

Domain 1	School Vision and Structures for Success				
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 1.1</b>					
All administrator(s), and teachers delivering science, have attended Amplify Science Professional Learning (PL) or Turnkey PL and are working toward full program implementation.	<b>Administrators</b>	Administrator purchased the Amplify Science program, without attending training.	Administrator(s) have attended one Amplify Science program PL.	Administrator(s) attend ongoing Amplify Science program PLs and schedule time for turnkey sessions to be facilitated by the designated teacher leader. After attending the PL, the administrator articulates his/her expectations for classroom implementation practices to school stakeholders.	Administrator(s) are attending ongoing PLs, leading the facilitation of staff development and/or allocating time for turnkey sessions to be facilitated throughout the year. Administrator(s) routinely progress monitor the implementation of the Amplify Science program and evidence of PL effectiveness. Parents and Community stakeholders are informed of the Amplify Science curriculum.
	<b>Teachers</b>	A majority of teachers have not yet attended Amplify Science program PLs and/or a Turnkey session.	Some teachers have attended Amplify Science program PLs and/or turnkey sessions. Some evidence of Amplify Science being implemented. Mainly delivered by cluster teachers.	A majority of teachers have attended at least one Amplify Science program PLs and/or turnkey sessions. Evidence of implementation Amplify Science can be observed in some core classrooms.	All teachers are attending ongoing Amplify Science program PLs and/or turnkey sessions and have designated a point person for each grade. Core classroom teachers at each grade level facilitate Amplify Science. Teachers are aware of administrator's expectations for implementation.
	<b>Students</b>	Students and parents are unaware of the Amplify Science curriculum.	Students and parents are provided a written notification of the Amplify Science curriculum. A parent letter has been sent home.	Students and parents are oriented to the Amplify Science curriculum and provided an opportunity to engage in the program components.	Students and parents are oriented to the Amplify Science curriculum. A Community and Parent engagement initiative has been launched in which opportunities to learn about and engage in the Amplify Science program are scheduled and facilitated throughout the year. Parent letters are consistently deployed to introduce each unit of study.

Domain 1	School Vision and Structures for Success				
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 1.2</b>					
Teachers collaboratively plan, pace, and deliberately deliver Amplify Science on a systematic, regular basis.	<b>Administrators</b>	Administrator(s) creates teacher schedules that accommodate <b>no</b> science instruction and articulation. Limited time is provided for collaboration within the building. Observations are not conducted during science instruction and administrator(s) is unfamiliar with the Amplify program and minimally aware of the level of collaboration among teachers.	Administrator(s) creates teacher schedules that accommodate <b>limited</b> planning, articulation, collaboration, and science instruction. Administrator(s) is somewhat familiar with the Amplify program. Some observations are conducted during science teaching.	Administrator(s) creates teacher schedules that allow for <b>some</b> planning, articulation, collaboration, and science instruction among teachers. Administrator(s) is familiar with the Amplify program and occasionally observes a science lesson. .	Administrator(s) creates compulsory master schedules that allow for <b>consistent</b> planning, collaboration, and science instruction among teachers. Administrator monitors the science program to ensure that it is being delivered effectively. Administrator(s) provides on-going feedback and support for teachers and articulation time for teachers across all grade levels.
	<b>Teachers</b>	Teachers do not collaboratively plan and pace science instruction. They provide limited science instruction and do not teach the Amplify program with fidelity. Misalignment to the Amplify Planning and Implementation Guide.	Teachers share ideas about planning and pacing of science instruction. They provide some science instruction and are beginning to teach the Amplify program with fidelity. Some alignment to the Amplify Planning and Implementation Guide is evident.	Teachers periodically meet to plan and pace science instruction aligned to the Amplify Planning and Implementation Guide. Cluster and core classroom teachers participate in a regular planning cadence, whereas science instruction is facilitated on a regular basis.	Teachers engage in ongoing collaborative planning and facilitation practices. Cluster and core classroom teachers effectively plan and pace their science instruction to align to the Amplify Planning and Implementation Guide and embedded program assessment data. Science instruction is delivered consistently.
	<b>Students</b>	Students' notebooks show little to no evidence of consistent science instruction within and across units.	Students' notebooks show some evidence of consistent science instruction within and across units.	Students' notebooks show consistent science instruction within and across units.	Students' notebooks show consistent evidence of rigorous science instruction within and across units. Student are engaged in a variety of 3D learning opportunities and their work shows the development of increasingly complex ideas and understanding.

Domain 1		School Vision and Structures for Success			
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<b>Indicator 1.3</b>					
School-based scheduling decisions are informed and aligned to the recommended Amplify Science Planning and Implementation Guides	<b>Administrators</b>	Administrator programs master schedule with <b>little to no</b> time allocated for Amplify Science instruction; if some time is allocated, it is not aligned to the recommended length/frequency.	Administrator programs master schedule to enable at least two periods of Amplify science instruction to be taught per week. Some inconsistencies may be evident in length of time and frequency of science instruction, across <b>some</b> grade levels.	Administrator programs master schedule to enable two–three periods of Amplify science instruction per week in a classroom schedule. Length of time and frequency of science instruction consistently follow program recommendations, across <b>most</b> grade levels.	Administrator programs master schedule to enable three or more periods of Amplify science instruction per week in each classroom. Length of time and frequency of science instruction consistently follow program recommendations, across <b>all</b> grade levels.
	<b>Teachers</b>	Teacher(s) may facilitate one or no periods of Amplify science instruction.	Teacher(s) facilitate at least two periods of Amplify science instruction per week according to the schedule.	With some inconsistencies, Teacher(s) facilitate two–three periods of Amplify science instruction per week according to the schedule.	All teacher(s) consistently facilitates three or more periods of Amplify science instruction per week according to the schedule.
	<b>Students</b>	With guidance and prompting, students are nonadaptive to instructional routines in science.	With many instances of guidance and prompting, students adapt to instructional routines in science.	With some guidance and prompting, students adapt to instructional routines in science.	With little to no guidance and prompting, students engage in instructional routines in science. Students demonstrate independence and ownership of science learning.

Domain 2		Curriculum, Instruction, and Assessment			
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 2.1</b>					
Access to Amplify digital resources is provided and available to all educators and students, as grade level appropriate.	<b>Adminstrators</b>	Administrator(s) have not given educators and students access to Amplify Science digital resources.	Not all teachers have a proper login to access Amplify Science digital resources; <i>i.e., only cluster/science teachers have access, not classroom teachers, or support staff and other cluster teachers do not have access.</i>	All educators and students have a proper login to access all Amplify Science digital resources.	The entire school community— administrator(s), educators, students, and families—have complete access to the Amplify Science platform, as well as the Amplify Science NYC DOE Resources webpage.
	<b>Teachers</b>	Teachers have had little to no access to Amplify digital resources, including access to proper login credentials. The use of digital resources in the classroom is usually teacher-centered, and students are often unable to clearly articulate the purpose and content of their work.	Teachers have access to Amplify digital resources. The use of digital resources is developing in the classroom and sometimes student-centered, and some students are able to clearly articulate the purpose and content of their work.	Teachers have access to Amplify digital resources. The use of digital resources is often student centered and most students are able to clearly articulate the purpose and content of their work.	Teachers have access to Amplify digital resources. The use of digital resources is always student-centered, and all students are able to clearly articulate the purpose and content of their work.
	<b>Students</b>	Students have had no independent access to Amplify digital resources, any access has been teacher demonstrated.	Students have had some independent access to Amplify digital resources and some students are able to clearly articulate the purpose and content of their work.	Students often independently access Amplify digital resources. The use of digital reosources is often student centered and most students are able to clearly articulate the purpose and content of their work.	Students always have independent access to Amplify digital resources. The use of digital resources is always student centered and all students are able to clearly articulate the purpose and content of their work.

Domain 2		Curriculum, Instruction, and Assessment			
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 2.2</b>					
Classroom environment reflects embedded Amplify instructional resources, routines, and current unit(s) of study.	<b>Administrators</b>	<p>Administrator(s) is slightly aware and attempts to understand the purpose of the classroom wall, routines, and some resources.</p> <p>Administrator(s) gives misguided and/or ineffective feedback to teachers on how the teacher integrates the materials.</p>	<p>Administrator(s) is partially aware and somewhat understands the purpose of the classroom wall, routines, and some resources.</p> <p>Administrator(s) gives partial feedback to teachers on how the teacher integrates the materials.</p>	<p>Administrator(s) is aware of and understands the purpose of the embedded program resources, routines, and strategies used to help students figure out the unit phenomenon.</p> <p>Administrator(s) gives some feedback to teachers on how to integrate the resources, routines, and strategies.</p>	<p>Administrator(s) fully understands how and why the embedded program resources and instructional routines support students with building increasingly complex ideas as they figure out the unit phenomenon. He/she leads the instructional strategy and establishes common expectations for implementing the Amplify Science Curriculum.</p> <p>Administrator(s) consistently gives highly effective feedback to teachers on establishing and maintaining effective, horizontal and vertical, classroom routines.</p>
	<b>Teachers</b>	Few instructional resources displayed or routines being utilized. Resources not displayed according to guidelines provided by curriculum. No area designated in the classroom for classroom wall materials.	Some instructional resources are displayed and some routines are being utilized. Some resources are displayed according to guidelines provided by curriculum. An area is designated in the classroom for the classroom wall materials, but is not regularly updated.	Teacher uses the classroom wall to assist students' in their scientific language development and construction of key scientific concepts. Instructional resources and routines are being utilized to differentiate for most student populations.	Teacher uses the classroom wall to connect specific experiences to the broader unit question. Additionally, the classroom wall is used to assist students' in their scientific language development and construction of key scientific concepts. Instructional resources and routines are fully utilized to differentiate for all student populations.
	<b>Students</b>	Student use of instructional resources and routines is limited.	Students begin to make use of some instructional resources and routines.	With teacher support, students make use of instructional resources and routines such that responses in notebooks reflect vocabulary and key concepts.	Students independently access the classroom wall and other resources to further support their explanations, arguments, and discussions.

Domain 2	Curriculum, Instruction, and Assessment				
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 2.3</b>					
Deliberate integration of the multimodal approach to learning (do, talk, read, write, visualize).	<b>Administrators</b>	Administrator(s) has an awareness of how Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize) impacts daily instruction.	Administrator(s) has a moderate understanding of how Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize) impacts daily instruction.	Administrator(s) has a working knowledge of how Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize) impacts daily instruction.	Administrator(s) has a complete understanding of how Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize) impacts daily instruction. Administrators understand how the Multimodal approach to learning promotes 3D learning.  Administrators progress monitor student work for evidence of multiple sources of evidence applied to figure out a phenomenon.
	<b>Teachers</b>	Teacher has an awareness of Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize).	Teacher has a moderate understanding of Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize). Teacher may omit and/or misunderstand the why behind the multimodal approach, recommended by the curriculum.	Teacher has a working knowledge of Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize).  Teacher is familiar with the Amplify resources that support multimodal learning and provides opportunities for students to engage in each modality as recommended by the curriculum.	Teacher has a complete understanding of Amplify Science's Multimodal approach to learning (do, talk, read, write, visualize) and how it promotes 3D learning.  Teacher is able to build on the embedded opportunities to fully engage all learners with making and supporting a claim with multiple sources of evidence.  Teacher applies formative assessment data to best inform decisions concerning appropriate entry points for all learners to engage in the Multimodal approach to learning and monitors student work for effectiveness.

Domain 2		Curriculum, Instruction, and Assessment			
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<b>Indicator 2.3 cont.</b>					
Deliberate integration of the multimodal approach to learning (do, talk, read, write, visualize).	<b>Students</b>	Students can collect evidence through the various modalities which are embeded within the Amplify curriculum as related to the phenomena being investigated.	Students can organize evidence collected through the various modalities which are embedded within the Amplify curriculum throughout their lessons related to the phenomena being investigated.	Students are able to identify and use evidence collected through the various modalities throughout their lessons to convey the understanding of the phenomenon being investigated and apply their conceptual understanding to create partially complete scientific explanations or arguments.	Students are able to identify and use evidence collected through the various modalities throughout their lessons to convey the understanding of the phenomenon being investigated and apply their conceptual understanding to create complete scientific explanations or arguments.

Domain 2		Curriculum, Instruction, and Assessment			
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 2.4</b>					
There is evidence of students using multiple sources of evidence from the Amplify Science curriculum to construct scientific explanations or scientific arguments.	<b>Adminstrators</b>	N/A	N/A	N/A	N/A
	<b>Teachers</b>	Teachers inconsistently use some Amplify Science instructional resources that support students in constructing a conceptual understanding of the science content.	Teachers use some Amplify Science instructional resources that support students in constructing a conceptual understanding of the science content.	Teachers use a variety of Amplify Science instructional resources that support students in constructing a conceptual understanding of the science content and provide opportunities to engage with 3-dimensional learning.	Teachers effectively use a variety of Amplify Science instructional resources that support students in constructing a conceptual understanding of the science content and provide opportunities to engage with 3-dimensional learning.
	<b>Students</b>	Students construct scientific explanations or arguments that lack evidence or use only one source of evidence.	Students inconsistently use multiple sources of relevant evidence to construct scientific explanations or arguments: science notebooks, informational texts, simulations, modeling tools, and discussions with peers.	Students independently and consistently use multiple sources of relevant information and evidence to construct scientific explanations or arguments: science notebooks, informational texts, simulations, modeling tools, and discussions with peers.	Students independently and consistently use multiple sources of relevant information or evidence to construct scientific explanations or arguments: science notebooks, informational texts, simulations, modeling tools, and discussions with peers.

Domain 2	Curriculum, Instruction, and Assessment				
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<p><b>Indicator 2.5</b></p> <p>Evidence of formative assessment data informs instruction, organizes small group instruction, and consistently monitors student progress in order to guide and encourage student reflection and self-assessment. Engaging students in relevant and authentic assessments denotes well-defined STEM education programs.</p>	<p><b>Administrators</b></p>	<p>Administrator(s) instruct teachers to use the assessments within the Amplify Science curriculum.</p>	<p>Administrator(s) participate in oversight of teacher's use of ongoing assessment that is attached to the Amplify Science curriculum.</p>	<p>Administrator(s) participates in discussions with teachers and students regarding assessment data and planning effective instruction.</p>	<p>Administrator(s) participates in discussions with teachers and students regarding assessment data and planning effective instruction.</p> <p>Administrator(s) establish expectations for assessment and evaluation practices.</p> <p>Administrators progress monitor the impact of instructional practices and achievement data across multiple disciplines.</p>
	<p><b>Teachers</b></p>	<p>Teachers use student investigation notebook pages to determine student performance.</p>	<p>Teachers facilitate embedded Amplify Science assessments, as recommended by the curriculum.</p>	<p>Teachers use all included forms of assessments within the Amplify Science curriculum: Pre-Unit assessments, End-of-Unit assessments, On-The-Fly assessments, Critical Junctures, Self-Assessments, as well as investigation notebooks entries, to plan whole group <b>or</b> small group instruction.</p>	<p>Teachers effectively use all included forms of assessments within the Amplify Science curriculum: Pre-Unit assessments, End-of-Unit assessments, On-The-Fly assessments, Critical Junctures, Self-Assessments as well as investigation notebook entries, to plan whole <b>and</b> small group instruction.</p> <p>Assessment data are organized in a coherent manner to inform the needs and anticipate performance outcomes of all students.</p> <p>Teachers encourage students to demonstrate a conceptual understanding of the science content that is beyond the scope of the instruction and assessment.</p>

Domain 2	Curriculum, Instruction, and Assessment				
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<b>Indicator 2.5 cont.</b>					
<p>Evidence of formative assessment data informs instruction, organizes small group instruction, and consistently monitors student progress in order to guide and encourage student reflection and self-assessment. Engaging students in relevant and authentic assessments denotes well-defined STEM education programs.</p>	<p><b>Students</b></p>	<p>Students participate in filling out investigation notebook pages.</p>	<p>Students complete given assessments and complete partial investigation notebook pages for each assignment.</p>	<p>Students complete the Pre-Unit assessments, End-of-Unit assessments, On-The-Fly assessments, Critical Junctures, Self-Assessments, investigation notebook pages, and participate in classroom discussions.</p>	<p>Students complete the Pre-Unit assessments, End-of-Unit assessments, On-The-Fly assessments, Critical Junctures, Self-Assessments, investigation notebook pages, and participate in classroom discussions.</p> <p>Students cite evidence from their science notebooks and classroom discussions to convey conceptual understanding. Students participate beyond the scope of instruction and the assessments.</p>

Domain 3		STEM College and Career Readiness			
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 3.1</b>					
<p>A well-defined Amplify education program provides early college awareness to all students, introducing them to the preparation required to pursue a STEM degree (two or four-year) and/or STEM career and includes learning experiences for families.</p>	<b>Administrators</b>	Administrators offer limited opportunities to support families in understanding Amplify Science's approach to help their children develop a growth mind-set around their science aspirations. Administrators make available limited resources dedicated to "Home/School Connections."	Administrators offer some opportunities to support families in understanding Amplify Science's approach to help their children develop a growth mindset around their science aspirations. Administrators make available some resources and encourages some "Home/School Connections."	Administrators offer regularly scheduled opportunities to support families in understanding Amplify Science's approach to help their children develop a growth mindset around their science aspirations. There is a regular distribution of "Home/School Connections," unit letters, and examples of student work, including assessments.	Administrators offer frequently scheduled opportunities to support families in understanding Amplify Science's approach to help their children develop a growth mind-set around their science aspirations. There is an effective distribution of "Home/School Connections," unit letters, and examples of student work, including assessments.
	<b>Teachers</b>	Teachers offer limited scheduled workshops to families to offer access to Amplify Science curriculum. There is little distribution of "Home/School Connections," unit letters, and examples of student work, including assessments.	Teachers offer some scheduled workshops to families to offer access to Amplify Science curriculum. There is some distribution of "Home/School Connections," unit letters, and examples of student work, including assessments.	Teachers offer regularly scheduled workshops to families to offer access to Amplify Science curriculum. There is regular distribution of "Home/School Connections," unit letters, and examples of student work, including assessments.	Teachers offer frequent and effective workshops to families to offer access to Amplify Science curriculum. There is frequent distribution of "Home/School Connection," unit letters, and examples of student work, including assessments.
	<b>Students</b>	Student shares limited communications with family members about experiences with Amplify Science in the form of letters and examples of work.	Student shares some communications with family members about experiences with Amplify Science in the form of letters and examples of work.	Student shares regular communications with family members about experiences with Amplify Science in the form of letters and examples of work.	Student shares frequent and effective communications with family members about experiences with Amplify Science in the form of letters and examples of work.

Domain 3		STEM College and Career Readiness			
Level of Implementation		Early	Emerging	Integrated	Fully Integrated
<b>Indicator 3.2</b>					
A well-defined Amplify education program provides information about collaborations with learning opportunities outside of school.	<b>Adminstrators</b>	Adminstrators provide limited resources to families to raise awareness about the importance of learning opportunities in museums, parks, gardens, etc. connected to the Amplify Science curriculum and real world experiences.	Administrators provide some resources to families to raise awareness about the importance of learning opportunities in museums, parks, gardens, etc. connected to Amplify curriculum and real world experiences.	Administrators provide regular resources to families to raise awareness about the importance of learning opportunities in museums, parks, gardens, etc connected to Amplify Science curriculum and real world experiences.	Administrators provide effective resources to families to raise awareness about the importance of learning opportunities in museums, parks, gardens, etc. connected to Amplify Science curriculum and real world experiences.
	<b>Teachers</b>	Teachers provide limited guidance to families to learn about experiences at informal learning institutions that connect to the Amplify Science curriculum and real world phenomena.	Teachers provide some guidance to families to learn about experiences at informal learning institutions that connect to the Amplify Science curriculum and real world phenomena.	Teachers provide regular guidance to families to learn about experiences at informal learning institutions that connect to the Amplify Sciecne curriculum and real world phenomena.	Teachers provide effective and ongoing guidance to families to learn about experiences at informal learning institutions that connect to the Amplify Science curriculum and real world phenomena.
	<b>Students</b>	Students experience limited exposure to learning opportunities in museums, parks, gardens, etc. connected to Amplify Science curriculum. Students make limited connections with the phenomena and content in Amplify Science to real world issues.	Students experience some exposure to learning opportunities in museums, parks, gardens, etc connected to Amplify curriculum. Students make some connections with the phenomena and content in Amplify Science to real world issues.	Students experience regular exposure to learning opportunities in museums, parks, gardens, etc connected to Amplify curriculum. Students make regular connections with the phenomena and content in Amplify Science to real world issues.	Students experience frequent exposure to learning opportunities in museums, parks, gardens, etc connected to Amplify curriculum. Students make effective connections with the phenomena and content in Amplify Science to real world issues.