

Meet Navy

July 31 & August 13, 2024





How would you rate your familiarity with Navvy on a scale from 0-5?

0=This is the first I'm hearing about it

5=I'm a Navvy power user



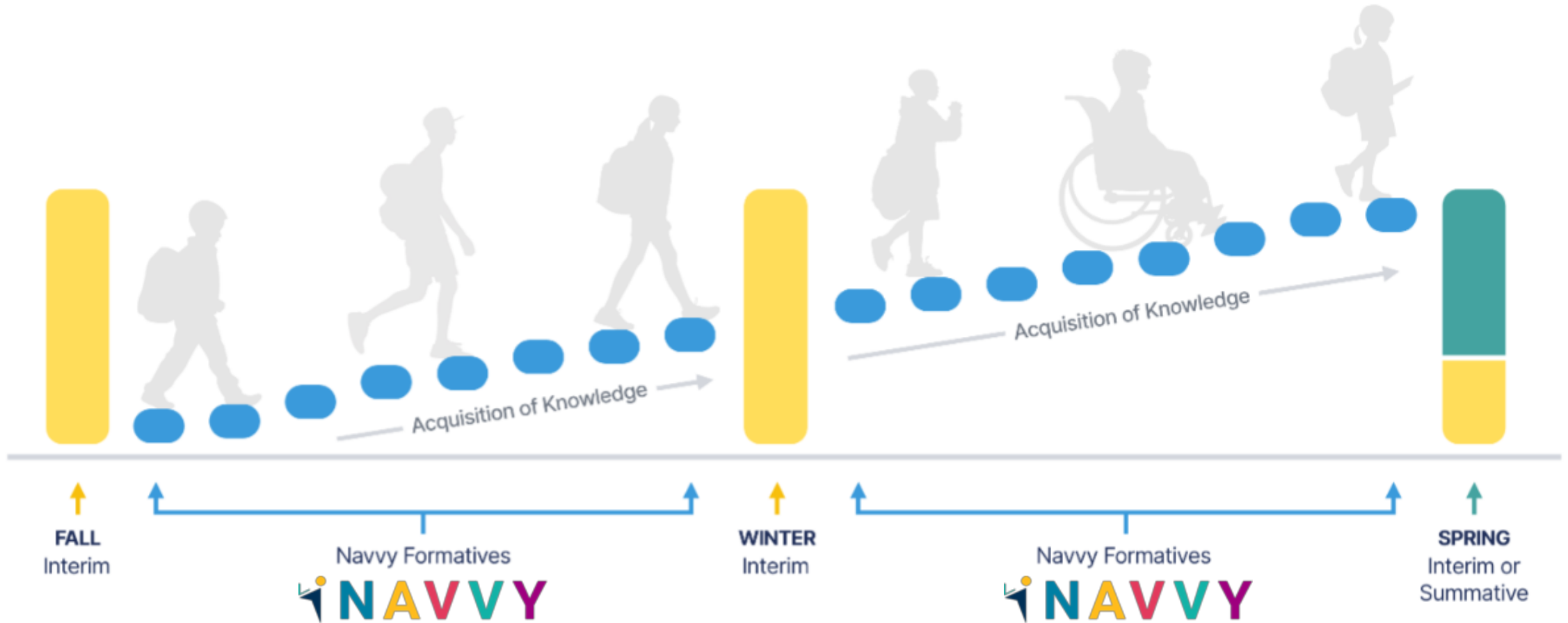
Your Team

Alisha Natvig, Pearson, Sr. Product Manager, Navy




Matt Brunscheen, Pearson, Program Manager

What is a Balanced
Assessment
System?

Balanced Assessment System



Unique Purpose & Design

	Navy	Interim	Summative
Purpose	Provide teachers with timely data they can trust at a grain size they can use to inform instruction and support student learning	Provide a snapshot of student progress toward year-end expectations; predict summative performance	Measure course-level student proficiency; provide large-scale comparison
Frequency	Teacher-driven; near instruction	2-3x / year	1x / year
Data Reported	<ul style="list-style-type: none"> Standard-level competency Standard sub-part performance 	<ul style="list-style-type: none"> Overall subject score Domain-level reporting categories 	<ul style="list-style-type: none"> Overall course score Domain-level reporting categories
Sample Report			



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

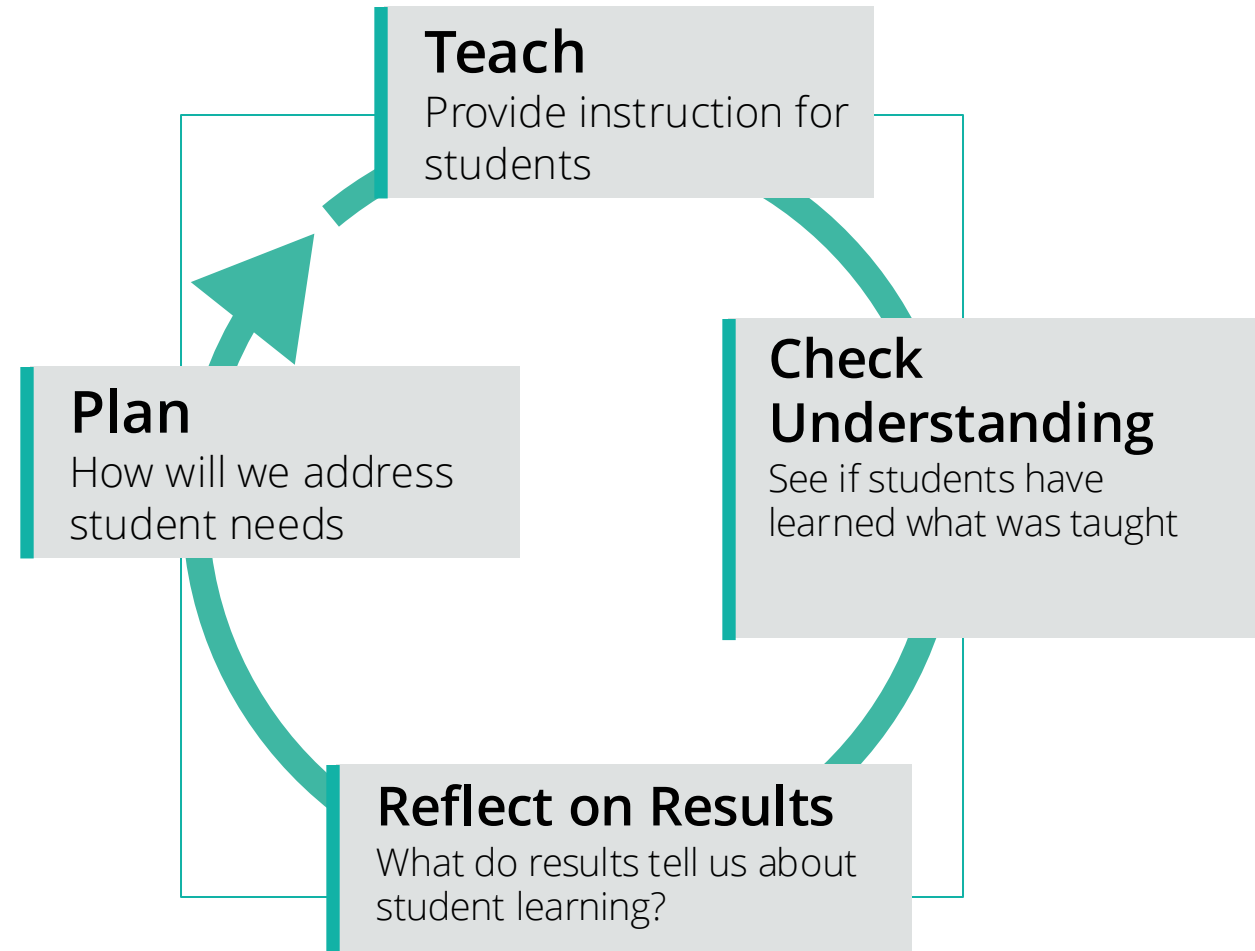
Navy Theory of Action




Theory of Action

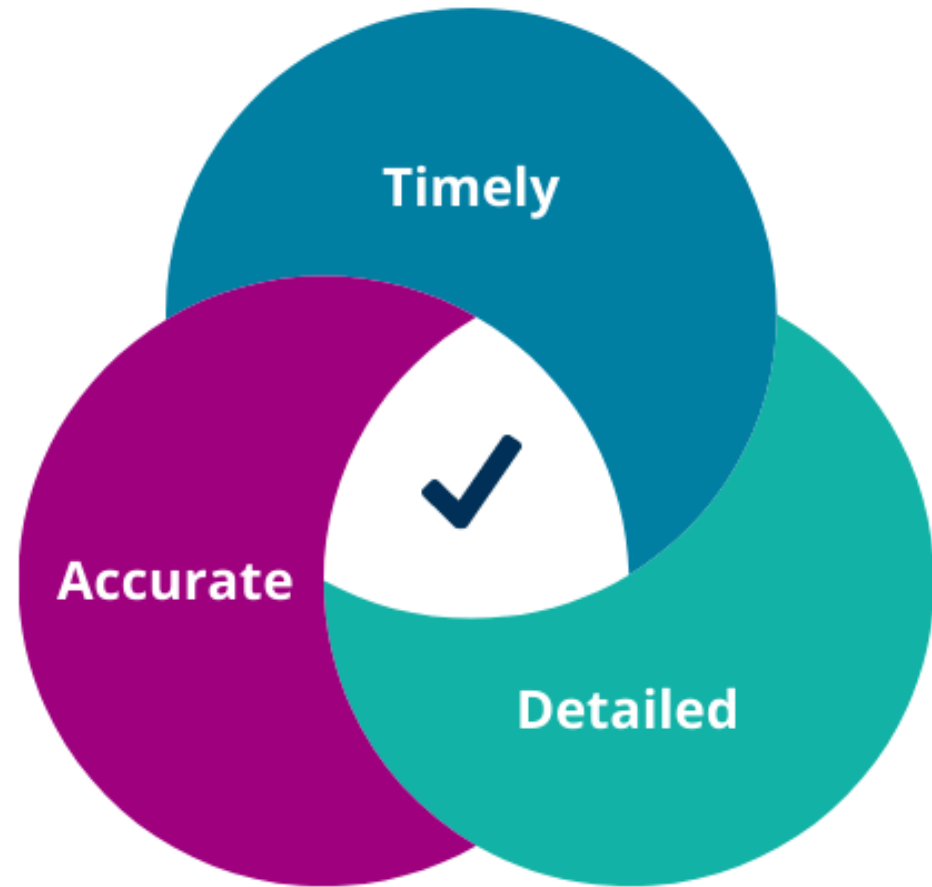

- Personalized learning is a powerful tool for successful learning
- Assessment drives personalized learning
- Checking Understanding Phase
 - If it isn't **accurate** information, it could misguide our next steps
 - If it isn't **timely**, we can't use it
 - If it isn't **specific**, we can't act on it

High-quality, reliable assessment drives successful and equitable personalized learning.





Navvy provides teachers with timely data they can trust at a grain size they can use.





Introducing
Navy

Key Characteristics of Navvy Formatives



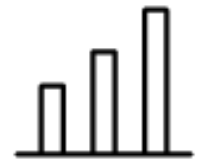
Standards
Aligned



Pre-built, ready
at the moment
of need



Healthy Learning
Mindset



Real-time,
Detailed &
Accurate

Navy Checks

Competency Checks

- Diagnose standard competency at the moment of need
- Multiple opportunities to show competency
- Valid & reliable assessment design
- Grades 3–8 and high school



Practice Checks

- Build your own Checks with flexible pools of practice questions targeting each standard
- Pre-built questions for practice, review, and class activities
- Grades 3–8 and high school



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



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

Component	Avg Score	Performance Distribution
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]	73%	2 ■ 0 ■ 8 ■
Grade 6 Math - A [Mathematics]	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]	60%	1 ■ 9 ■ 2 ■
Grade 6 Math - A [Mathematics]	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]	65%	3 ■ 1 ■ 6 ■
Grade 6 Math - A [Mathematics]	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



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

6.EE.8 Practice Practice Questions 4 Questions Selected [Add selected questions](#) [Cancel](#)

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!

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?

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

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-CE.1
3.MD.3	4.MD.2	5.MD.1	6.EE.5	7.G.1	8.EE.5	HSA-CED.2-E	HSG-CE.2
3.MD.4	4.MD.3	5.MD.2	6.EE.6	7.G.2	8.EE.6	HSA-CED.2-L	HSG-CE.3
3.MD.5	4.MD.4	5.MD.3	6.EE.7	7.G.3	8.EE.7	HSA-CED.2-Q	HSG-CE.4
3.MD.6	4.MD.5	5.MD.4	6.EE.8	7.G.4	8.EE.8	HSA-CED.3	HSG-CE.5

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

GRADE 3

GRADE 4

GRADE 5

GRADE 6

GRADE 7

GRADE 8

ALGEBRA

GEOMETRY


 
3.OA.5

 
5.OA.2

 
6.EE.2


7.EE.1

 
6.EE.4


6.NS.4

Student Learning Pathways

Leverage understanding of standard relationships to guide next steps in learning.



Rise to the Rigor of the Standards



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 Navy? Try out an [Orientation Check](#).

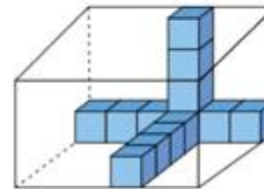
Grade 6: Geometry 2 Practice / Section 1

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?

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"/>

3 Key Content Considerations

A key to validity of fine-grained learning evidence is that the assessment design process happens at that fine-grained level. More detailed learning evidence necessitates a more detailed assessment development process.

1

Do the items elicit the right content, in the right proportions?

- Are the important parts of the learning target measured?
- Do the parts that are measured adequately represent the breadth of the learning target?
- Are some parts over- or under-represented?

2

Do the items have the right rigor?

- Does the depth of knowledge measured by the items sufficiently reflect the knowledge levels required for the learning target?

3

Do the items measure irrelevant factors?

- Does answering the items correctly require knowledge, skills, and abilities outside of the learning target?

NAVY MATH

DOK 1



35%

RECALL | REMEMBER

DOK 2



48%

APPLY

DOK 3



17%

EVALUATE | JUSTIFY | EXPLAIN

Standard 5.OA.1: Sample Blueprint

Standard: 5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Component 1

Solve expressions that include grouping symbols

Component 2

Solve expressions using order of operation









Component 3

Place grouping symbols in an expression

Component 4

Explain thinking

Sample Assessment Blueprint

	DOK 1	DOK 2	DOK 3
Component 1			
Component 2			
Component 3			
Component 4			



NAVY ELA

DOK 1



0%

RECALL | REMEMBER

DOK 2



40%

APPLY

DOK 3



60%

EVALUATE | JUSTIFY | EXPLAIN

Standard RI.6.2: Sample Blueprint

Standard

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Component 1

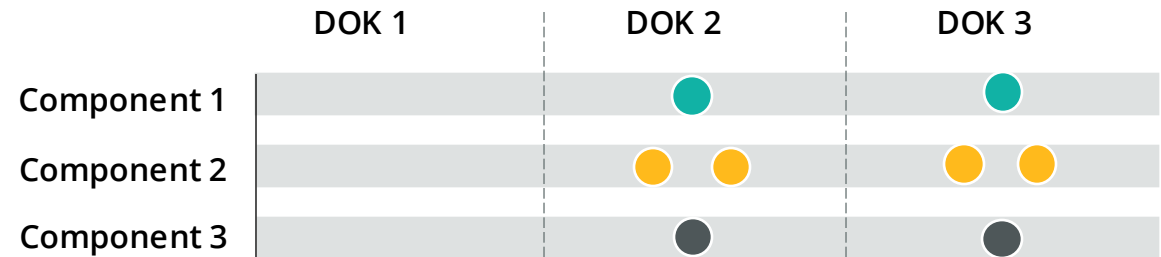
Determine a central idea of a text.

Component 2

Determine how the idea is conveyed through particular details.

Component 3

Provide a summary without opinion or judgment.



School Level Reporting



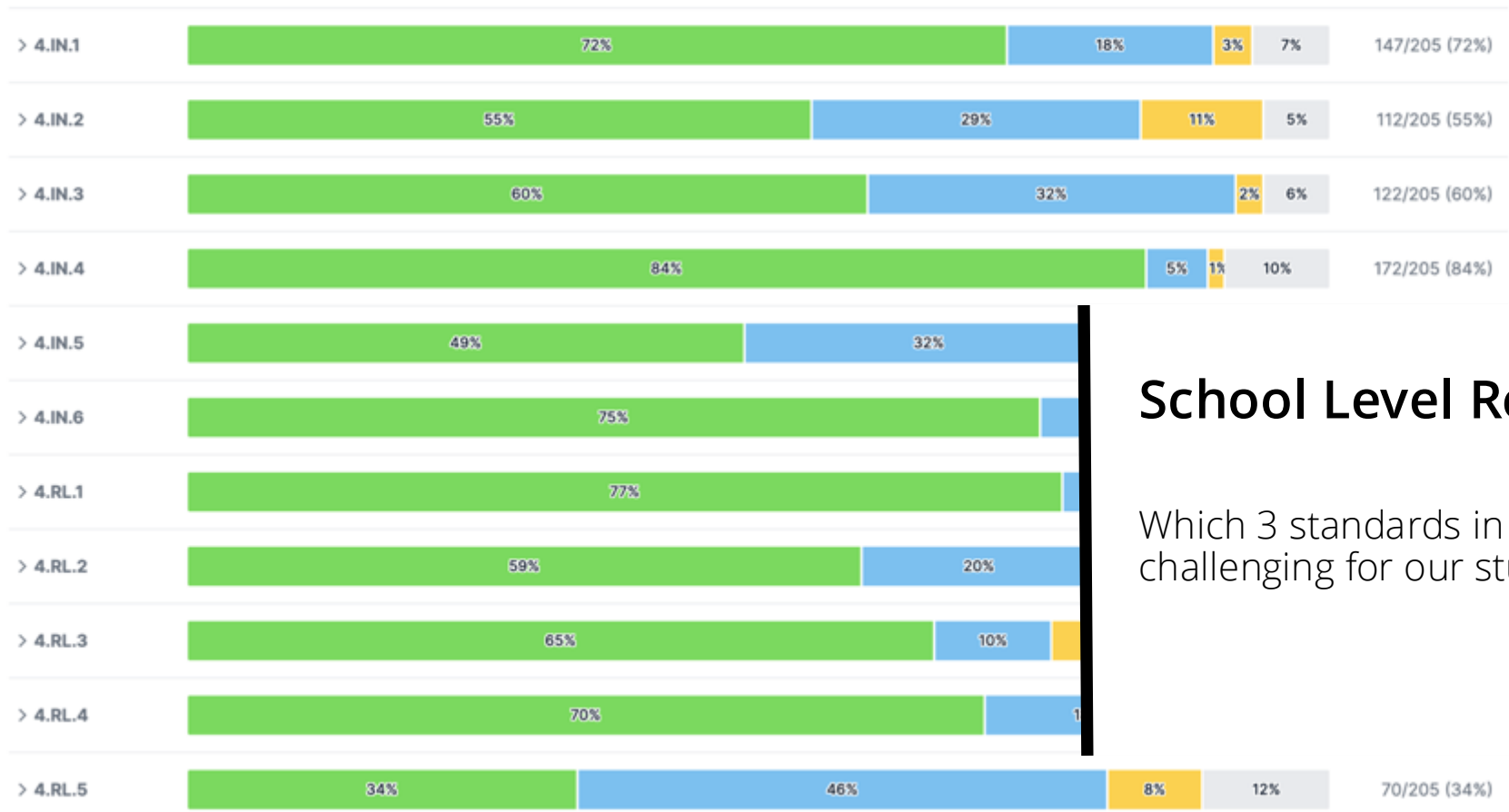
District: Navy County | School: Navy County Elementary School

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 x | All Domains | All Classes

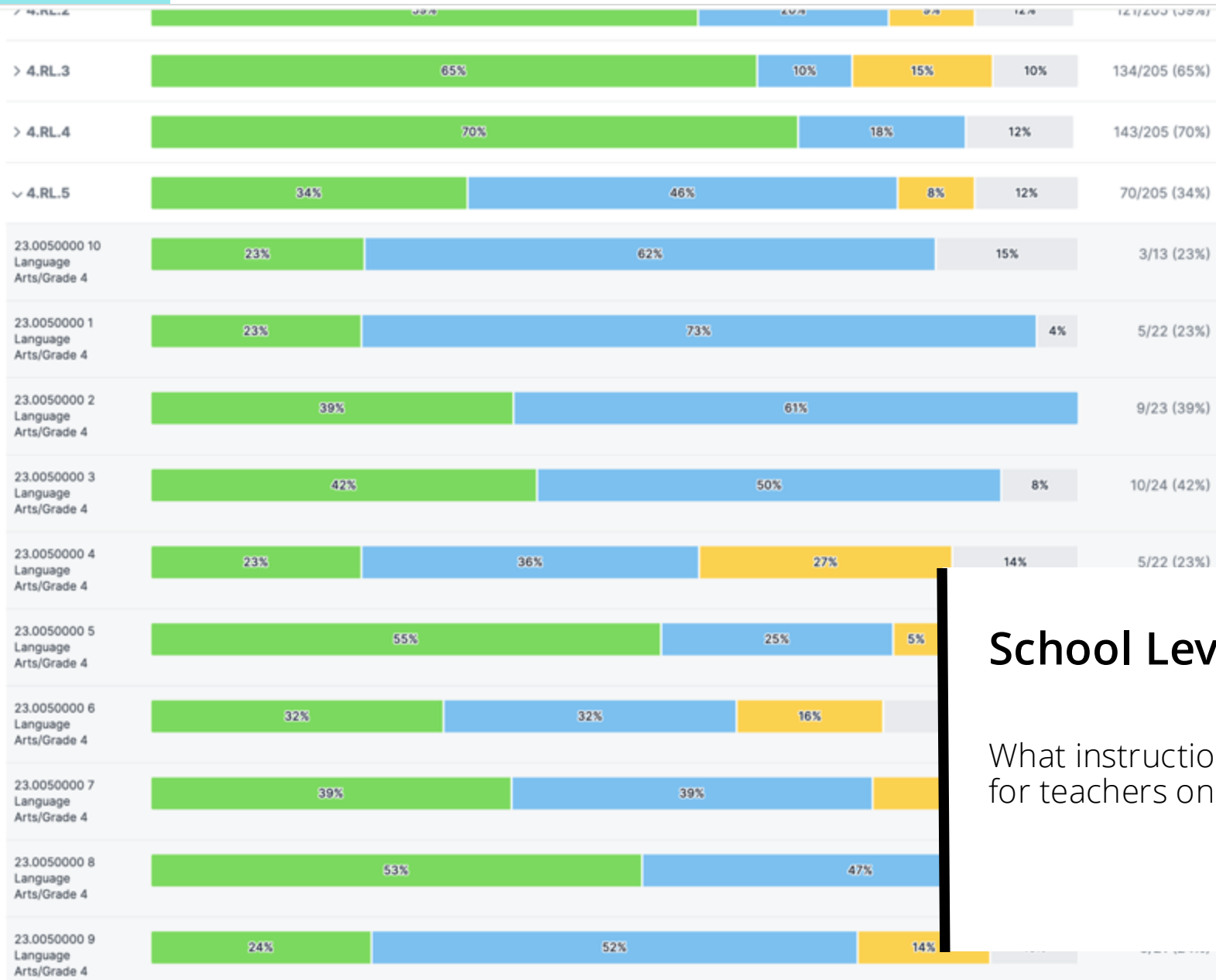
Expand All | Collapse All

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

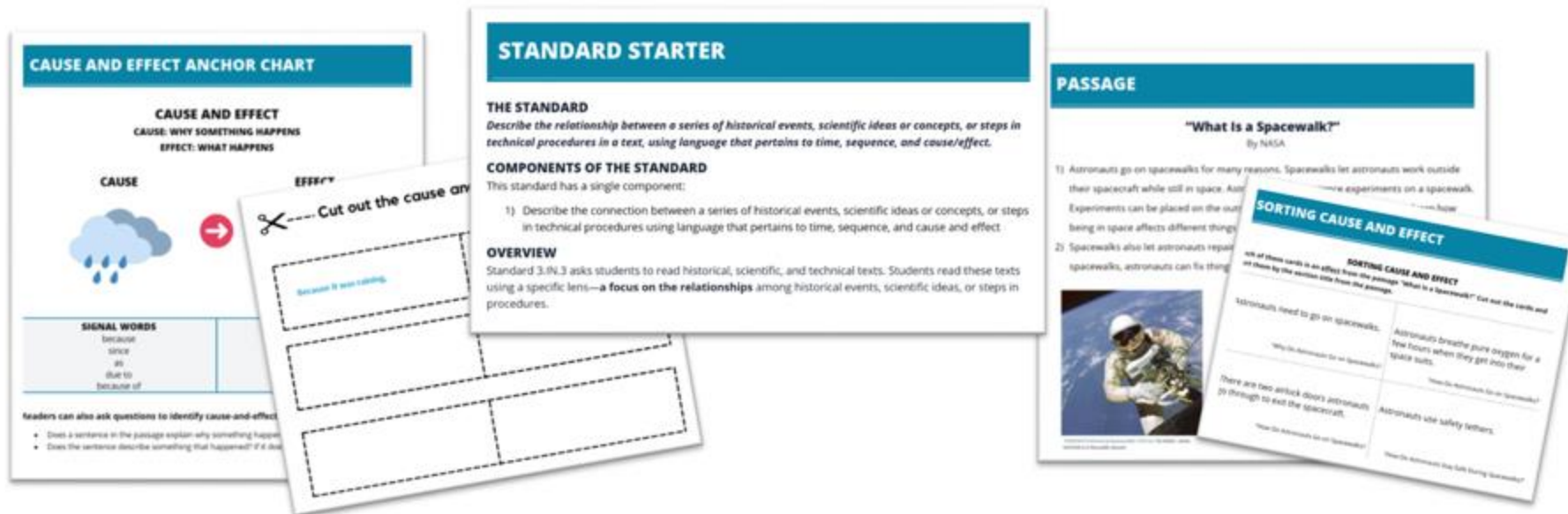
What instructional supports or PL can we provide for teachers on challenging standards?

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 looking at a plant on the ground.

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





Learning Library

Math

English

[Reset Filters](#)

Grade Level:

All

Domain:

All

Standard(s):

All

Activity Type:

All

Showing 1 - 50 of 537 activities

[Expand All](#) [Collap](#)

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.

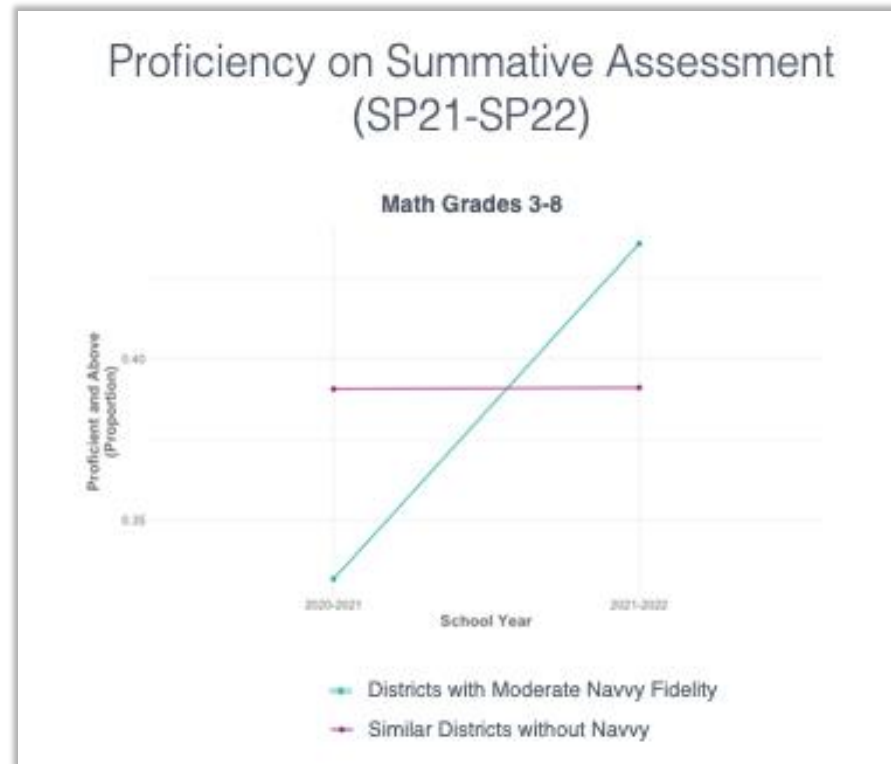
Navy Implementation



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 Pacing Example

Grade 4 Math - Full Implementation Model

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Angle Measure and Plane Figures	Place Value, Rounding, and Algorithms for Addition and Subtraction	Multi-Digit Multiplication and Division	Fraction Equivalence, Ordering, and Operations	Decimal Fractions	Unit Conversions and Problem Solving with Metric Measurement	Exploring Measurement with Multiplication
14 lessons	18 lessons	30 lessons	38 lessons	13 lessons	5 lessons	10 lessons
Aug 9-Aug 27	Aug 30-Sep 29	Sept 30-Nov 19	Nov 22-Feb 17	Feb 18-Mar 16	Mar 1-Mar 31	Apr 1-Apr 27
Standards 4.MD.5 4.MD.6 4.MD.7 4.G.1 4.G.2 4.G.3	Standards 4.OA.3 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4	Standards 4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.NBT.5 4.NBT.6 4.MD.3 4.MD.8	Standards 4.OA.5 4.NF.1 4.NF.2 4.NF.3 4.NF.4 4.MD.4	Standards 4.NF.5 4.NF.6 4.NF.7 4.MD.2	Standards 4.MD.1 4.MD.2	Standards 4.OA.1 4.OA.2 4.OA.3 4.MD.1 4.MD.2

*Standards in **BOLD** are the standards required to be assessed using a Navy Competency Check. Within 2-3 weeks of showing non-competency on a standard, provide remediation for the student on the standard and then provide Navy Competency Check Attempt #2.

Training





Navy for BIE Details

- Content Availability
 - **Math:** Grades K-8, Algebra 1, Algebra 2, Geometry
 - **ELA:** Grade K-8, 9-10, 11-12
- Rostering
 - More information to come in August
- Access/Roles in Navy
 - Student, Teacher, School Admin (can make interventionists admins)



Implementation Support and Training

- Informational Webinars for BIE Schools
 - July 31 (1-2pm MT)
 - August 13 (1-2pm MT)
- Implementation Strategy Meetings (1:1 with BIE Schools)
 - Throughout August
- Navy Educator Onboarding Trainings
 - Throughout September
- Weekly office hours beginning in August
- Additional training available as requested

Navy Resources

The screenshot shows the Bureau of Indian Education website's Navy Resources page. At the top left is the Bureau of Indian Education logo, which features a stylized figure holding a torch and a book, surrounded by the text "BUREAU OF INDIAN EDUCATION" and "CULTURE • KNOWLEDGE • LEADERSHIP". To the right of the logo is the text "Bureau of Indian Education". Below this is a navigation bar with links for Home, Navy Resources, Interim Resources, Summative Resources, Technology Resources, Reporting, and Practice Tests. A secondary navigation bar includes Student Readiness Tool and Support. The main content area is titled "Navy Resources" and is divided into three sections: "Navy Overview", "Navy Resources", and "Upcoming Training".

Bureau of Indian Education

Home Navy Resources Interim Resources Summative Resources Technology Resources Reporting Practice Tests

Student Readiness Tool Support

Navy Resources

Navy Overview

Meet Navy »

Unlocking Student Success: Navigate Confidently with Assessment Excellence with Founder Dr. Laine Bradshaw »

Navy Resources

Educator Resources »

Navy User Guide »

BIE Calendaring the Standards »

Upcoming Training

Introduction to Navy: Provide an introduction to Navy - choose one; all times 1-2:00 PM MT ▼

Navy Educator Onboarding Trainings: Training for Teachers to use Navy in their classrooms - choose one; all times 1-2:30 PM MT ▼

Developing Data Literacy - choose one; all times 1-2:30 PM MT ▼

<https://bie.mypearsonsupport.com/navvy>



Questions



Pearson