

# Welcome to Amplify Science!

Follow the directions below as we wait to begin.

1. Please log in to your Amplify Account.
2. Sign in using link dropped in chat.
3. In the chat, share your name, grade level, & school you teach in.



# Amplify Science

New York City

## Unit 3: Focusing on the Assessment System

Grade 1 new teachers

Date xx

Presented by xx



# Remote Professional Learning Norms



Take some time to orient yourself to the platform

- *“Where’s the chat box? What are these squares at the top of my screen?, where’s the mute button?”*



Mute your microphone to reduce background noise unless sharing with the group



The chat box is available for posting questions or responses to during the training



Make sure you have a note-catcher present



Engage at your comfort level - chat, ask questions, discuss, share!

# Use two windows for today's webinar

**Window #1**

Meet - Etiwanda Grade 7 N x +  
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum  
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544\_californiaintegrated2019-2020#progress-build

**Amplify Science** CALIFORNIA > Plate Motion

**OPEN PRINTABLE PROGRESS BUILD**

**Progress Build Level 1:** The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

**Progress Build Level 2:** The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky

Getting Ready to Teach  
Materials and Preparation

Flexension Compilation  
Investigation Notebook  
NGSS Information for Parents and Guardians  
Print Materials (11" x 17")  
Print Materials (8.5" x 11")  
Offline Preparation  
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.  
Offline Guide

**Window #2**

Amplify Curriculum  
apps.learning.amplify.com/curriculu...  
Amplify Science CALIFORNIA > Plate Motion > Chapter 1 > Lesson 1.2

**Lesson 1.2:**  
**Using Fossils to Understand Earth**

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview  
Materials & Preparation  
Differentiation  
Español rds

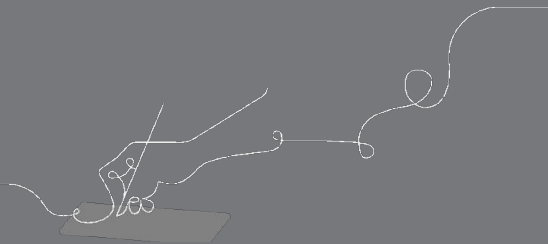
Digital Resources  
All Projections  
Completed Scientific Argumentation Wall Diagram  
Video: Meet a Paleontologist  
The Ancient Mesosaurus

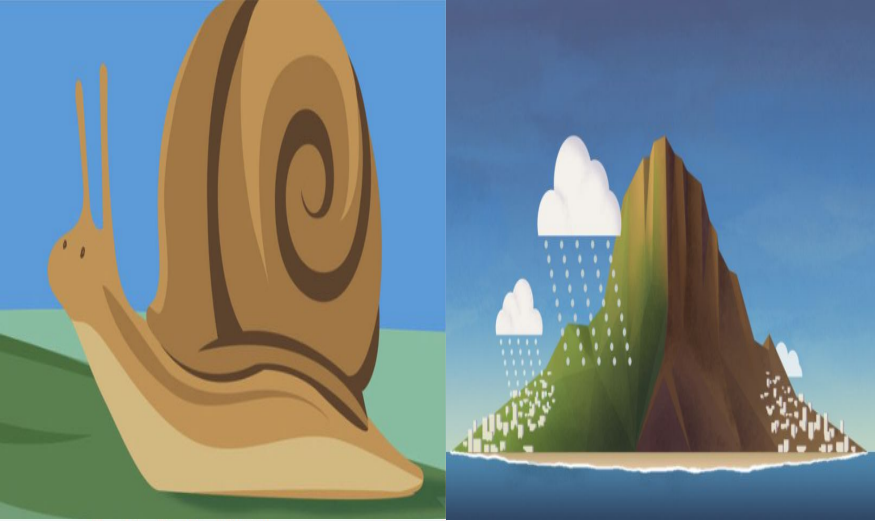
# Overarching goals

By the end of this 1-hour workshop, you will be able to:

- Use unit resources to understand learning goals
- Apply formative assessment resources to analyze student responses and gauge progress towards the unit's learning goals
- Implement embedded differentiation strategies and supports

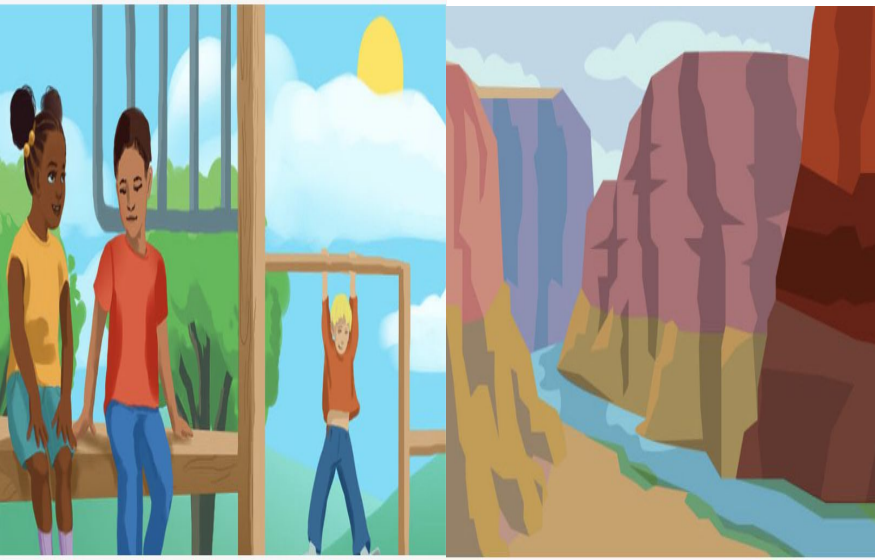
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# Plan for the day

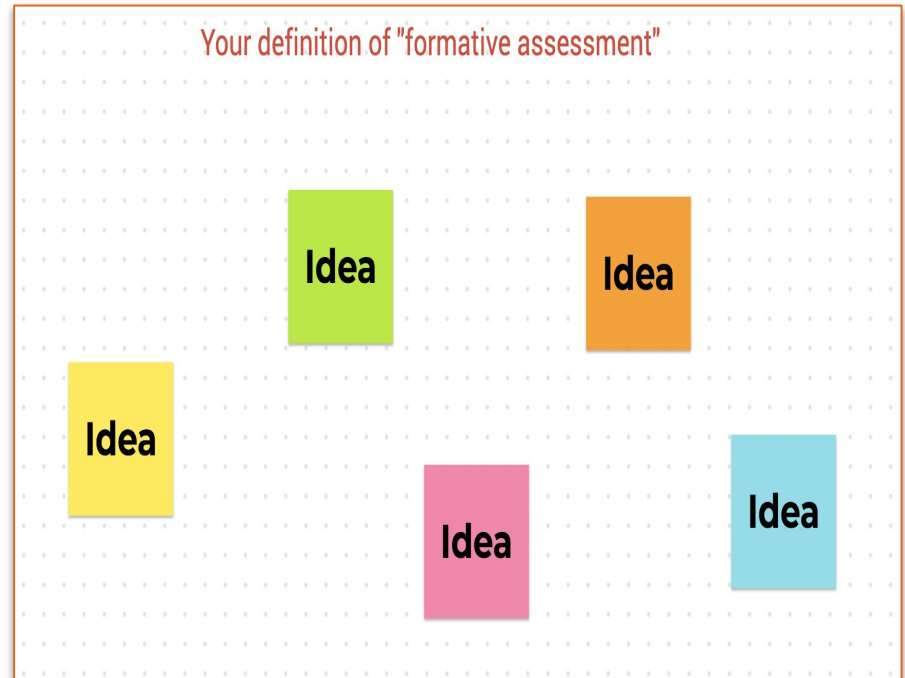
- **Framing the day**
  - Welcome and introductions
  - Anticipatory activity
- Unpacking the progress build
- Exemplar assessment experience
- Deconstructing on-the-fly assessments
- Differentiation & other supports
- Closing
  - Reflection & additional resources
  - Survey



# Anticipatory activity

## On the Jamboard “post” ....

- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**

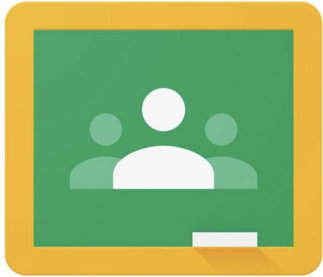
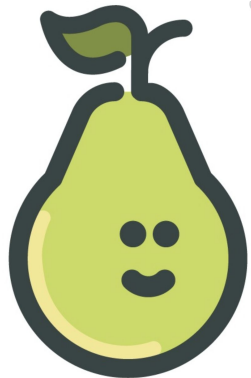


# What is formative assessment?

Formative assessment is a cycle of eliciting, interpreting, and taking action on information about student learning.



# Formatively assessing during remote learning



What is the most important thing you learned today?



Water plates are heavier

Could you do this on your own?



FLIPGRID



nearpod

Students, drag the icon or icons! Pear Deck Interactive Slide Do not remove this bar

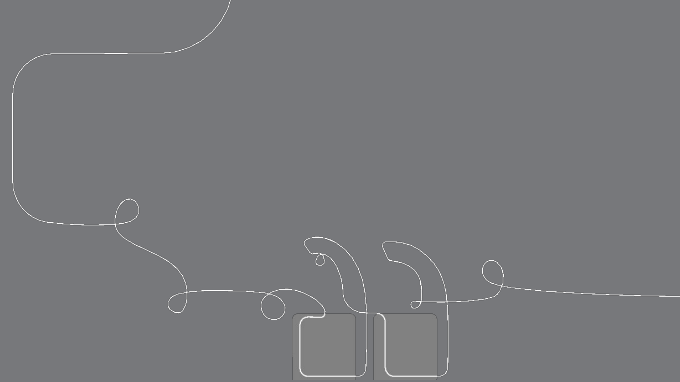
eight planets.

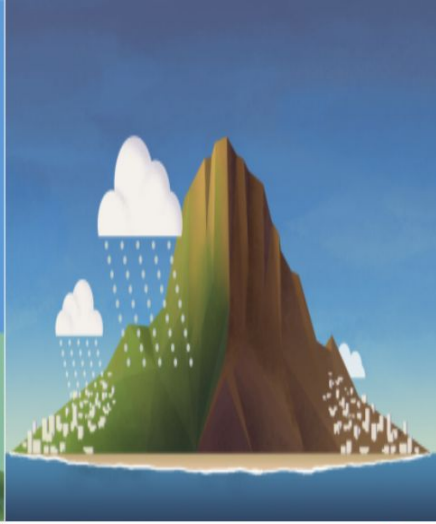


Saturn is one of the eight planets

Students, draw anywhere on this slide! Pear Deck Interactive Slide Do not remove this bar

Questions?





# Plan for the day

- **Framing the day**
  - Welcome and introductions
  - Anticipatory activity
- **Unpacking the progress build**
- **Exemplar assessment experience**
- **Deconstructing on-the-fly assessments**
- **Differentiation & other supports**
- **Closing**
  - Reflection & additional resources
  - Survey

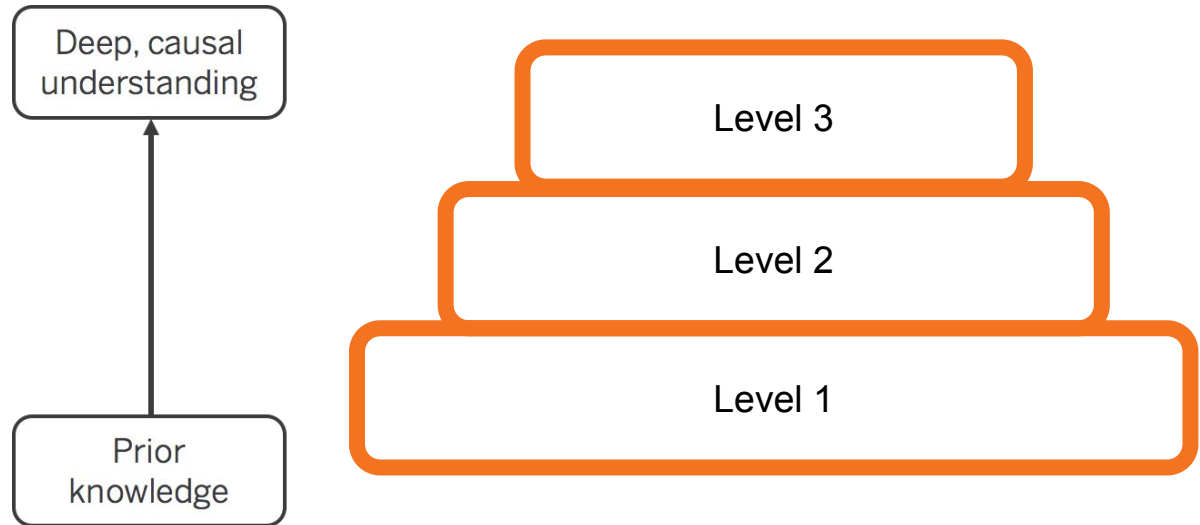
# Spinning Earth

## Why doesn't the sky always look the same?

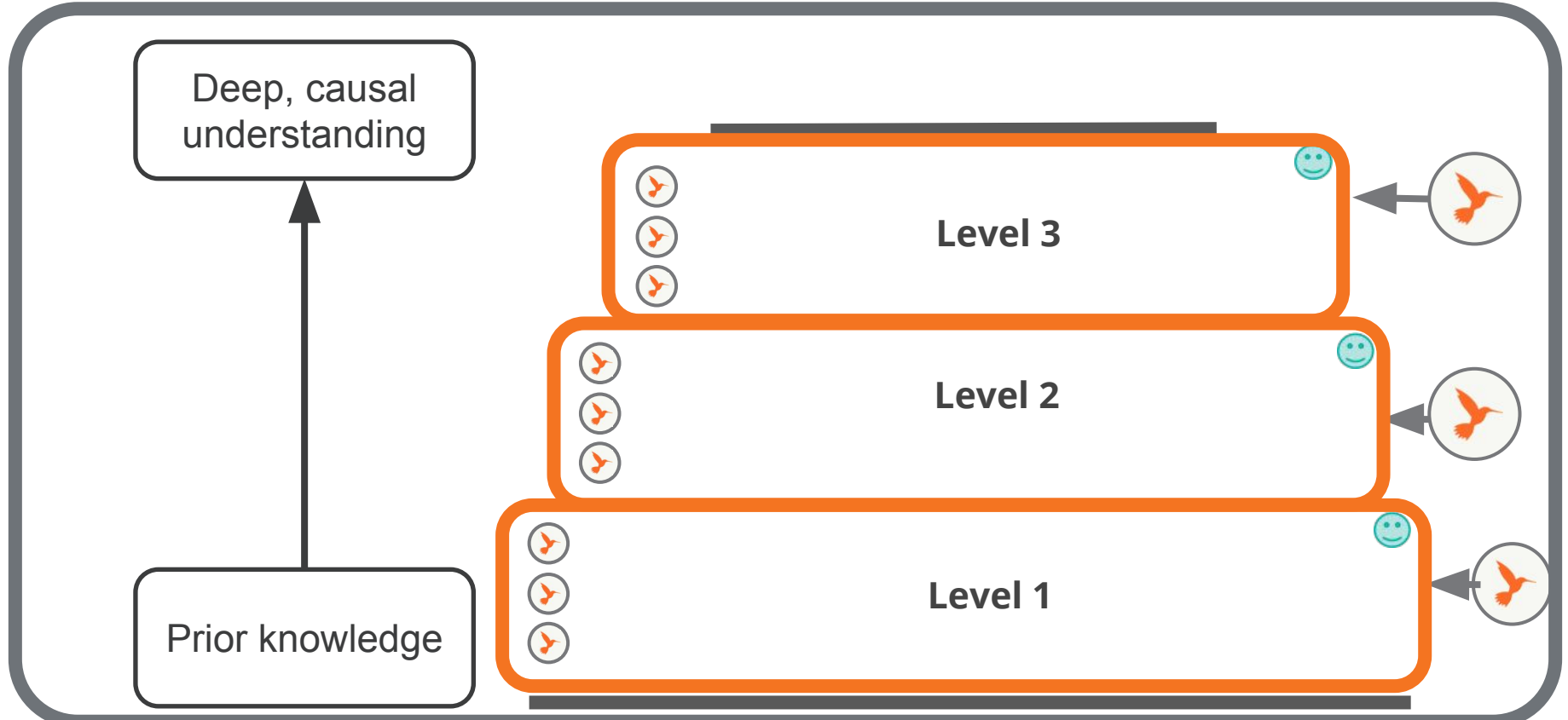
As sky scientists, students explain why a boy living in a nearby place sees different things in the sky than his grandma who lives in a faraway place. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.

# Learning Progression

Amplify's system of assessments is tied to unit specific learning progressions called **Progress Builds**

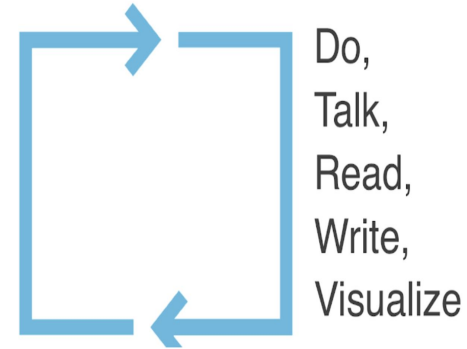
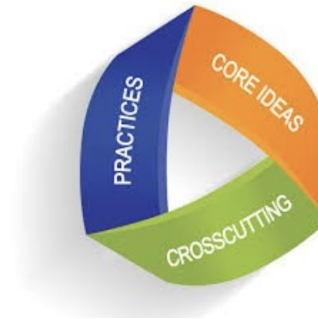


# Assessment System



# Formative assessment in Amplify Science

- Encompasses a range of modalities
- Provides window into student thinking
- Assesses the 3 dimensions
- Embedded into instruction

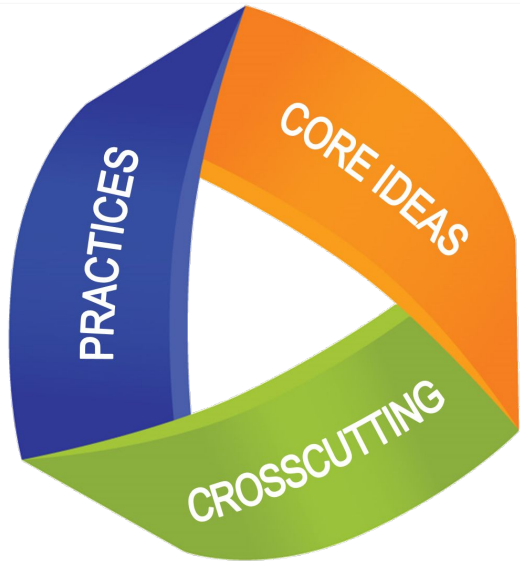


☞ Carbon dioxide and methane  
☞ redirect outbound energy, which  
☞ causes less energy to exit.

☞ Carbon dioxide and methane affect the  
☞ balance of energy entering and exiting the  
☞ Earth system.

☞ Changes in the amount of carbon dioxide and  
☞ methane in the atmosphere are correlated with  
☞ changes in the amount of energy absorbed by  
☞ the Earth's surface.

# Assesses 3 dimensions



Teacher References	
<b>Lesson Overview Compilation</b>	▼
<b>Standards and Goals</b>	▼
<b>3-D Statements</b>	▼
<b>Assessment System</b>	▼
<b>Embedded Formative Assessments</b>	▼
<b>Books in This Unit</b>	▼

**Lesson 1.2, Activity 4:**  
Student Reading and Discussion: *After Sunset*

**Assessment Type:**  
On-the-Fly Assessment

**Evaluation Guidance:**

- Look For/Now What? Notes

**DCI:**

- ESS1.A: The Universe and Its Stars

**SEPs:**

- Practice 1: Asking Questions and Defining Problems
- Practice 8: Obtaining, Evaluating, and Communicating Information

**CCC:**

- Patterns



# Unpacking the progress build

Review this unit's progress build, then complete the Progress Build Analysis graphic organizer collaboratively to internalize the ideas and reflect on how the levels are connected.

**Part 2: Progress Build Analysis**  
[Resource: Progress Build]

What new ideas are added in Level 4? How do those new ideas build on and connect to Level 3?

Level 4:

Level 3:

Level 2:

Level 1:

How does a Level 3 (or Level 4) understanding connect to the Unit Question? To the anchor phenomenon?

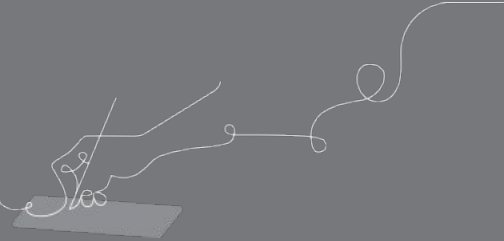
What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

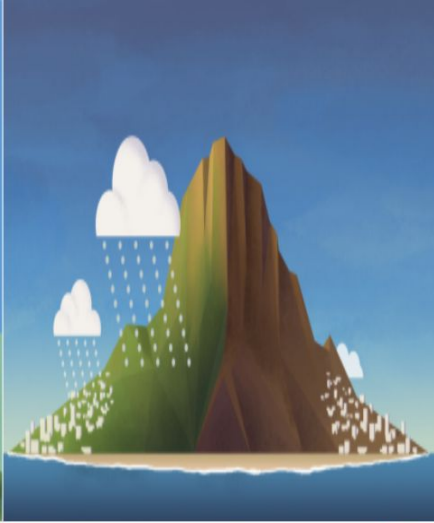
What new ideas are added in Level 2? How do those new ideas build on and connect to Level 1?

\*(only some Elementary units have a 4th level, check your Progress Build Unit Guide document)

2

# Questions?





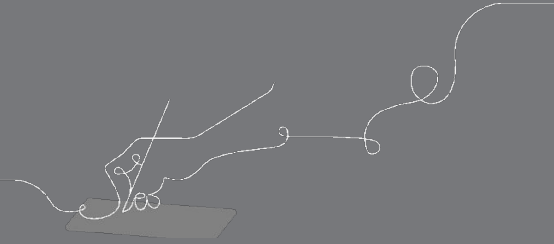
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  - Reflection & additional resources
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**Placeholder for @ home lesson insert**

# Model activity with embedded formative assessment

e

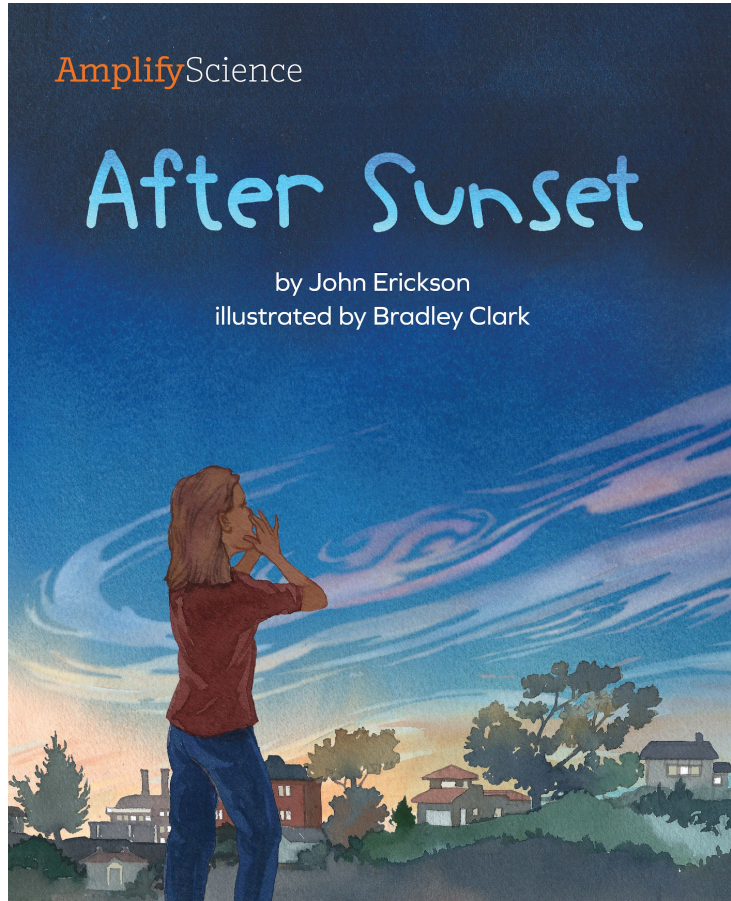


## Activity 4

# Reading: After Sunset

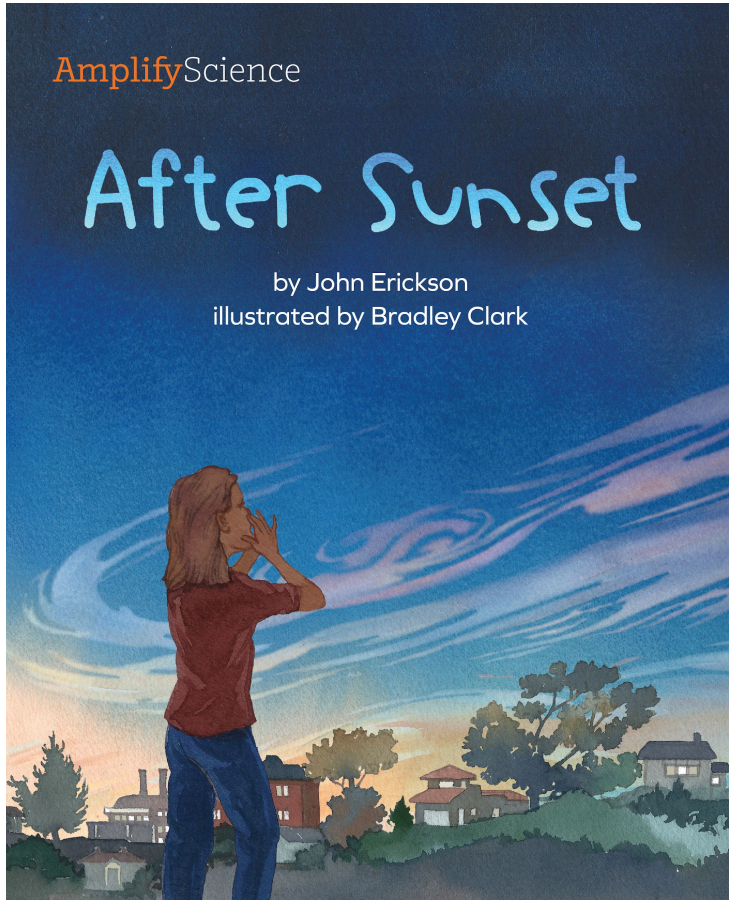
model activity with embedded  
formative assessment





Today we will **read** a book about two kids who observe the sky, just like we did.

They make their observations when it is nighttime, after sunset.



This book is called *After Sunset*.

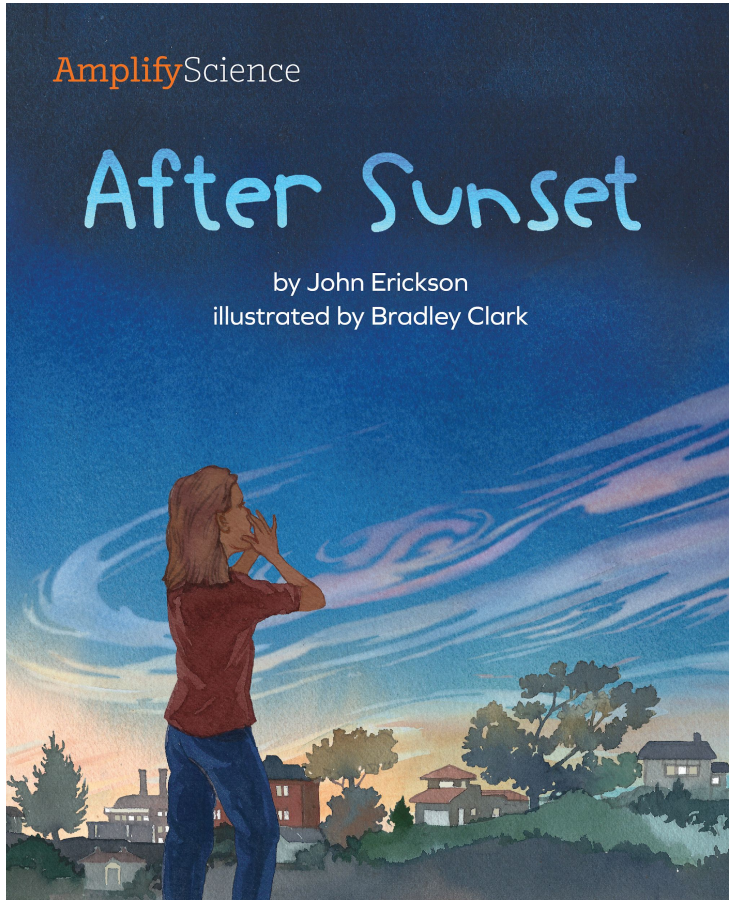


What do you notice on the **cover** of the book?



An important way that readers learn from a book is to make **predictions**. When we make a prediction, we use what we already know to decide what we think might happen.

As we read, we can check our predictions to see if they match what we decided before we started reading.



I will use what I know to **predict** what the kids will observe after sunset.



“Hey, come watch the **sunset**,” I called to my little sister.

We watched as the sky got darker. Some pigeons flew by. “I guess they’re finding a place to rest for the night,” I said.

“Let’s go inside,” said my sister. “It’s getting dark, and we won’t be able to see anything.”

“Just wait,” I said. “There’s a lot to see after sunset.” We watched the sky until the **sun** was below the **horizon**. A few bright **stars** appeared.



"Where do the stars come from?" my sister asked.

"The stars are just *there*," I said.

"But they weren't there a little while ago," she said.

"Is that what you think?" I asked her.

"The pigeons go rest at **nighttime** and come out in the **daytime**," she answered. "Do the stars go somewhere in the daytime and come out at nighttime?"



I said, "The stars are hard to see in the daytime, but they are still there. When the sky is bright with sunlight, you can't see stars. When the sky gets darker, the stars look brighter. Look at the sky now!"

We could see many more stars.



As we looked up, we saw the blinking lights of an airplane.

"Airplanes aren't like stars or pigeons," said my sister. "You can see them in the daytime when the sky is bright, and you can see them at nighttime when the sky is dark."

"You're right," I answered. "Stars and pigeons and airplanes are not alike."

"But they are all things we see in the sky," my sister added.



"Where is the **Moon**?" my sister asked. "I can't see it."

"I'm not sure," I said. "But I like it when the Moon is not in the sky at night. I can see the stars better."

"Isn't the Moon in the sky every night?" she asked.

"No," I told her. "Some nights we don't see the Moon at all. Sometimes we see the Moon in the daytime instead!"



Suddenly, we saw a **streak** of light in the sky.

"Ooh. A **meteor!**" I said.

"That was cool!" she said. "Will we see another one?"

"I don't know," I told her. "I don't think you can **predict** a meteor. But I do know we'll see the Moon again one night soon."



A dark shape flew over our heads. My sister said, "Did you see that bat? You were right. There *is* a lot to see after sunset."



A dark shape flew over our heads. My sister said, "Did you see that bat? You were right. There *is* a lot to see after sunset."

9

The children have observed many things in the sky during the nighttime.



What else do you **predict** they will observe in the nighttime sky?





I pointed to the sky again. "Do you see that bright light?"

"Yeah," she said. "Is it a star?"

"No," I replied. "It's a **planet**. I think that one is Jupiter."



"I've heard of Jupiter," she said. "And other planets, like Venus and Mars. Can we see those?"

"I'm not sure. I don't know if they are in the sky right now." Then I remembered something. "There is one other planet that I know you can see. Look down. That's planet **Earth!**"

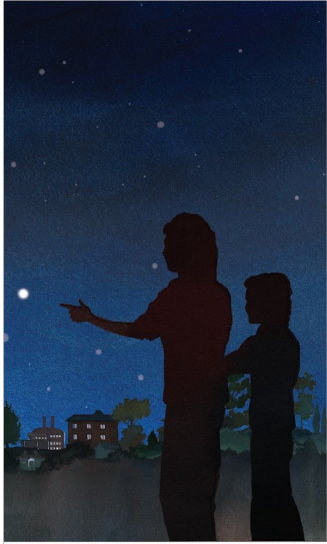




"It's funny to think that Earth is a planet," said my sister.  
"It's not up in the sky."



"Right," I said. "We are standing on Earth. But if we were in space it would look different." Then I saw something that I don't see very often. It was the perfect time to see it.

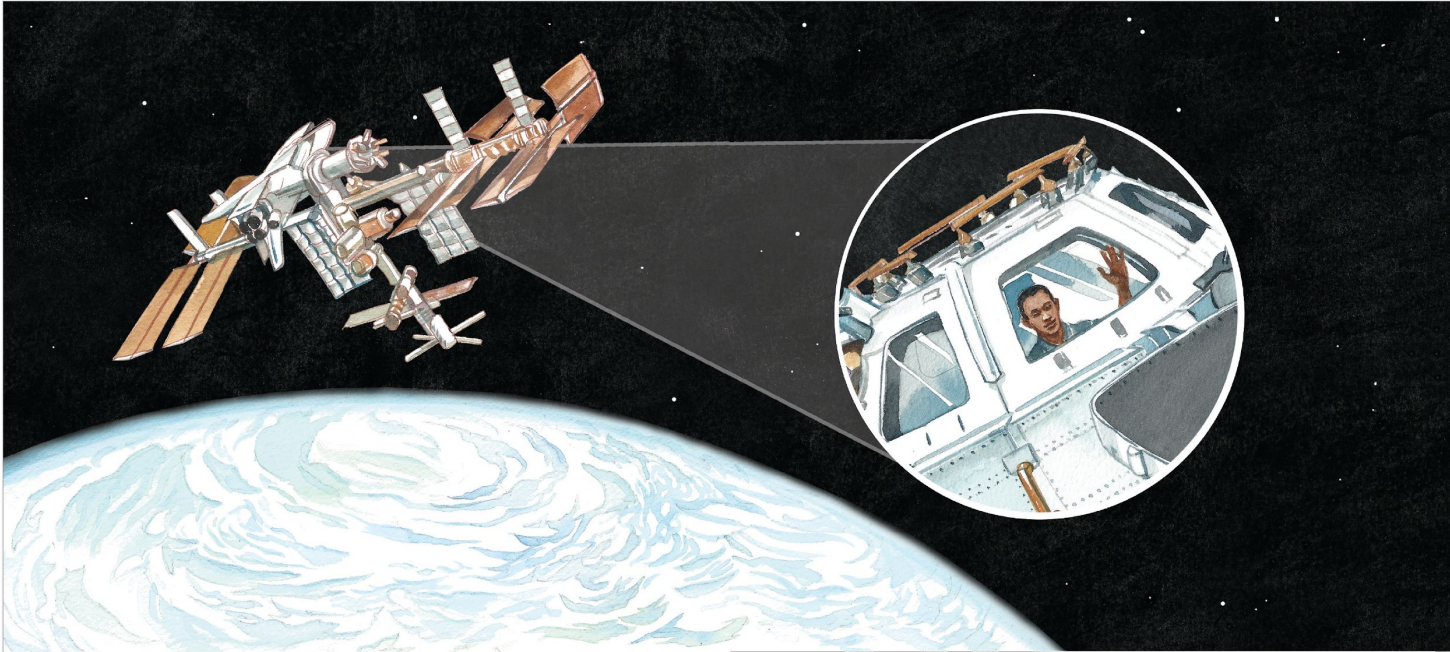


“This is your lucky night,” I said. “Look at that bright light moving across the sky!”



“Keep watching,” I said.

“It’s not blinking or making any noise like an airplane. What is it?” my sister asked.



"It's a space station!" I told her. "It's farther away from Earth than any birds or airplanes. Much farther. It's so far from Earth that they can look out and see that Earth is a planet in space just like Jupiter and Mars."

"There are people up there?" she asked.

"Yes," I answered. "Rockets take people up to the space station to live."



"The space station has windows so the people can look down at Earth," I said. "They take pictures so we can see what Earth looks like from space."

My sister said, "I wonder what they see."



"Hey, come over and see the sunset."



I pointed to the sky again. “Do you see that bright light?”

“Yeah,” she said. “Is it a star?”

“No,” I replied. “It’s a **planet**. I think that one is Jupiter.”



Did your **predictions** about what the kids would observe match what we read in the book?

## Vocabulary

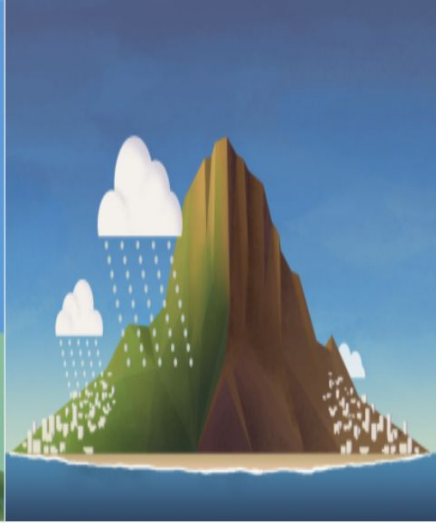


**predict**

to use what you already know to decide  
what you think might happen



End of model activity



# Plan for the day

- Framing the day
  - Welcome and introductions
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- **Deconstructing on-the-fly assessments**
- Differentiation & other supports
- Closing
  - Reflection & additional resources
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# Tailoring instruction: which suggestions will you use?

**Now what?** As students share their predictions with the class, repeat one or two that were based on students' prior knowledge or experience. Highlight the way that students used their prior experience with observations of the nighttime sky to make their predictions. For example, you might say something such as *I heard Eduardo say that he predicted the children in the book would see lights on an airplane in the sky during the nighttime because he has seen lights on an airplane in the sky during the nighttime before. Eduardo used what he already knew to decide what he thought might happen.*

# Analyzing and taking action on student data

**Situating the assessment in the Progress Build:** Which level of the Progress Build are students working on during this assessment opportunity?

- Level 1    Notes:
- Level 2
- Level 3

**Analyzing student data:** refer to the Look for section of the assessment and refer to your observation notes.

**Taking action based on student data:** refer to the Now what section of the assessment and consider how you might adjust instruction in your classroom.

**Which dimension?**



- Key Concept
- Practice
- Crosscutting Concept

Notes:

**Which modality?**

**When?**

- In the moment
- In upcoming activity
- Outside of lesson

Notes:

**How?**

- Keep an eye on certain students
- Provide additional instruction
- Revisit an activity

Notes:

# Situating the assessment in the Progress Build: Which level of the Progress Build are students working on during this assessment opportunity?

- Level 1
- Level 2
- Level 3

Notes:

*Level 1 - The sun is visible in the daytime; stars are visible in the nighttime.*

**Analyzing student data:** refer to the Look for section of the **1.2.4** assessment and refer to your observation notes.

**Taking action based on student data:** refer to the Now what section of the **1.2.4** and consider how you might adjust instruction in your classroom.

Which dimension?



- Key Concept
- Practice
- Crosscutting Concept

Notes:

*Key Concept: the universe & its stars*

*Practice - obtaining, evaluating, and communicating information*

*CCC: patterns*

Which modality?

*Talk*

Look/listen-for:

- *Making predictions & referencing prior knowledge to support predictions*

When?

- In the moment
- In upcoming activity
- Outside of lesson

Notes:

*In the moment during break-out rooms*

How?


- Keep an eye on certain students
- Provide additional instruction
- Revisit an activity

Notes:

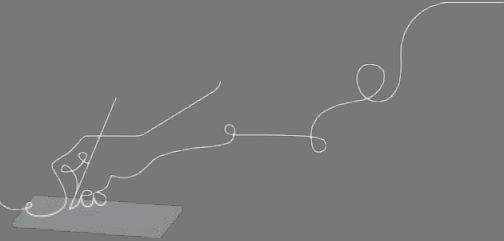
*Keep an eye on certain students and keep them in mind for future lessons when engaging in this sense-making strategy*

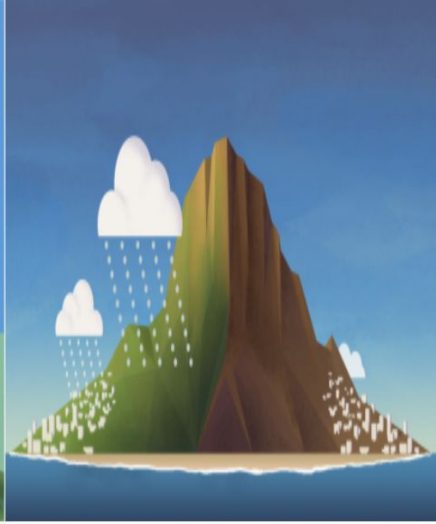
# On-the-fly exploration

Choose **next** on-the-fly assessment for this unit and use the unpacking tool to deconstruct it.

<b>Situating the assessment in the Progress Build:</b> Which level of the Progress Build are students working on during this assessment opportunity?			
<input type="checkbox"/> Level 1    Notes: <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3			
<b>Analyzing student data:</b> refer to the Look for section of the assessment and refer to your observation notes.		<b>Taking action based on student data:</b> refer to the Now what section of the assessment and consider how you might adjust instruction in your classroom.	
<b>Which dimension?</b> 	<b>Which modality?</b>	<b>When?</b>	<b>How?</b>
<input type="checkbox"/> Key Concept <input type="checkbox"/> Practice <input type="checkbox"/> Crosscutting Concept  Notes:		<input type="checkbox"/> In the moment <input type="checkbox"/> In upcoming activity <input type="checkbox"/> Outside of lesson  Notes:	<input type="checkbox"/> Keep an eye on certain students <input type="checkbox"/> Provide additional instruction <input type="checkbox"/> Revisit an activity  Notes:

# Questions?

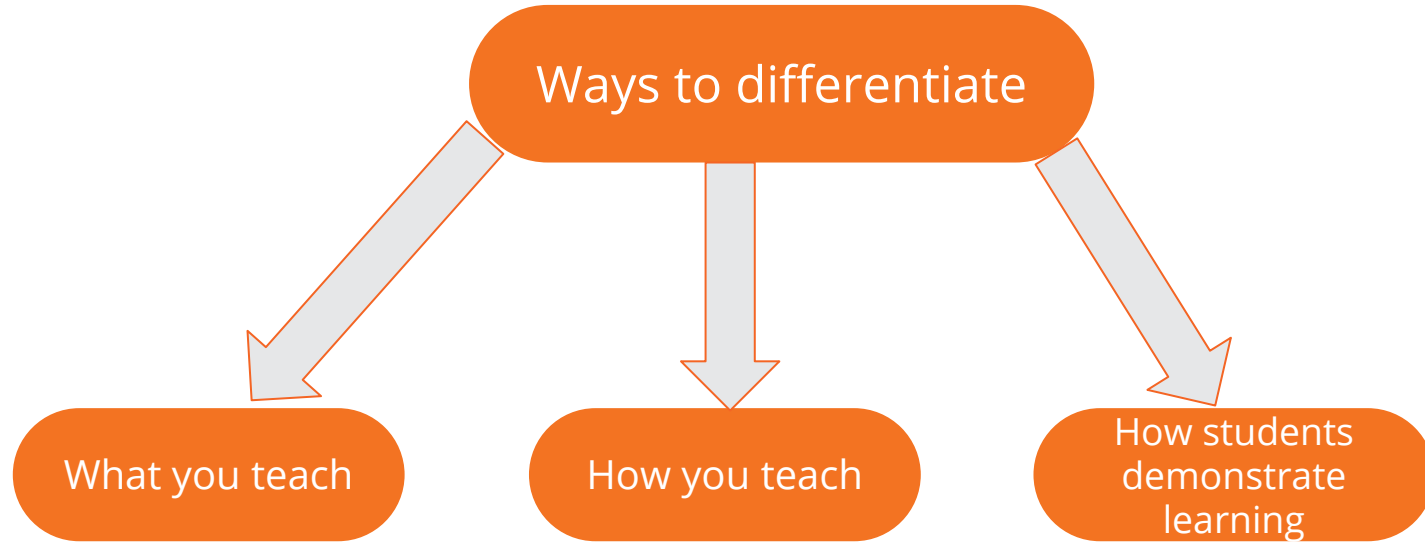




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# Differentiation



How do you already utilize these ways in your remote and/or in-person instructional practice?



# Differentiation in Amplify Science

Lesson Brief	
Overview	▼
Materials & Preparation	▼
Differentiation	▼
Standards	▼
Vocabulary	▼
Unplugged?	▼



Navigate to differentiation brief of exemplar assessment lesson. Which strategies would you utilize to support diverse learning needs?

# Differentiation briefs

## Categories of differentiation briefs

- Embedded supports for diverse learners
- Potential challenges in this lesson
- Specific differentiation strategies for English learners
- Specific differentiation strategies for students who need more support
- Specific differentiation strategies for students who need more challenge

# Diverse learners: access & equity

t.rsinha-das@tryamplify.net

Log Out

Go To My Account ⚙️

**Classroom Language Settings**

ELA Resources

Assessments

LA Science Program Guide

Program Hub

Science Program Guide

Help

## AmplifyScience

Amplify Science

Welcome

Program developers

Designed for the NGSS

Program components

Scope and Sequence

Phenomena, standards, and progressions

Assessments

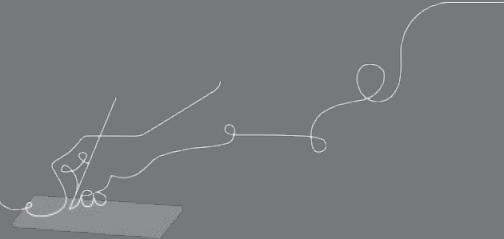
Science and literacy

Access and equity

Resources

Student population	Strategies for support
English learners	
Students with disabilities	
Standard English learners	
Girls and young women	
Advanced learners and gifted learners	
Students living in poverty, foster children and youth, and migrant students	

# Questions?



# AmplifyScience@Home

A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.




AmplifyScience

Hello Teacher Sinha-Das  
 Log Out  
 Go To My Account


Classroom Language Settings

ELA Resources  
 Job Postments  
 LA Science Program Guide  
 Science Program Guide  
 Florida Edition  
 Standards Map  
 Help


1st Grade ▾ **Step 1**



22 Lessons  
Animal and Plant Defenses



22 Lessons  
Light and Sound



22 Lessons  
Spinning Earth

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Amplify Science Program Hub

Welcome Science Educators! **Step 2**

The Amplify Science Program Hub was created to provide you with resources, tools, and advice for all stages of your implementation. Want a tour? Click [here!](#)

Remote and hybrid learning resources  
 Amplify Science@Home makes remote and hybrid learning easier.

Professional Learning Resources  
 Let's get started!

Additional Unit Materials  
 Additional resources to complement the units you're teaching.

AmplifyScienceProgramHub HELP CENTER LAUNCH PROGRAMS TEACHER SINHA

Amplify Science Program Hub > Remote and hybrid learning resources

Remote and hybrid learning resources ▾

Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.

**Step 3 (choose your grade)**

Grade Level Units Grade TK ▾

Transitional Kindergarten

AmplifyScienceProgramHub HELP CENTER LAUNCH PROGRAMS TEACHER SINHA

Amplify Science Program Hub > Remote and hybrid learning resources

Remote and hybrid learning resources ▾

Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.

**Step 4 (scroll down and choose your unit)**

Grade Level Units NYC Grade 7 ▾

Orientation and Tutorials  
 Learn more about how to use @Home resources.

Microbiome

Metabolism

Phase Change

Chemical Reactions

Plate Motion

# @Home **assessment** considerations

Amplify Science



@Home Unit

Teacher Overview

## @Home Units assessment considerations

Each Chapter Outline contains considerations for assessment and feedback in the Amplify Science units, and in some cases, the pre-unit and end-of-unit assessments. Generally, we recommend the following:

- You may need to adapt the format in which you collect student work. See the “Student writing options” above.
- When providing feedback to students, you may wish to focus on how students are attending to the Investigation and/or the Chapter Questions, if they are using evidence they have gathered to support their responses to questions, and if they are using appropriate unit vocabulary in their responses.

## Chapter 2 Assessment and Feedback Considerations

Students' written argument (Writing an Argument to Support a Diagnosis, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson 2.7, Activity 3, Embedded Formative Assessment for more information.

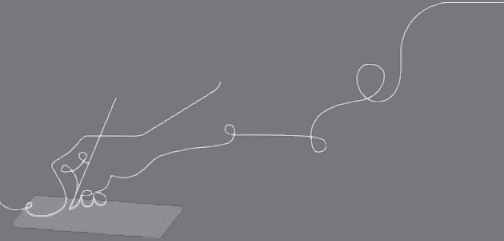


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- Exemplar assessment experience
- Deconstructing on-the-fly assessments
- Differentiation & other supports
- **Closing**
  - **Reflection & additional resources**
  - **Survey**



# Questions?



# Revisiting our objectives

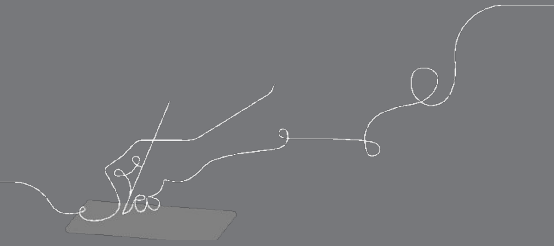
Do you feel ready to...

- Use unit resources to understand learning goals
- Apply formative assessment resources to analyze student responses and gauge progress towards the unit's learning goals
- Implement embedded differentiation strategies and supports

**1-** I'm not sure how I'm going to do this!

**3-** I have some good ideas but still have some questions.

**5-** I have a solid plan for how to make this work!



# New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>



Amplify.

## Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

**Account Access:** It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

**Upcoming PL Webinars:** Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

## Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

# Amplify Science Program Hub

A hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates

The screenshot shows the Amplify Science Program Hub website. The browser address bar displays the URL: [apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181...](https://apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181...). The page header includes the AmplifyScience logo and the subject selection "Life Science" with a dropdown arrow. A user profile for "Molly Teacher Lambertsen" is visible, with options for "Log Out" and "Go To My Account". A "Classroom Language Settings" button is also present. The main content area is titled "Additional Resources" and features a grid of icons for "Benchmark Assessments", "ELA Resources", "Interim Assessments", "LA Science Program Guide", and "Science Program Guide". A "Help" icon is located at the bottom of the grid. To the right, there are two featured resource cards: "iome" with a 19 Lessons count and "Metabolism" with a 19 Lessons count. The "Metabolism" card includes an illustration of a hand holding a glowing cell. The footer of the page contains the copyright notice: "© 2020 Amplify Education, Inc."

# Additional Amplify resources



## **Program Guide**

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

**<https://my.amplify.com/programguide/content/national/welcome/science/>**

## **Amplify Help**

Find lots of advice and answers from the Amplify team.

**[my.amplify.com/help](https://my.amplify.com/help)**

# Additional Amplify Support

## Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

## When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

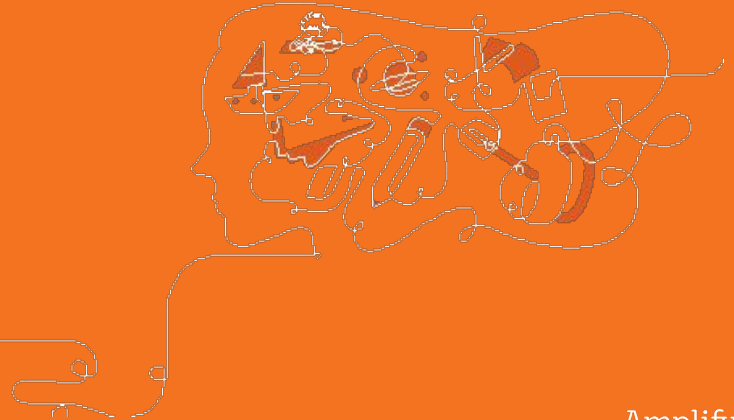


# Final Questions?

# Please provide us feedback!

URL: <https://www.surveymonkey.com/r/BY56SBR>

Presenter name: XXX





30 minute open office hours  
to follow...

