Pearson

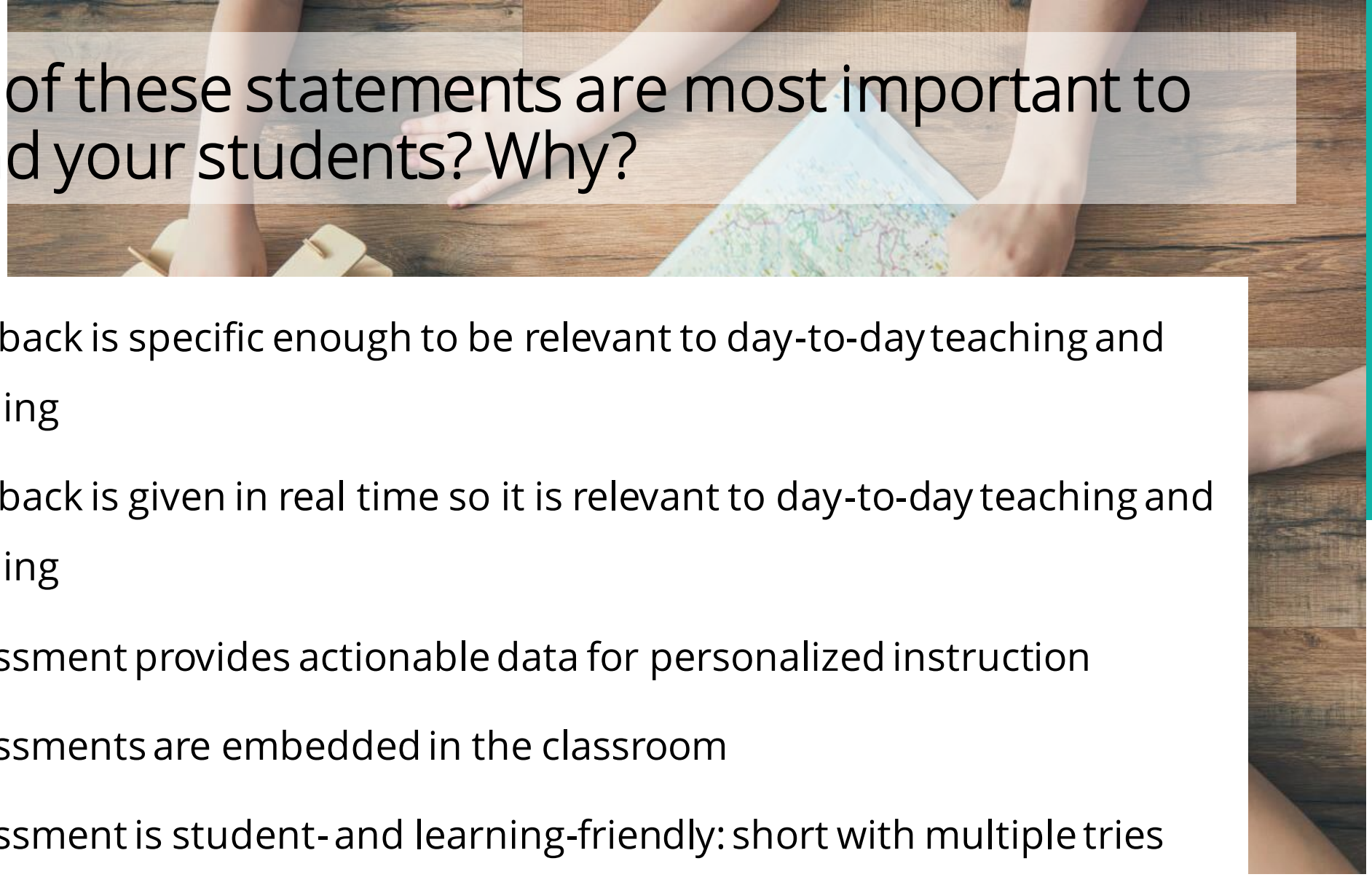
Module 1: Understanding Navvy

Using reliable data to navigate learning and teaching

NAVVY

Norms for Virtual Learning

- To conserve bandwidth, please have cameras OFF
- When sharing in large group, please have cameras ON
- Cameras are ON during breakout room conversations
- Raise your virtual hand with questions at any time
- Post questions in chat at any time
- Have your phone or another tab ready for activities



Which of these statements are most important to you and your students? Why?

A. Feedback is specific enough to be relevant to day-to-day teaching and learning

B. Feedback is given in real time so it is relevant to day-to-day teaching and learning

C. Assessment provides actionable data for personalized instruction

D. Assessments are embedded in the classroom

E. Assessment is student- and learning-friendly: short with multiple tries

F. Assessment is designed to support healthy learning mindsets

What is Module 1 all about?

Learning Objective:

Learn how Navvy is different from other types of assessment and how it supports effective classroom instruction and student learning.

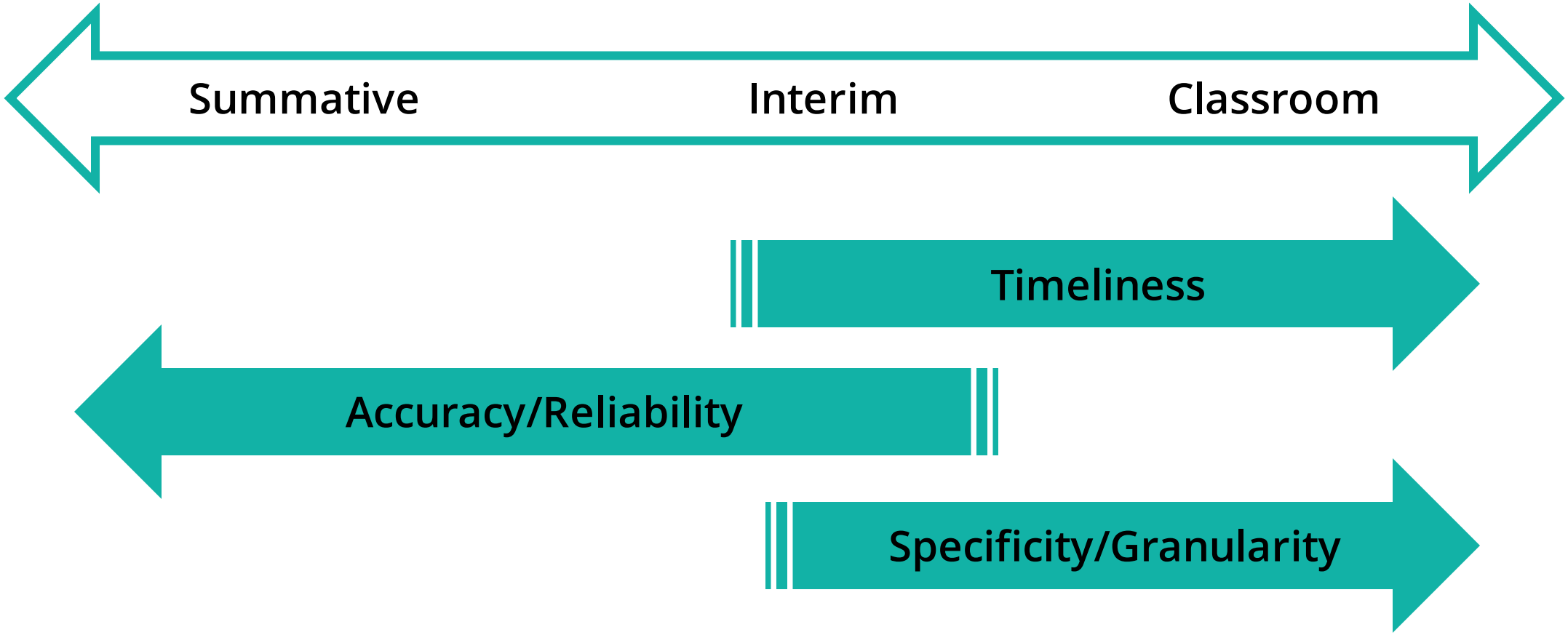
Success Criteria for Learning:

- I can explain where Navvy fits in a balanced assessment system.
- I can describe what *type* of assessment Navvy is (of, for, as learning).
- I can explain in my own words *how and why* Navvy is different from other types of assessment I currently have access to.
- School leaders: I can justify the value of Navvy within our assessment system.

Let’s talk about assessment.

Navvy is an integral part of a balanced assessment system.

The Status of Assessment in Education



Where does Navvy fit in a balanced assessment system?

- Navvy is assessment *for* learning when teachers use data to adjust Tier 1 instruction and classroom practice tasks.
- Navvy is assessment *of* learning as it provides teachers with reliable evidence of student learning aligned to the standards.
- Navvy is assessment *as* learning when teachers support students to reflect on and understand what they have learned so far and what they will learn next.

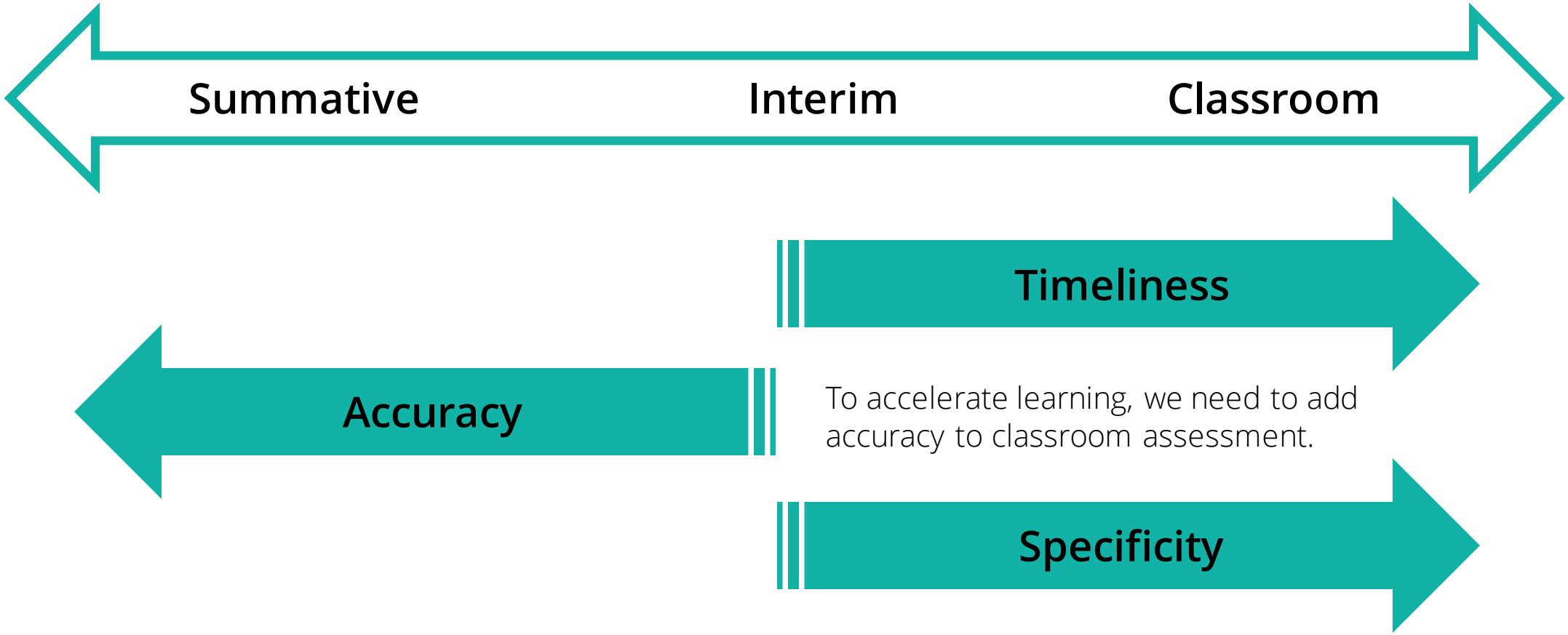
When teachers use Navvy to confirm student competencies it is *formative assessment* because it provides teachers with reliable, point-in-time student learning data that can be used to personalize instruction.

What can a balanced assessment system do?

A high-reliability system of assessment allows teachers to:

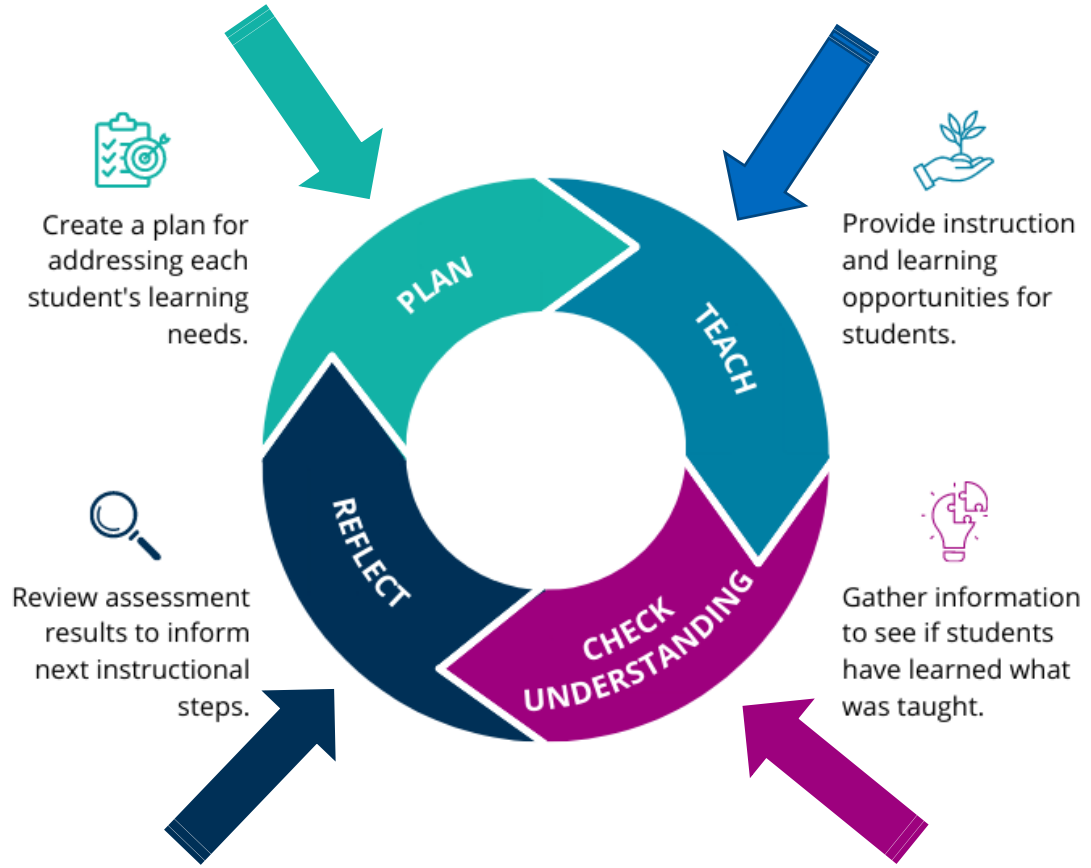
- Identify the content, skills, or knowledge students need to develop.
- Build a picture of a student's growth, progress, and achievement over time.
- Assign and report student progress as described by the standards (grading).

The Status of Assessment in Education +

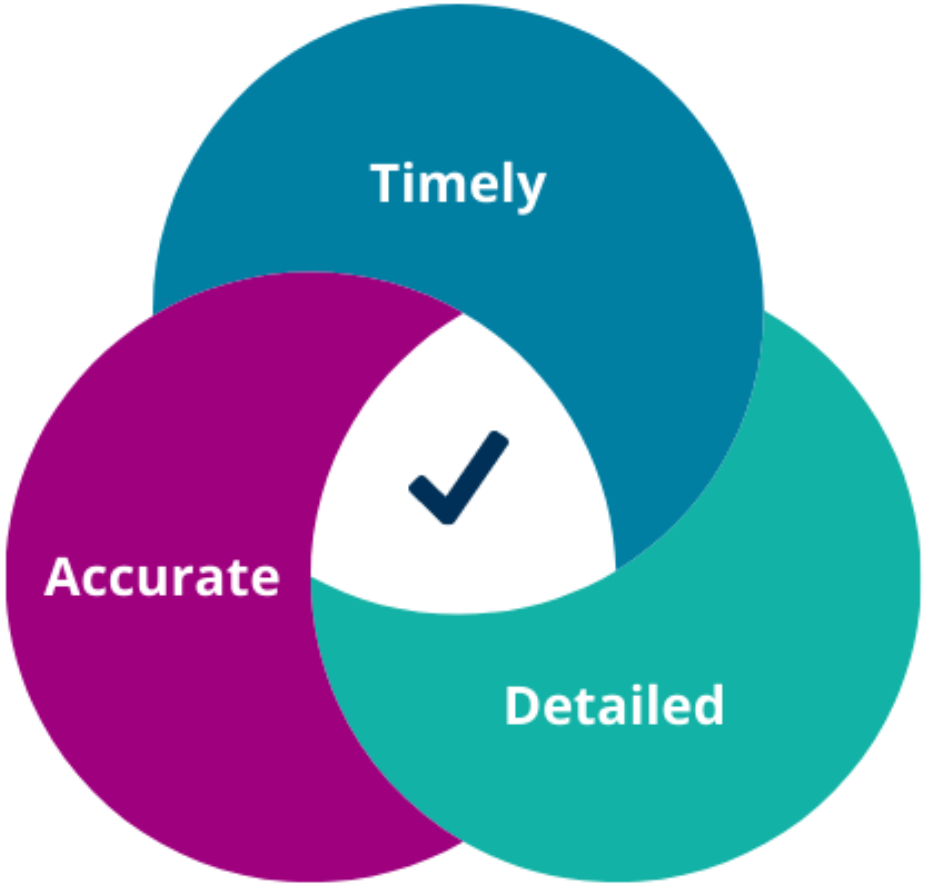


Navvy's Theory of Action

- **Personalized learning is a powerful tool for successful learning**
- Assessment drives personalized learning
- Checking Student 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.



NAVVY

How is Navvy different from other assessments?

Given what you've learned so far about Navvy, how would you describe its teacher and student benefits to a colleague who isn't here today?

Navvy Supports Teacher Use of Formative Data to Guide Instruction

Which standards students have competency in and which skills they are still developing

The specific skills and knowledge students have learned or are developing

How deep a student's competency is based on item DOK

The skills for which students may need extra instruction or practice

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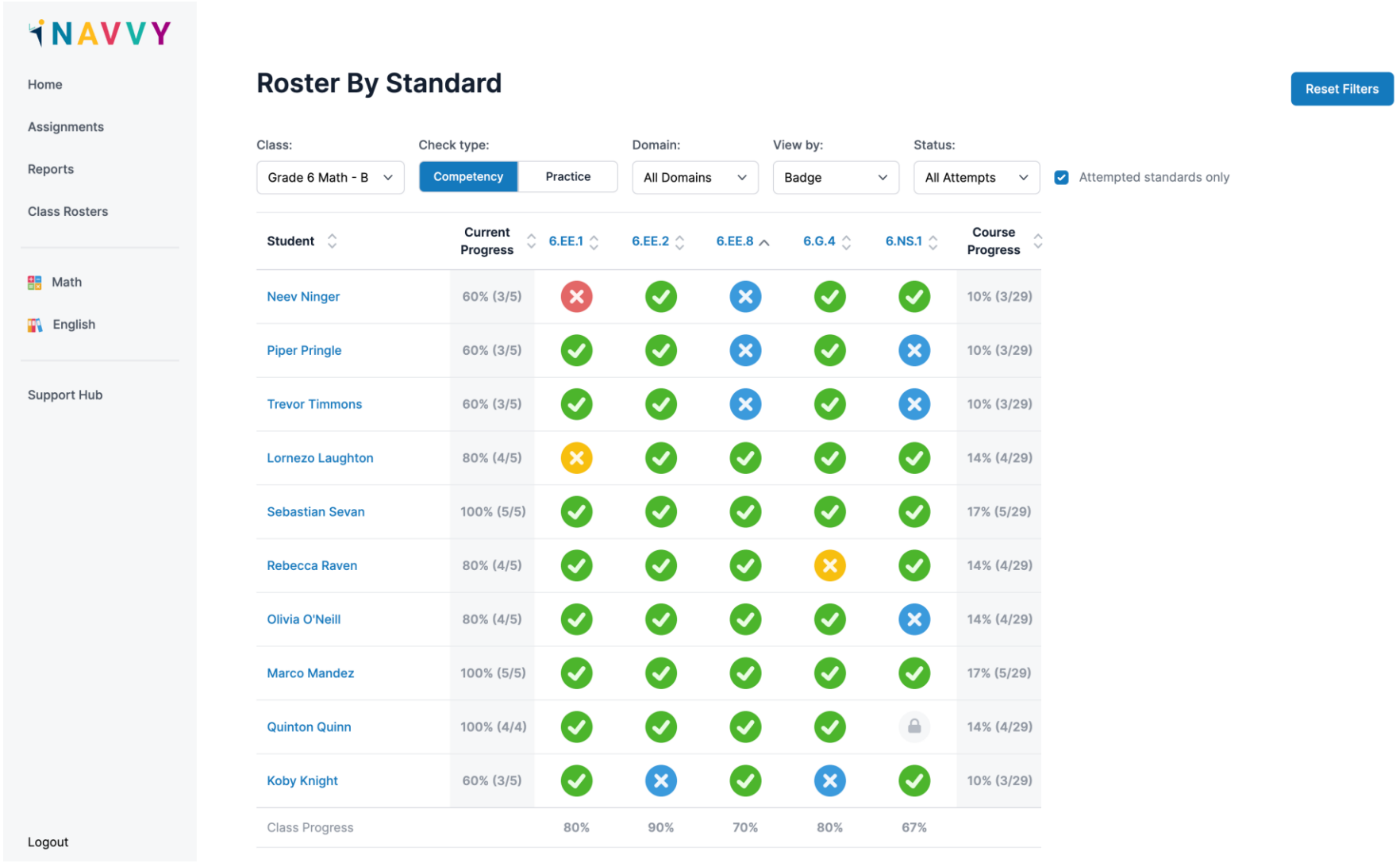
Learn which standards students have competency in and which skills they are still developing.

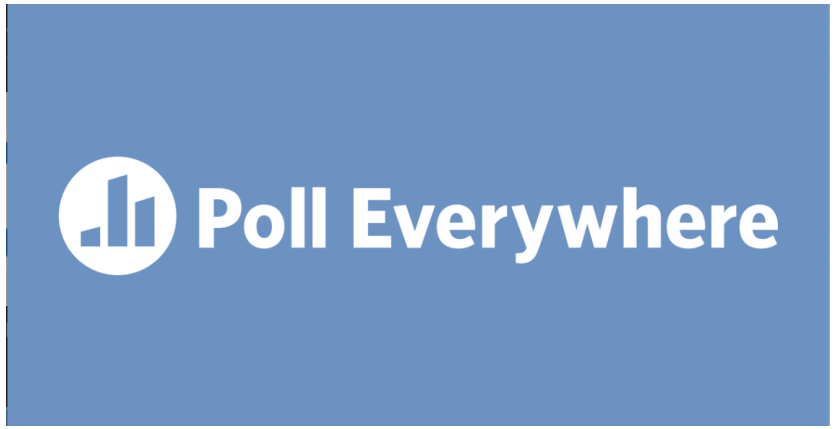
Navigating Navvy

Roster by Standard Report



Using the Roster by Standard Report

- Look at the Roster by Standard report in your handout.
- What factual observations can you make using this report?
- What actions might you take based on these data?
- What more do you want to know?



Learn which specific skills and knowledge students have learned or are developing.

Depth of Knowledge (DOK)

DOK Level	Description of Level
1	Recall & Reproduction
2	Skills & Concepts
3	Strategic Thinking & Reasoning
4	Extended Thinking

TOOL 1

HESS COGNITIVE RIGOR MATRIX | READING-LISTENING CRM

Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts o Read words orally in connected text with fluency and accuracy	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare–contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning or definition is clearly evident o Describe or explain who, what, where, when, or how o Define or describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why (e.g., cause–effect) o Give non examples or examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify or make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi paragraph composition for specific purpose, focus, voice, tone, and audience	o Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre-, or suffix) or word relationships (synonym or antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words or phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize or compare literary elements, terms, facts or details, events o Identify use of literary devices o Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant–irrelevant information; fact or opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex or abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG"—unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, and completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

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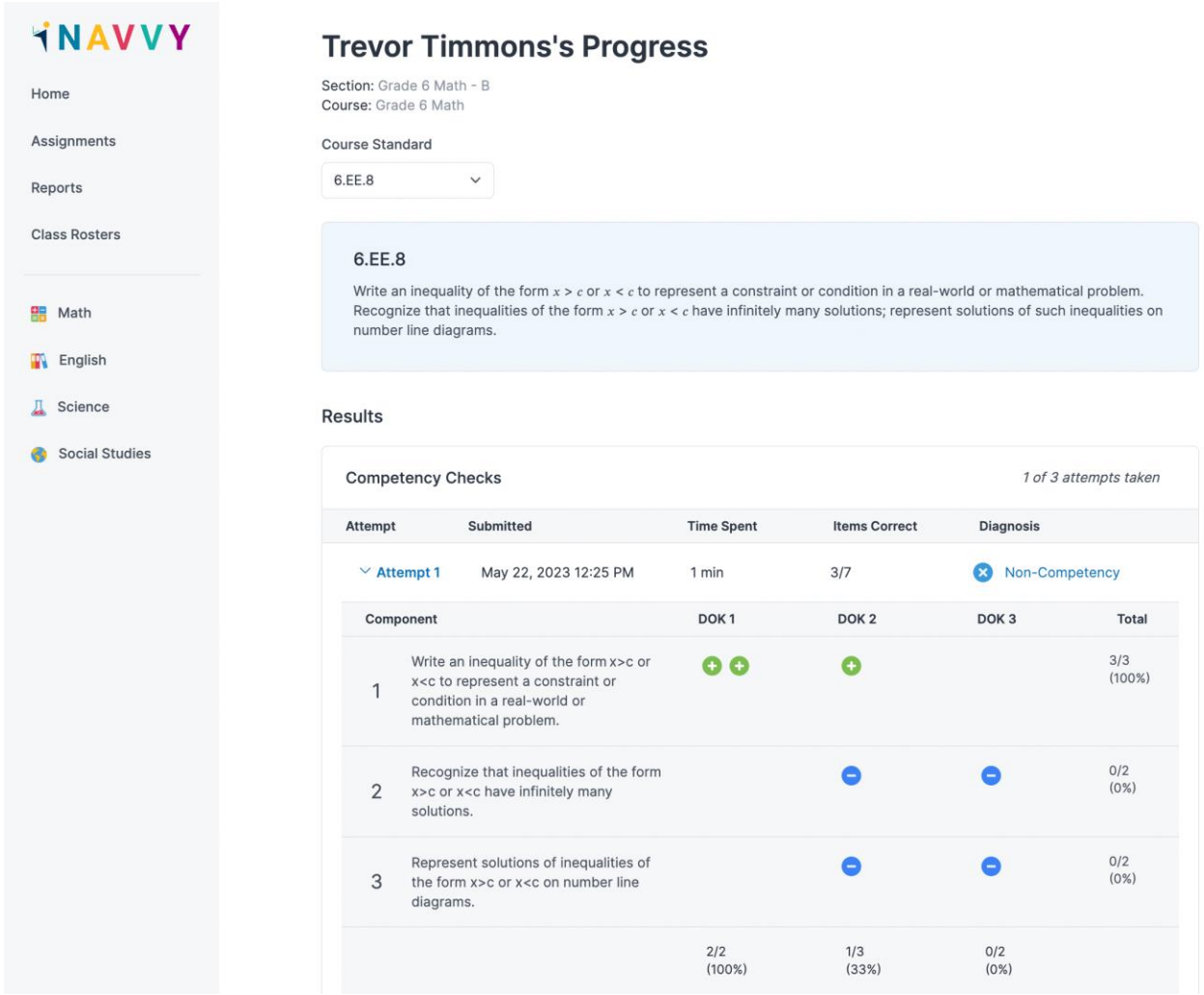
Individual Student Report



A note about what Navvy *doesn't* do.
Navvy does not provide teachers with:

A percentile score relative to other students.

Information to assign students to an at-risk category or designation.

Data that can predict student outcomes on end-of-year summative assessments.

Module 1: Check your Developing Understanding

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4. **School leaders**: I can justify the value of Navvy within our assessment system.

What do you know now about Navvy that excites you?

What questions do you have?

NAVVY

Navigate. Accelerate. Celebrate!

Pearson