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.

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Amplify Science
New York City

Unit 3: Focusing on the Assessment System
Grade 4 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!

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Use two windows for today's webinar

Window #1

Window #2

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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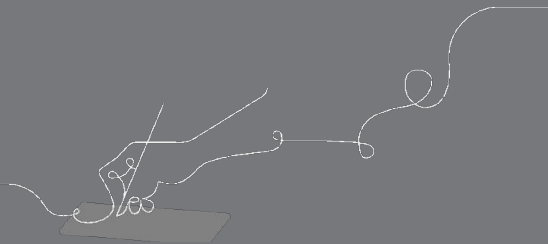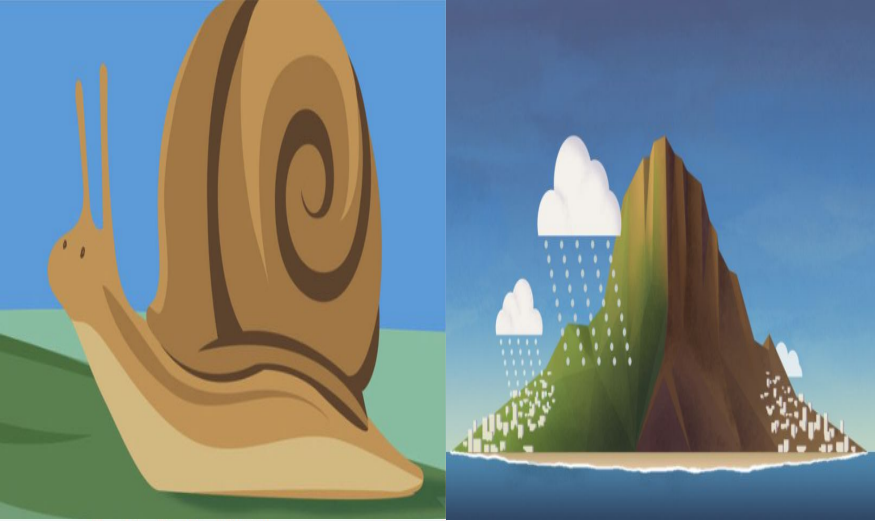
Plan for the day

- **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
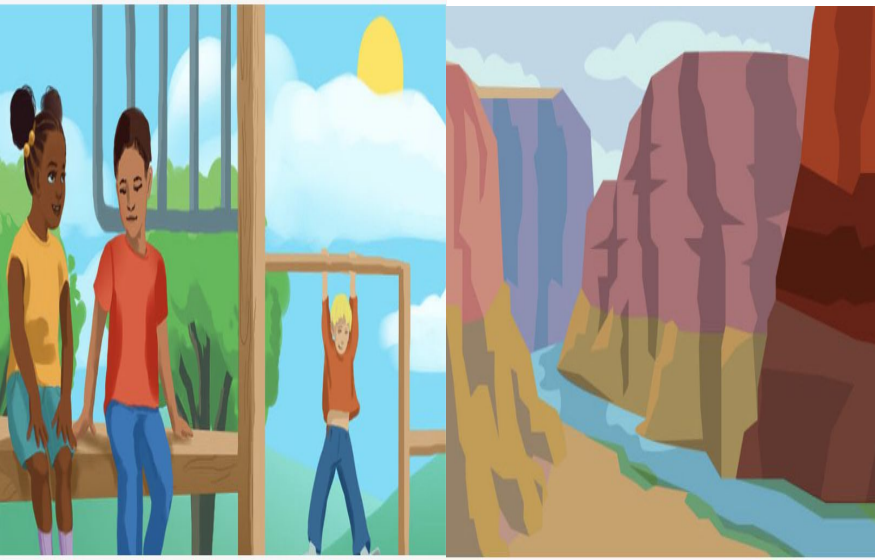
Anticipatory activity

On the Jamboard "post"….

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

Your definition of "formative assessment"

Idea

Idea

Idea

Idea

Idea

What is formative assessment?

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

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Formatively assessing during remote learning

y of California

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Questions?
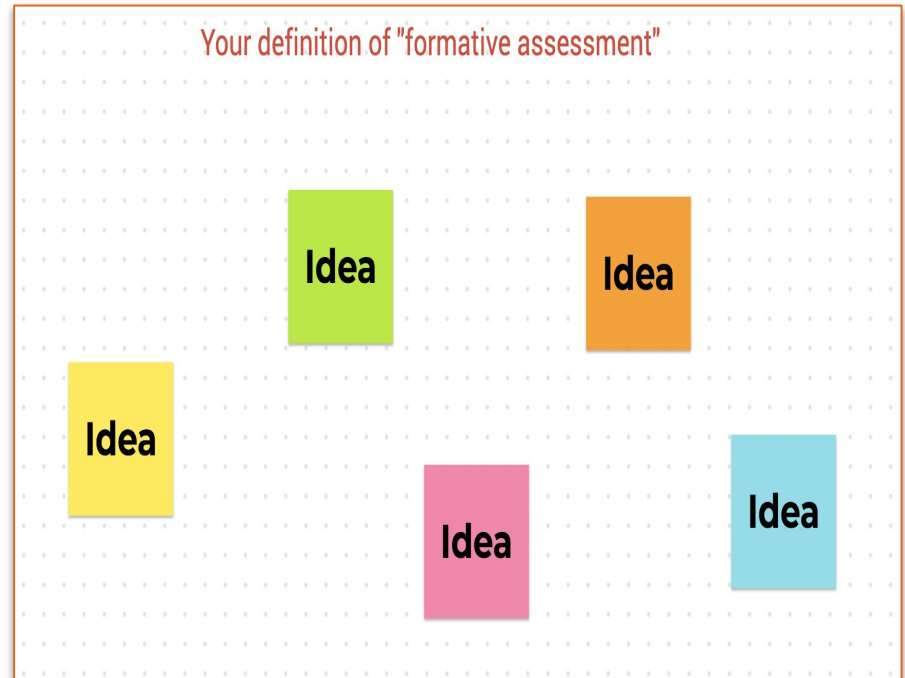
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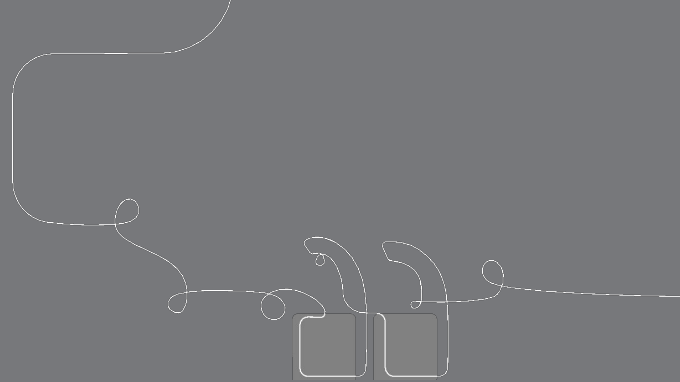
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Earth's Features

What was the environment of this place like in the past?

Playing the role of geologists, students help the director of Desert Rocks National Park explain how and when a particular fossil formed and how it came to be in its current location. Students figure out what the environment of the park was like in the past and why it has so many visible rock layers.

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Learning Progression

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

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Assessment System

Deep, causal understanding

Prior knowledge

Level 3

Level 2

Level 1
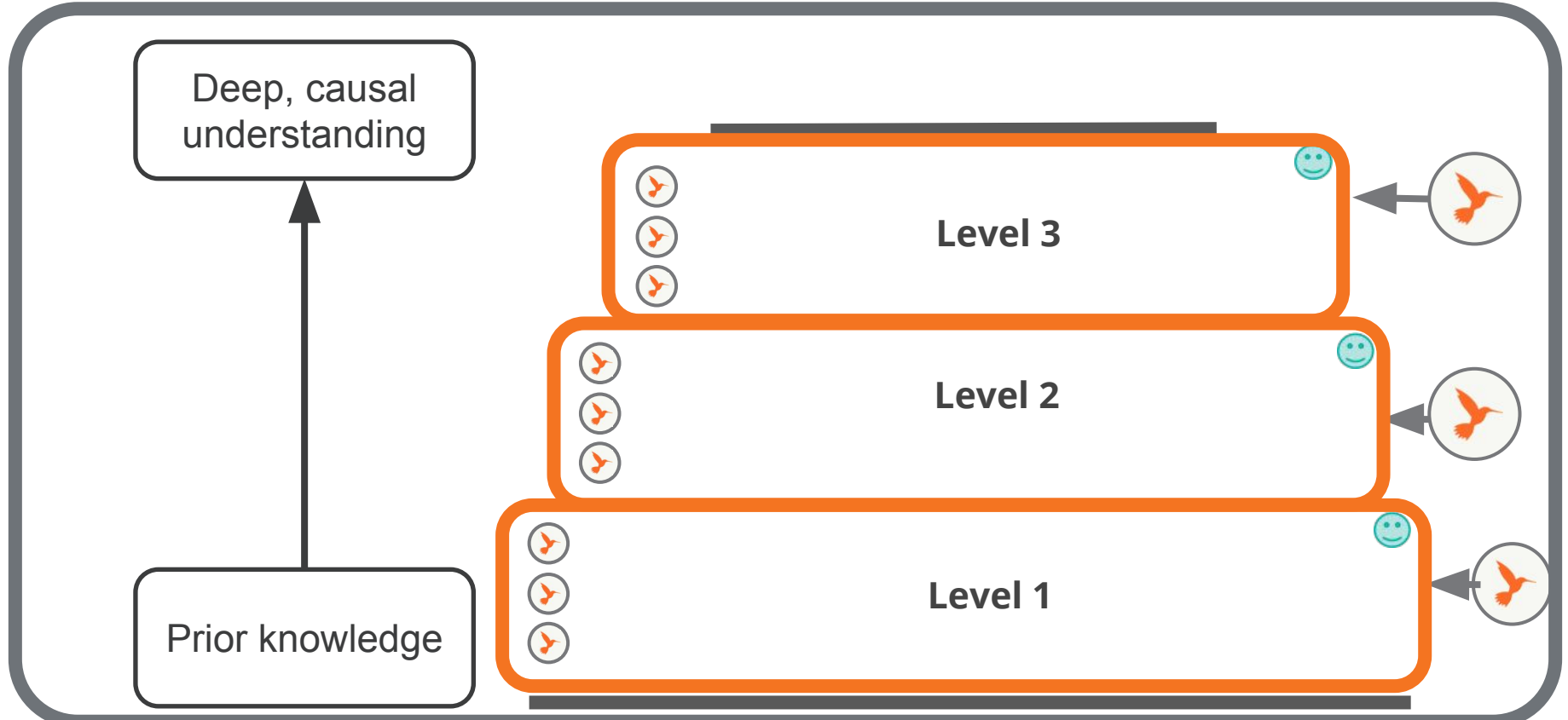
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Formative assessment in Amplify Science

- Encompasses a range of modalities

- Provides window into student thinking

- Assesses the 3 dimensions

- Embedded into instruction

Do,
Talk,
Read,
Write,
Visualize

PRACTICES
CORE IDEAS
CROSSCUTTING
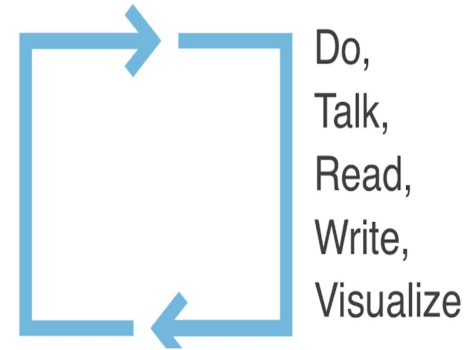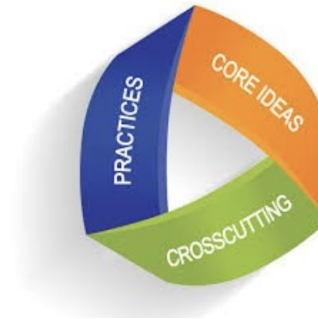
Carbon dioxide and methane redirect outbound energy, which causes less energy to exit.

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.

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Assesses 3 dimensions

PRACTICES
CORE IDEAS
CROSSCUTTING
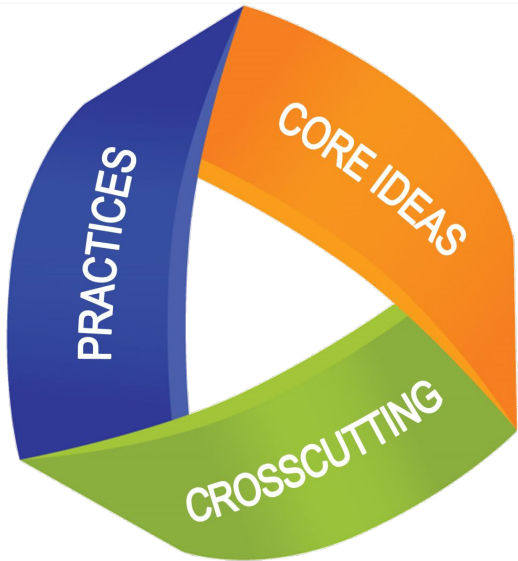
Teacher References

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

Lesson 1.2, Activity 4:
Student Data Discussion: Sorting Observations and Inferences

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:
- Look For/Now What? Notes

DCI:
- ESS1.C: The History of Planet Earth

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

CCCs:
- Patterns
- Stability and Change

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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.

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Questions?

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Plan for the day

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Placeholder for @ home lesson insert

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Model activity with embedded formative assessment

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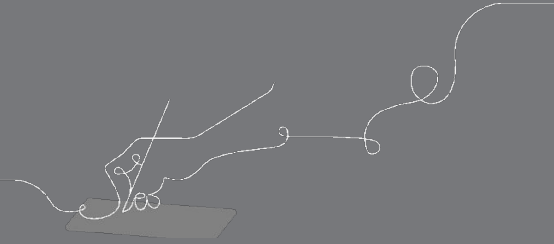
Activity 4

Sorting Observations and Inferences

Remember that an **observation** is something you notice using any of your five senses.

An **inference** is something you figure out based on observations and information you already know.

For example, "I see there is an eggshell in a nest" is an **observation.**

"A bird hatched out of the egg" is an **inference.**

We will now have a chance to think carefully about the **difference between** an **observation** and an **inference** about the fossil.

Open your set of **statements about the fossil** and **two labels** that say "Observations" and "Inferences."

Sorting Observations and Inferences
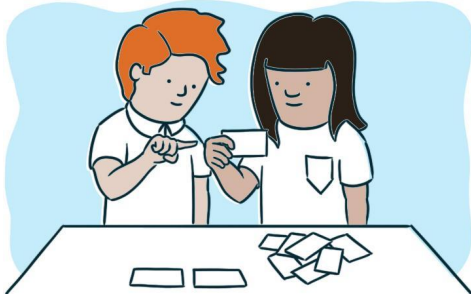
Step 1

Read each statement about the fossil with your partner at home, if possible.

Step 2

Talk about whether you think it is an observation of the fossil or an inference about the fossil and why you think so.
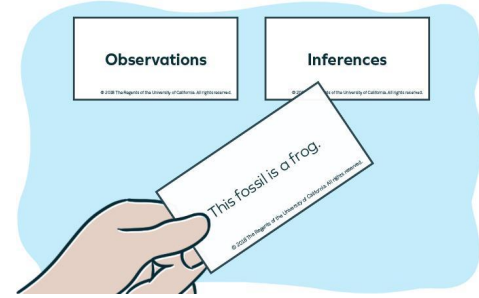
Step 3

Decide together if you should place each statement under the "Observations" label or the "Inferences" label.

ON-THE-FLY

End of model activity

Plan for the day

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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: Observations and Inferences

Look for: Students were introduced to the distinction between observations and inferences as they read *Clues from the Past*. Identifying Dr. Coria's observations and inferences gave students a chance to begin differentiating between the two. This sorting activity is an opportunity to informally assess students' ability to separate observations from inferences. As you circulate, do you notice pairs sorting statements describing what can be sensed with the five senses into the Observation category, and statements that integrate science ideas and prior understanding into the Inferences category? This is a practice that students will continue to develop throughout this unit, and it is not expected that students will be able to accurately sort all the statements at this point.

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[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? For students who are struggling to sort the statements, ask them about one of the statements at a time, while presenting a series of questions to guide their decisions.

- *Is this statement something that can be observed with the five senses? Which senses?*

- *Would I need to know something about animals or rocks to make this statement? Would somebody who had never before seen something similar to this animal be able to make this statement?*

- *Would I need to make comparisons to other things I know already to make this statement?*

Helping students reflect on what information they are using to sort each statement can help them decide whether it is an observation made using the five senses or an inference made using background knowledge. You can also make parallel observations and inferences about objects in the room and explain what makes each statement an observation or inference.

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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?	**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 Notes: ☐ Level 2 ☐ Level 3	*Level 1 – Sedimentary rock forms when sediment piles up and hardens over time. Fossils can form in the rock if organisms are buried in the sediment.*

| 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?	Which modality?	When?	How?
☐ Key Concept ☐ Practice ☐ Crosscutting Concept Notes: *Key Concept: earth materials & systems* *Practice – obtaining, evaluating, and communicating information* *CCC: patterns*	*Talk, Do* Look/listen-fors: • *Distinguishing between observations & inferences*	☐ 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 distinguishing between observations & inferences*

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 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.	
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Questions?
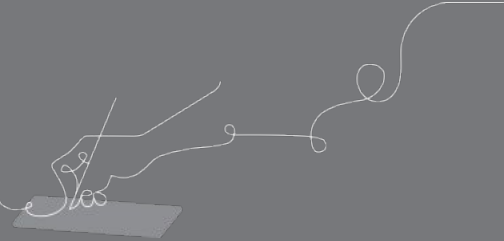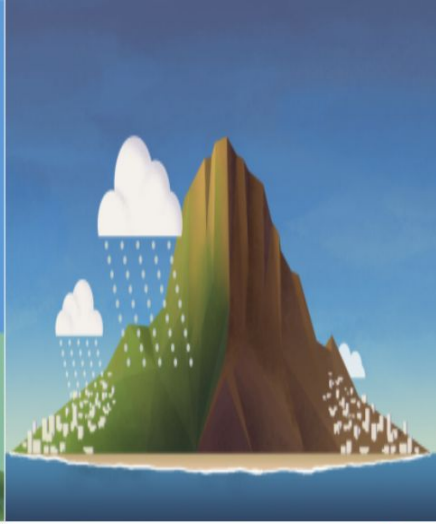
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Differentiation

Ways to differentiate

What you teach

How you teach

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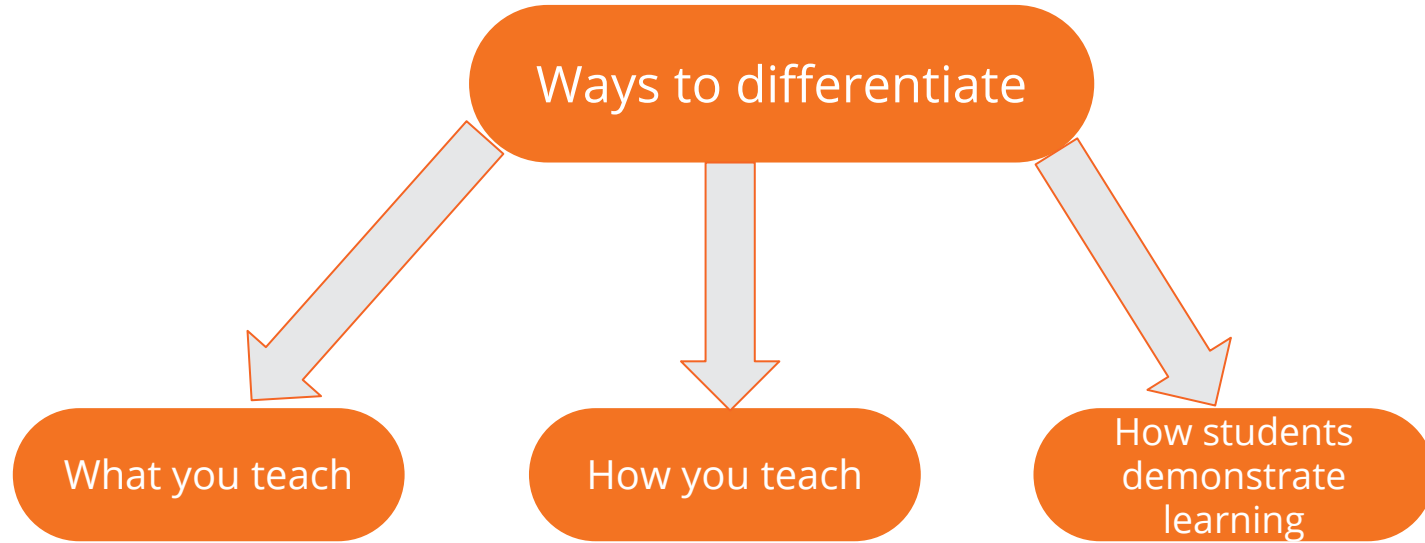
How do you already utilize these ways in your remote and/or in-person instructional practice?

Differentiation in Amplify Science

Lesson Brief

Overview

Materials & Preparation

Differentiation

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

Standards

Vocabulary

Unplugged?

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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

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Diverse learners: access & equity

t.rsinha-das@tryamplify.net

Log Out

Go To My Account ⚙

Classroom Language Settings

LLA Resources · Interim Assessments

LA Science Program Guide

Program Hub

Science Program Guide

Map

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	

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Questions?
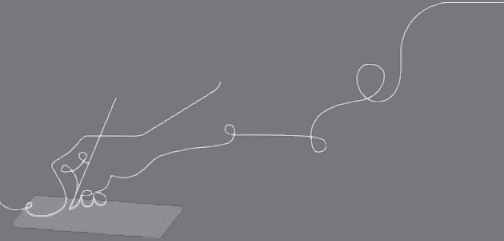
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AmplifyScience@Home

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

Step 1

Step 2

Welcome Science Educators!

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.

Step 3 (choose your grade)

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.

Grade Level Units   Grade TK

Transitional Kindergarten

Step 4 (scroll down and choose your unit)

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.

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

22 Lessons

Earth's Features

@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.
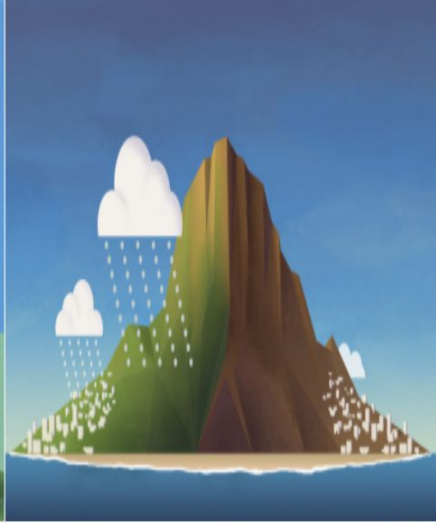
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Amplify.
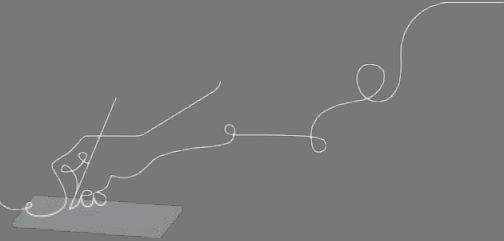
Revisiting our objectives

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!
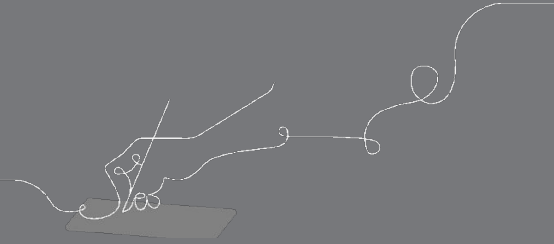
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New York City Resources Site

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 S... have access to the many updates and upgrades in o... your regular credentials to login and begin your su... curriculum until late August/early September whe... 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!

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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.
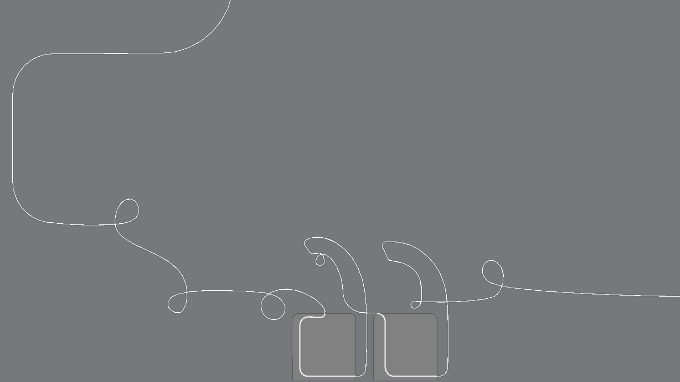
scihelp@amplify.com

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.
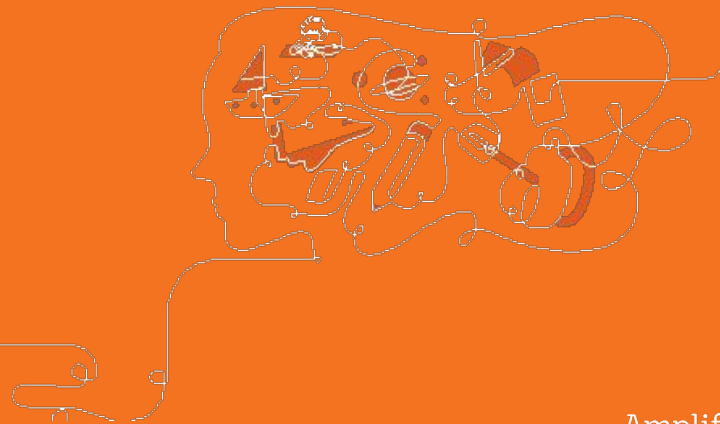- Copy your district or site IT contact on emails.

Final Questions?

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Please provide us feedback!

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

Presenter name: XXX

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30 minute open office hours to follow...

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