

Formative and summative assessments



Our assessment goal: confident teachers and students

No one wants more testing. But teachers do want—and need—to know how their students are doing. And we believe that a students' daily work provides the clearest window on their progress. That's why Amplify ELA delivers not only captivating content, but also ongoing formative and summative assessment moments that give both learners and educators clear measurement data about student performance. That way, we also help teachers make confident decisions about instructional strategy and supports that allow their students to grow as readers and writers. When teachers have the data and tools to support all students, students have what they need to learn, progress, and prepare for high school—and beyond.



Embedded Assessment Measure

The only assessment system that puts student learning first

With intense pressure for more standardized testing, we often see the grading function over-emphasized and the learning function underemphasized, which leads to rote and superficial learning. Additionally, research shows increased time away from instruction for assessment is detrimental to learning. This is why we spent years developing our own embedded assessments that focus on supporting instruction and student growth, rather than being an evaluative end.

Throughout the Amplify ELA units, the Embedded Assessment Measure will allow teachers to easily track and interpret student performance against the three core strands of reading, writing, and language, without ever interrupting the flow of daily instruction.

With Amplify ELA's embedded assessments, students and teachers will benefit from:

Less testing and more learning

Maximize uninterrupted instruction time and allow your students to keep learning without the disruption of step-away performance tests. Our assessments are woven into the instructional sequence and embedded in student activities and assignments.

More targeted practice

Understand how your students performed in each core strand from previous lessons to plan for differentiated instruction in Flex Days.

Insightful and actionable data

The data and guidance we provide is easy to absorb and meaningful, saving teachers time and making it easier to group students for focused practice and differentiated instruction.

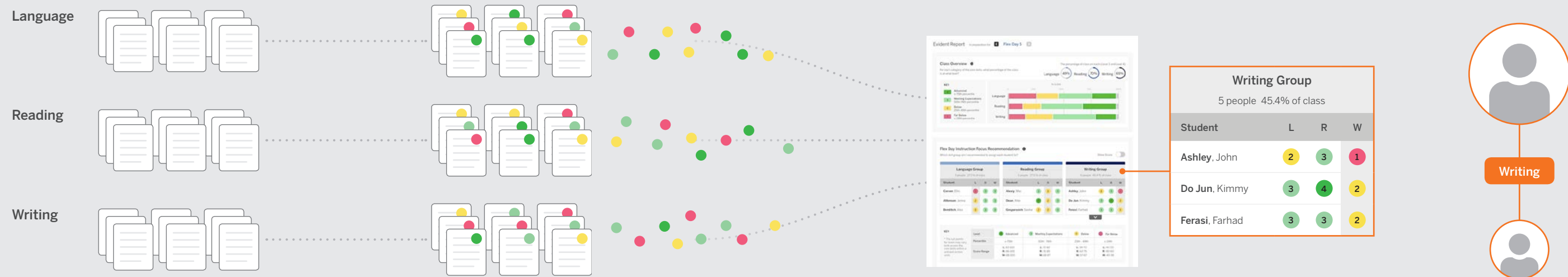
How EAM works

1. Students complete activities from multiple lessons

2. EAM collects data and learns about student performance

3. Teacher receives report and sees which students are at risk in each of the core strands

4. Teacher provides student with targeted support



Daily and immediate measures of student performance

There are several moments in each lesson when students are asked to submit their work, whether responding to a writing activity or answering a multiple choice question that checks for reading comprehension. The data from these moments is collected and pushed into reports that allow the teacher to understand whether or not students are learning the skills in each lesson.

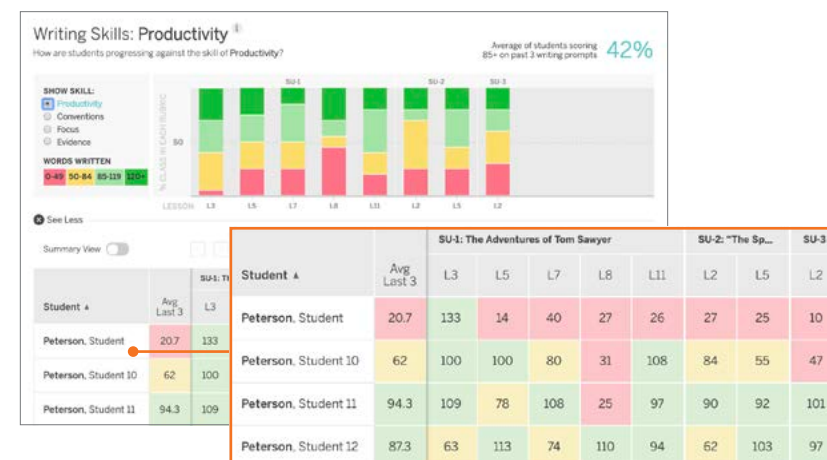
The following are formative assessments and reports that help teachers understand the daily performance of each student.

Writing skills: productivity, conventions, focus, and evidence

In each lesson, students are often tasked with a writing assignment related to the text they just read. The work students submit is scored and measures their ability to:

1. produce sustained writing
2. focus on one claim or idea
3. use textual evidence to support and develop that idea
4. use conventions to communicate in a clear way

The **writing skills reports** help teachers see a clear pattern of skill growth or challenge over time. They also provide a quick way to identify students who need additional feedback or added supports during writing moments.



Writing skills are automatically scored by Amplify's **Automatic Writing Evaluator**, using a 0–4 rubric score, but can also be updated by the teacher.

Assess Skill

Select a level for each skill

Conventions: 1, 2, 3, 4 (2 is selected)

Focus: 1, 2, 3, 4 (3 is selected)

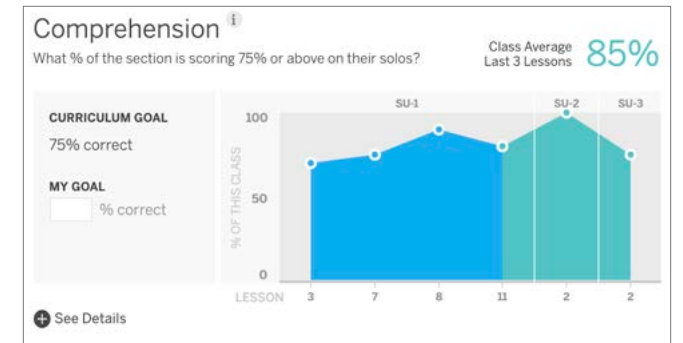
Use Of Evidence: 1, 2, 3, 4

Note: Assessments are not sent to the student

SAVE

Comprehension report

At the end of every lesson, students complete an independent reading activity (“solo”) that measures the accuracy of their answers to auto-scorable reading questions. This daily measure provides teachers with an understanding of their students’ ability to independently read a grade-level text with accuracy. It also gives teachers a picture of progress and challenge with reading comprehension, particularly when a student is working with the same text over multiple lessons. In addition, the reports show where students struggled in the reading, giving teachers and students an opportunity to revisit those portions of the text.



Exit Tickets

Exit Tickets are available at the end of every lesson and help the teacher get a sense of student performance on focus standards. Focus standards are the key standard that each lesson is designed to teach.

With the data received from Exit Tickets, teachers will get a sense of whether or not their class understood the lesson and the standard associated with it. The teacher may want to review the lesson with students during the next class if the data shows that several students lacked understanding.

Read the excerpt below and compare it to the poster.

“Every day since then on the radio we heard about the need to end the evil and pernicious influences of the ‘Four Olds’: old ideas, old culture, old customs, and old habits. Chairman Mao told us we would never succeed at building a strong socialist country until we destroyed the ‘Four Olds’ and established the ‘Four News.’ The names of many shops still stank of old culture, so the signs had to be smashed to make way for the coming of new ideas.”

What detail in the poster would be consider Four Olds?

- A The picture of Chairman Mao
- B The men with shovel and hammer
- C The statue and books
- D The men marching with flags

Submit

Summative assessments

All of Amplify ELA units end with a summative essay and summative reading assessment. The questions are formulated to mirror SBAC and PARCC assessments, providing critical practice for standardized tests.

Unit reading assessments

The unit reading assessments are scored by students' responses to fixed choice and constructed response questions from three types of authentic text from the 6-to-8 Lexile band: fiction, narrative non-fiction, and informational non-fiction. These assessments serve three important goals:

- To assess student understanding of content from the unit
- To assess student mastery of specific skills and standards
- To provide practice for students with the types of questions and activities they may encounter on the end-of-year state and national assessments

The assessment report generates data tied to the most common domains found in standards: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.



Writing assessments

In order to assess students' ability to analyze and synthesize two texts, each writing assessment includes one extended response question focused on two non-fiction passages. This assessment shows whether students can write using clear focus, developed evidence, and logical structure, while also maintaining control over conventions. These are four skills students will practice using the Amplify lessons and that align with the major writing strands evaluated on the summative state assessments. Through the writing assessments, students become familiar with the range of texts and types of questions used in the year-end assessments.

End-of-unit essays

At the end of most Amplify units, students take a few days to dig in and write a longer, more-developed essay. These essays cover a range of topics and are written in response to a variety of different types of source texts. In each unit during the school year, and in each year of middle school, students focus on developing new skills. The sequence of units encourages students to master foundational skills and then shift their focus to learning something new. Amplify teachers assess this progression by scoring each essay for a different subset of skills. The rubrics for each of those skills are broken out and used to provides sample scores.

Rubrics

	1 Needs improvement	2 Developing proficiency	3 Proficient	4 Exceeds expectations
Focus	Almost none of the sentences develop one overall idea.	Some sentences develop one overall idea.	Most sentences develop one overall idea.	All sentences develop one overall idea.
Use of evidence: describing	You do not describe what you notice in textual evidence.	You describe what you notice in some pieces of textual evidence.	You describe what you notice in most pieces of textual evidence.	You describe what you notice in all pieces of textual evidence.
Use of evidence: explaining	You do not explain the connection between the evidence and the overall idea.	You explain the connection between some of the evidence and the overall idea.	You explain the connection between most of the evidence and the overall idea.	You explain the connection between all of the evidence and the overall idea.

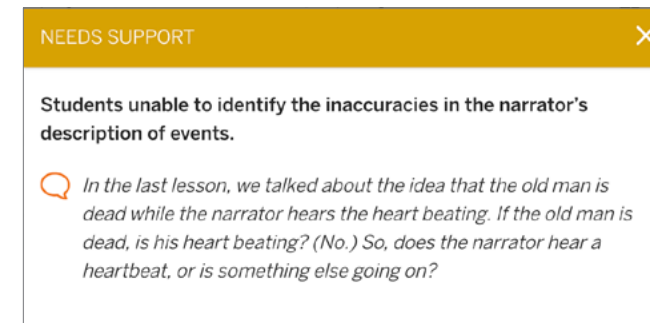
Embedded teacher tools for responding to student data

Classrooms produce a lot of student work and a lot of data. If teachers don't have a plan for providing feedback to students, papers both real and electronic start to stack up. That's why we equip you with tools that go hand in hand with our assessment system. These tools save you time and energy—and, research confirms, improve student performance.



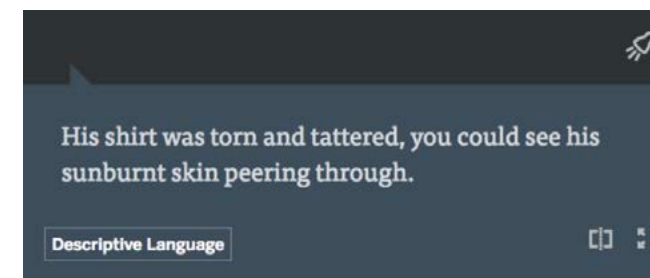
Powerful feedback tools to develop student skills

Embedded within the curriculum are the following key feedback tools that ensure students get frequent and effective feedback from their teachers and peers.



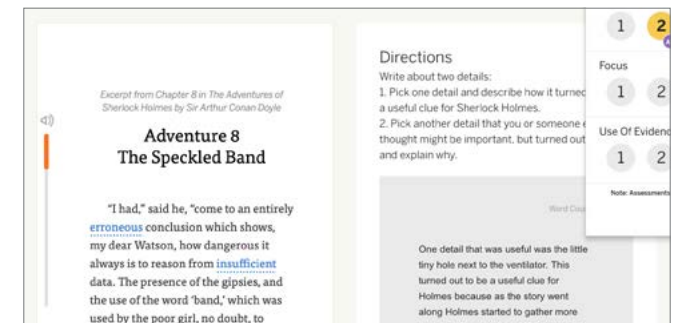
Over-the-shoulder conferences (OTSCs)

OTSCs allow the teacher to provide in-the-moment feedback to students as they work through a challenging activity or complete a writing prompt.



Spotlight app

A digital app integrated into the Amplify ELA platform that makes it easy for teachers to highlight examples of strong student work and project them for instruction or appreciation.



Revision Assignments

Ask students to practice a particular skill—use of evidence, logical structure, focus, conventions—by revising a short passage of their own writing outside of the context of producing a polished piece.



Written comments

Give students targeted teacher feedback—in a digital form that they can refer back to in order to guide future writing.

Home screen for daily focus on effective instruction

Teachers are welcomed each day with a home screen that shows overall performance in the last lesson and insights on which students need support. Teachers will see a list of students that need feedback to help boost their literacy skills.

The screenshot shows the AmplifyELA home screen for 6th Grade ELA Period 1. The interface is colorful with a butterfly and floral theme. On the left, there are three main sections: 'RETURN TO CURRICULUM' with a link to '6E Summer of the Mariposas Sub-Unit 1 Lesson 6', 'LAST SOLO COMPREHENSION' showing a 63% score for 'Solo' (6E Sub-Unit 1 Lesson 4) with a note that 75% of the class scored 75% or above, and 'LAST FORMATIVE WRITING' showing 88 words for 'Revise Writing: Lesson 4' (6E Sub-Unit 1 Lesson 5) with a note about the average word count. On the right, an 'INSIGHTS' section titled 'Needs Support' lists three students: Peter Venkman (with a green checkmark), Egon Spangler, and Winston Zeddmore. A 'Refresh students' button is at the bottom. The top of the screen shows the course title and a '6th Grade ELA Period 1' dropdown.

Classwork

Classwork is an intuitive approach to reviewing student work online. With Classwork you can review all student work on one page, provide feedback and a score, and then advance to the next student in the same assignment. Rubrics and student work sit side-by-side for easy grading. Classwork makes it easy for you to compare student performance to class performance by showing you the number of students who correctly answered an automatically-graded question.

The screenshot shows the Classwork interface for an assignment titled 'Write a Body Paragraph' by Tom & Sherlock, Sub-Unit 1 Lesson 1. The student being reviewed is Anthony Bryk. The assignment prompt is: 'Write about one of the red herrings you found. Explain why this detail seemed important and what it led you to predict.' The student's response is displayed, with several sentences highlighted in yellow. The teacher's feedback is shown on the right, including a score of 3 and a comment: 'Keep up the good work! You're right on track!'. There are also two other comments: 'Conscious intent is a controversial subject...' and 'Stay after school tomorrow so we can go over this in more detail.' A 'Send feedback' button is at the bottom right. The top of the screen shows the 'Classwork' title and 'Teacher | Log Out' link.

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