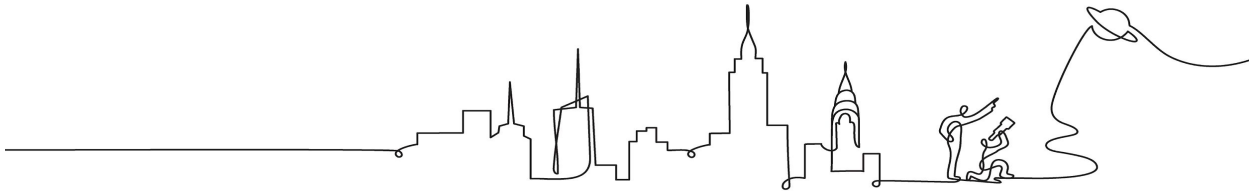
Welcome to Amplify Science!

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.

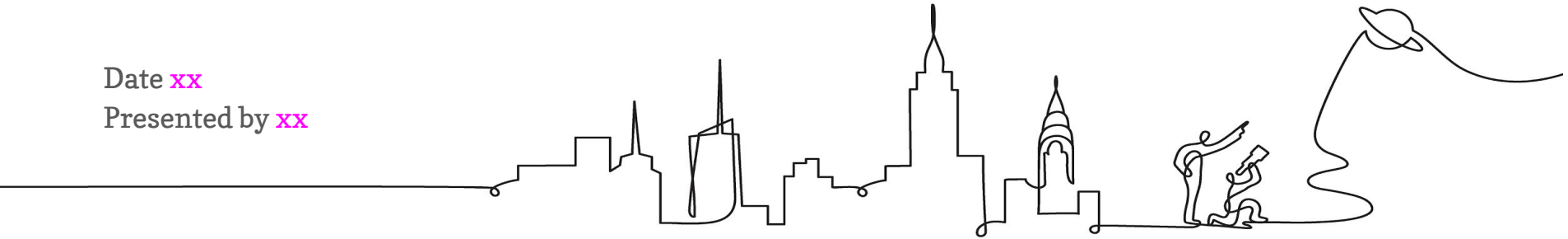


Amplify Science
New York City

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?"*

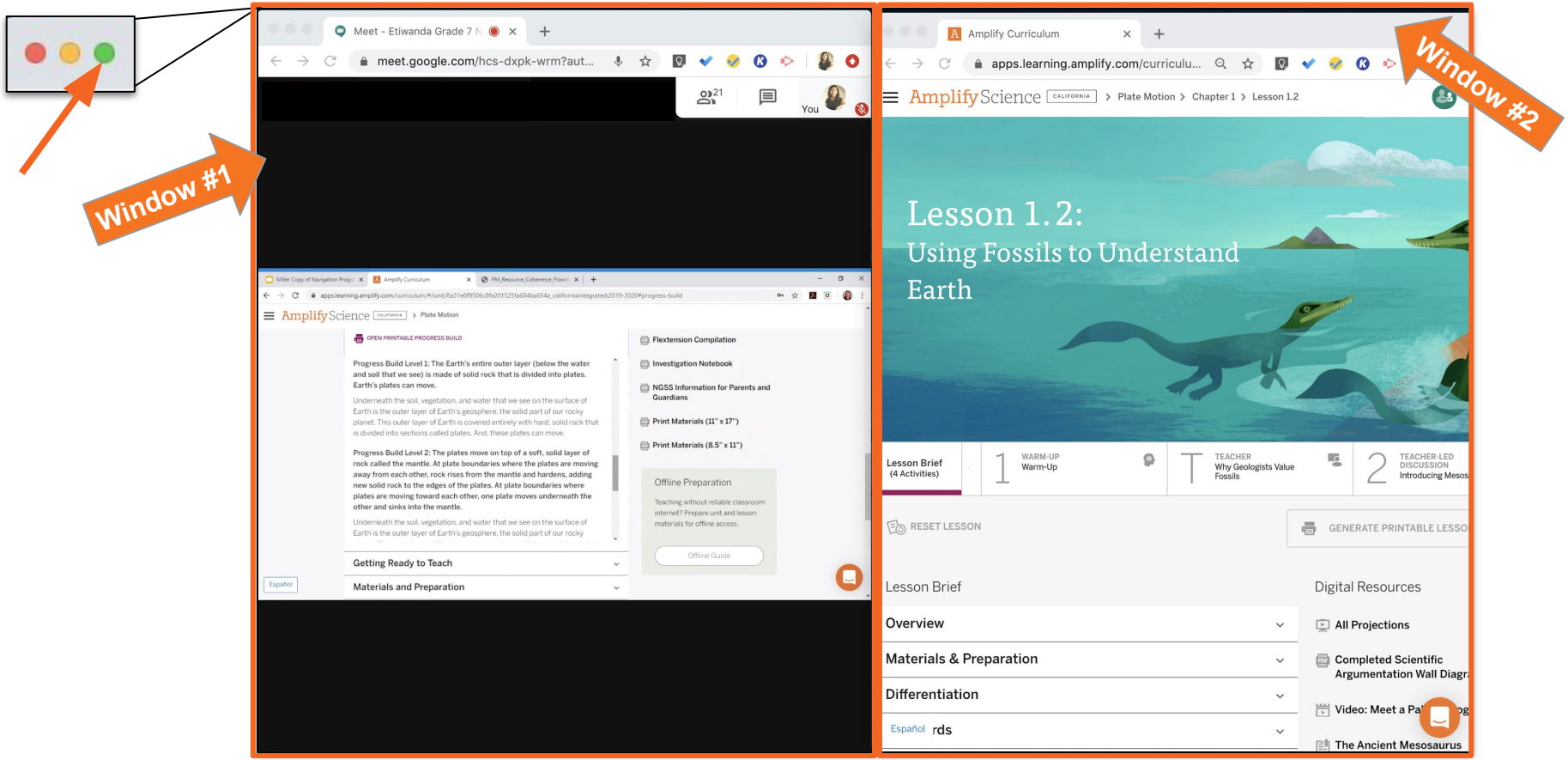
Mute your microphone to reduce background noise unless sharing with the group

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!

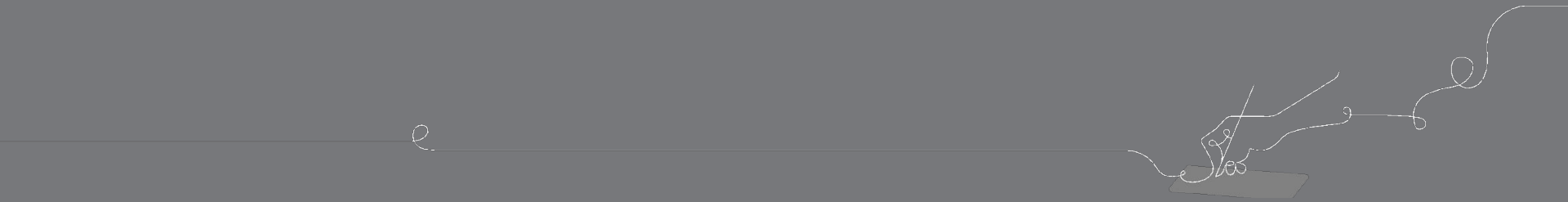
Use two windows for today's webinar

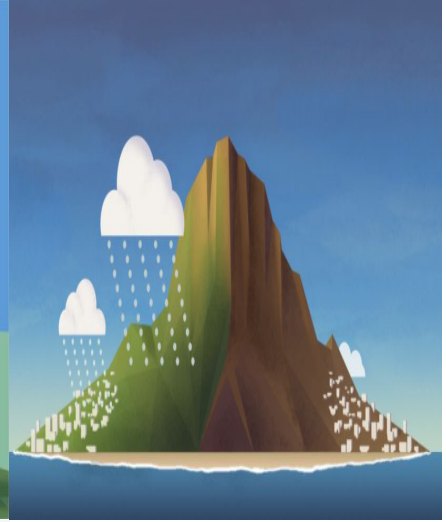


Overarching goals

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



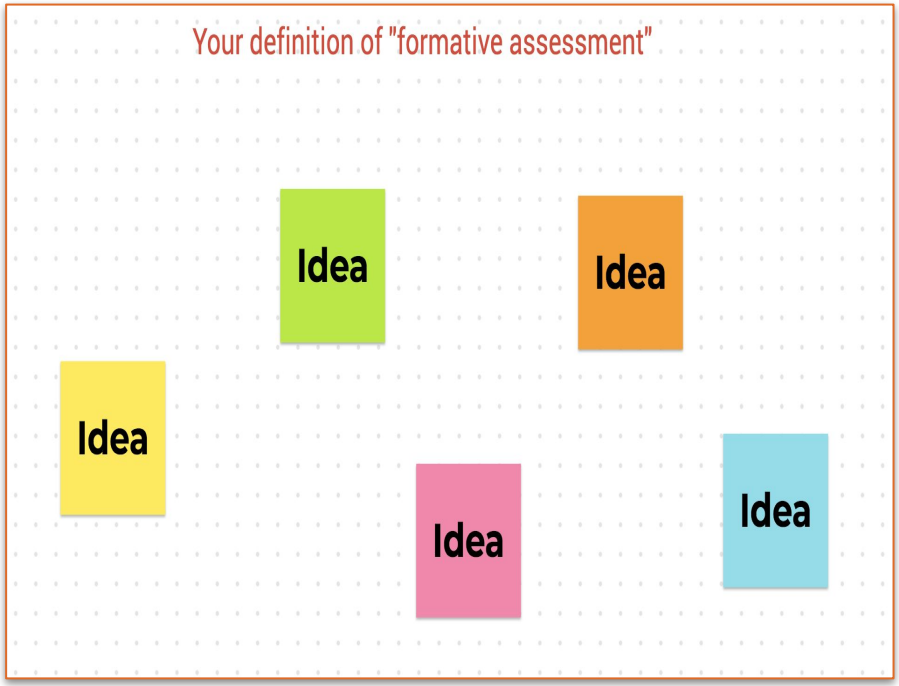
Plan for the day

- **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”….

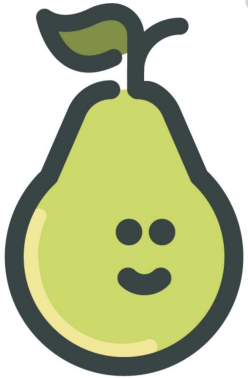
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**

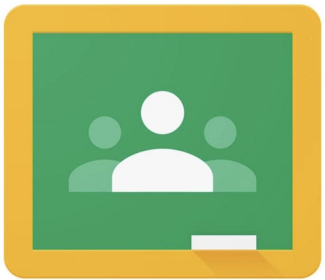


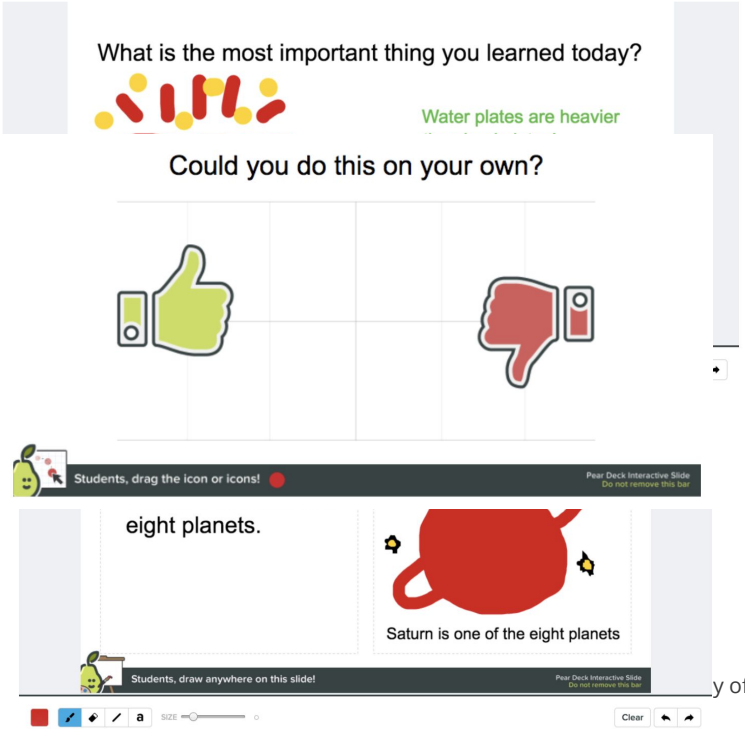
What is formative assessment?

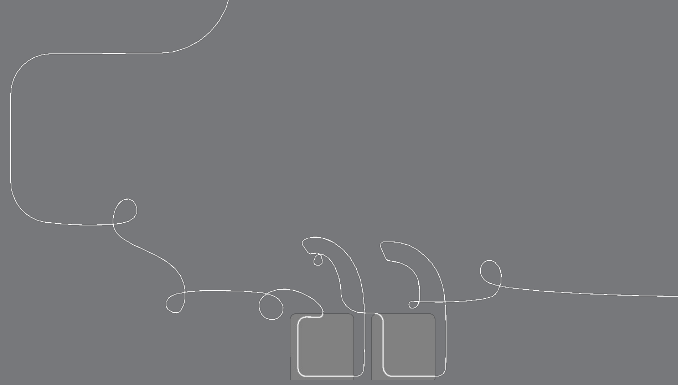
Formative assessment is a cycle of eliciting, interpreting, and taking action on information about student learning.

Formatively assessing during remote learning

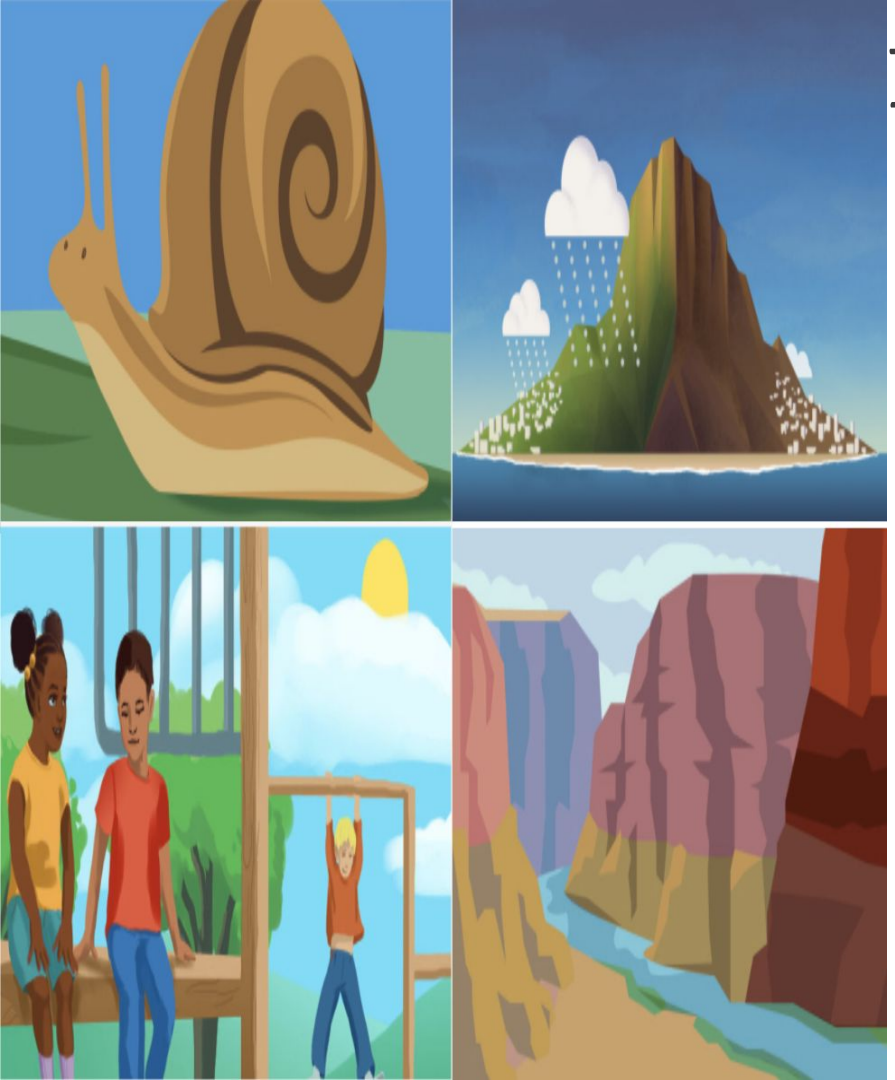








Questions?



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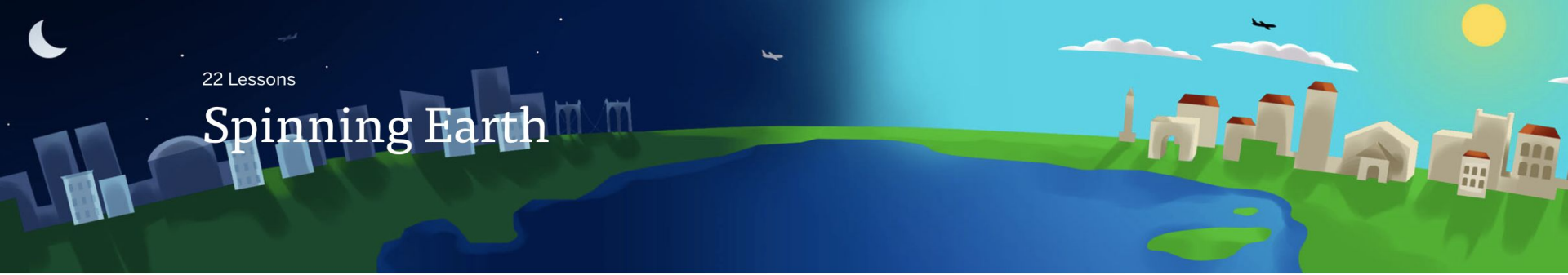


22 Lessons

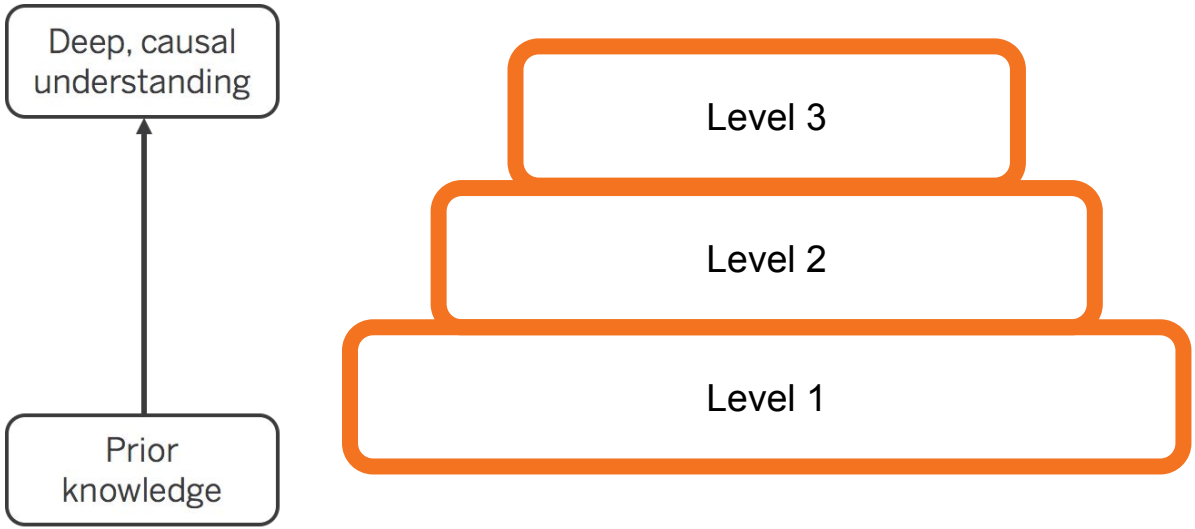
Spinning Earth

Why doesn't the sky always look the same?

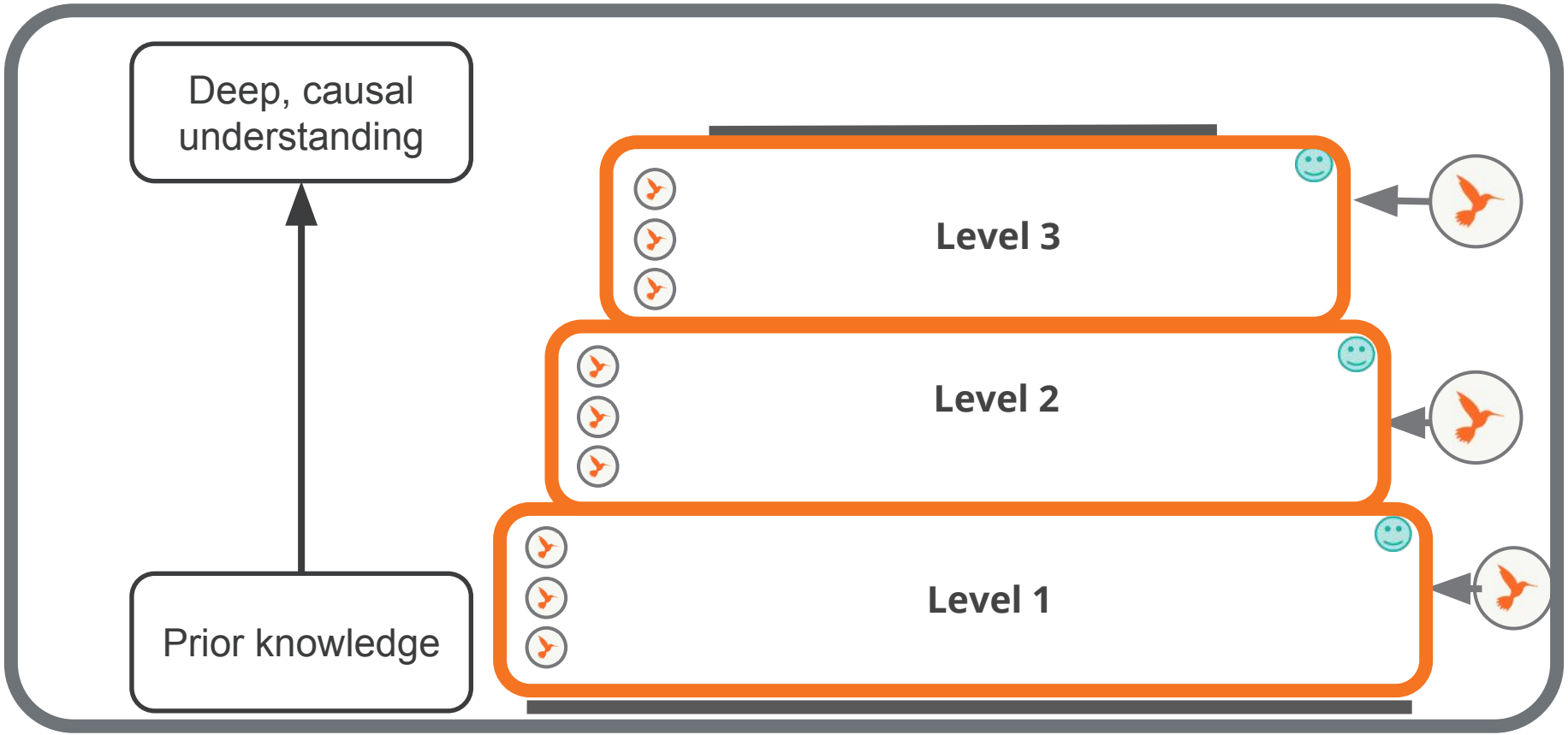
As sky scientists, students explain why a boy living in a nearby place sees different things in the sky than his grandma who lives in a faraway place. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime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

Learning Progression

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

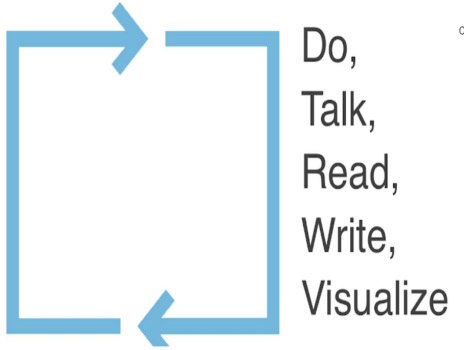


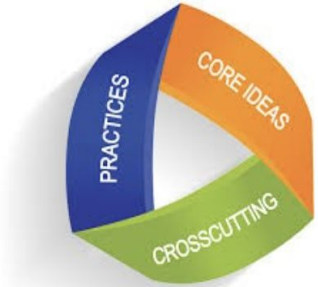
Assessment System

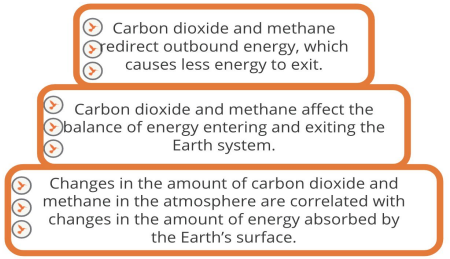


Formative assessment in Amplify Science

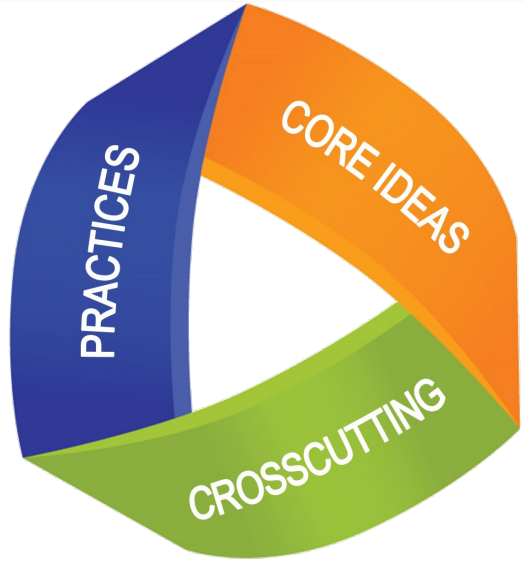
- Encompasses a range of modalities
- Provides window into student thinking
- Assesses the 3 dimensions
- Embedded into instruction







Assesses 3 dimensions



Teacher References

- Lesson Overview Compilation
- Standards and Goals
- 3-D Statements
- Assessment System
- Embedded Formative Assessments
- Books in This Unit

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:

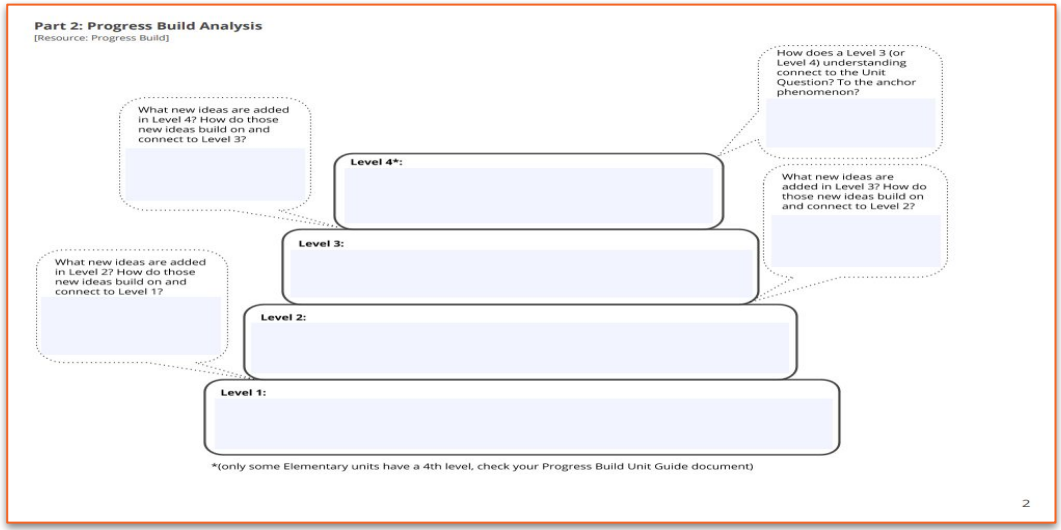
- Practice 1: Asking Questions and Defining Problems
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCC:

- Patterns

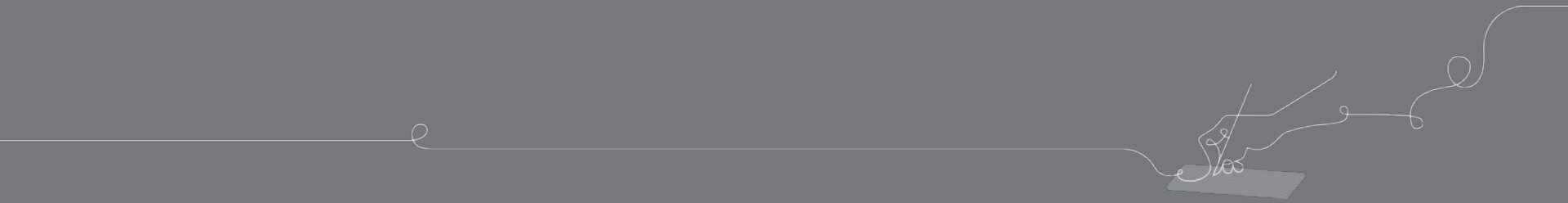
Unpacking the progress build

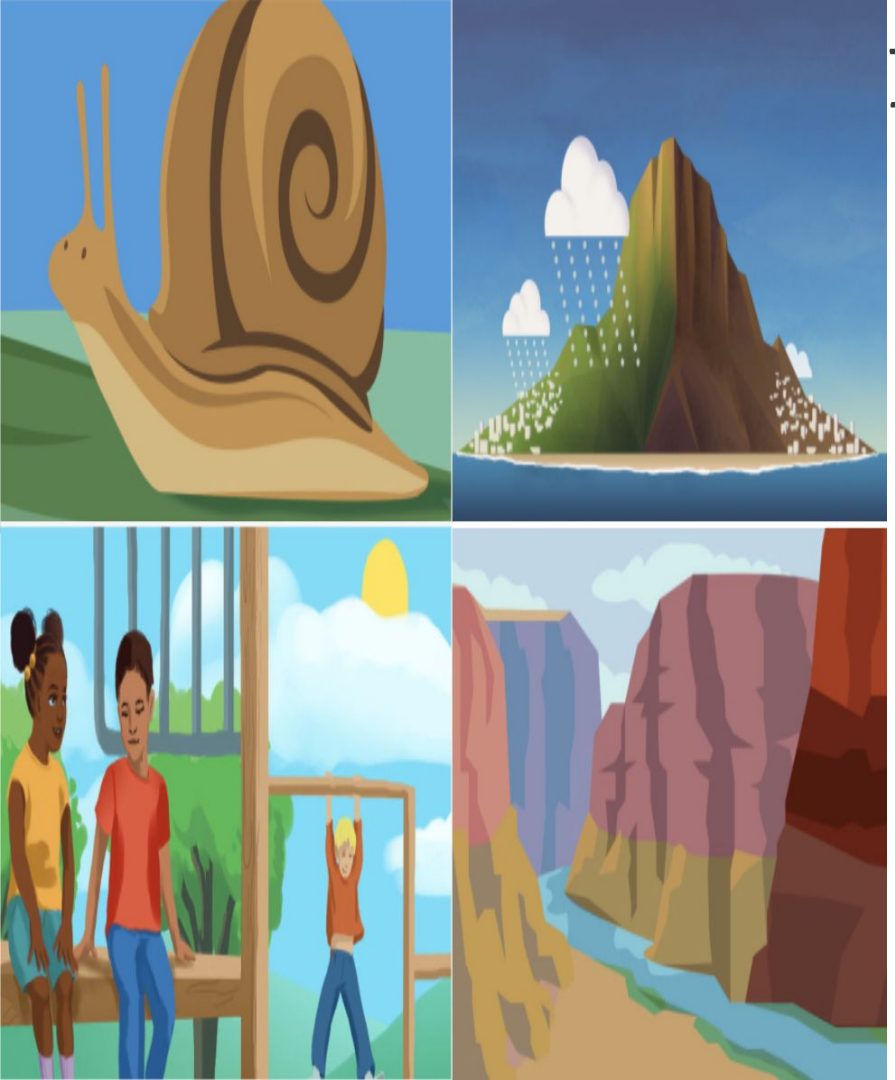
Review this unit's progress build, then complete the Progress Build Analysis graphic organizer collaboratively to internalize the ideas and reflect on how the levels are connected.



Amplify.

Questions?





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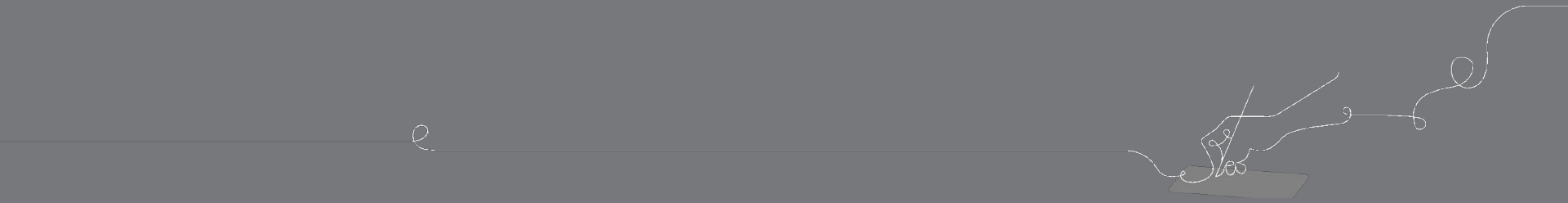
Placeholder for @ home lesson insert

Model activity with embedded formative assessment

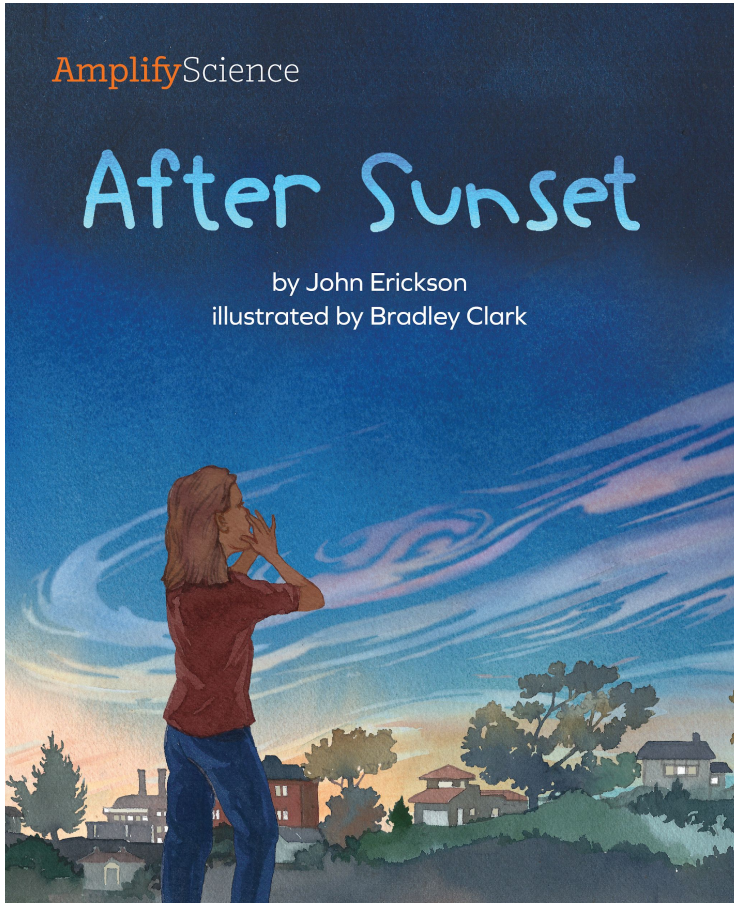


15 MIN

Activity 4

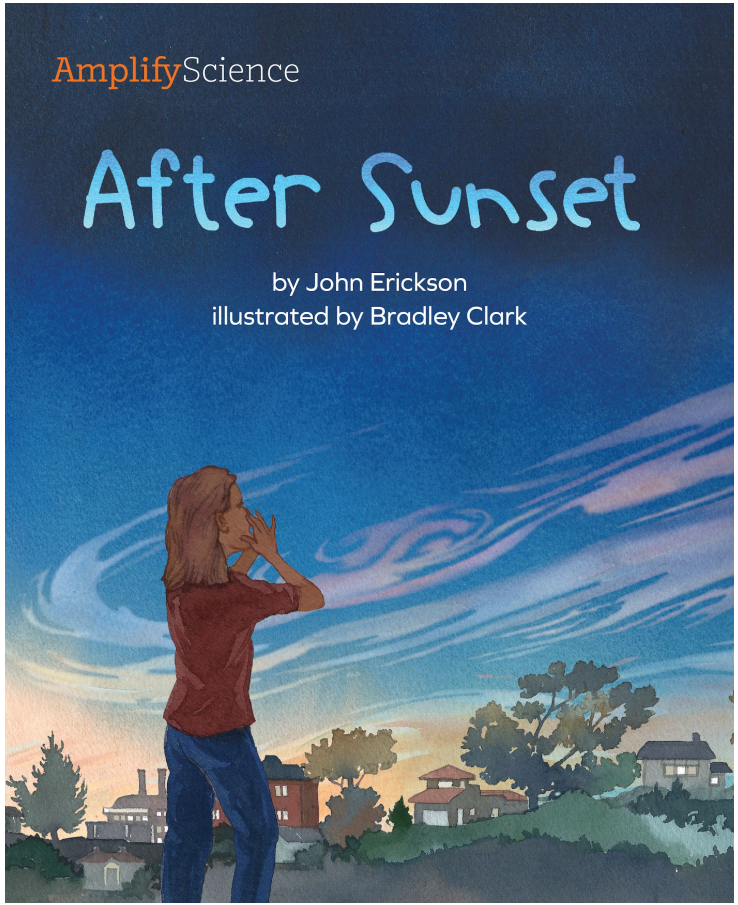
Reading: After Sunset

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.

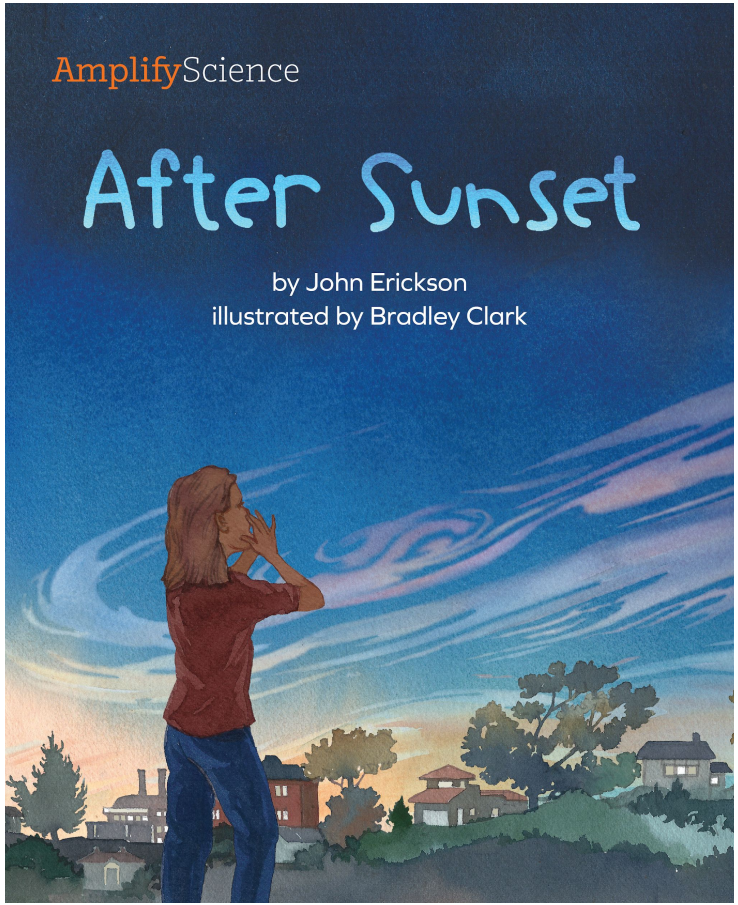


This book is called *After Sunset*.

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."

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

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

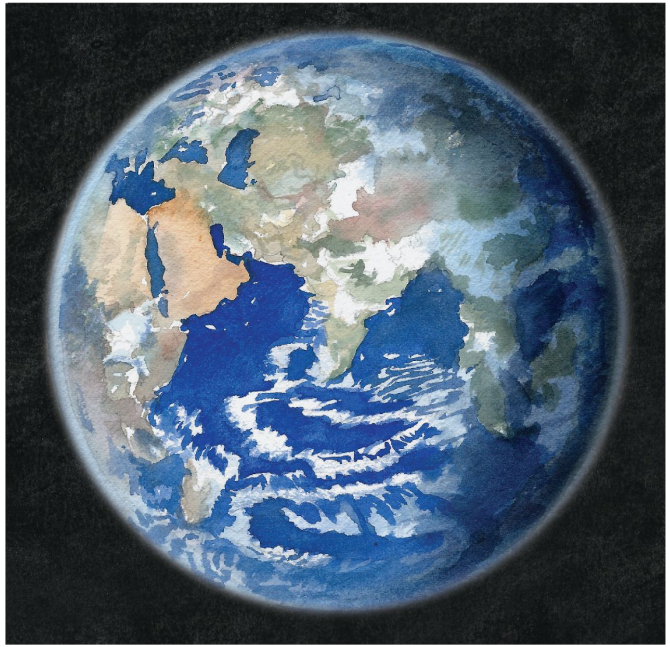
I pointed to the sky again. "Do you see that bright light?"

"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."

12

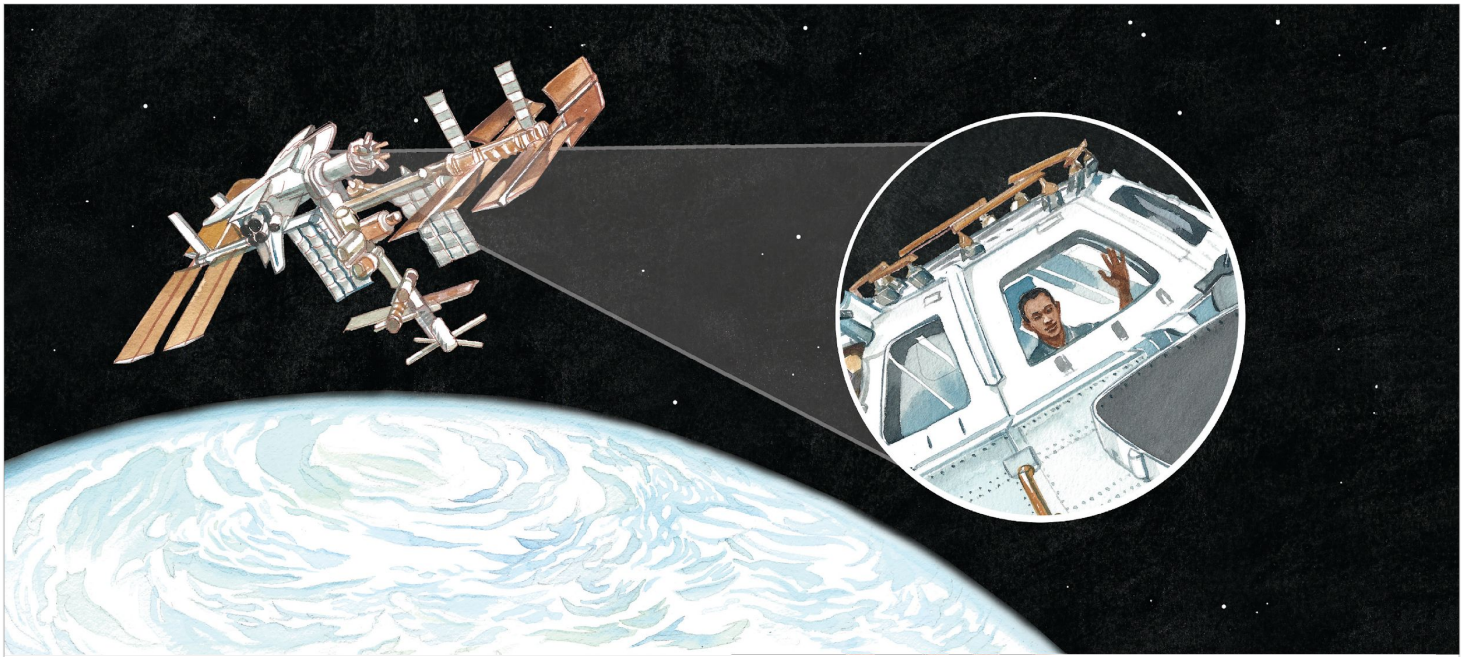
"Right," I said. "We are standing on Earth. But if we were in space it would look different." Then I saw something that I don't see very often. It was the perfect time to see it.

13

"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."

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."

10

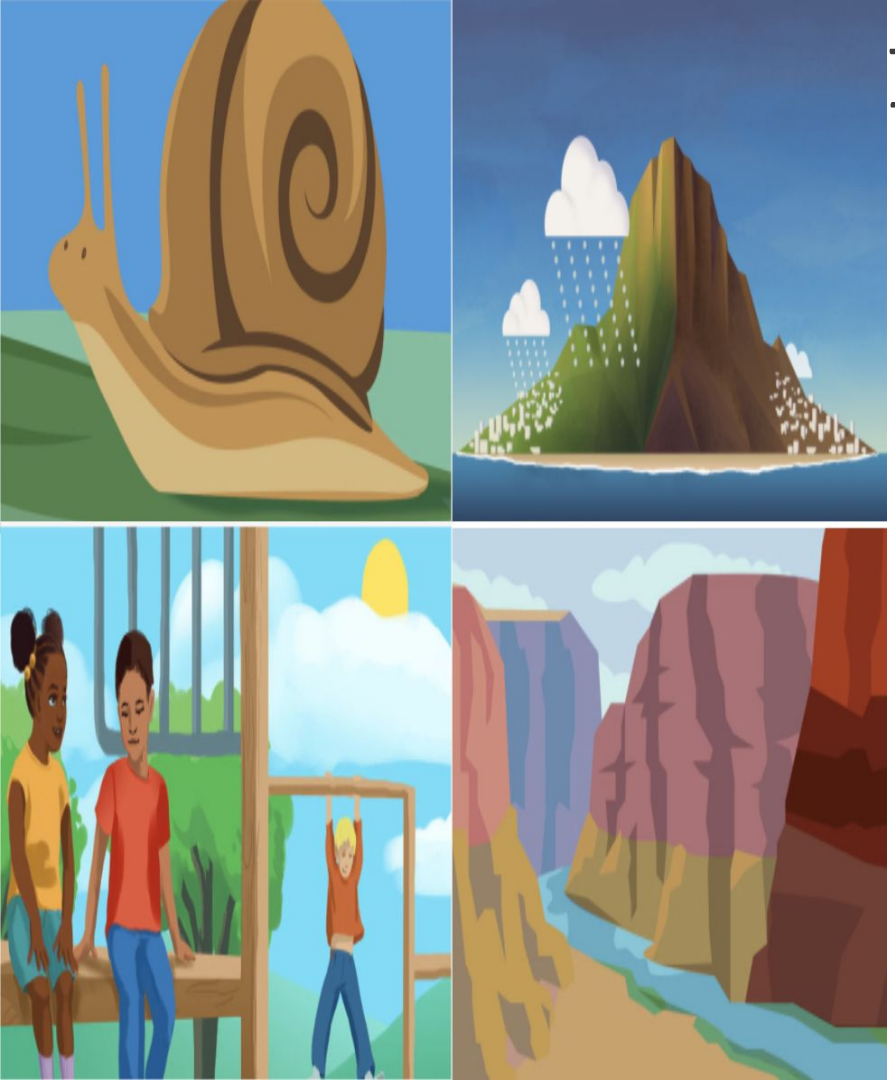
Did your **predictions** about what the kids would observe match what we read in the book?

Vocabulary

predict

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

End of model activity



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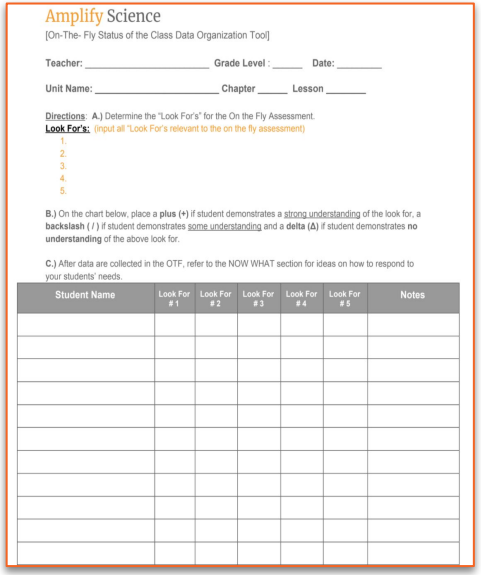
Unpack the embedded formative assessment from exemplar:

- Summarize look-fors in your own words
- Enter into data collection tool

Lesson 1.2, Activity 4

On-the-Fly Assessment 1: Making Predictions

Look for: The focal comprehension strategy in this unit is making predictions by using prior knowledge and/or information gathered from the text in order to think ahead. As students are sharing what they predict the children in the book will see in the nighttime sky, listen for and make note of individual students or partners who reference prior knowledge to support their predictions. For example, a student might say something such as *I think the children will see lights on an airplane in the sky during the nighttime. I have seen lights on an airplane in the sky during the nighttime before.*



Amplify Science

[On-The- Fly Status of the Class Data Organization Tool]

Teacher: _____ **Grade Level :** _____ **Date:** _____

Unit Name: _____ **Chapter** _____ **Lesson** _____

Directions: **A.)** Determine the "Look For's" for the On the Fly Assessment.

Look For's: (input all "Look For's relevant to the on the fly assessment)

1.
2.
3.
4.
5.

B.) On the chart below, place a **plus (+)** if student demonstrates a strong understanding of the look for, a **backslash (/)** if student demonstrates some understanding and a **delta (Δ)** if student demonstrates **no understanding** of the above look for.

C.) After data are collected in the OTF, refer to the NOW WHAT section for ideas on how to respond to your students' needs.

Student Name	Look For # 1	Look For # 2	Look For # 3	Look For # 4	Look For # 5	Notes

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
- ❑ Level 2
- ❑ Level 3

Notes:

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? 	Which modality?	When?	How?
❑ Key Concept ❑ Practice ❑ Crosscutting Concept Notes:		❑ In the moment ❑ In upcoming activity ❑ Outside of lesson Notes:	❑ 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-fors:

- *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.

.

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

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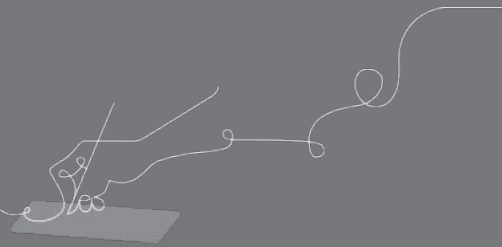

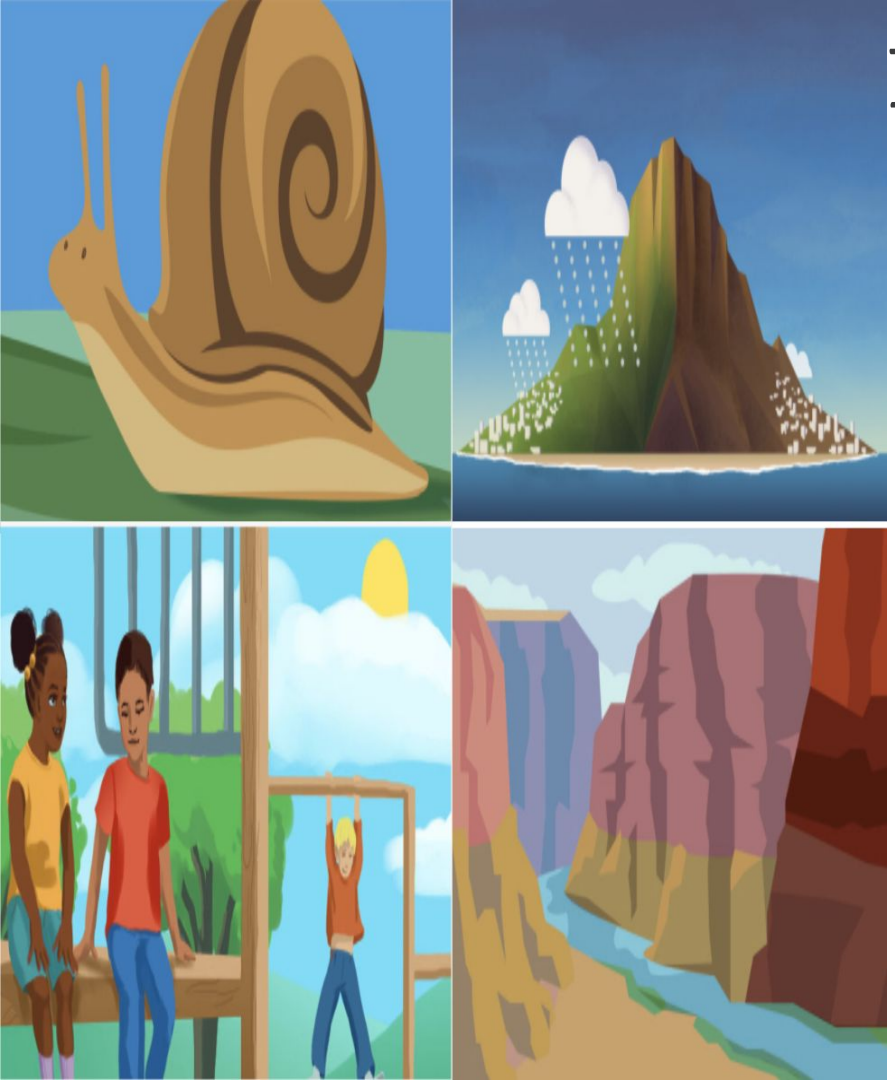

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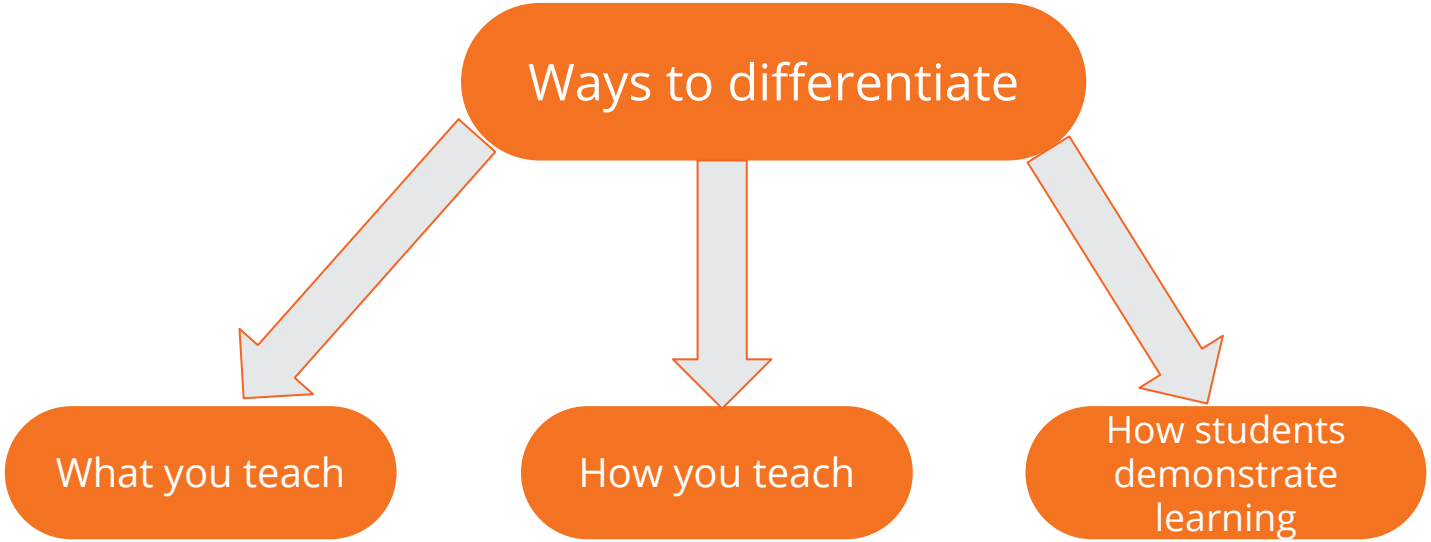
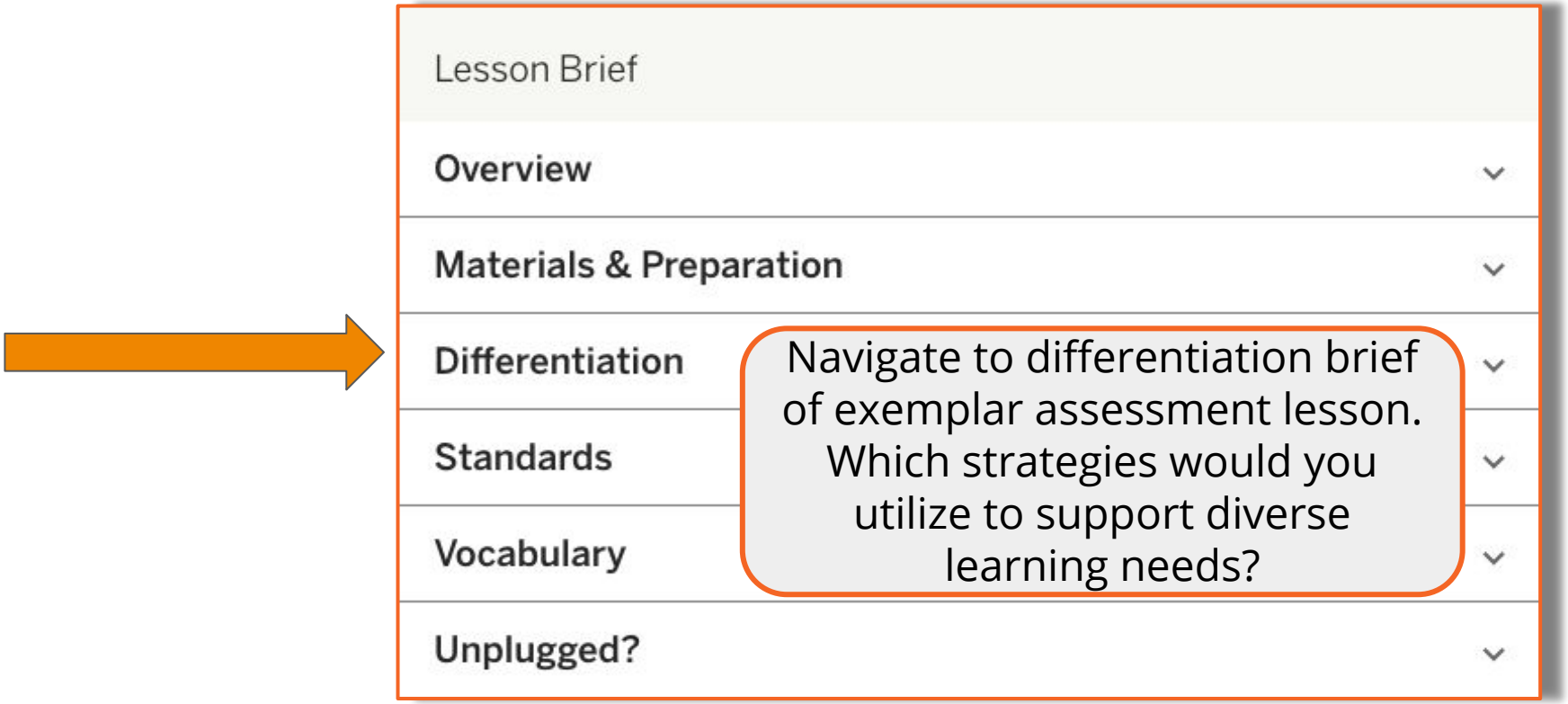
Differentiation



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

Differentiation in Amplify Science

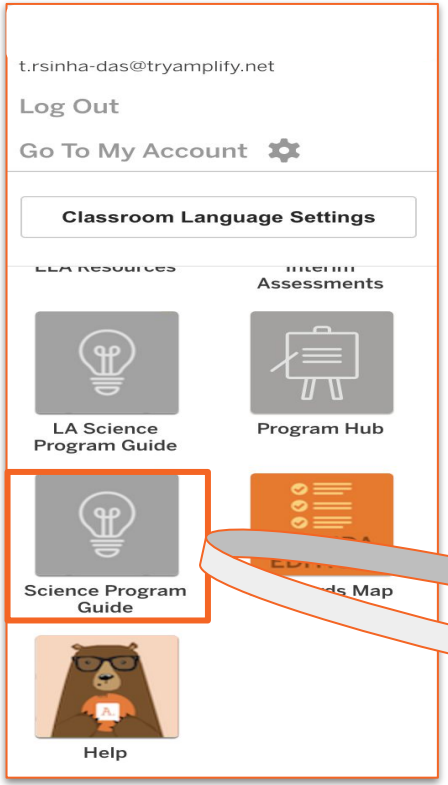


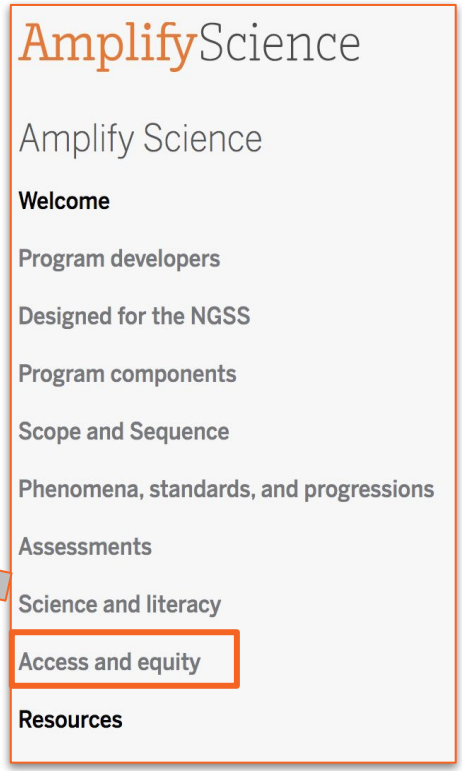
Differentiation briefs

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

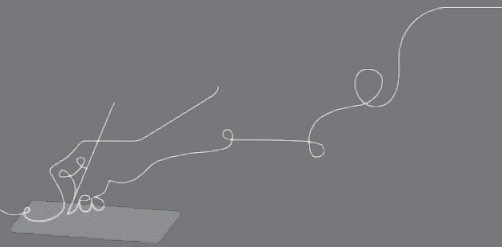




Student population	Strategies for support
English learners	
Students with disabilities	
Standard English learners	
Girls and young women	
Advanced learners and gifted learners	
Students living in poverty, foster children and youth, and migrant students	

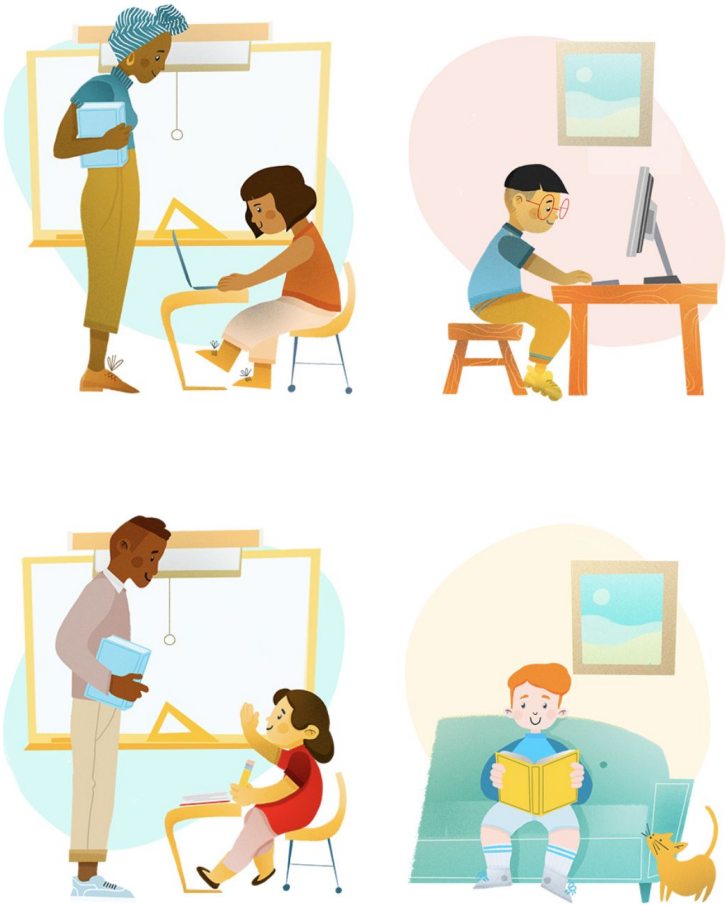
Amplify.

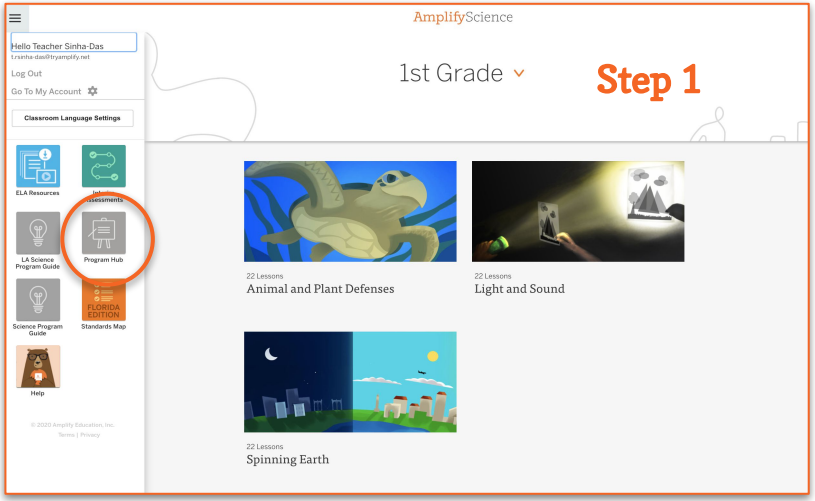
Questions?

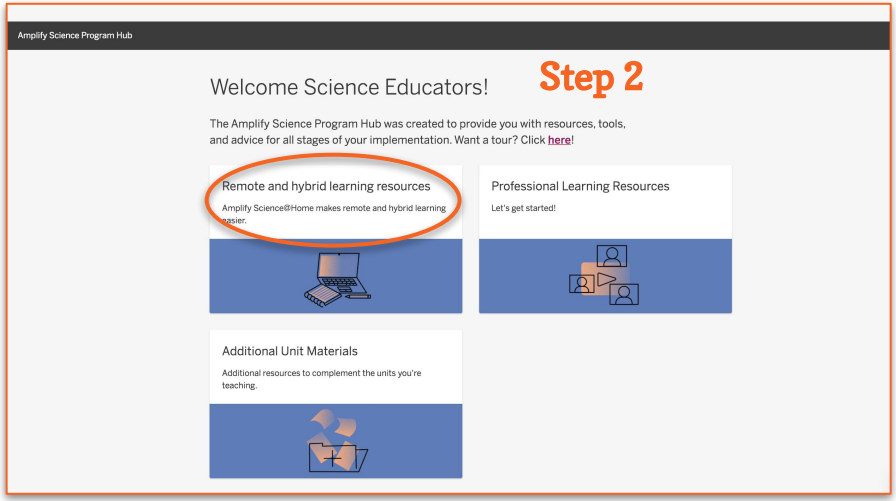


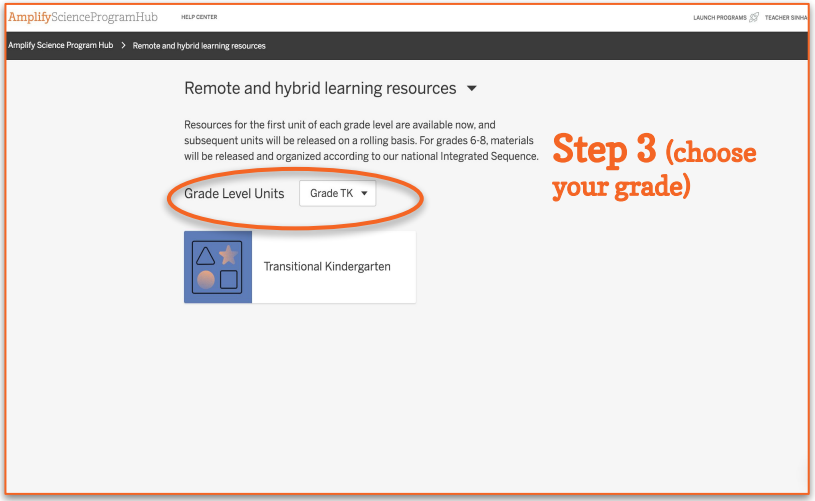
AmplifyScience@Home

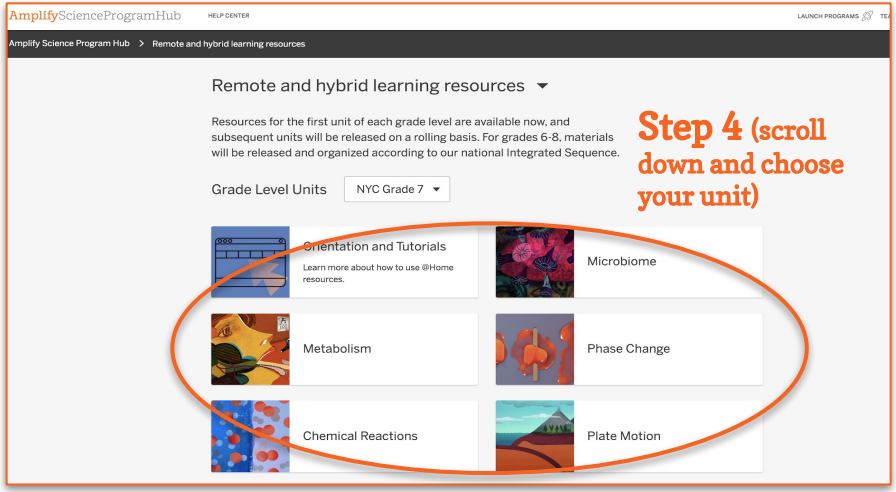
A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
LA Science Program Guide
Science Program Guide
Standards Map
Help
1st Grade
Step 1
22 Lessons
Animal and Plant Defenses
22 Lessons
Light and Sound
22 Lessons
Spinning Earth


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
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
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

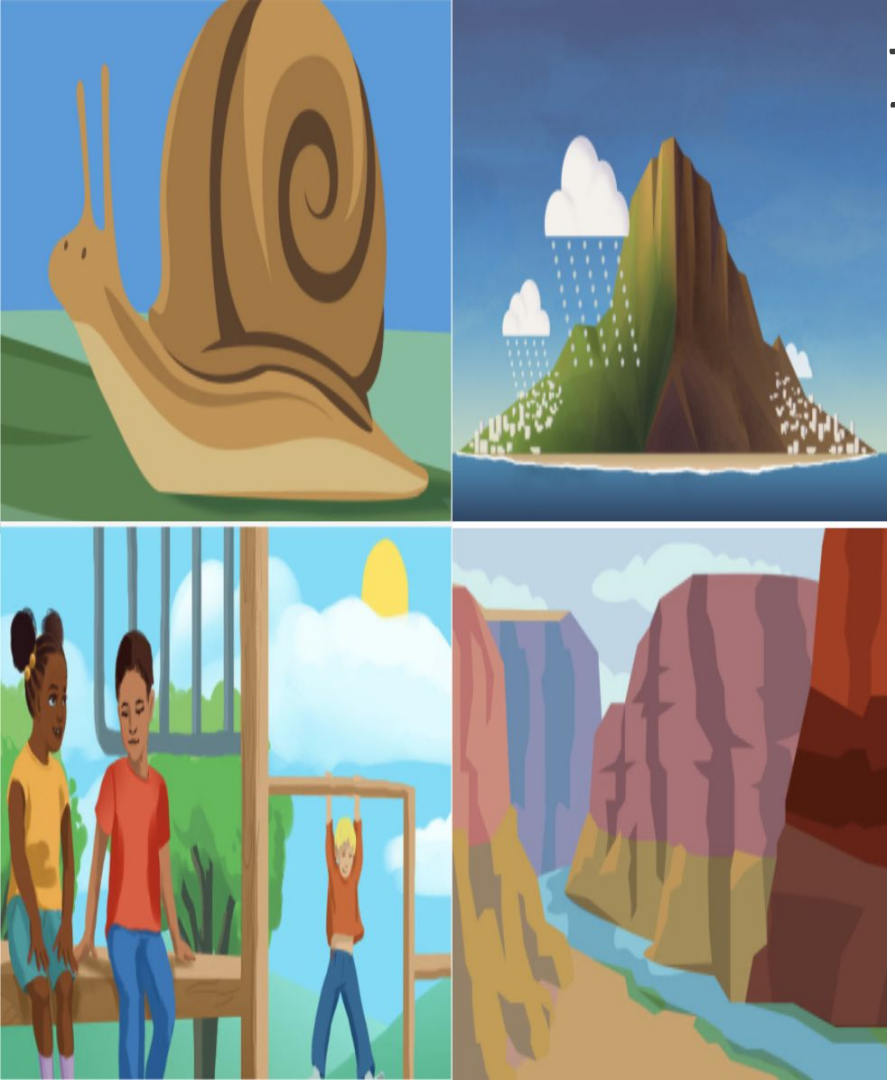
@Home Units assessment considerations

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

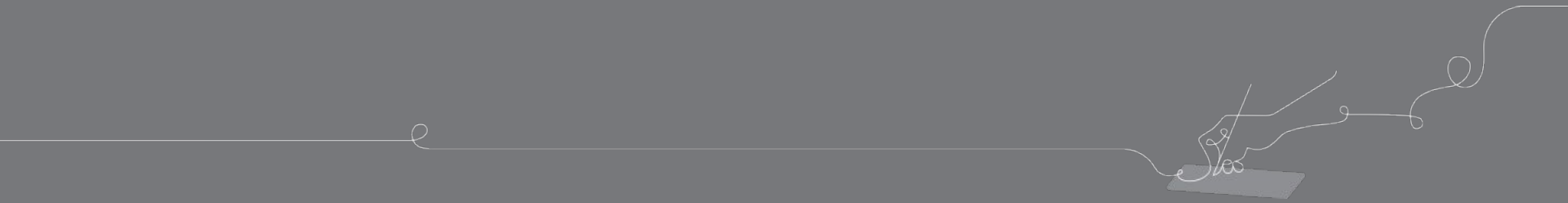
Students' written argument (Writing an Argument to Support a Diagnosis, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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



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

Questions?



Revisiting our objectives

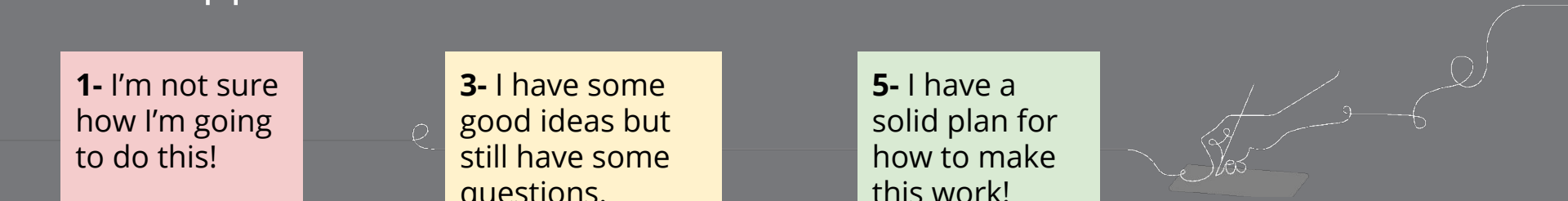
Do you feel ready to…

- 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!

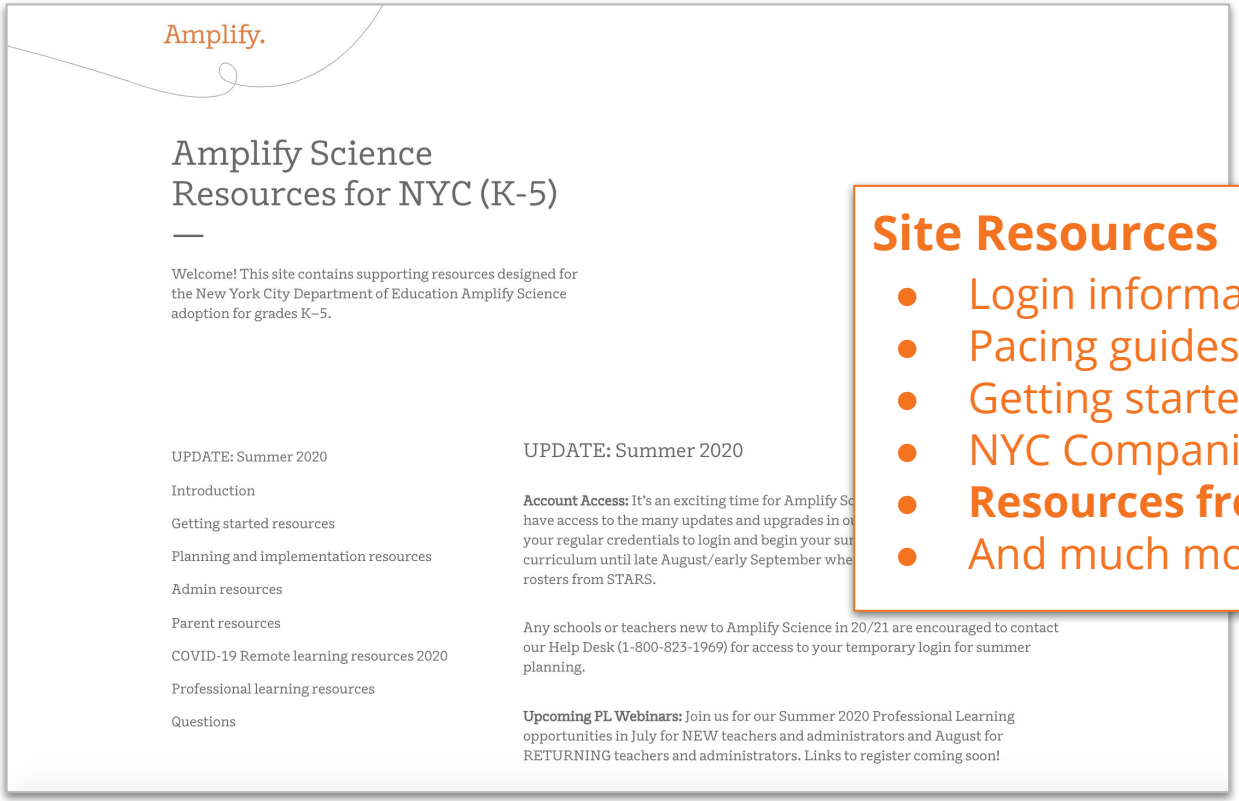
3- I have some good ideas but still have some questions.

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/



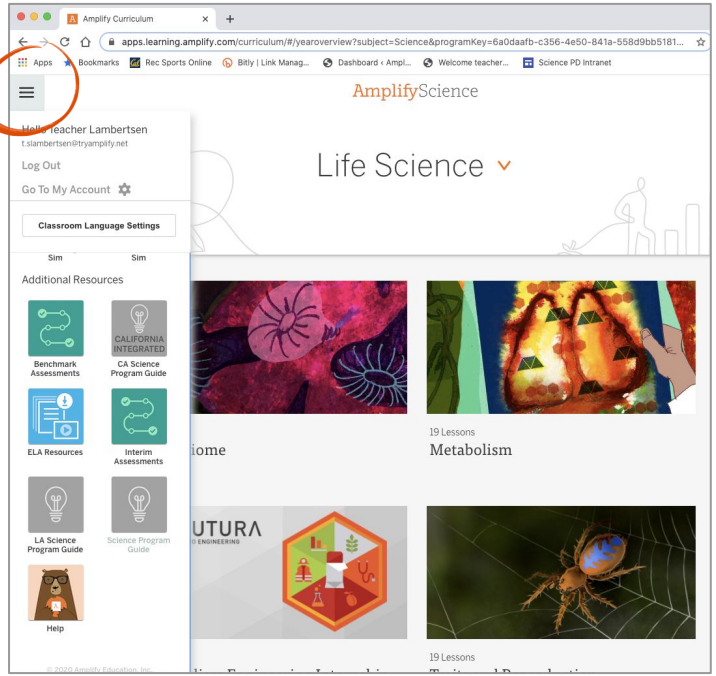
Site Resources

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

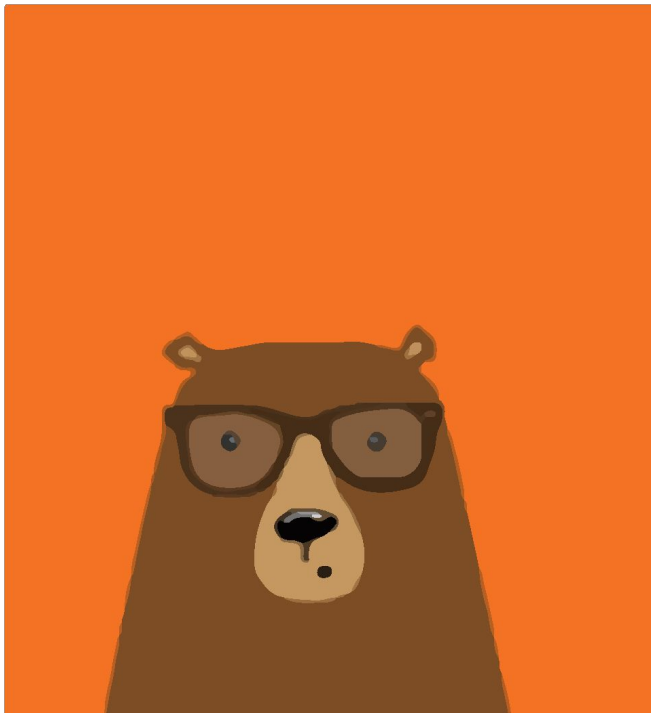
Amplify Science Program Hub

A hub for Amplify Science resources

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



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

Additional Amplify Support

Customer Care

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

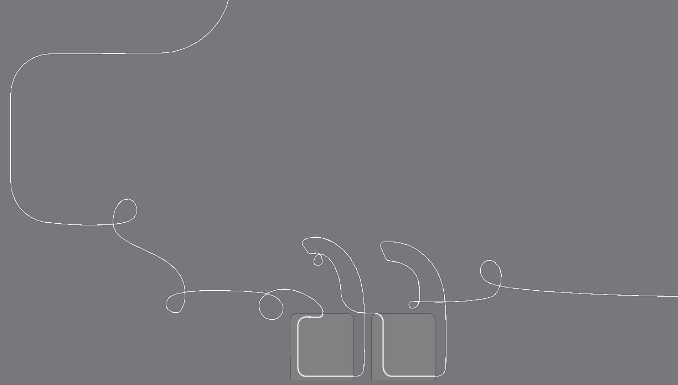
scihelp@amplify.com

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.

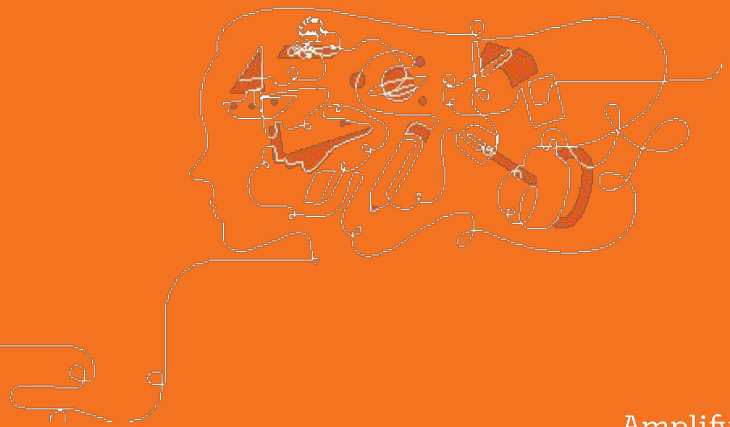


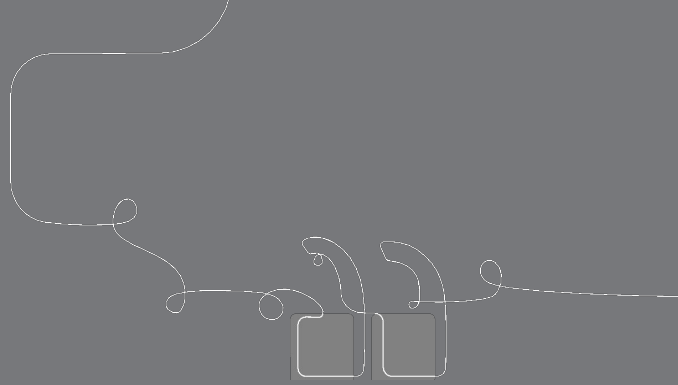
Final Questions?

Please provide us feedback!

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

Presenter name: XXX





30 minute open office hours to follow...