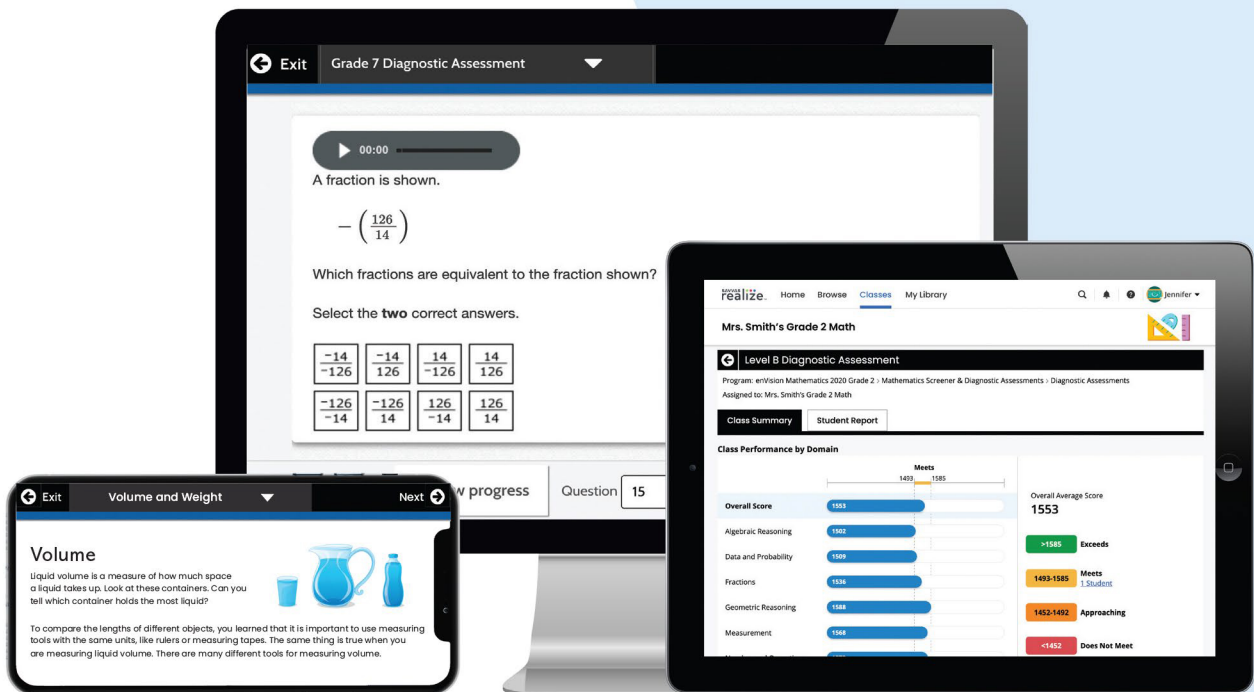




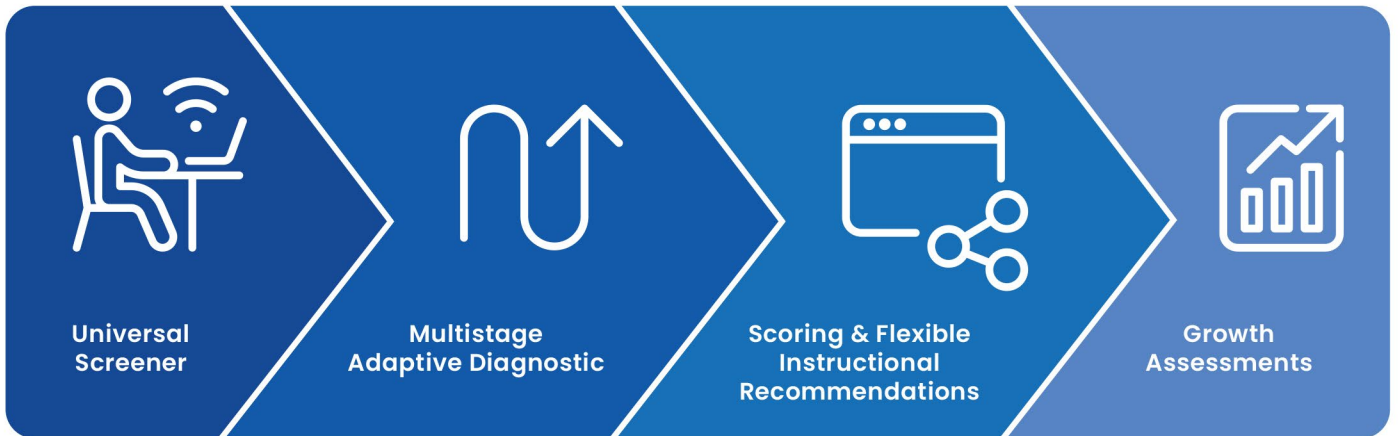
# SAVVAS math Screener & Diagnostic Assessments



## Powerful Assessments to Identify Gaps and Target Instruction

It can be difficult to get a clear picture of where each of your students are, in terms of understanding, and to come up with a plan to support and challenge each student. **Savvas Math Screener and Diagnostic Assessments** provide an easy and reliable way to uncover student needs and provide the right instructional content for every learner. Add the norm-referenced assessment suite to your math program via the Savvas Realize™ platform and seamlessly collect actionable data to inform instruction for Grades K-8.

## Assessments That Work Together



### Universal Screener

A short screening assessment identifies proficiency in precursor math skills.

### Multistage Adaptive Diagnostic

A diagnostic assessment adjusts to student misconceptions and understandings in real time, providing on-, above-, and below-level problems to students.

### Scoring & Flexible Instructional Recommendations

Norm-referenced student data generates on-, above-, or below-level instructional content suggestions.

### Growth Assessments

Two additional opportunities for educators to monitor student progress toward year-end proficiency throughout the year.

## Achieve Equity and Promote Learning



### Field Tested and Norm-Referenced

Developed in partnership with WestED, each item has been validated through field testing, creating an unbiased and equitable assessment suite.

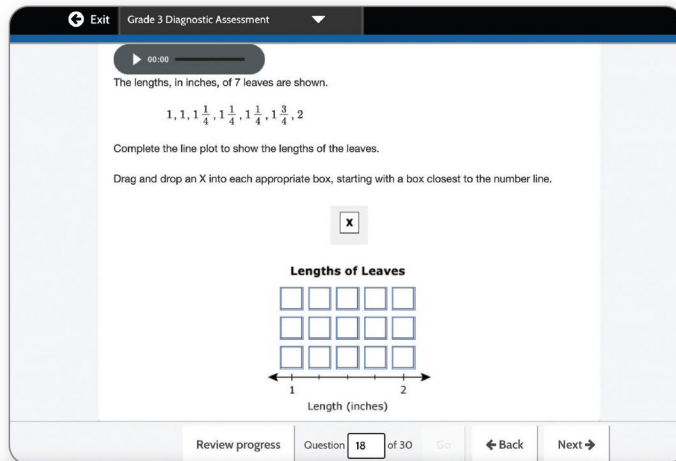
- Industry recognized experts
- Expertise producing proprietary, valid, and normed assessments

# Efficiently Assess for Student Understanding



## Test Less, Teach More

Quickly identify students requiring additional assessment and potential intervention or enrichment with a short, accessible screener.

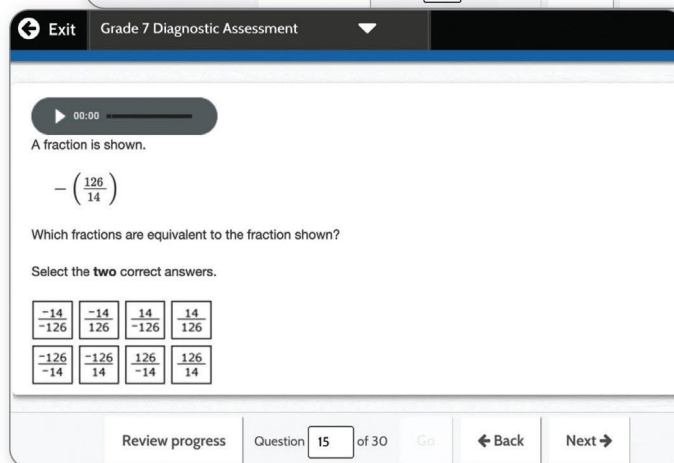


## Personalized for Efficacy and Efficiency

The adaptive format of the Diagnostic limits time spent on testing while improving test reliability.

Diagnostic item types:

- Multiple Choice
- Drag-and-Drop
- Hot Spot
- Text Entry
- Drop Down



## Flexible Options for Progress Monitoring

Schools can administer adaptive Growth Assessments flexibly for when having a norm-referenced snapshot of student progress is most relevant and effective throughout the year.



## Single Sign-on and Seamless Integration

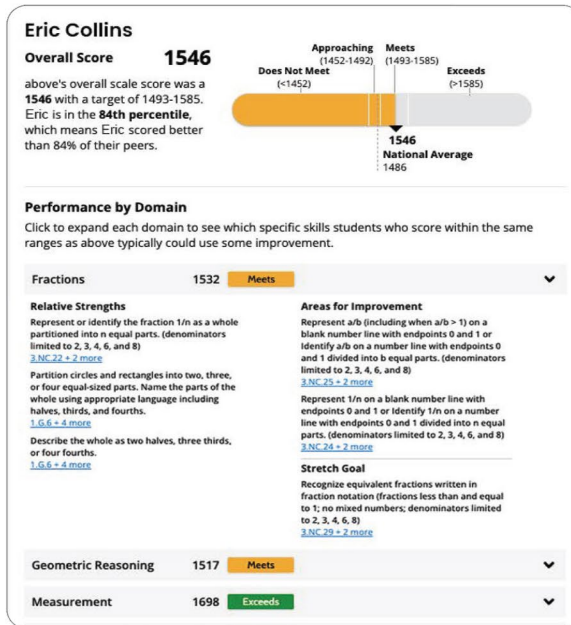
Easy access to the universal Savvas Math Screener and Diagnostic Assessments from the **Savvas Realize™** platform, including access to new instructional content for every student.

# Address Every Student's Learning Needs in One Place



## Tailored Instructional Recommendations

Results from the Diagnostic and Growth Assessments provide specific instructional recommendations based on students' needs.



## Curated, Skill-based Instruction

Recommendations include assignable, personalized learning resources for every learner and give teachers the flexibility to assign when needed. Resources include:

### Concept Summary

**Volume**  
 Liquid volume is a measure of how much space a liquid takes up. Look at these containers. Can you tell which container holds the most liquid?

To compare the lengths of different objects, you learned that it is important to use tools with the same units, like rulers or measuring tapes. The same is true when measuring liquid volume. There are many different tools for measuring liquid volume.

When you measure volume, you have to choose the right tool. For example, think about which tool you would choose to measure the volume of water in a large fish tank.

### Worked-out Examples

**Volume**  
**Example**  
 Amber's teacher, Mrs. King, has a large container that holds 18 L of water. She asked Amber to pour 2 L of water into beakers. How many 2 L beakers can Amber fill?

**Solutions** 1 2 3  
 Amber can fill 9 beakers in each because there are 18 ÷ 2 = 9.

### Practice Master

**Volume - Practice Problems**

- Zoe has a water bottle with 350 mL of water. She drinks 150 mL of the water. How much water does she have left?
- Abdul has these two beakers of water.
 

**Beaker A**

**Beaker B**

  - How much water is there in all? \_\_\_\_\_ mL
  - How much more water is in Beaker B than in Beaker A? \_\_\_\_ mL
- Mrs. Perkins's students are doing experiments with bubble mix. They use 8 L of bubble mix each day for 1 school week (5 days). How much bubble mix do they use in all? Explain your thinking.

\_\_\_\_\_ has a 50 mL bottle of medicine for her dog, Dakota. The vet tells \_\_\_\_\_ to mix an equal amount of medicine into her dog's dinner each day for 5 days. How many milliliters of medicine does she give Dakota each day? Explain your thinking.

**Content recommendations also include standard-specific enVision Mathematics content.**

# Review Progress with Actionable Reports

## Screener Results

The Class Results by Assignment report allows teachers to quickly assess and interpret screener results. Teachers have access to:

- Overall Screener Performance
- Performance by Standard
- Class and Student Item Analysis

**08/24/22: Level B Screener Assessment**

Program: Mathematics Screener & Diagnostic Assessments Grade 1 > Screener Assessment  
Assigned to: Period 3 Math | Lennart, Esther  
Average score: 61%

Standard Analysis | Question Analysis | Student Analysis | Performance Analysis

Showing 1-5 of 103 standards Sort Proficiency Score Low to High

Standard	Percentage of students scoring above 70% on each standard in this test	100%	100%	100%	100%	100%
Name	Score	...R_0019	...O_0003	K_CC.9.4	K_CC.9.3	K_CC.9.2
Crisner, Dorothy	-	-	-	-	-	-
Delphina, Ida	85% (17/20)	1/1	1/1	1/1	1/1	1/1
Ever, Gerald	25% (5/20)	1/1	1/1	1/1	1/1	1/1

**09/02/20: Grade 3 Diagnostic Assessment**

Program: Math Screener & Diagnostic Assessments > Grade 3 Diagnostic Assessment  
Assigned to: Ms. Miller's 3rd Grade Class

Class Summary | Student Report

Collins, Eric

**Eric Collins**  
Overall Score: **1469**

Eric's overall scale score was a 1469 with an on-level target of between 1501-1546. Eric is in the 39th percentile, which means Eric scored better than 39% of their peers.

Performance by Domain: Students who score within the same range as Eric, typically could use some improvement in Data and Probability, Fractions, and Numbers and Operations.

Domain	Score	Rating
Algebraic Reasoning	1498	Approaching
Data and Probability	1410	Does Not Meet
Fractions	1457	Does Not Meet

**Relative Strengths**  
Apply the Distributive Property to solve problems involving multiplication.  
Apply the Distributive Property to break apart unknown multiplication or division facts.  
Represent and solve two-step word problems involving whole-number addition and division (no remainders).

**Areas for Improvement**  
Use repeated addition to find the total number of objects in rectangular arrays.  
Represent and solve two-step word problems involving whole-number subtraction and division (no remainder).

**Stretch Goals**  
Represent and solve multi-step (2+) word problems involving any of the four operations on whole numbers (no remainder).

**NOTE:** Reports are not final and minor updates may be made.

## Student Summary for Diagnostics

- Overall Score and National Percentile
- Rating of Exceeds, Meets, Approaching, or Does Not Meet Grade Level Expectations
- Performance and Recommendations by Mathematical Domain with the following:
  - Relative Strengths
  - Areas for Improvement
  - Stretch Goals



**08/24/22: Level B Diagnostic Assessment**

Program: Mathematics Screener & Diagnostic Assessments Grade 1 > Diagnostic Assessments  
Assigned to: Period 3 Math

Class Summary | Student Report

**Class Performance by Domain**

Domain	Score	Rating
Overall Score	1486	Meets
Algebraic Reasoning	1335	Approaching
Counting and Cardinality	1404	Meets
Data and Probability	1400	Approaching
Fractions	1469	Meets
Geometric Reasoning	1488	Meets
Measurement	1499	Meets
Number and Operations	1363	Approaching

**Placement by Domain**

Name	Overall Scale Score	National Percentile	Algebraic Reasoning	Counting and Cardinality	Data and Probability
Ronan, Dena	1518	94%	6/10	0/1	1/1
Sydnee, Zander	1553	98%	9/10	0/1	1/1
Tillie, Harold	1374	23%	5/10	1/1	0/2
Vidya, Ada	1498	90%	8/10	1/1	0/1

## Class Summary for Diagnostics

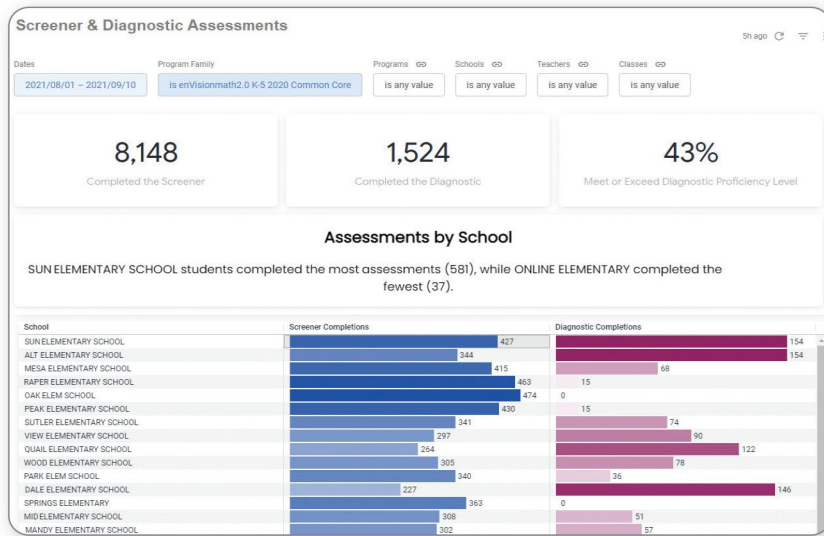
- Class Scores Overall and by Mathematical Domain
- Summary of students who exceed, meet, approach or do not meet grade level expectations
- Overall Scores and National Percentile scores for each student at a glance

## Growth Progress Report

The Growth Progress Report allows educators to quickly see both the class and individual student performance throughout the year, visually outlining their journey to year-end proficiency.

# View District Level Performance at a Glance

In addition to the class and student reports, administrators have access to several reports to visualize performance at the district level.

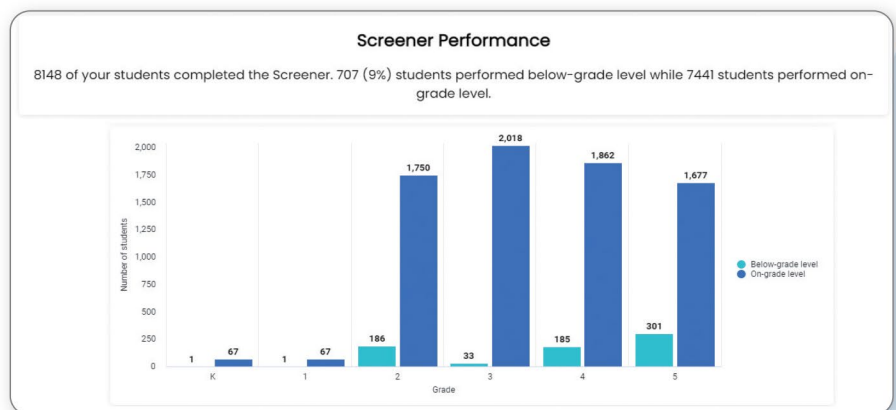


## Assessment by School

The Assessment by School report includes the screener and diagnostic assessment completion by school building.

## Screener Performance

The Screener Performance report indicates what percentage of students within the district will take the on-level or previous-level diagnostic assessment based on the recommended screener cut scores.



## Diagnostic Performance

1524 of your students completed the Diagnostic with 43% meeting or exceeding performance expectations.



## Diagnostic Performance

The Diagnostic Performance report indicates what percentage of students exceed, meet, approach, or do not meet grade level expectations based on student Diagnostic performance.

# SAVVAS **math** Screener & Diagnostic Assessments

- Field Tested, Norm-Referenced
- Teach More, Assess Less
- Personalized for Efficacy and Efficiency
- Flexible Options for Progress Monitoring
- Tailored Instructional Recommendations
- Curated Skill-based Instruction
- Robust Data and Reporting

**PERFECT PURITY**



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