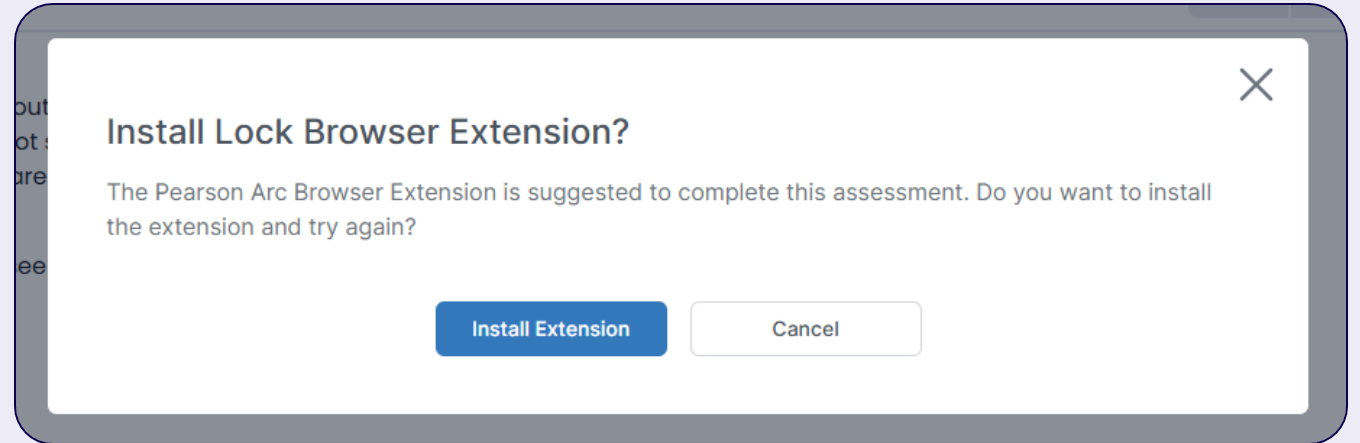
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Lock Browser Extension: Online delivery

Secure and privacy-first browser extension

- Restricts access to other browser tabs, windows, external applications
- Runs in full-screen mode to reduce distractions
- Monitors session activity and provides real-time alerts to local school proctors
- Enables secure, uninterrupted online test interactions



Platform demo

Student experience



Student experience: Orientation Check

Home page

Login and scroll to the bottom of the home page

Find

Click where it says Navy Orientation Check

Choose

Browse and pick an Orientation Check to take

5:00

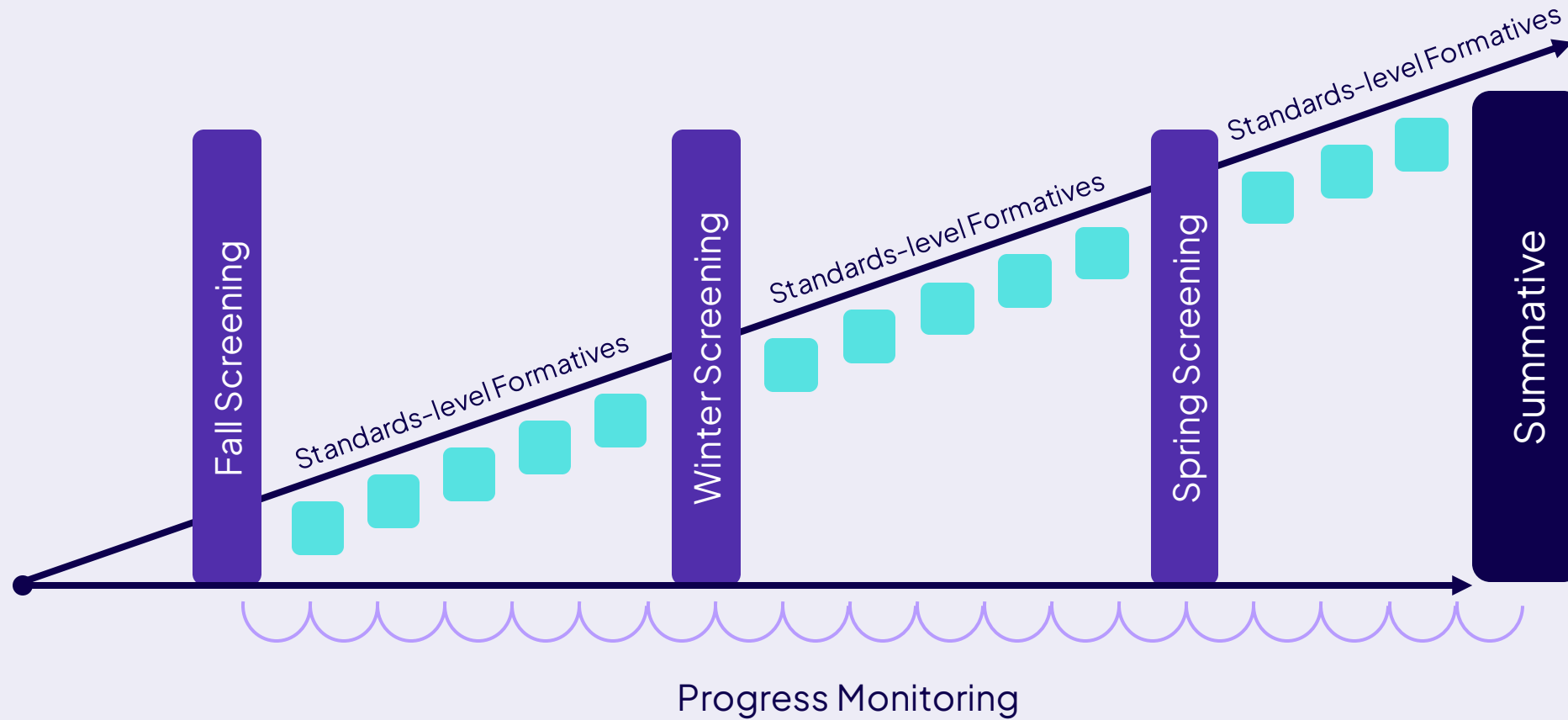


Navvy+ Seasonal Screening Essentials



Seasonal Screening Overview

Balanced assessment system



A connection to something well known



Screening provides information on foundational skills that help educators identify additional instructional support or enrichment.

Know your data cycle



Screen



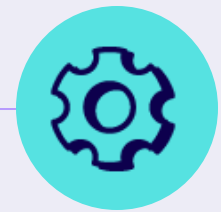
Identify



Plan



Monitor



Adjust



Seasonal screening windows



Best practice: Test within a two-week period within each window

Administration methods



Facilitated delivery

- Individually administered
- Requires printed stimuli for students
- Teacher easily marks student responses on computer
- Built-in timer and directions
- Auto-scored



Online delivery

- Group or individually administered
- Standardized directions are found in the Administration Resources
- Headphones required for group administration
- Students launch directly from their My Checks dashboard in Navvy+



Paper/pencil delivery

- Group or individually administered
- Provide printed test materials to students
- Read scripted directions to the students
- Utilize external timer and directions
- Educator logs responses as correct or incorrect in Navvy+ to generate a score

Foundational reading skills



Phonemic awareness

- ♦ Phoneme Segmentation
- ♦ Initial Sounds



Phonics

- ♦ Nonsense Word Fluency
- ♦ Letter Word Sounds Fluency
- ♦ Letter Naming Fluency



Word level reading fluency

- ♦ Word Reading Fluency
- ♦ Nonsense Word Fluency



Sentence level reading fluency

- ♦ Silent Reading Fluency
- ♦ Oral Reading Fluency



Vocabulary

- ♦ Auditory Vocabulary
- ♦ Vocabulary



Comprehension

- ♦ Reading Comprehension

Essential math sequence



Number Naming -> Cardinality

- ♦ Number Naming Fluency
- ♦ Quantity Total Fluency



Comparing

- ♦ Quantity Difference Fluency
- ♦ Number Comparison Fluency- Pairs



Addition & Subtraction

- ♦ Math Facts Fluency-Tens
- ♦ Math Facts Fluency- 1 Digit



Number Sense (Gr 2-8)

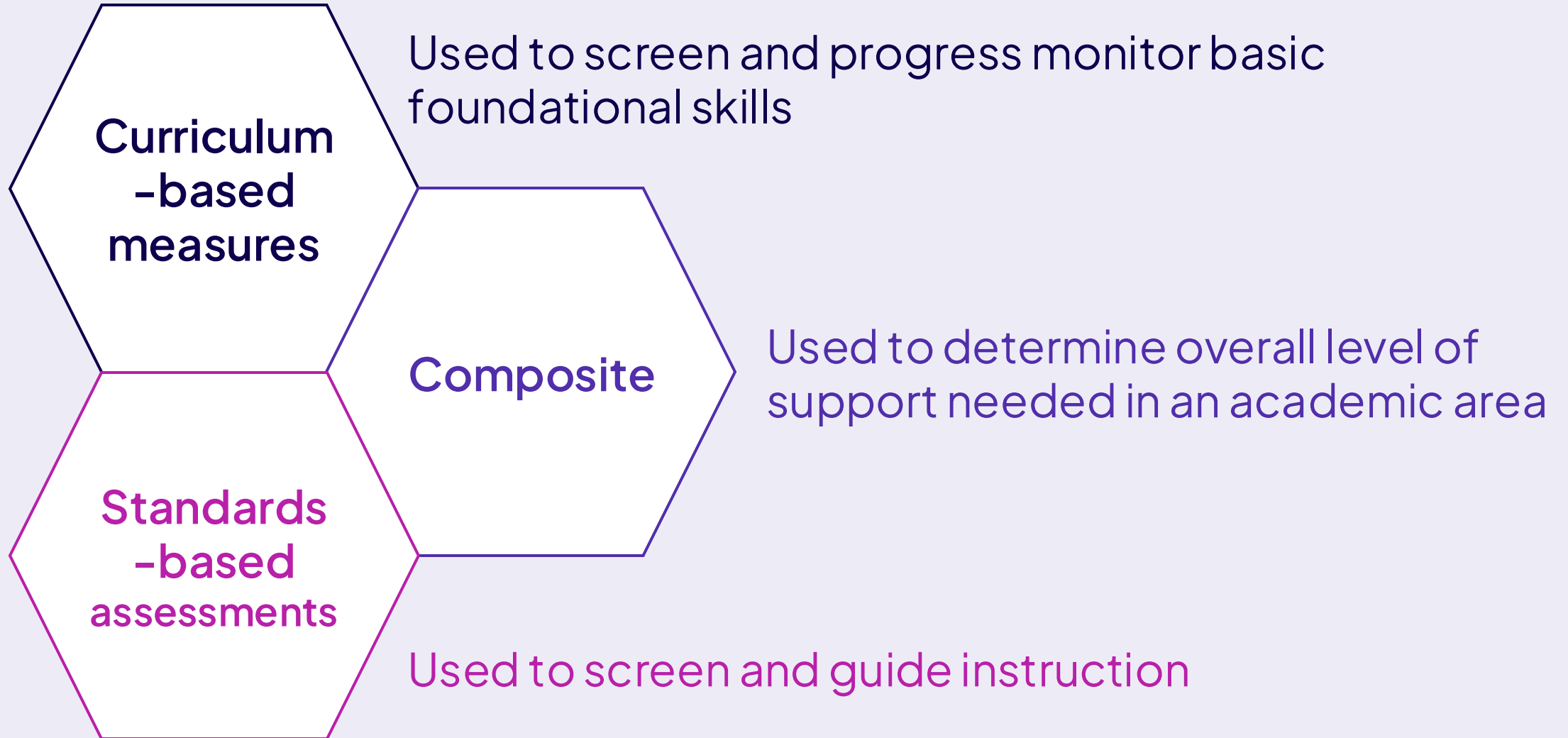
- ♦ Number Sense Fluency
 - Number Comparison Fluency Triads
 - Mental Computation Fluency



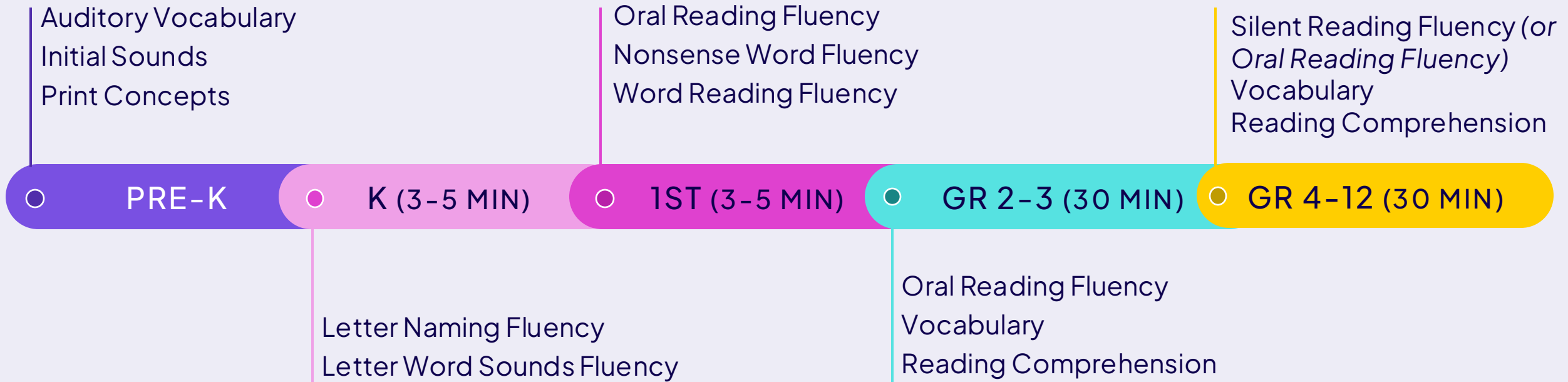
Word Problems

- ♦ Concepts and Applications

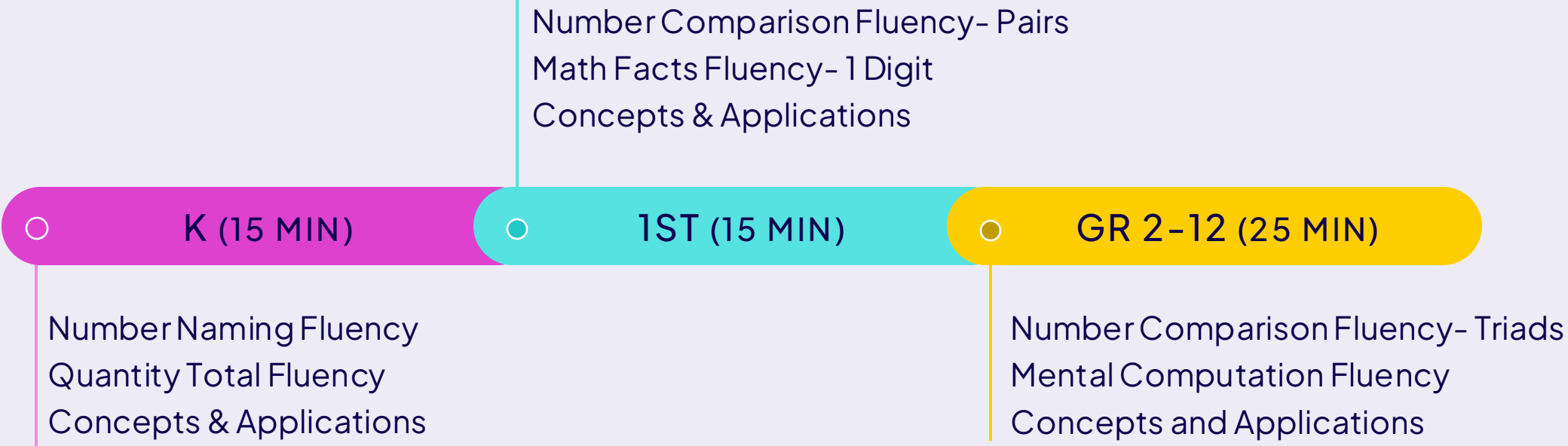
Assessment model



Screening Composite Measures: Early literacy & reading



Screening Composite scores: Early numeracy & math



Screening & Progress Monitoring: Assessment Matrix

2 | Navvy+ Assessment Matrix

Early Literacy & Reading

F = Fall W = Winter S = Spring SU = Summer

Measure	Pre-K seasonal screening				Kindergarten seasonal screening				Grade 1 seasonal screening				Grades 2-12 seasonal screening				Progress monitoring	Time	Admin. method
	F	W	S	SU	F	W	S	SU	F	W	S	SU	F	W	S	SU			
Print Concepts (PC)	✓ _a	✓ _a	✓ _a	✓ _a	✓	✓	✓	✓										~2-3 min	
Initial Sounds (IS)	✓ _a	✓ _a	✓ _a	✓ _a	✓	✓	✓	✓									✓ _c	~2-3 min	
Auditory Vocabulary (AV)	✓ _a	✓ _a	✓ _a	✓ _a	✓	✓	✓		✓	✓	✓							~2-4 min	
Letter Naming Fluency (LNF)		✓	✓	✓	✓ _a	✓ _a	✓ _a	✓ _a	✓	✓	✓						✓ _c	1 min	
Letter Word Sounds Fluency (LWSF)			✓	✓	✓ _a	✓ _a	✓ _a	✓ _a	✓								✓ _c	1 min	
Phoneme Segmentation (PS)					✓	✓	✓	✓	✓	✓	✓						✓ _c	~2-3 min	
Spelling (SP)					✓	✓	✓		✓	✓	✓		✓ _h	✓ _h	✓ _h			~5-7 min	
Nonsense Word Fluency (NWF)						✓	✓	✓	✓ _a	✓ _a	✓ _a	✓ _a					✓ _d	1 min	
Word Reading Fluency (WRF)							✓	✓	✓ _a	✓ _a	✓ _a	✓ _a					✓ _d	1 min	

a - required for composite

c - uses kindergarten progress monitoring forms

d - uses Grade 1 progress monitoring forms

e - Grade 9-12 use Grade 8 forms

g - required for composite in Grades 4-12 unless invalid

h - available Kindergarten-Grade 2

Screening & Progress Monitoring Measures

Guide with information on the level, example student tasks, and skills assessed for each measure



Navvy+ Screening & Progress Monitoring Measures

EARLY LITERACY & READING MEASURES

Print Concepts (PC)



Level
PreK-Grade 1
Seasonal Screening Only



Task
Student points to or states the answers to nine questions about a selected book.
Examples:
“Show me how you hold this book to read it.”
“Point to a word on this page.”
“Show me the end of this story.”

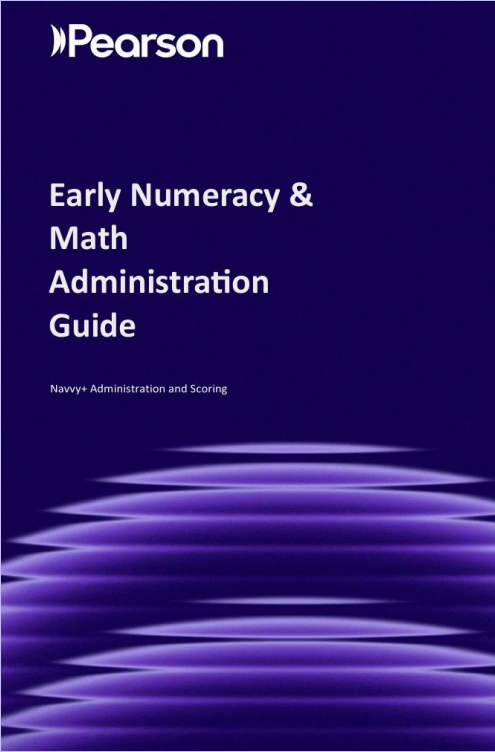
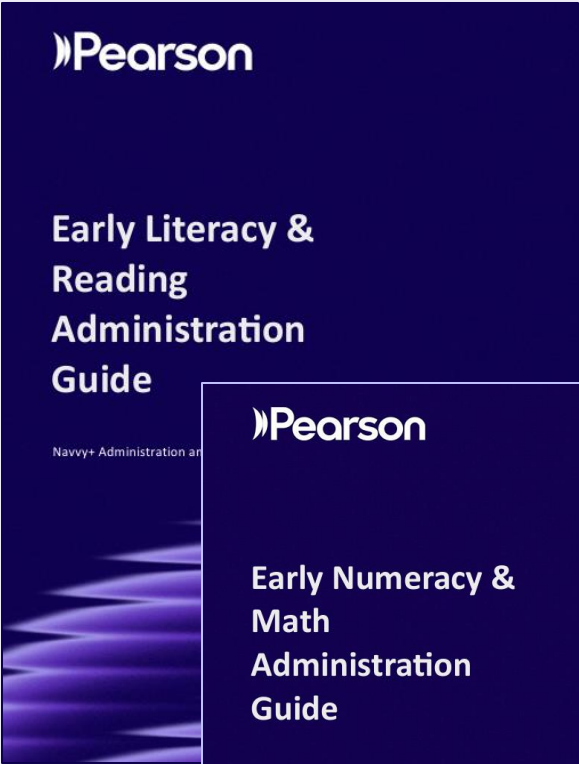


Skills assessed
A student’s understanding of the purpose, use, and contents of a book.



Administration & Scoring Guide

Find information on each measure along with directions and a script



Auditory Vocabulary Facilitator's Screen

Auditory Vocabulary Student Test Page

General Directions

These prompts and feedback may be given as often as needed.

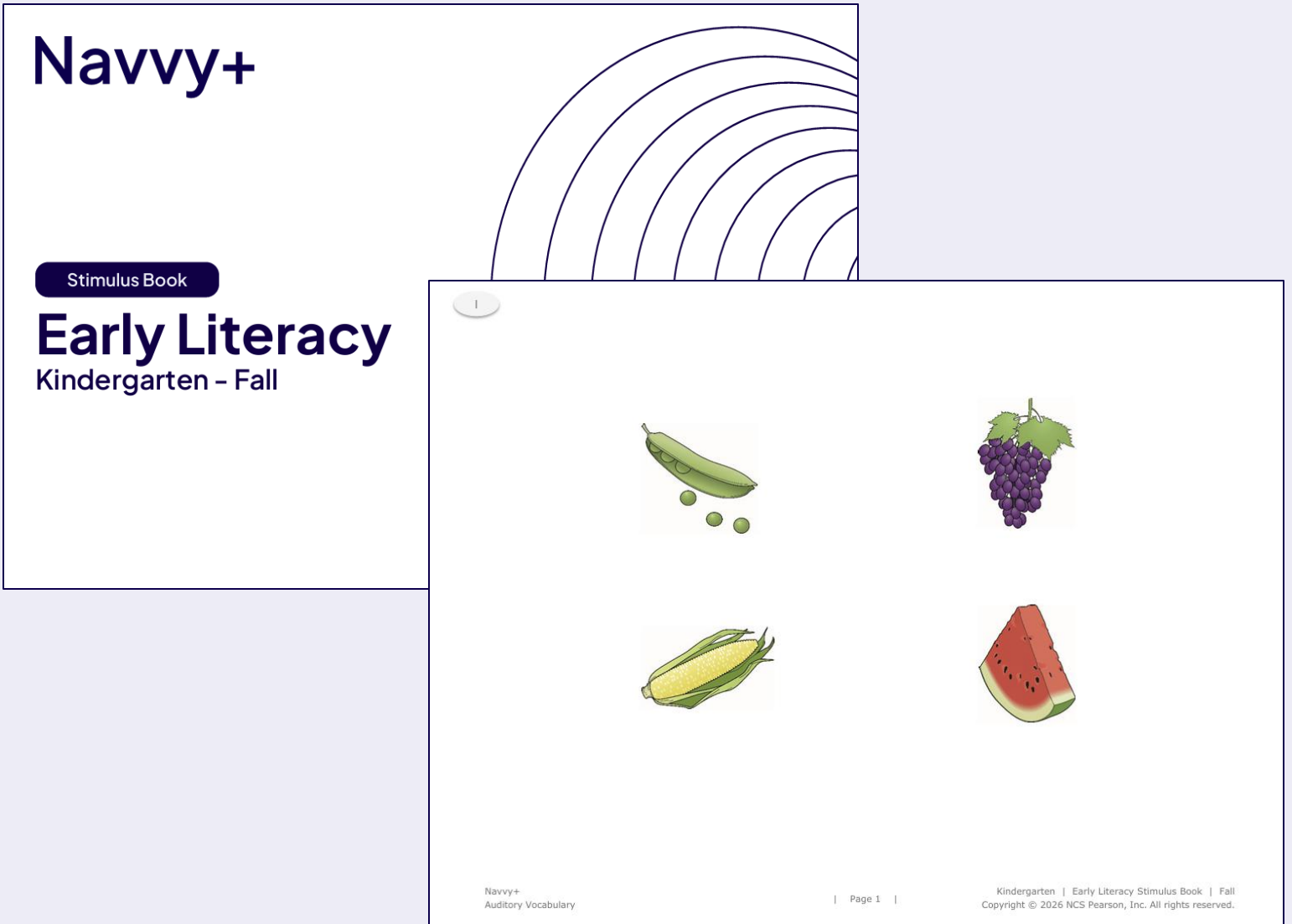
- If the student pauses for about 10 seconds, mark the item incorrect and go on to the next item. Do not prompt for a response and do not provide the correct answer. However, examiners should use their judgment if it appears the student needs a bit more time to respond. There is no penalty for taking more than 10 seconds to respond to each test question.
- If the student says, "I don't know," say: **Make your best guess.**
- Do not tell students whether an answer is correct or incorrect.
- If the student self-corrects at *any point*, mark the item as correct but do not give feedback.

Navy+ Page 11 of 46

Stimulus books

Downloadable and printable books of the stimuli needed for measures

Consideration: Dedicate time for teachers to print and download materials needed



Platform demo

Seasonal screening resources



Treasure hunt: Seasonal Screening

Review

Open and review the Navy+ Screening & Progress Monitoring: Assessment Matrix

Examine

Look through the Navy+ Seasonal Screening & Progress Monitoring Measures resource

Note

Note which measures apply to your setting

Open

Open the Administration and Scoring Guide and browse

5:00



Seasonal Screening Using the measures

Facilitated Measure

Facilitated delivery: Oral Reading Fluency (ORF)

Oral Reading Fluency-1 Sp / ORF

Asher Balassi

When the student is ready, say: **Ready? Begin.**

When the student gives their first response, select "Begin Marking Answers" to start the timer.

Discontinue Rule: If the student pronounces 10 or fewer words correctly on the first story, do not administer the second story.

Begin Marking Answers

Recording (off)

1:00

Miscues (0)

0

 Insertion

0

 Omission

0

 Reversal

0

 Substitution

0

 Teacher Provided

0

 Self-Correction

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Scoring guidelines

If the student makes an error:

- Click on the word and select the error type



Miscues (0)

0 Insertion 0 Omission 0 Reversal 0 Substitution 0 Teacher Provided 0 Self-Correction

Online Measure

Assigning an Online Measure

Roster By Screener

Report

Screening

Monitoring

School

Navy Academy Middle School

Subject

ELA

Student Grade

6

Class

ELA Grade 6 - Young - A, ELA Grade 6 - ...

Measure Language

English

Measure Grade

6

Season

Fall

Winter

Spring

Summer

All

Display

Percentile

Score

Accuracy

%ile Comparison

Nat'l

District

School

Reset Filters

> Measure Summary (Fall)

%ile Bands

1-10th

11-25th

26-74th

75-89th

90-99th

	★ Composite	☆ 📄 Reading Comprehension Assign All	☆ 📄 Vocabulary Assign All	☆ 👤 📍 Oral Reading Fluency	Lexile®
Student (69) ⚡	Fall ⚡		Fall ⚡	Fall ⚡	Fall ⚡
Abigail Gomez	N/A	+	+	17th 📍	N/A
Aditya Parker	N/A	+	🔄	3rd 📍	N/A
Adriana Turner	N/A	+	+	+	N/A
Aisha Butler	N/A	🔄	🔄	—	N/A

Online delivery: Vocabulary (VO)

G6 Fall Vocabulary / Instructions & Pra...

Isaac Alsop

1

Accessibility options

Text-to-speech

Practice Question

Finish this sentence by choosing the best word below.

A chore is most like a

☐ job

☐ book

☐ trip

☐ sound

Check your answer. A chore is most like a job.

Click the button next to the answer, **Job**. Then, click the

button to go on.

Instructions & Practice Section: Item 1 of 1

Review

Back

Next

Scripts for online measures

“Today you’ll be taking a few **[reading, math]** tests on the computer. You’ll need to wear your headphones to hear the test directions. When there are words that can be read to you, you’ll see a play button on the right side of the screen. Just click on the play button if you want to hear the words.

There are a few parts to today’s **[reading, math]** tests. Make sure to keep working until each test is complete. Once you finish a test, you may go ahead to complete the next. Follow all the test directions, answer every question to the best of your ability at your own pace, and do your own work.

If you have any questions during the test, please stay seated and raise your hand- I will come over to you. Remember: Do your best! Put on your headphones now, and we’ll begin.”

Accessing Seasonal Screening

Navvy+

Home

Assignments

Reports

Schools

Learning Library

Administration Resources

Math

English

Science

Social Studies

Support Hub

Hi, Pearson Sandbox



Seasonal Screening

Periodic skill-based measures that signal students for intervention support.

View & Assign



Progress Monitoring

Show growth in students and intervention success.

View & Set Goals



Competency Check

Diagnose standard competency with pre-built, bite-sized checks.

Assign New



Practice Check

Build your own practice check with flexible pools of items.

Assign New



Learning Library

Browse the Learning Library for standard-by-standard activities.

Browse

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66

Platform demo

Facilitated & Online measure



Student experience

Login using
Classlink and find
the Pearson
Launchpad app

Select **subject**

Separated by
Seasonal Screeners
and Checks

My Checks

All SubjectsMathEnglishScienceSocial Studies

Seasonal Screeners

MATH - SEASONAL SCREENER

Mental Computation Fluency

Available until:

Aug 12, 2026 4:44 AM

Take Seasonal Screener

Practice Checks

MATH - PRACTICE CHECK

5.NBT.1 - Power of 10

Available until:

Jun 29, 2027 1:00 PM

Take Practice Check

MATH - PRACTICE CHECK

1.G.2 - Practice

Available until:

Jun 29, 2027 1:00 PM

Take Practice Check

MATH - PRACTICE CHECK

3.NBT.2 - Addition and Subtraction within 1000

Available until:

Jun 29, 2027 1:00 PM

Take Practice Check

MATH - PRACTICE CHECK

K.CC.3 - Test

Available until:

Jun 29, 2027 1:00 PM

Take Practice Check

Student experience

G6 Fall Reading Comprehension Adaptiv...

Aisha Butler

Instructions

You are about to see some reading passages and answer questions about them.

You will see a passage on the left side of the screen. First, read the passage. Sometimes you will need to scroll down to read the end of the passage.

Next, you will answer a set of questions about the passage. Questions show up on the right side of the screen. Read the question and click on an answer.

When you are done answering each question click the

→

button to go on.

After you answer the questions for the first passage, you will read another passage and answer another set of questions. Take your time to answer each question.

If you are not sure of an answer, take your best guess.

When you are ready, click the

→

Test Section: Resource

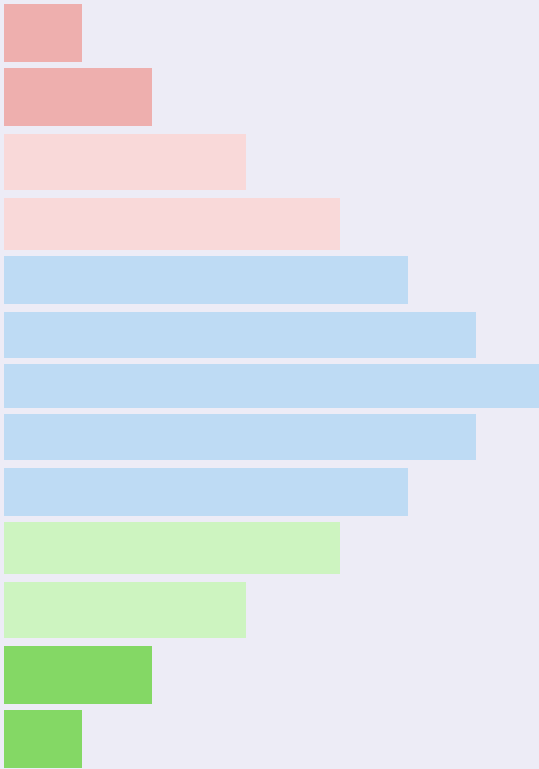
Next →



Seasonal Screening Results & Reports

Norm references and performance levels

1-10 th percentile	Well Below Average
11-25 th percentile	Below Average
26-74 th percentile	Average
75-89 th percentile	Above Average
90-99 th percentile	Well Above Average



Math norms updated for 26-27 SY
English norms updated for 25-26 SY

Norms Tables

Choose filter



Oral Reading Fluency

☒ By Percentile Band ☐ By Individual Percentile

Grade 1						
PERCENTILE BAND	FALL	WINTER		SPRING		
	Score	Score	F → W ROI	Score	F → S ROI	W → S ROI
90-99th %ile	57-350	91-350	0.42	107-350	0.24	0.11
75-89th %ile	31-56	64-90	0.69	81-106	0.55	0.34
26-74th %ile	6-30	18-63	1.29	27-80	1.23	1.07
11-25th %ile	2-5	9-17	2.02	10-26	1.42	0.97
1-10th %ile	0-1	0-8	1.57	0-9	1.18	0.92
Mean ⓘ	22.1	43.2	—	57.0	—	—
SD ⓘ	25.4	32.7	—	37.4	—	—
N ⓘ	4350	4350	—	4350	—	—

Roster by Screener

Reports >

Assign GoalsView Resources

Roster by Screener

Report

ScreeningMonitoring

Subject

ELA

Student Grade

2

Class

All

Group

All

Measure Language

English

Measure Grade

2

Season

FallWinterSpringSummerAll

Display

PercentileScoreAccuracy

%ile Comparison

Nat'lDistrictSchool

Reset Filters

> Measure Summary (Winter)

%ile Bands: 1-10th11-25th26-74th75-89th90-99th

Student (15) ⌵	★ Composite	📍📅📝 Oral Reading Fluency	📖📚📝 Vocabulary Assign All	📖📚📝 Reading Comprehension Assign All	📝 Spelling	Lexile®
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Measure Summary (Fall)

%ile Bands 1-10th11-25th26-74th75-89th90-99th

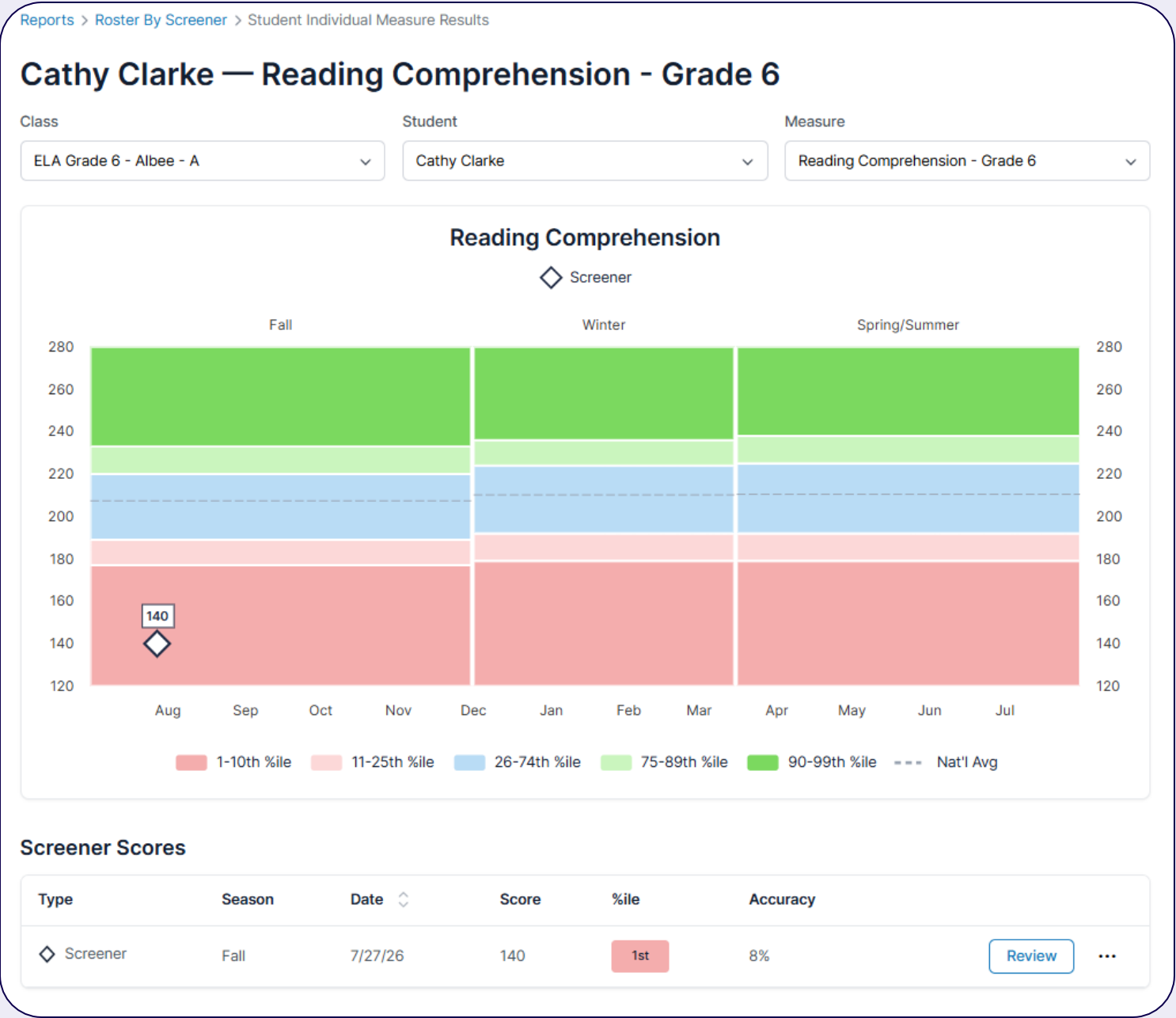
Measure	Avg %ile	Distribution	Complete
Composite	79th	25%25%50%	4/34 (12%)
Reading Comprehension	46th	20%20%20%40%	5/34 (15%)
Vocabulary	48th	33%33%33%	4/34 (12%)
Oral Reading Fluency	61st	11%33%56%	10/34 (29%)

Ruby Reed	72nd	65th	88th	60th	68th	330L
Quinn Quigley	82nd	70th	85th	88th	80th	505L
Owen Ortiz	88th	85th	82nd	90th	+	520L
Luna Lewis	95th	96th	98th	94th	+	565L

Icon Legend: ☆ Measure required for composite 📅 Progress Monitoring Measure 📝 Facilitated delivery 📖 Online delivery 📝 Paper/Pencil delivery 🕒 Assigned & waiting completion

Student Individual Measure Results

Individual student report showing seasonal screening scores for a specific measure

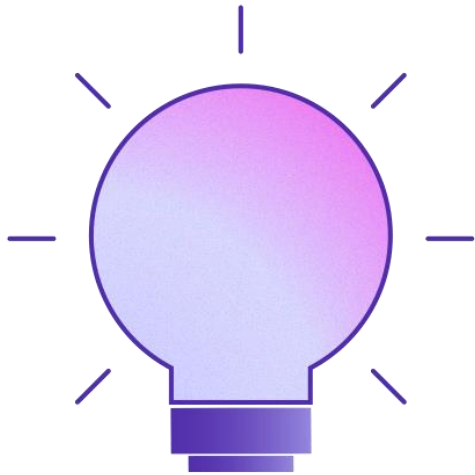


Platform demo

Results & reports



Considerations for Seasonal Screening implementation



- All measures required for the Composite will be completed for each screening window. Will additional measures be completed?
- Give schools dedicated time to print and download measures and supports needed to screen students.
- Have a plan for how data will be used to inform instructional planning.

Best practices for implementation & what it looks like

Best Practice	What it Looks Like
Start with the “why,” not the testing window	Help teams understand how assessment fits into your model and how results will be used to support students.
Identify a local implementation lead and build local expertise	Designate a local point person who knows the implementation expectations, resources, timelines, and escalation path.
Build screening windows into the school calendar early	Protect administration time and plan around holidays, events, common absences, and other assessments.
Protect dedicated time for data review	Put grade-level/PLC data meetings on the calendar early, even <i>before</i> screening begins.
Use a consistent data protocol that leads to explicit next steps	What do we notice? Who needs support? What skill needs exist? What will we do next?
Use multiple sources of evidence	Pair screener results with classroom performance, formative data, teacher observations, and other relevant evidence.
Approach Year 1 with an implementation learning mindset	After each window, ask what worked, what created friction, and what should change before the next one.

Revisit learning objectives



Understand the functional purpose for Navvy+ in a school-wide data-based decision making model



Navigate the Navvy+ platform to identify resources and understand key workflows



Identify key planning considerations for effective implementation

We're here to help



DoWEA Portal

<https://dodea.mypearsonsupport.com/>

Customer Support

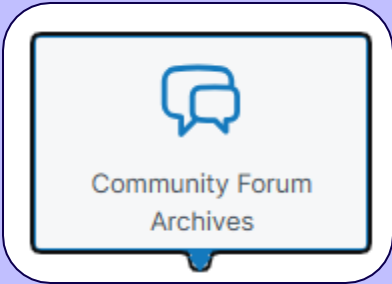
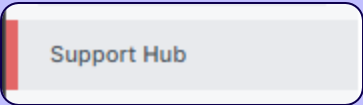
Monday - Friday

 Contact Information

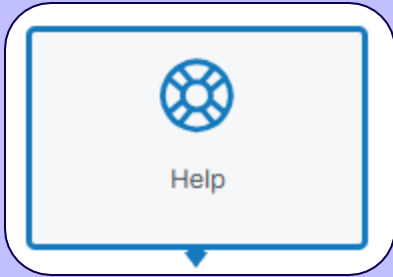
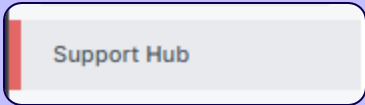
 Support Webform



Community Support



Platform





Post PD survey

Session: Leaders: Introduction
and Use of the System

Learning Facilitator: Denise
Ricks



<https://tinyurl.com/ye234yun>