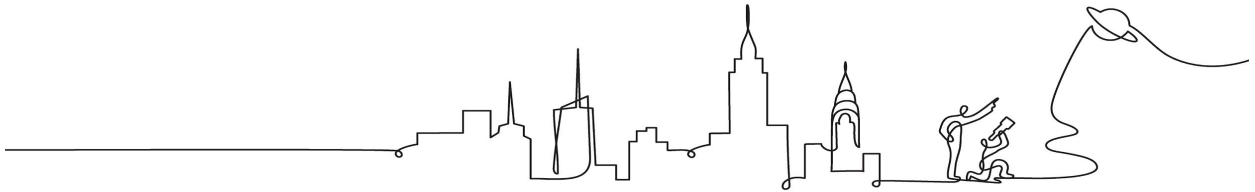
Welcome to Amplify Science!

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.



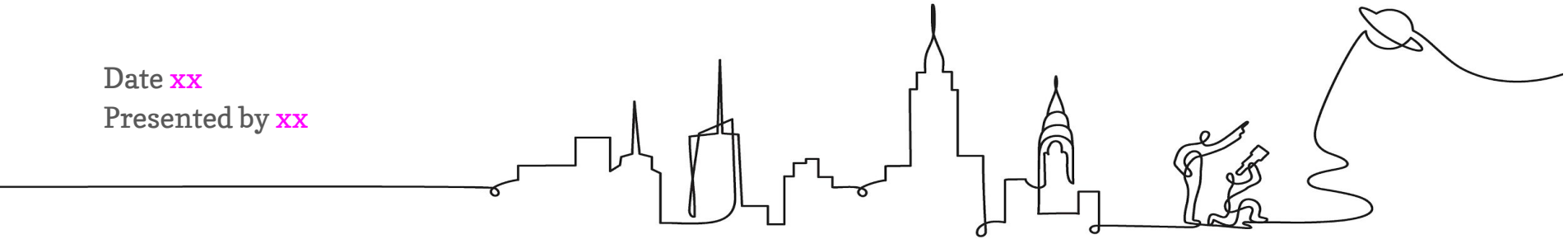
Amplify Science
New York City

Unit 3: Focusing on the Assessment System

Grade 2 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?"*

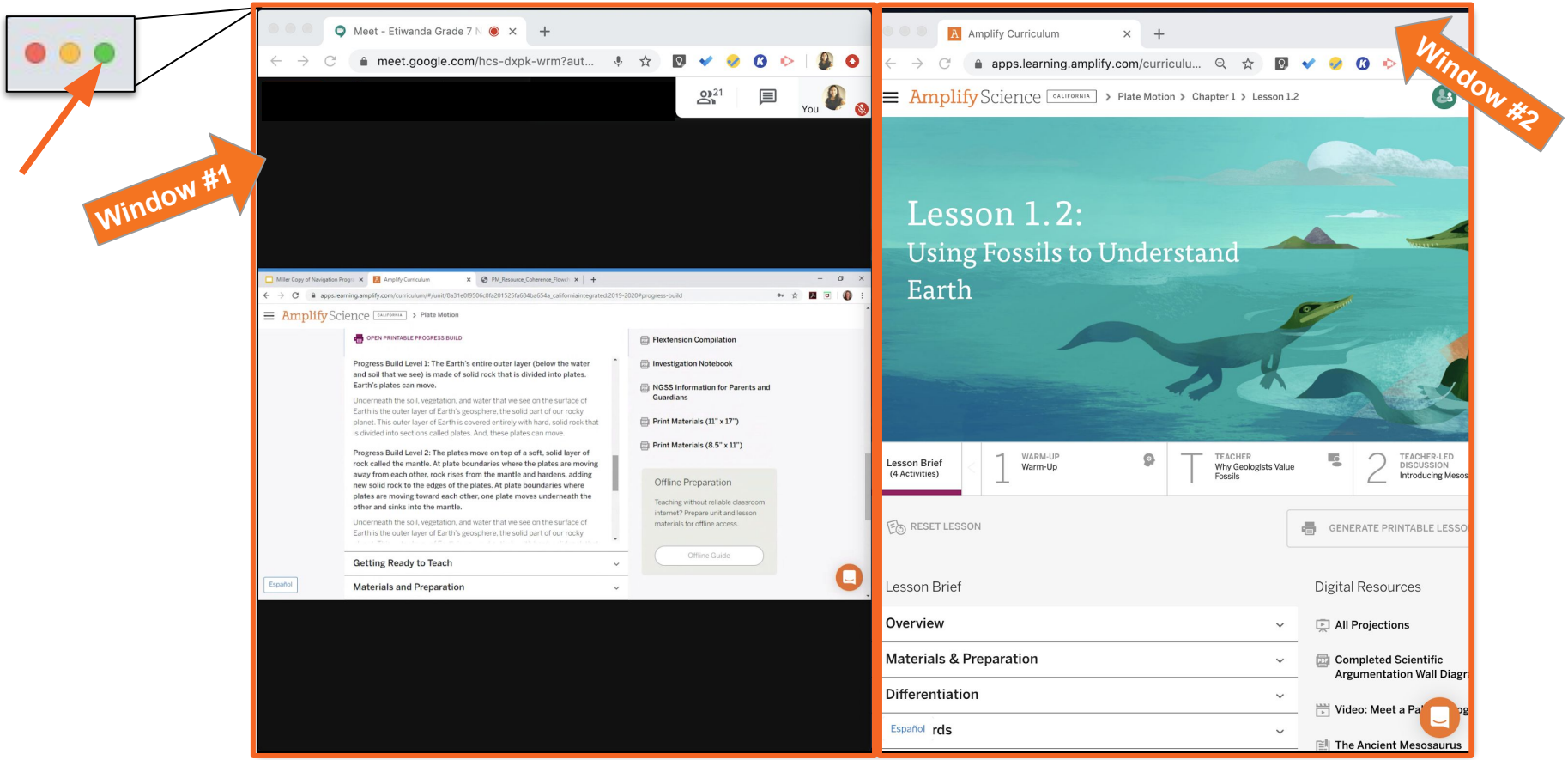
Mute your microphone to reduce background noise unless sharing with the group

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!

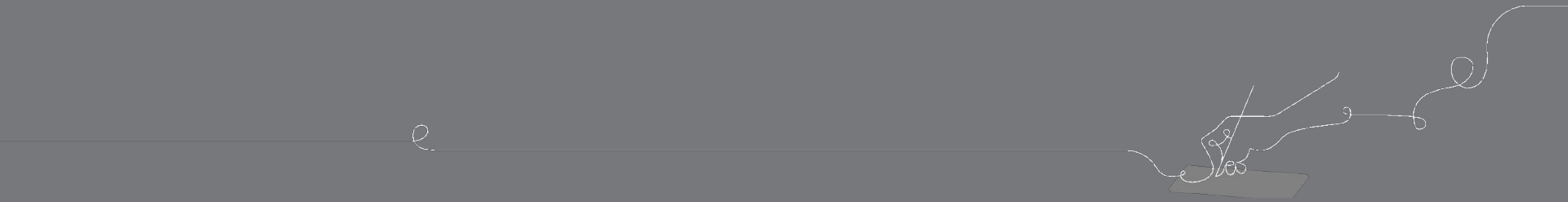
Use two windows for today's webinar

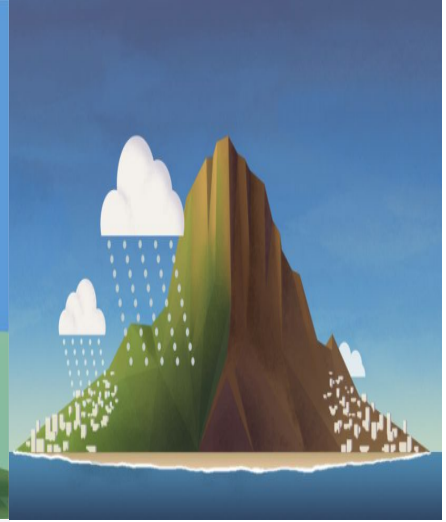


Overarching goals

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



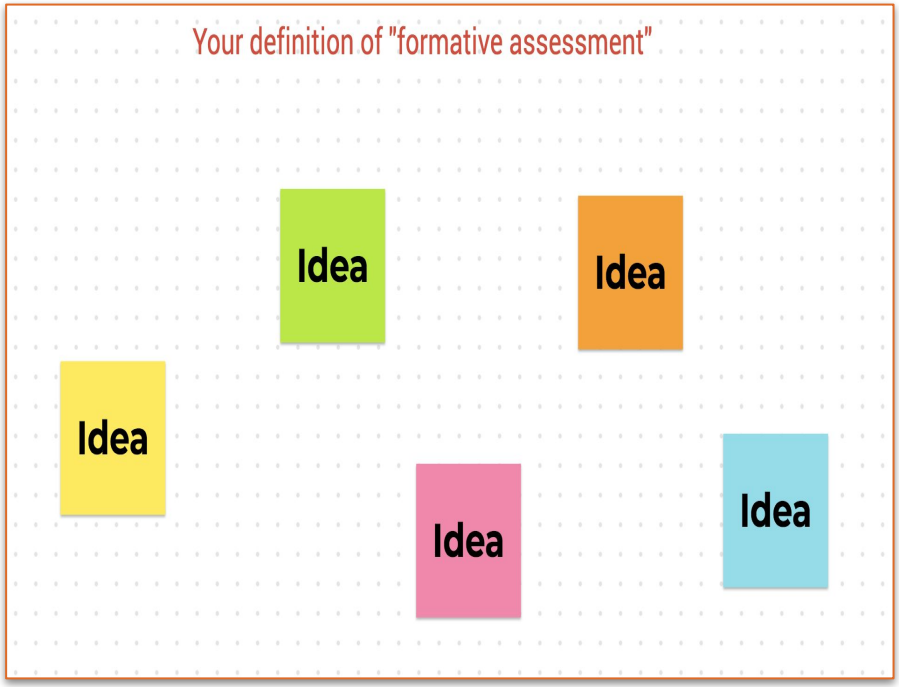
Plan for the day

- **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”….

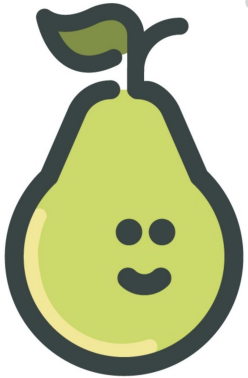
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**

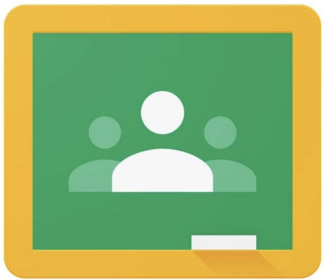


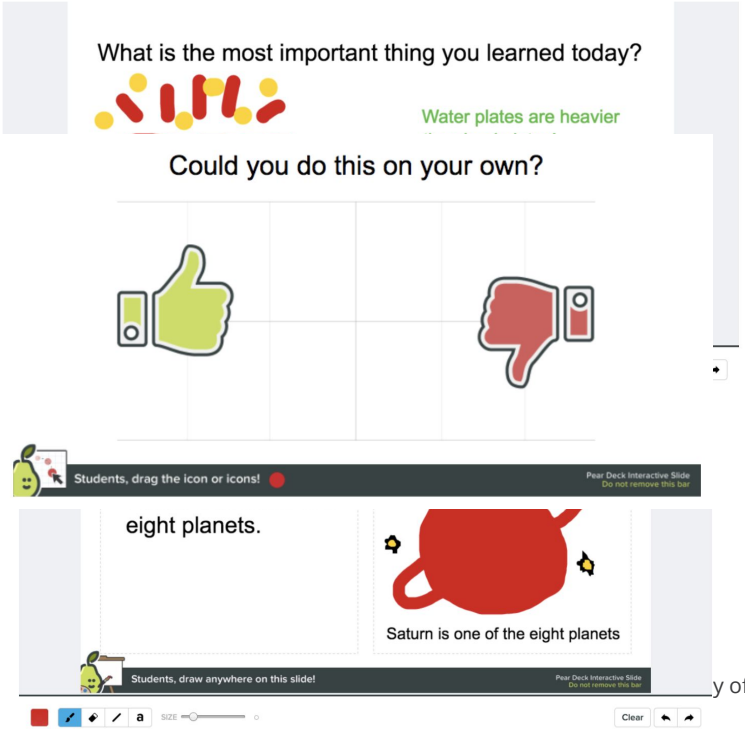
What is formative assessment?

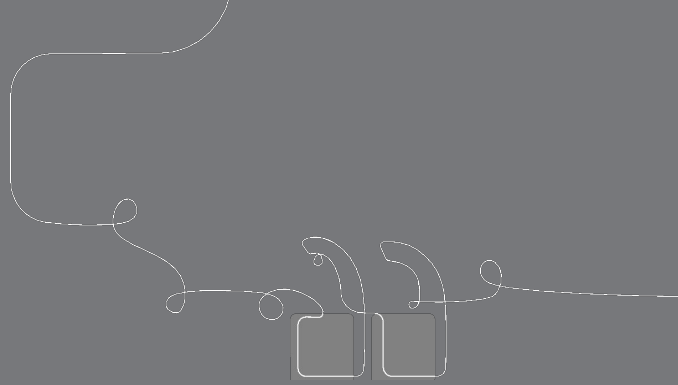
Formative assessment is a cycle of eliciting, interpreting, and taking action on information about student learning.

Formatively assessing during remote learning

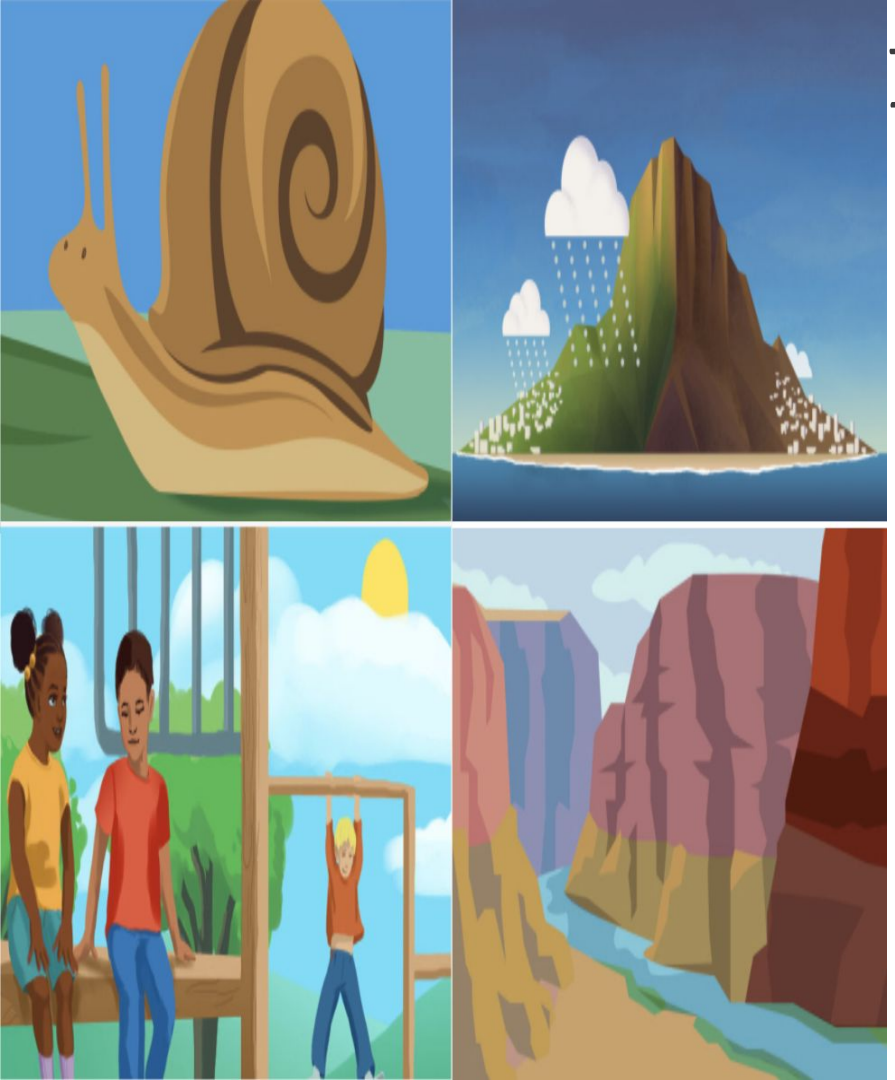








Questions?



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22 Lessons

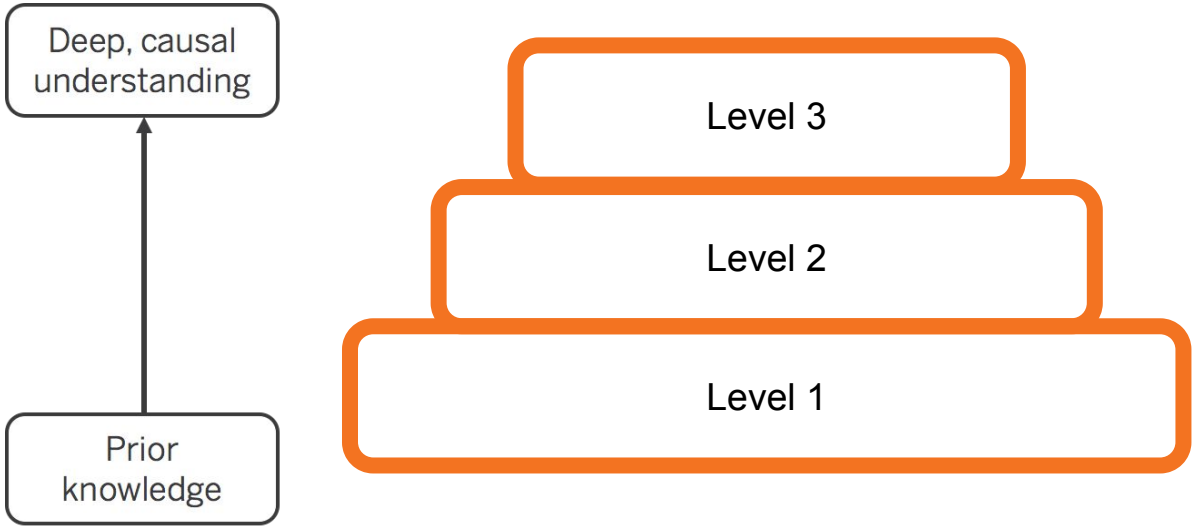
Changing Landforms

Why is the edge of the ocean cliff closer to the flagpole than it used to be?

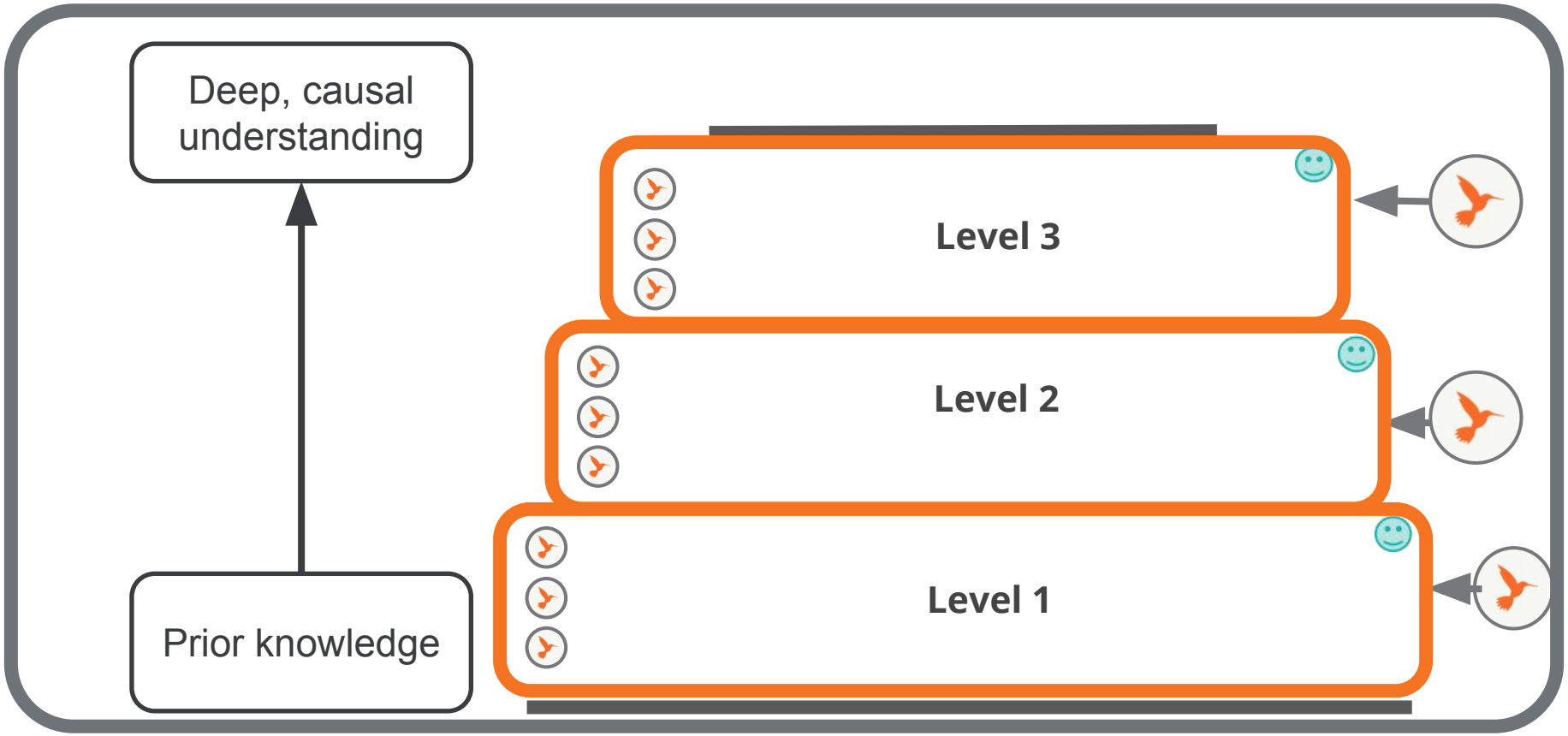
The director of the Oceanside Recreation Center got a scare when a nearby cliff collapsed, and he is worried that erosion on the recreation center's ocean cliff might have safety implications for the center's visitors. By taking on the role of geologists investigating landforms and erosion, students are able to advise the director on the prudence of keeping the center open, even though its cliff is also changing.

Learning Progression

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

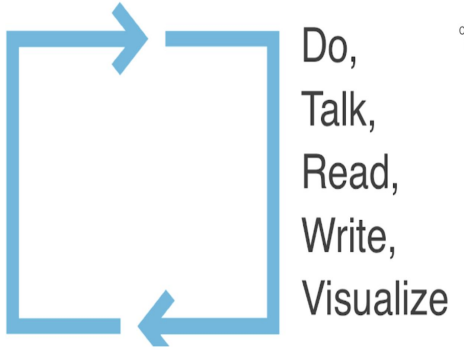


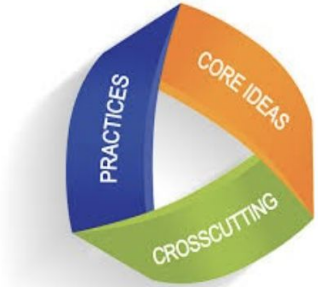
Assessment System

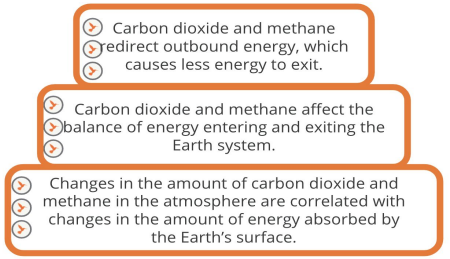


Formative assessment in Amplify Science

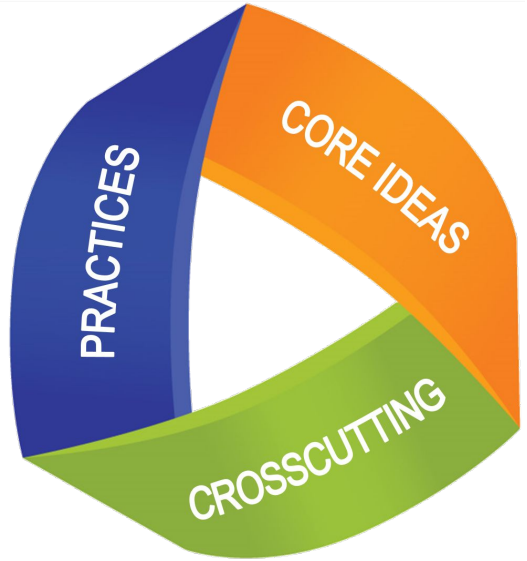
- Encompasses a range of modalities
- Provides window into student thinking
- Assesses the 3 dimensions
- Embedded into instruction







Assesses 3 dimensions



Teacher References

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

Lesson 1.4, Activity 2:
Student Reading and Discussion: *Gary's Sand Journal*

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:

- Look for/Now What? notes

DCIs:

- ESS1.C: The History of Planet Earth
- ESS2.A: Earth Materials and Systems

SEPs:

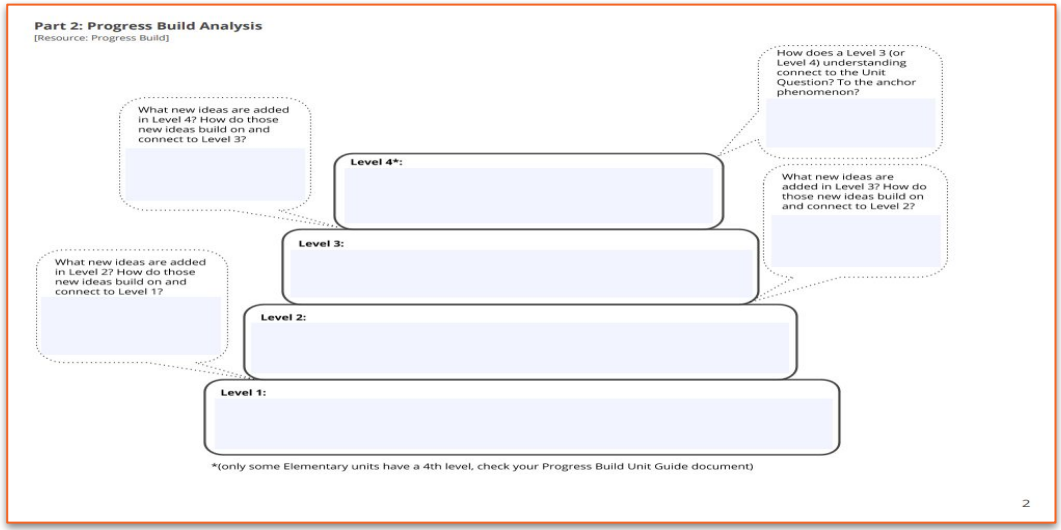
- Practice 1: Asking Questions and Defining Problems
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCCs:

- Cause and Effect
- Scale, Proportion, and Quantity
- Stability and Change

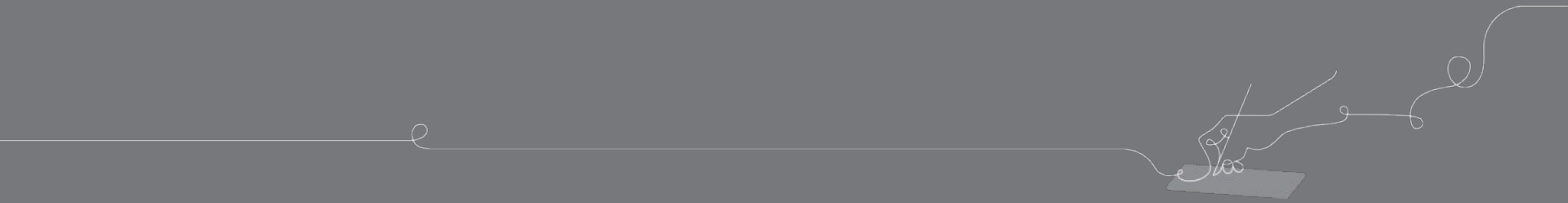
Unpacking the progress build

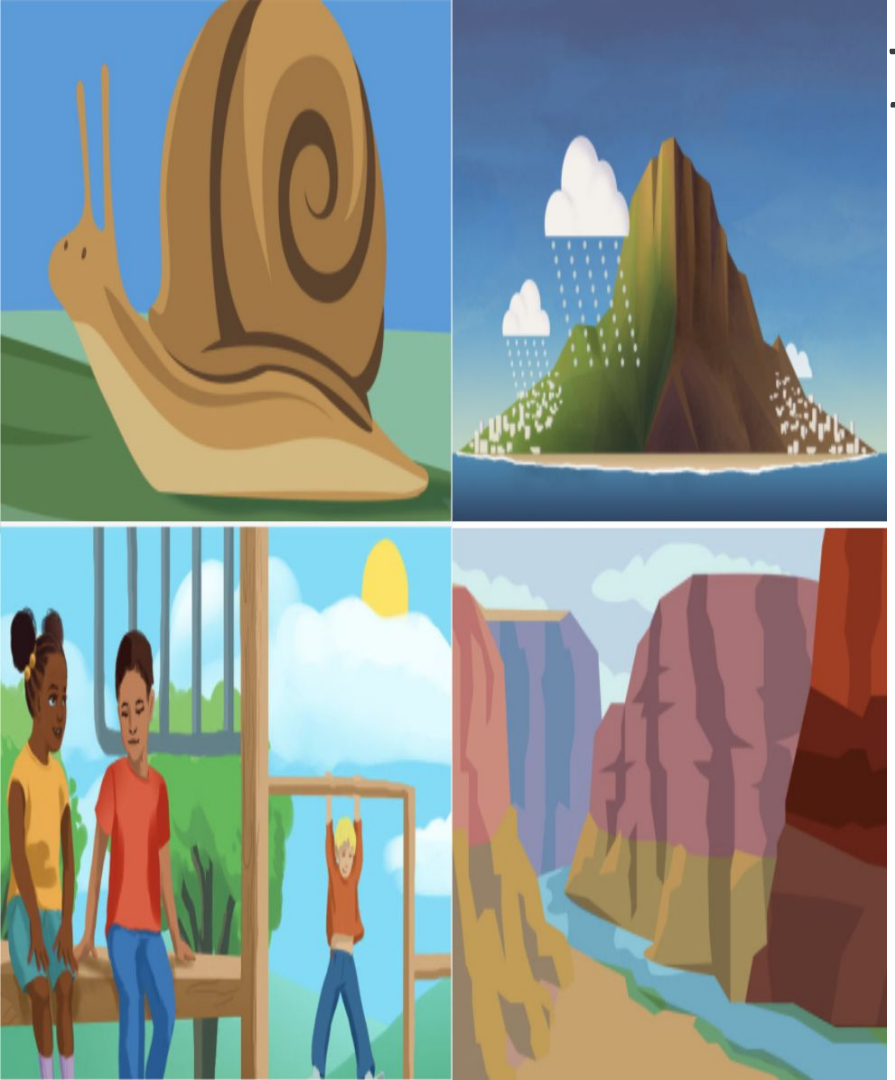
Review this unit's progress build, then complete the Progress Build Analysis graphic organizer collaboratively to internalize the ideas and reflect on how the levels are connected.



Amplify.

Questions?





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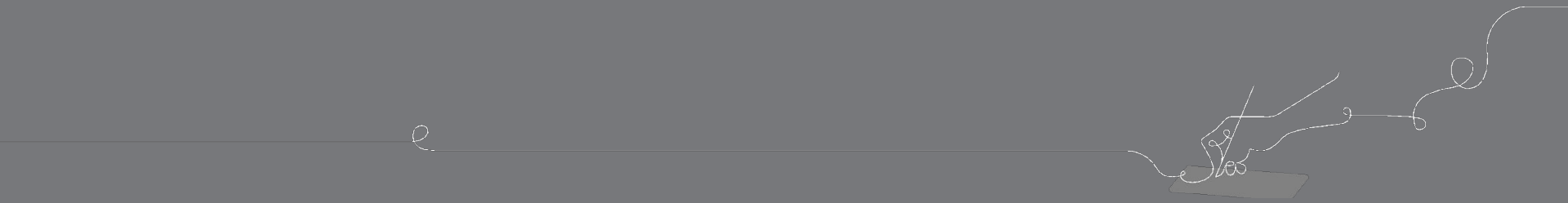
Placeholder for @ home lesson insert

Model activity with embedded formative assessment



Activity 2

Partner Reading

The Shape of Sand

I observe the shape of sand. The shape of the sand is evidence that supports my ideas about how old the sand is.

Some sand grains are rounded. Rounded sand grains have rolled around and crashed together for a long time. I can visualize the sharp corners wearing down as the grains crash against each other. This is old sand.

Read the rest of the book. Create pictures in your minds to better understand the ideas in the book, and **discuss** what you **visualize.**

My Sand Journal

I observed sands from three different beaches. I **recorded** my observations in a sand journal. I used my observations to figure out what the sand is made of and how old it is. I also figured out where the sand came from and how it got to the beach. I visualized how water broke down different things to make sand and then carried the sand to the beach.

12

Turn back to page 12.

Gary used his **observations** to **visualize** where the sand came from and how it got to the beach.

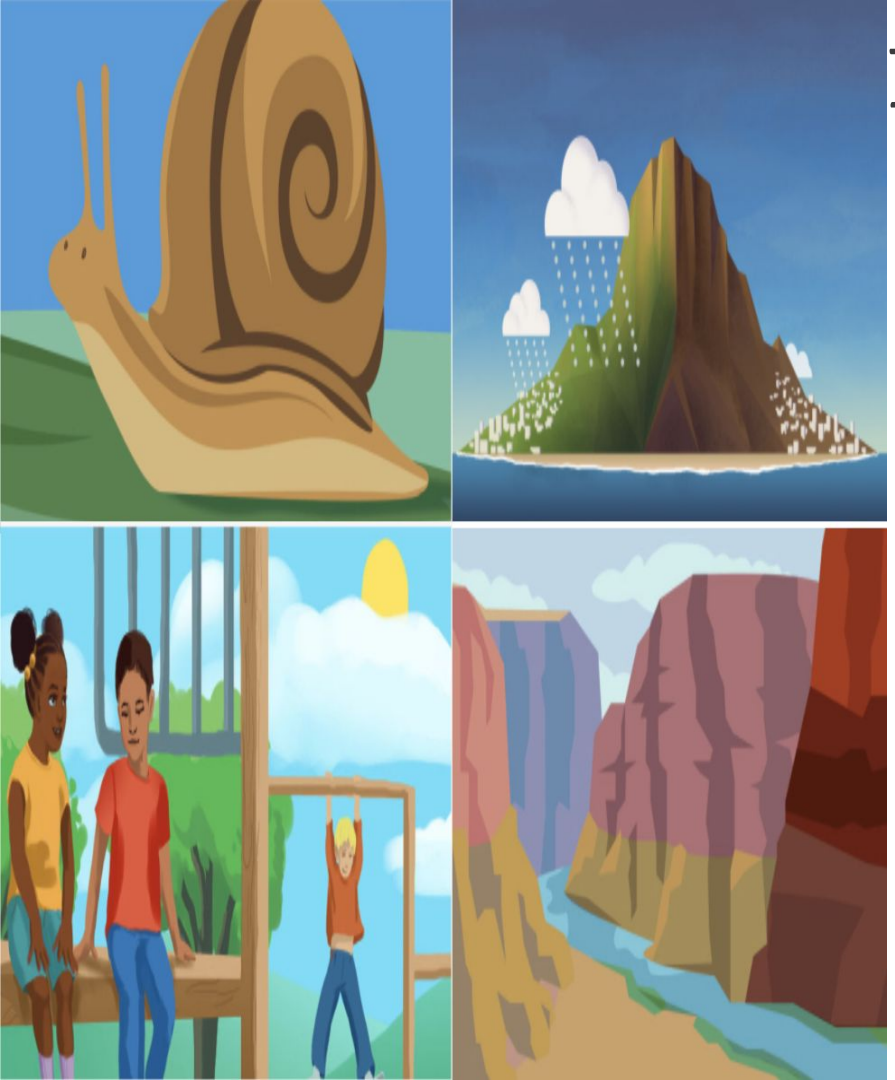
What are some other examples of **visualizing** that you know from your own experience?

Vocabulary

visualize

to make a picture in your mind
using information from different sources

End of model activity



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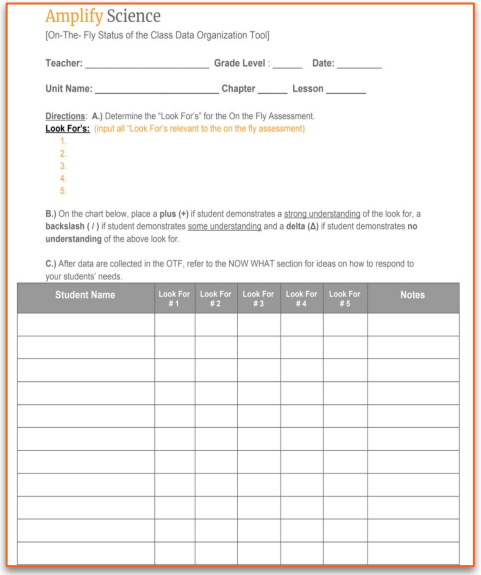
Unpack the embedded formative assessment from exemplar:

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

Lesson 1.4, Activity 2

On-the-Fly Assessment 1: Visualizing

Look for: Throughout the unit, students will employ the strategy of visualizing as they read and as they engage in firsthand science investigations. Beginning with the reading in this lesson, students will have multiple opportunities to learn about and use the strategy of visualizing to support their reading comprehension. As you circulate, make note of whether or not students are using the strategy to guide their reading. Are they discussing with their partners what they are visualizing while they read?



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? When you hear students discussing what they visualize as they read, point out the process to other students. For example, you could say, "I heard a student describe a picture she created in her mind when she was reading about the shape of sand. This student remembered that visualizing during reading helps you better understand what you are reading." You can also ask students to share what they visualized after all students have read the book. Sharing with the class allows other students to hear examples of what it means to visualize during reading.

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 - Landforms can change.

Analyzing student data: refer to the Look for section of the 1.4.2 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? 	Which modality?	When?	How?
❑ Key Concept ❑ Practice ❑ Crosscutting Concept Notes: Key Concept: earth materials & systems Practice - obtaining, evaluating, and communicating information CCC: cause & effect	Talk Look/listen-fors: • Making meaning of the scientific text through the strategy of visualizing	❑ In the moment ❑ In upcoming activity ❑ Outside of lesson Notes: In the moment during break-out rooms	❑ 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

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?
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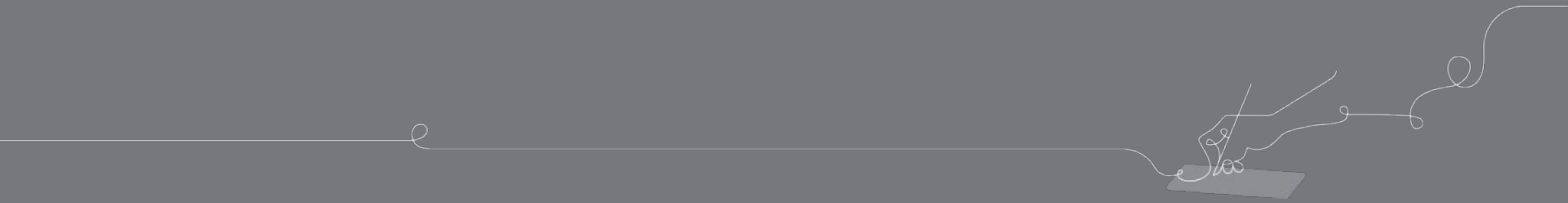
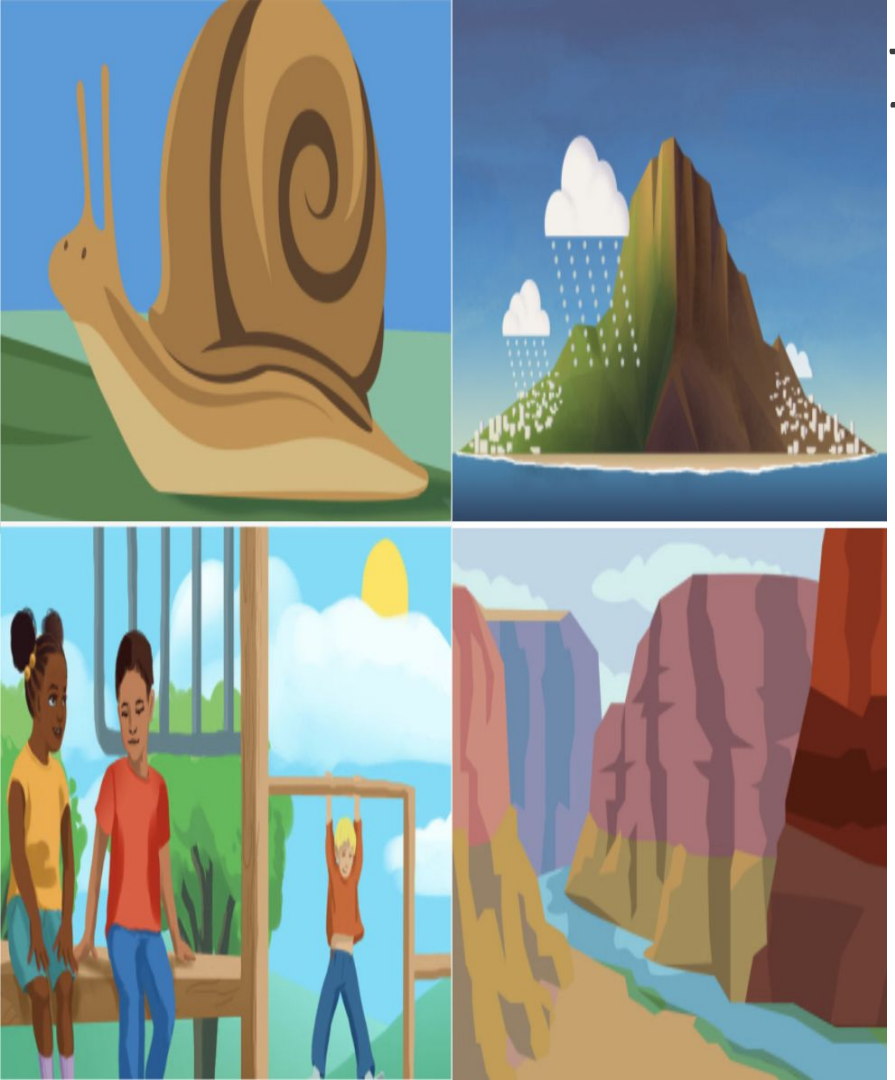
Questions?





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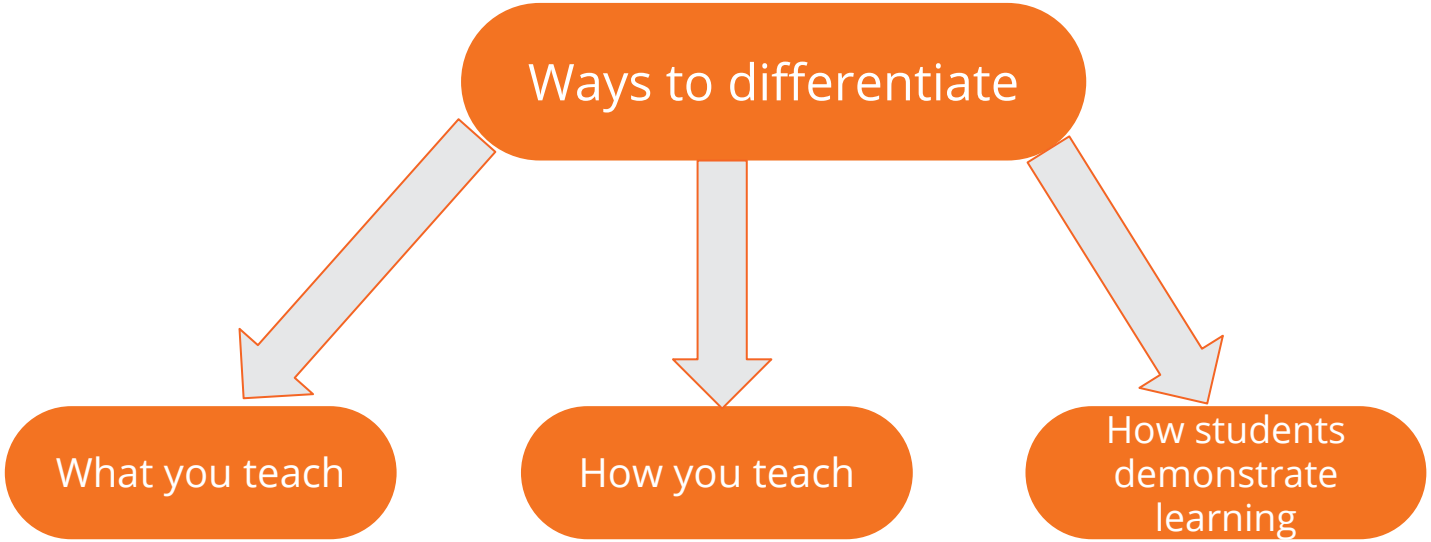
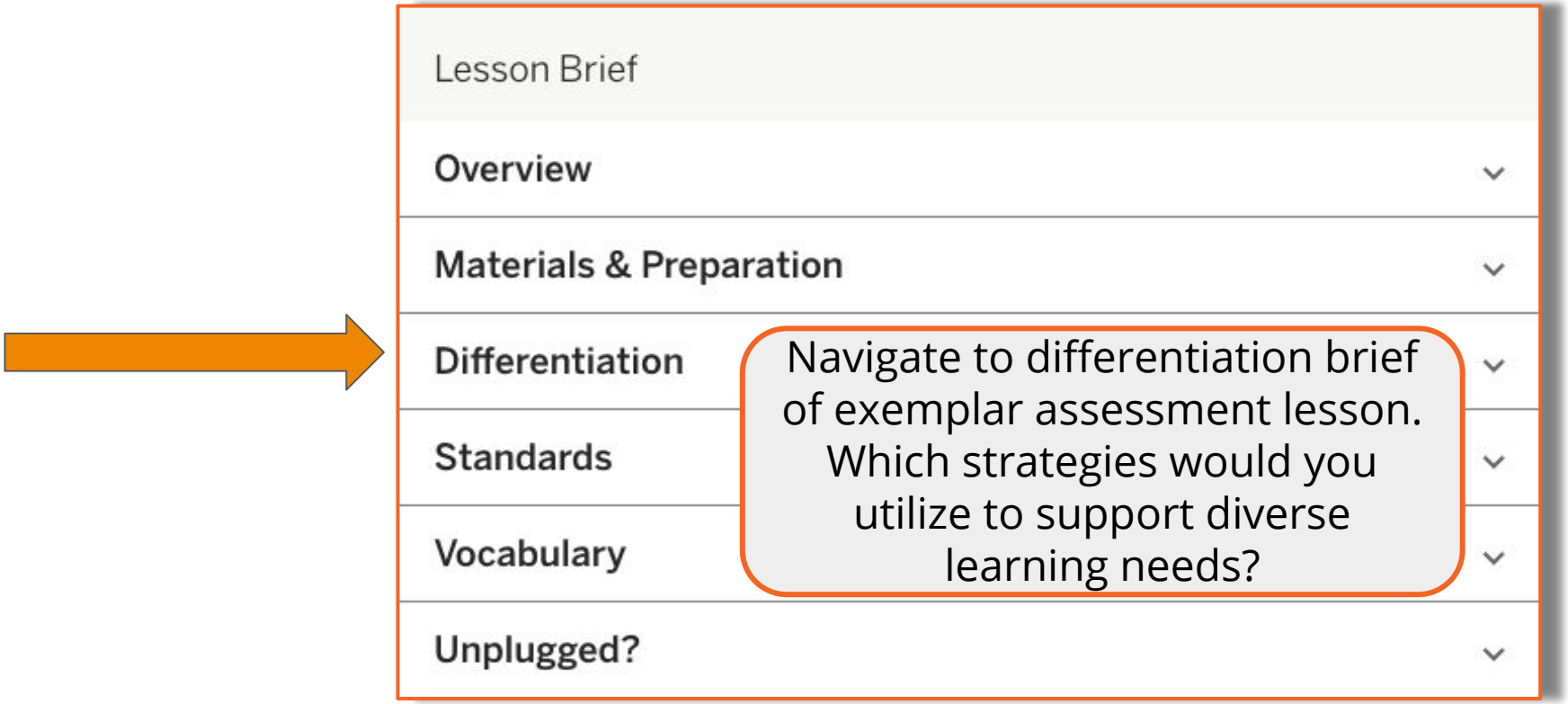
Differentiation



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

Differentiation in Amplify Science

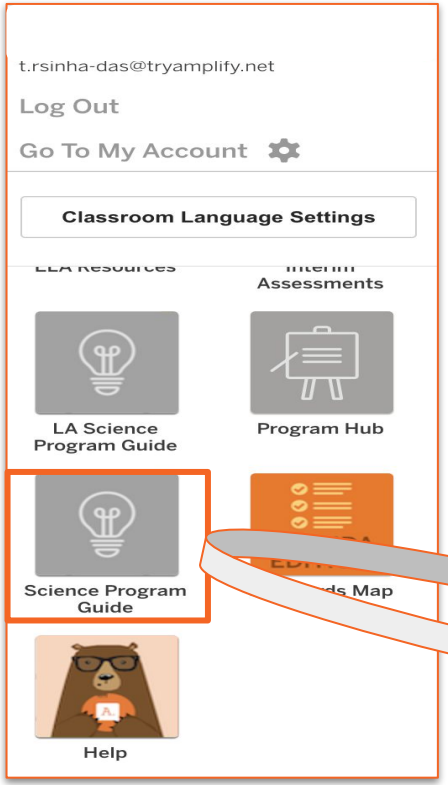


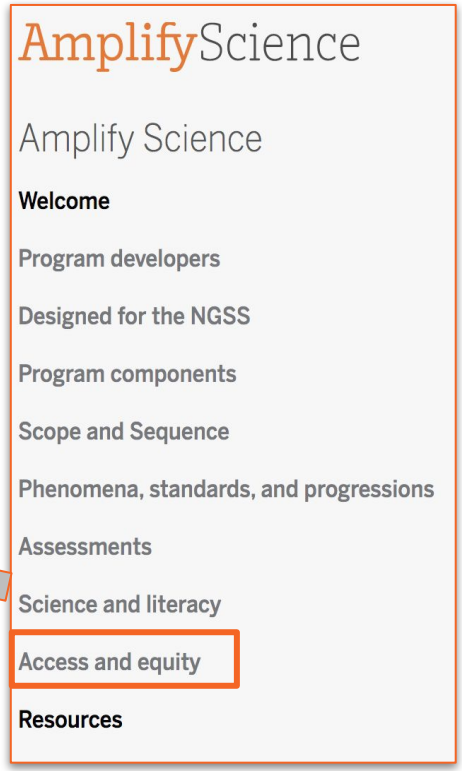
Differentiation briefs

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

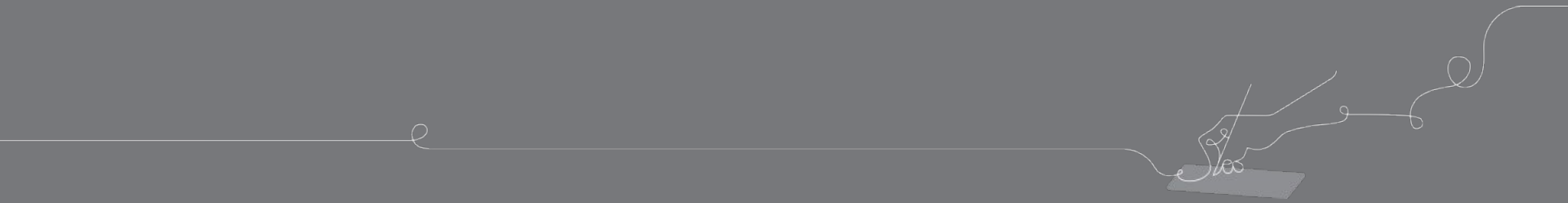




Student population	Strategies for support
English learners	
Students with disabilities	
Standard English learners	
Girls and young women	
Advanced learners and gifted learners	
Students living in poverty, foster children and youth, and migrant students	

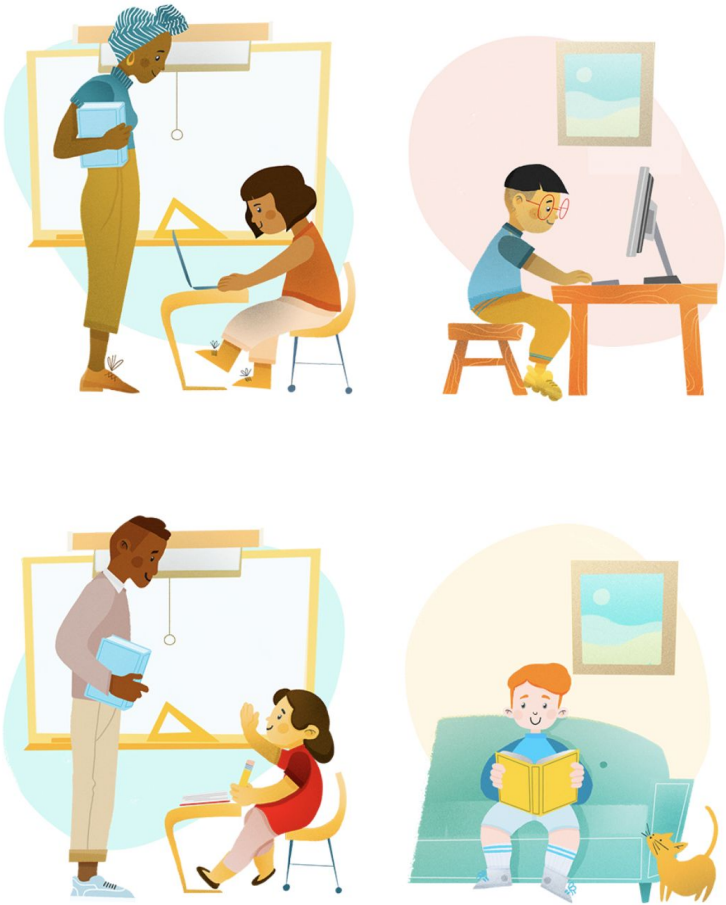
Amplify.

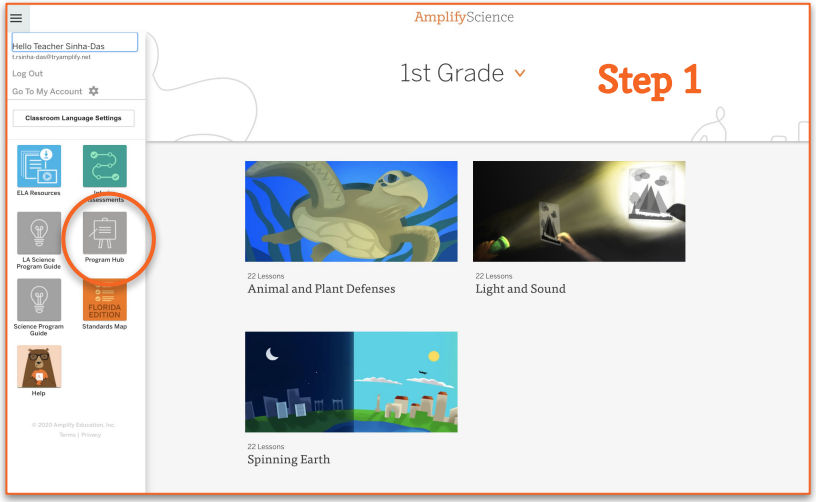
Questions?

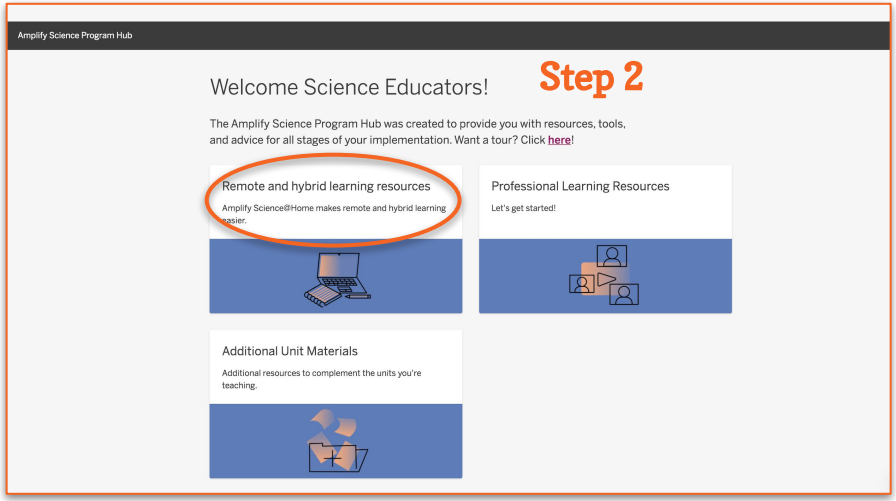


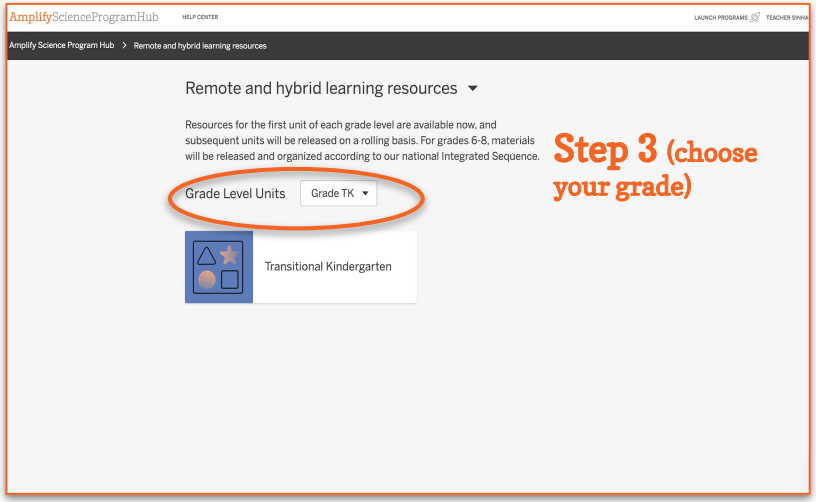
AmplifyScience@Home

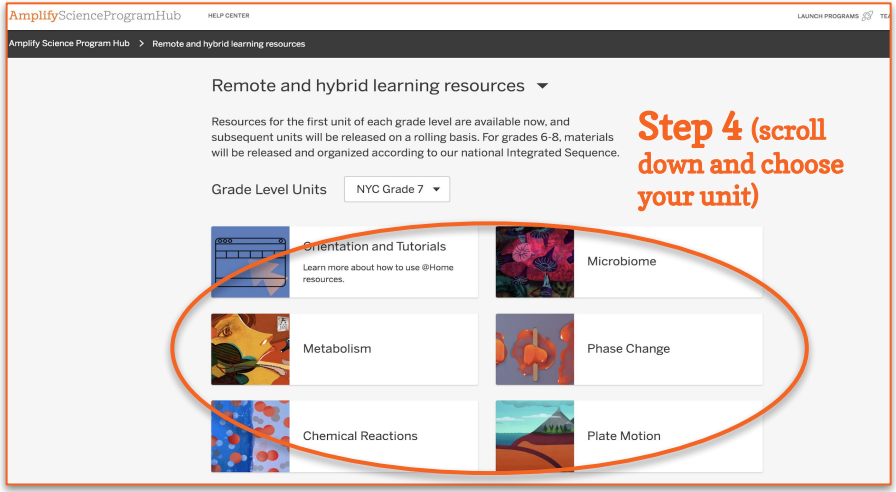
A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
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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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

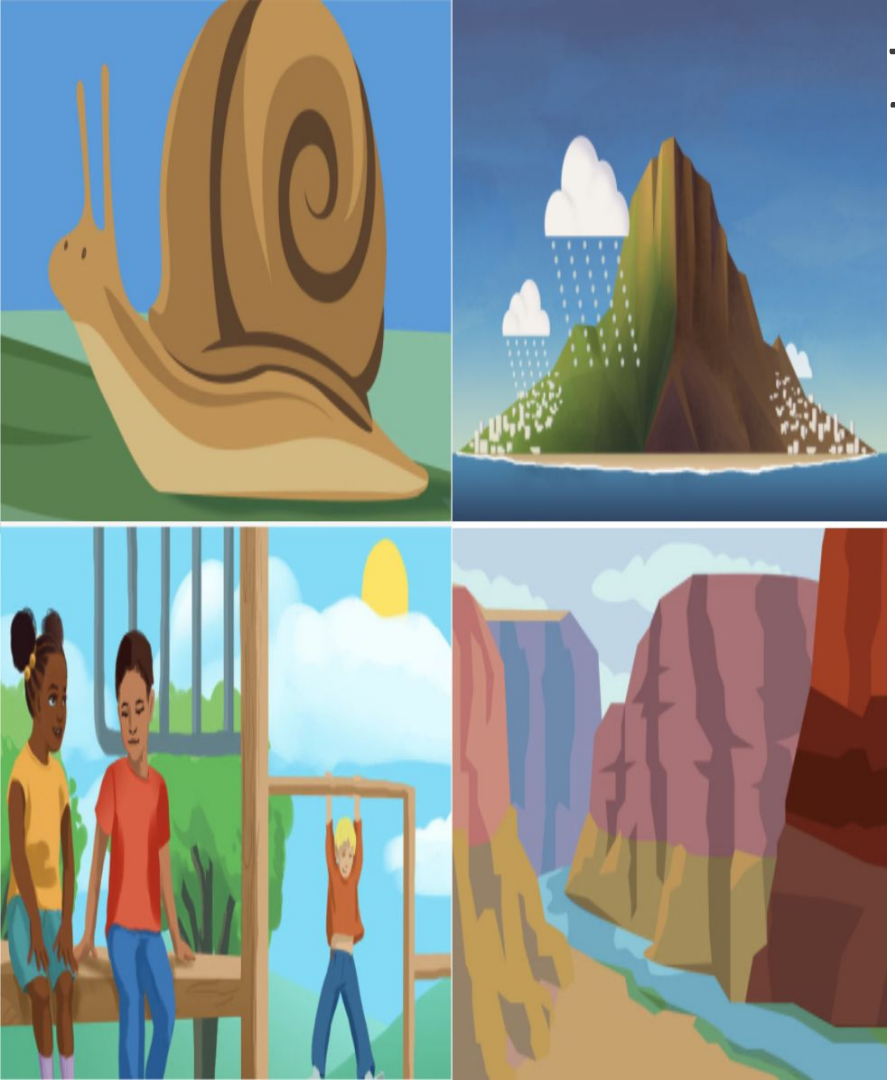
@Home Units assessment considerations

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

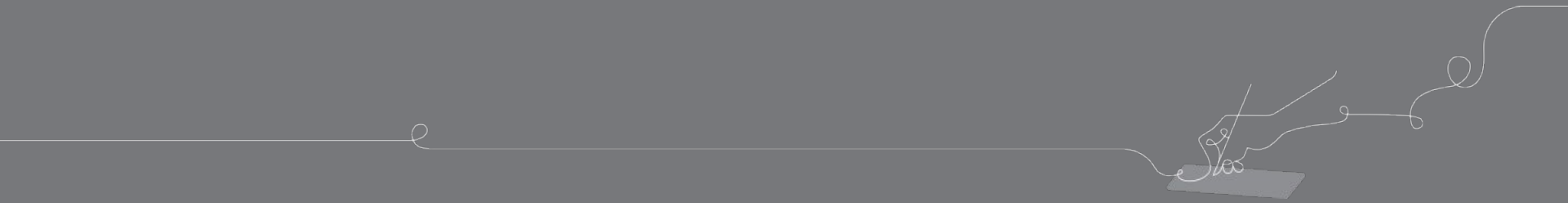
Students' written argument (Writing an Argument to Support a Diagnosis, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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

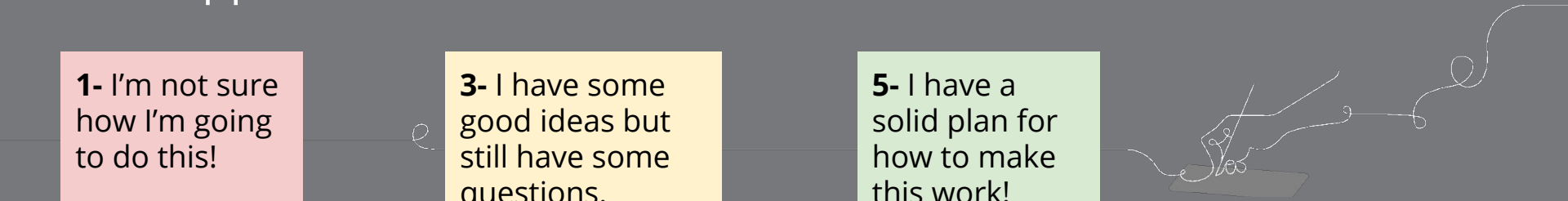
Do you feel ready to…

- 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!

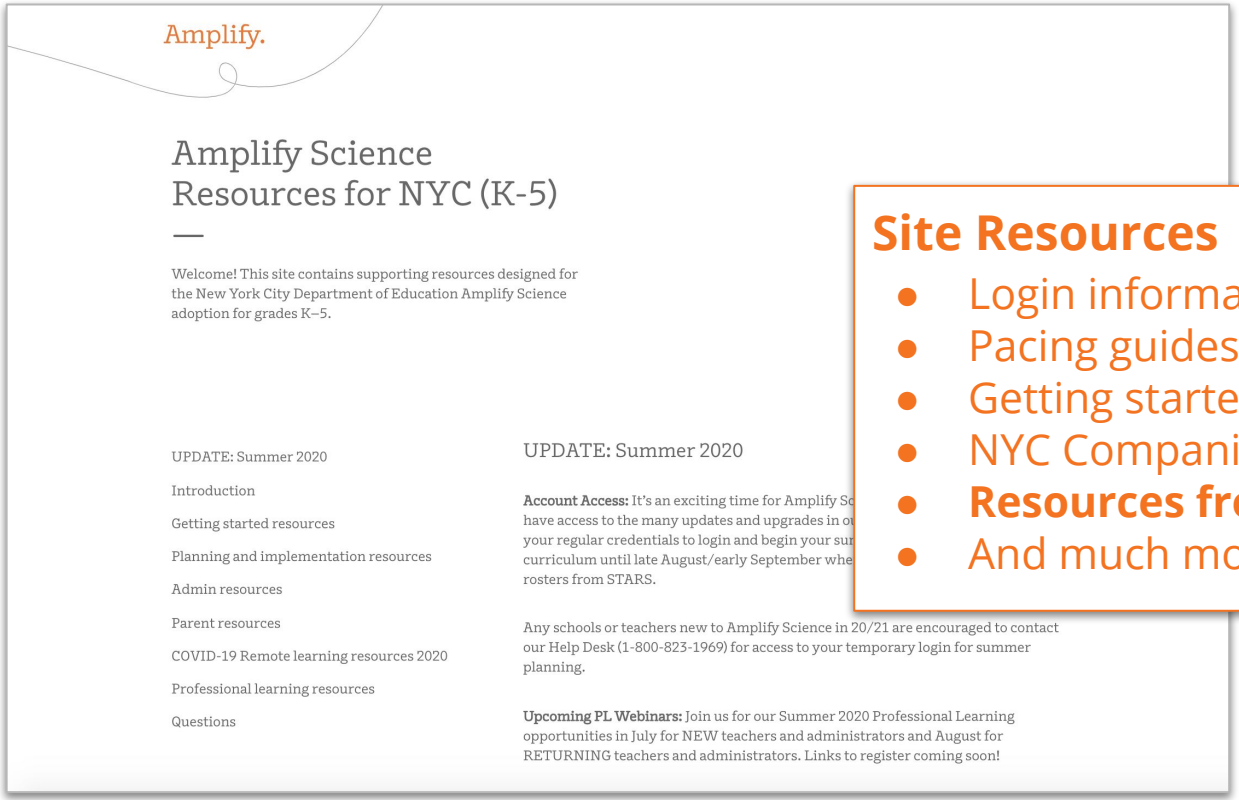
3- I have some good ideas but still have some questions.

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/



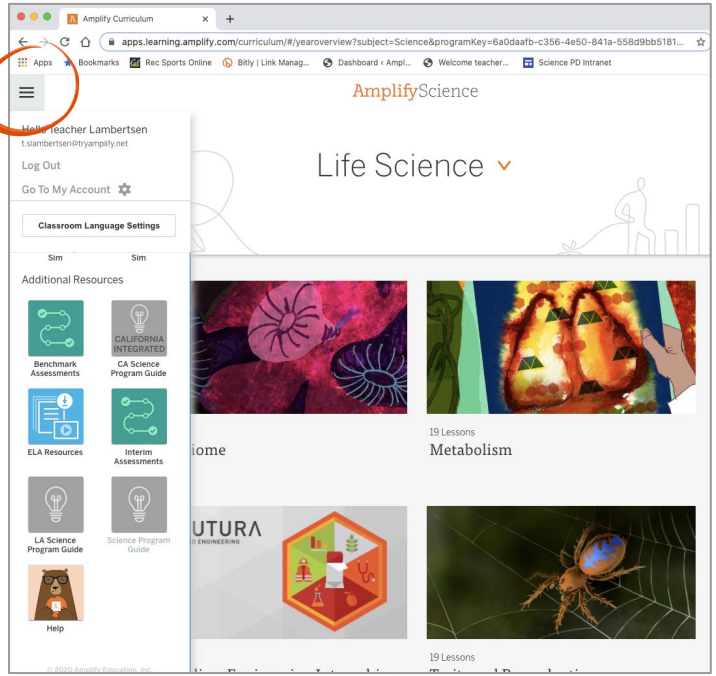
Site Resources

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

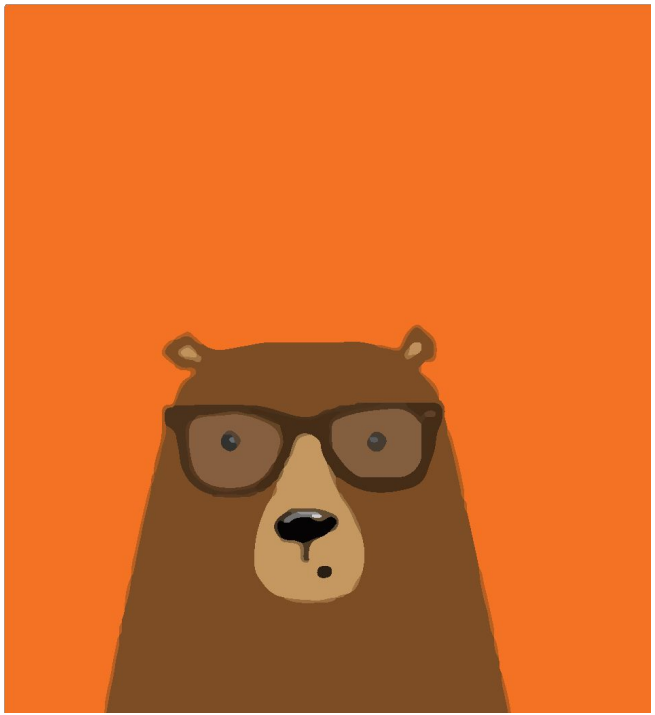
Amplify Science Program Hub

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.

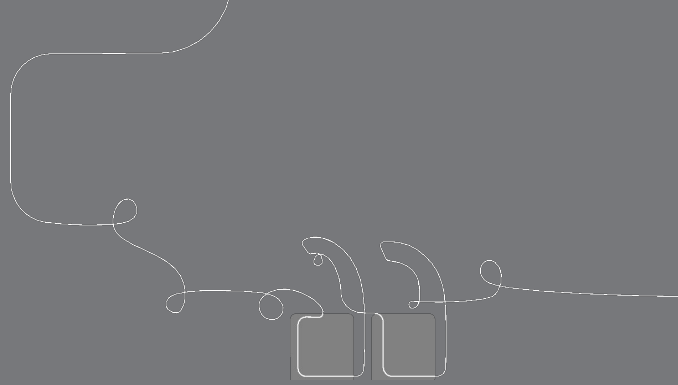
scihelp@amplify.com

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.

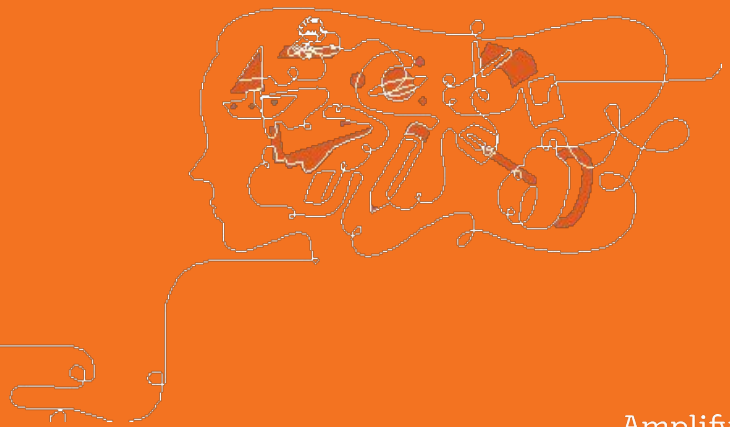


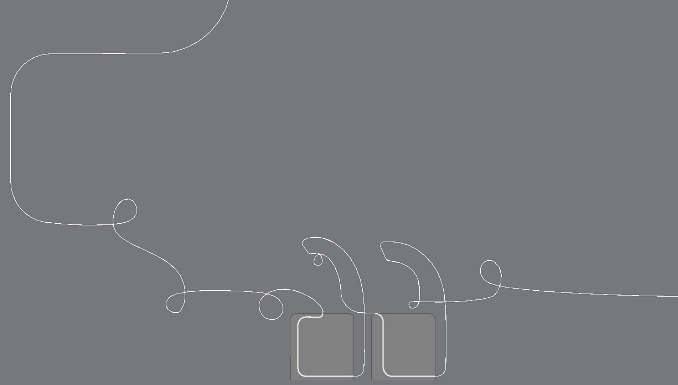
Final Questions?

Please provide us feedback!

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

Presenter name: XXX





30 minute open office hours to follow...