

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 3 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/8a31e095506df8a2015256f88ab544_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 x +
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

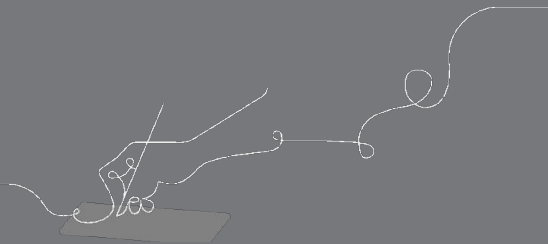
The Ancient Mesosaurus

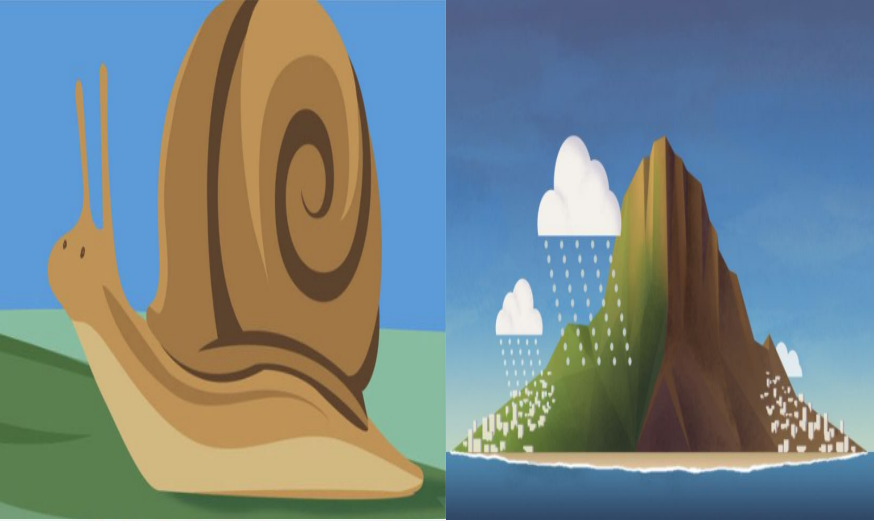
Overarching goals

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

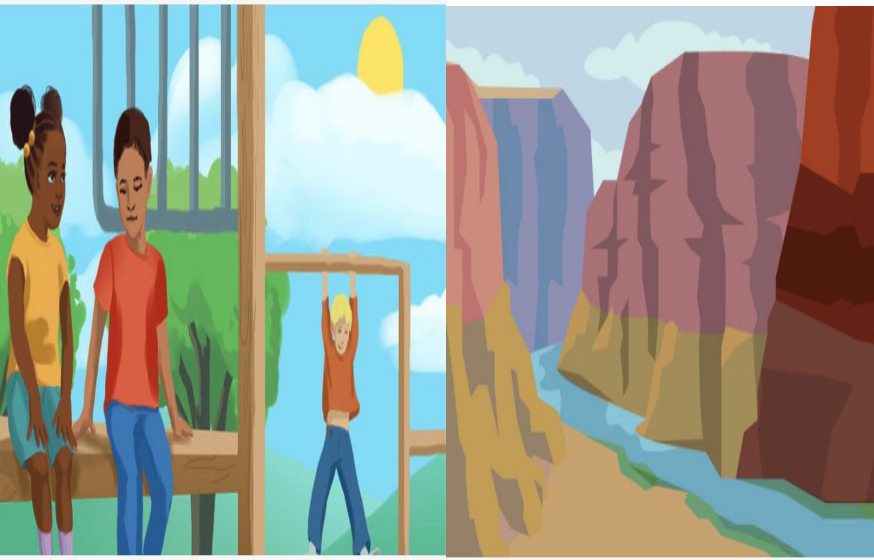
e





Plan for the day

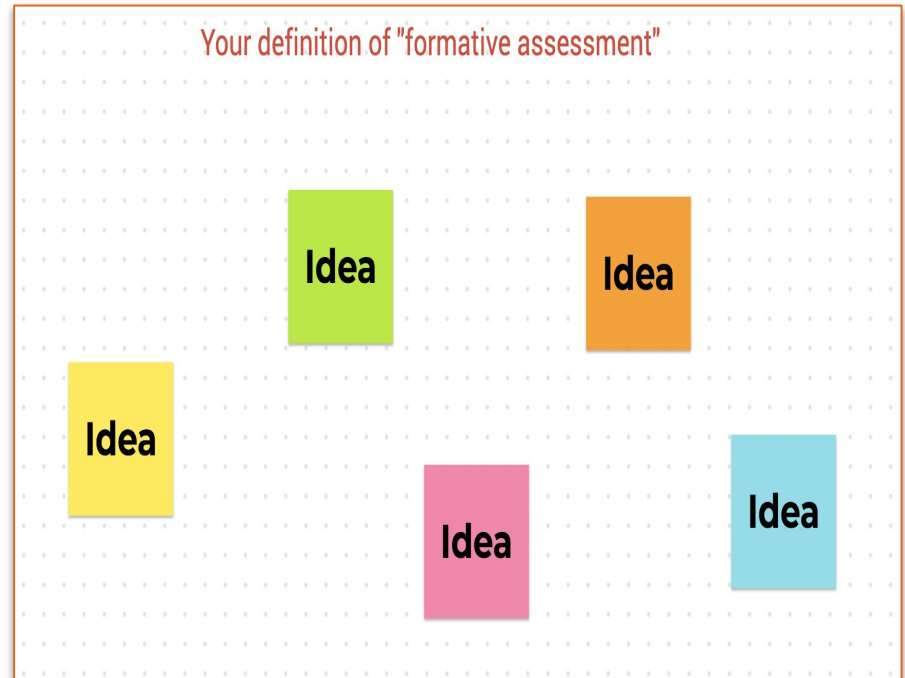
- **Framing the day**
 - Welcome and introductions
 - Anticipatory activity
- Unpacking the progress build
- Exemplar assessment experience
- Deconstructing on-the-fly assessments
- Differentiation & other supports
- Closing
 - Reflection & additional resources
 - Survey



Anticipatory activity

On the Jamboard “post”

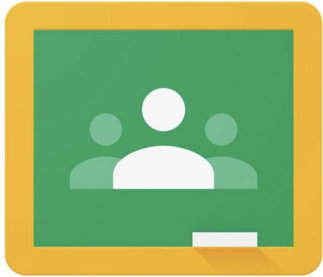
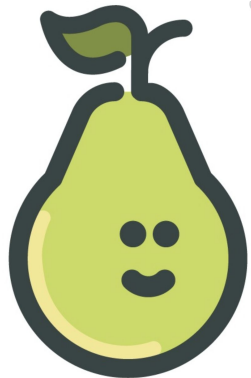
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**



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

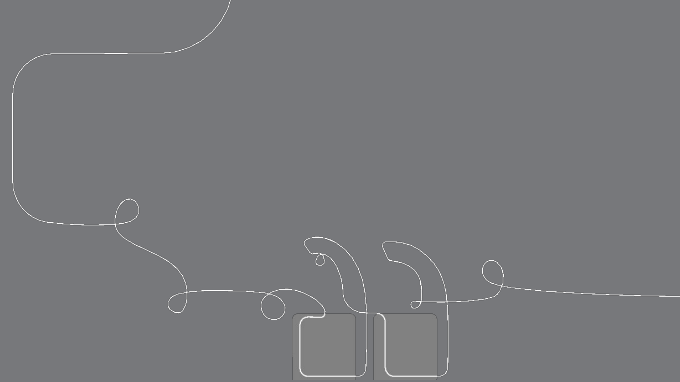
eight planets.

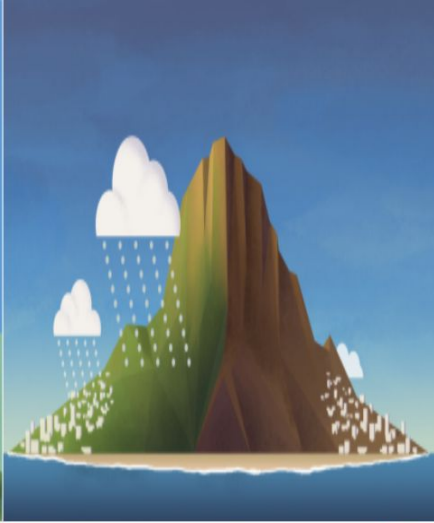


Saturn is one of the eight planets

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

An illustration of a garden scene. In the foreground, a large brown snail with a spiral shell is moving across a green lawn. In the background, there are green bushes and two smaller yellow snails on a patch of brown soil. The sky is a clear blue.

22 Lessons

Environments and Survival

How can learning about how grove snails survive help engineers design effective solutions to problems?

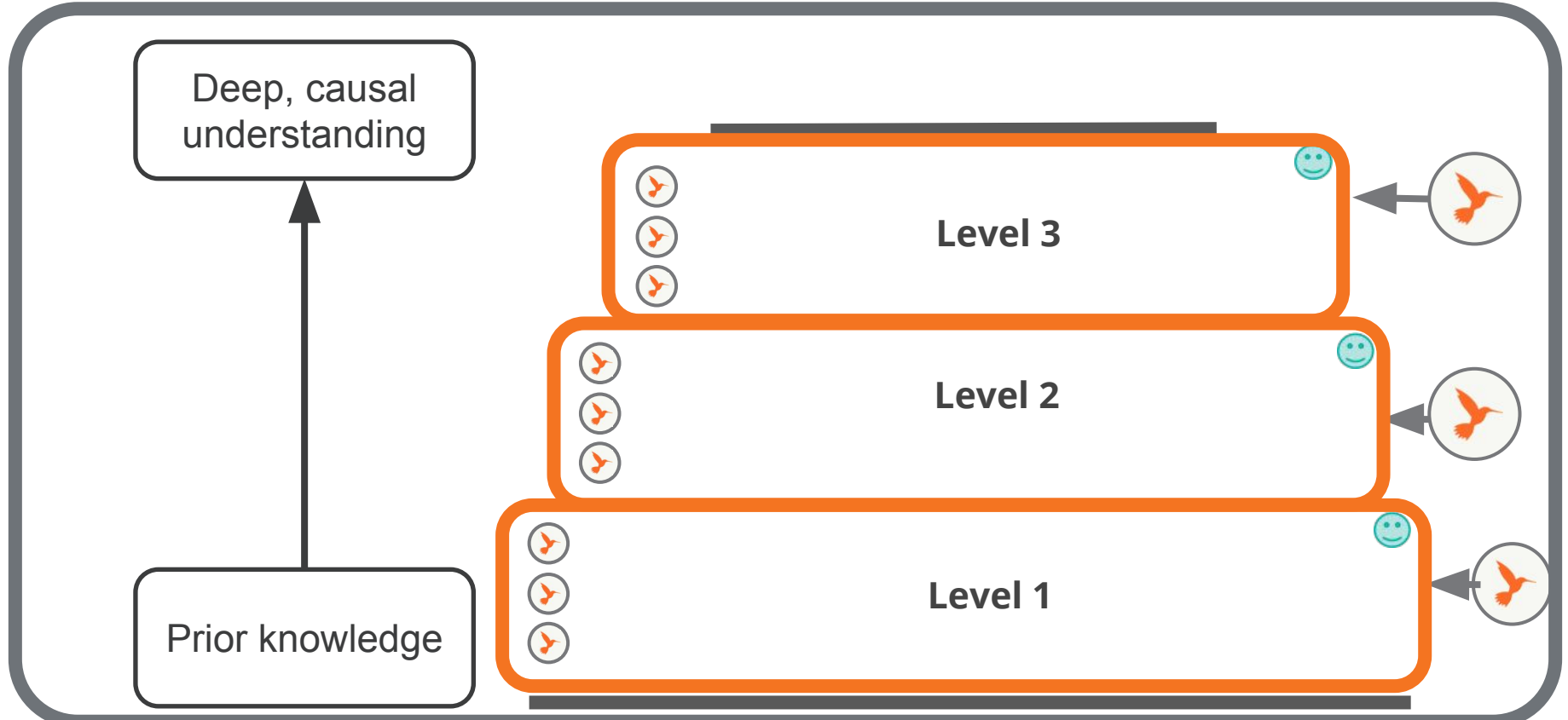
In their role as biomimicry engineers, students figure out how the traits of grove snails affect their survival in different environments. They apply that understanding as they explore other organisms, their traits, and the likelihood of survival in different environments. Students then design effective solutions to the problem of invasive plant removal using the structural traits of giraffes as inspiration.

Learning Progression

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

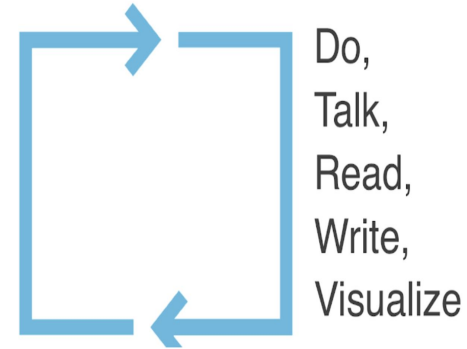
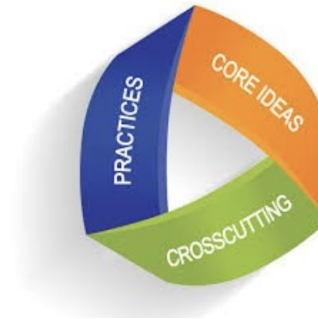


Assessment System



Formative assessment in Amplify Science

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

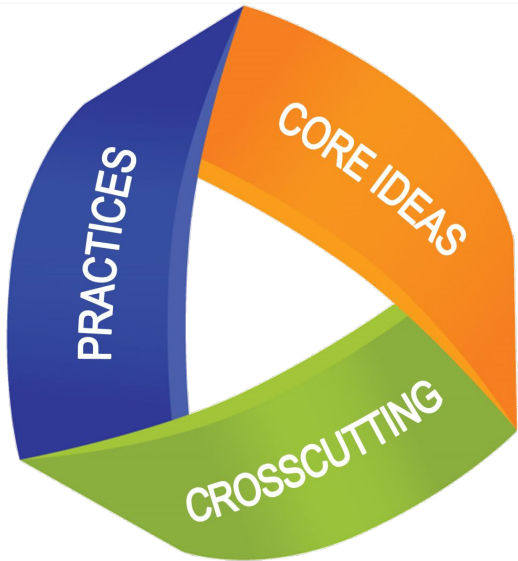


☞ Carbon dioxide and methane
☞ redirect outbound energy, which
☞ causes less energy to exit.

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



Lesson 1.2, Activity 3:

Student Discussion: Making Inferences About Survival

Assessment Type:

On-the-Fly Assessment

Evaluation Guidance:

- Look For/Now What? Notes

DCIs:

- LS4.B: Natural Selection
- LS4.C: Adaptation

SEPs:

- Practice 4: Analyzing and Interpreting Data
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCCs:

- Systems and System Models
- Structure and Function

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?

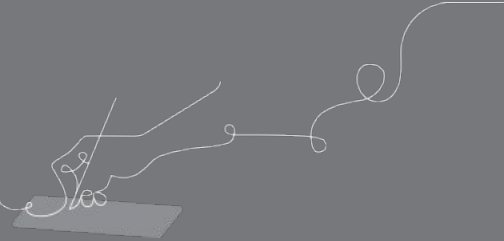
What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

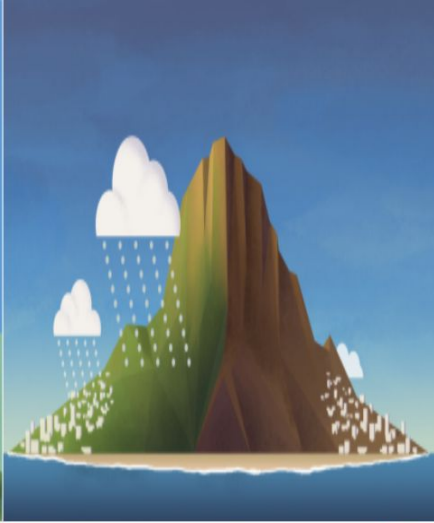
What new ideas are added in Level 2? How do those new ideas build on and connect to Level 1?

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

2

Questions?





Plan for the day

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Placeholder for @ home lesson insert

Activity 3

Making Inferences

About Survival - model activity
with embedded formative assessment



Desert



| | |
|---|--|
| What is it like in this environment? | The desert can be a harsh environment because it is very warm and dry, but many plants and animals live there. |
| Temperature | warm throughout the year, very hot in the summer |
| Rain | not much rain |
| Plants | |
| Animals | |

Tropical Forest



| | |
|---|---|
| What is it like in this environment? | The tropical forest is home to many plants and animals. |
| Temperature | warm throughout the year |
| Rain | very rainy |
| Plants | trees, ferns, grass, moss |
| Animals | birds, bats, insects, monkeys |

Grassland



| | |
|---|--|
| What is it like in this environment? | The grassland gets its name from the grass that grows in this environment. |
| Temperature | very cold winters, hot summers |
| Rain | rainy, mostly in the spring |
| Plants | grass, flowering plants |
| Animals | wolves, coyotes, deer, mice, hawks, insects |

Alpine Tundra



| | |
|---|---|
| What is it like in this environment? | This environment is located at very high altitudes, so it is a harsh environment where trees cannot grow. |
| Temperature | extremely cold in winter, cold in summer |
| Rain | some rain |
| Plants | short grasses, flowering plants, shrubs |
| Animals | coyote, elk, marmot, insects |

Environments and Survival—Needs for Survival Environment Cards—Lesson 1.2—AMPS0603 09-3L58
 © The Regents of the University of California. All rights reserved.
 Image credit: Shutterstock



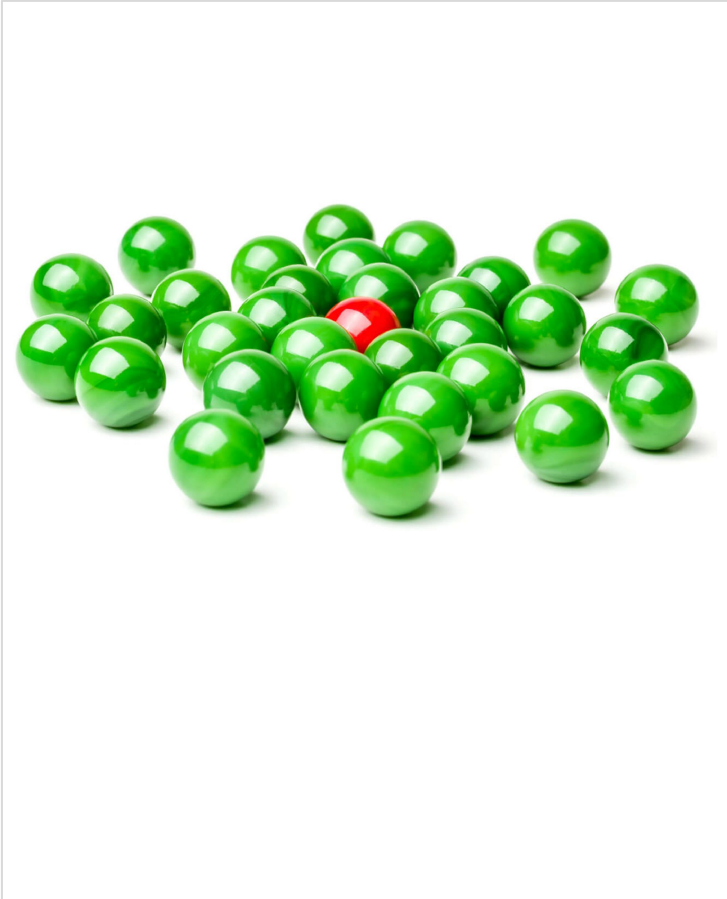
How likely do you think it is that your **organism** would **survive** in each environment?



Let's think about what it means for something to be likely to happen.



Do you think it is likely to rain in this place? Why or why not?



Imagine you are picking one of these marbles with your eyes closed. Are you **likely** to pick a **red marble**? Why or why not?



Is this **fish likely to survive** in this environment? Why or why not?

Vocabulary



inference

something you figure out based on observations
and what you already know

Name: _____ Date: _____

Needs for Survival (continued)

| Environment | Needs | Can this organism meet this need in this environment? |
|-----------------|-----------------|---|
| Tropical Forest | Food | Yes No Maybe |
| | Water | Yes No Maybe |
| | Avoid predators | Yes No Maybe |
| | | Yes No Maybe |

| Environment | Needs | Can this organism meet this need in this environment? |
|-------------|-----------------|---|
| Grassland | Food | Yes No Maybe |
| | Water | Yes No Maybe |
| | Avoid predators | Yes No Maybe |
| | | Yes No Maybe |

How well do you think your organism could meet its needs in each environment? Circle whether it is likely or not likely to survive.

Organism: _____

is likely / not likely to survive in a desert environment.

is likely / not likely to survive in an alpine tundra environment.

is likely / not likely to survive in a tropical forest environment.

is likely / not likely to survive in a grassland environment.



Turn to page 5 in your notebooks.

You'll make an **inference** about whether your organism is **likely to survive** in each of the environments.

We can make an inference about the common collared lizard surviving in the desert.

| Environment | Needs | Can the organism meet this need in this environment? | | |
|-------------|-----------------|--|----|-------|
| Desert | Food | Yes | No | Maybe |
| | Water | Yes | No | Maybe |
| | Avoid predators | Yes | No | Maybe |
| | Temperature | Yes | No | Maybe |

Organism: common collared lizard

is likely / not likely to survive in a desert environment.

Name: _____ Date: _____

Needs for Survival (continued)

| Environment | Needs | Can this organism meet this need in this environment? |
|-----------------|-----------------|---|
| Tropical Forest | Food | Yes No Maybe |
| | Water | Yes No Maybe |
| | Avoid predators | Yes No Maybe |
| | | Yes No Maybe |

| Environment | Needs | Can this organism meet this need in this environment? |
|-------------|-----------------|---|
| Grassland | Food | Yes No Maybe |
| | Water | Yes No Maybe |
| | Avoid predators | Yes No Maybe |
| | | Yes No Maybe |

How well do you think your organism could meet its needs in each environment? Circle whether it is likely or not likely to survive.

Organism: _____

is likely / not likely to survive in a desert environment.

is likely / not likely to survive in an alpine tundra environment.

is likely / not likely to survive in a tropical forest environment.

is likely / not likely to survive in a grassland environment.



Record an inference
about whether your
organism is likely to
survive in each
environment.

Remember that we are investigating this question:

What makes organisms in a population more likely to survive or less likely to survive?

When scientists want to understand **how or why something happens**, they need to figure out all the **different parts that work together** to make it happen.

The parts and the way those parts work together is called a **system**.

End of Lesson



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Plan for the day

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

Tailoring instruction: which suggestions will you use?

Now what? In order to focus students on the idea that an organism's chances of survival depend on what is in its environment, have students look at the Red-Eyed Tree Frog Organism Card and the Tropical Forest Environment Card. Have students make an inference about how likely the red-eyed tree frog is to survive in a tropical forest. If students do not bring it up, point out that the tree frog can find food and water and can possibly avoid predators in the tropical forest environment. In addition, the temperature in a tropical forest is not too hot or too cold for the tree frog. Guide students to agree on the inference that the tree frog is likely to survive in this environment. Then, ask students if the tree frog is just better at surviving than the red fox, for whom the tropical forest would be too hot. Have students share their ideas and then focus them on the Grassland Environment Card. Ask students to make an inference about how likely the red-eyed tree frog is to survive in a grassland environment. Lead a discussion in which students conclude that a grassland environment does not have enough water, nor is the temperature good for the tree frog, so it is not likely to survive in a grassland environment. Emphasize that what is in an organism's environment affects how well the organism can survive. Depending on the needs of your class, you may wish to conduct a whole-class discussion, a small-group discussion, or discuss with individual students.

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 - when it is easier for organisms to meet their needs in an environment, they are more likely to survive.

Analyzing student data: refer to the Look for section of the **1.2.3** assessment and refer to your observation notes.

Taking action based on student data: refer to the Now what section of the **1.2.3** and consider how you might adjust instruction in your classroom.

Which dimension?



- Key Concept
- Practice
- Crosscutting Concept

Notes:

Key Concept: survival needs
Practice - analyzing & interpreting data
CCC: System & system models

Which modality?

Talk, write

Look/listen-fors:

- *Referencing environment when discussing organism's needs (systems thinking)?*

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:

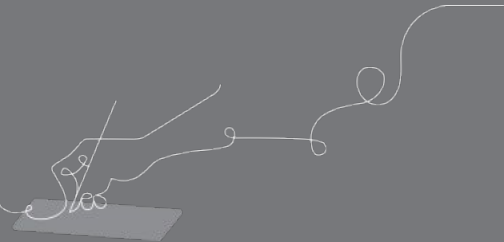
Keep an eye on certain students and keep them in mind for future lessons when engaging in systems thinking

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? | | | |
|---|-----------------|--|---|
| <input type="checkbox"/> Level 1 Notes: <input type="checkbox"/> Level 2 <input type="checkbox"/> 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?  | Which modality? | When? | How? |
| <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?

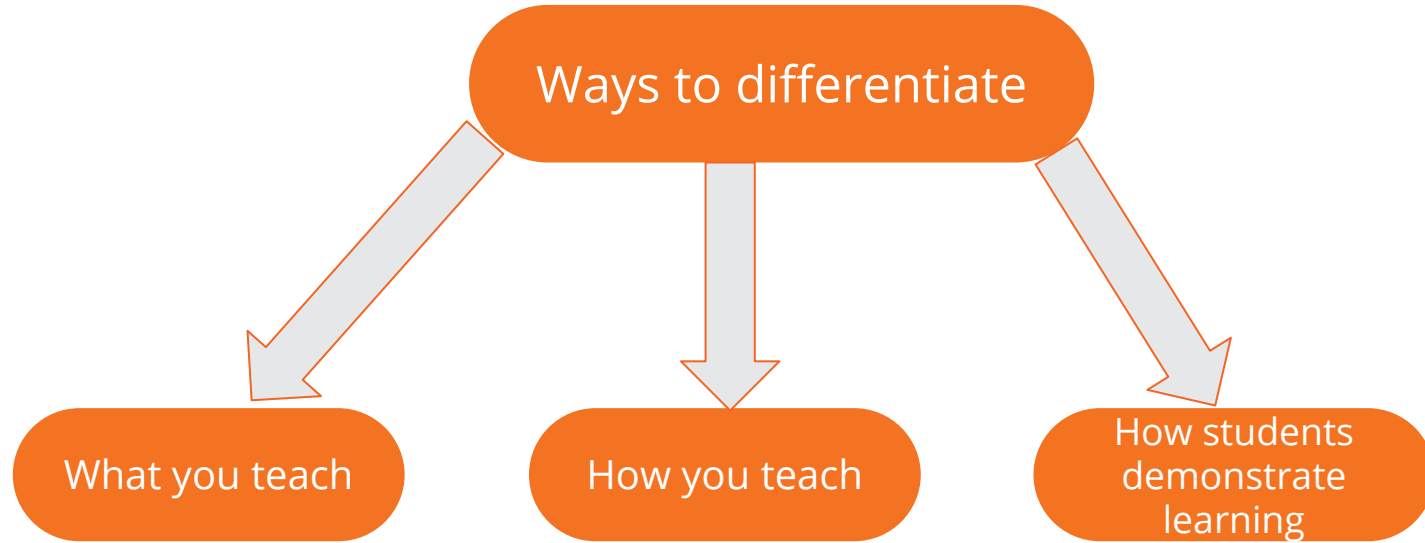




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 - Survey

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

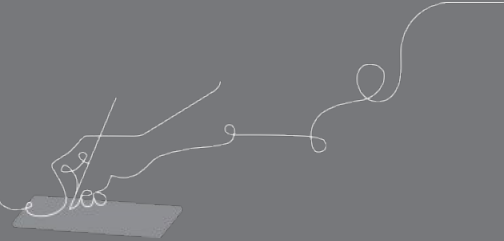
Science and literacy

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

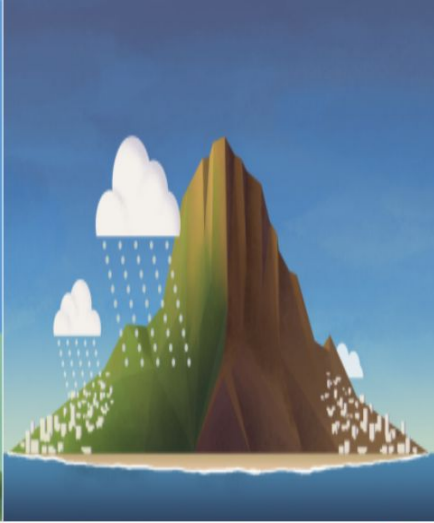
@Home Units assessment considerations

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

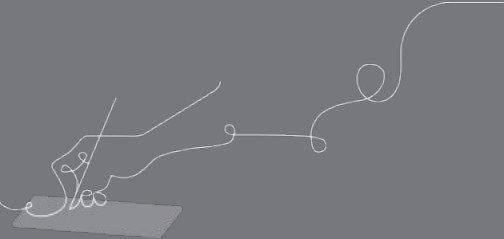
Students' written argument (*Writing an Argument to Support a Diagnosis*, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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



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Questions?



Revisiting our objectives

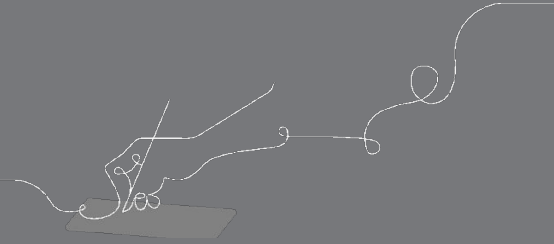
Do you feel ready to...

- 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/>



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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!

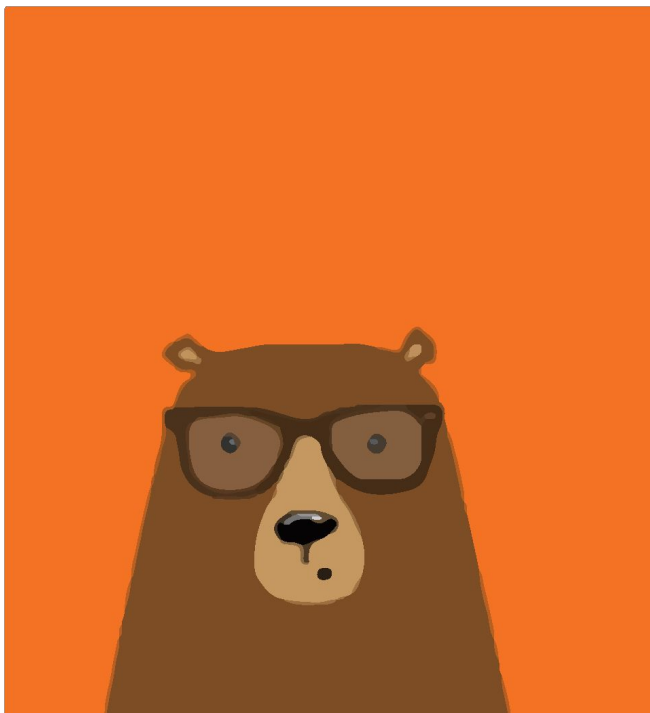
Amplify Science Program Hub

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.... The page header includes the AmplifyScience logo and the subject "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 footer of the page includes 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

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.

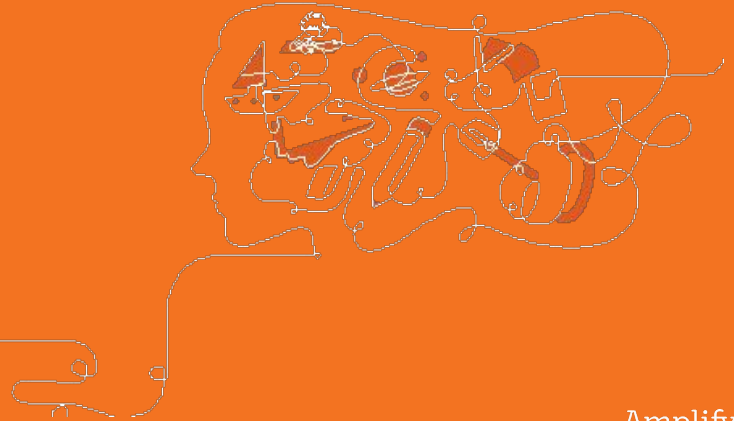


Final Questions?

Please provide us feedback!

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

Presenter name: XXX



30 minute open office hours
to follow...

