

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 5 new teachers

Date xx

Presented by xx



Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



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

Use two windows for today's webinar

Window #1

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

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

OPEN PRINTABLE PROGRESS BUILD

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

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

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

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

Getting Ready to Teach
Materials and Preparation

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

Window #2

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

Lesson 1.2:
Using Fossils to Understand Earth

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

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview
Materials & Preparation
Differentiation
Español rds

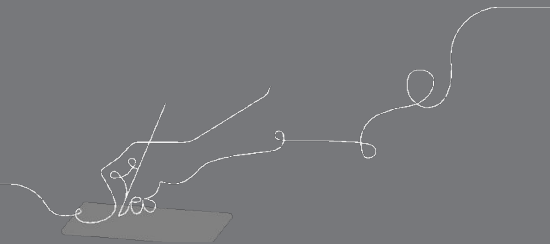
Digital Resources
All Projections
Completed Scientific Argumentation Wall Diagram
Video: Meet a Paleontologist
The Ancient Mesosaurus

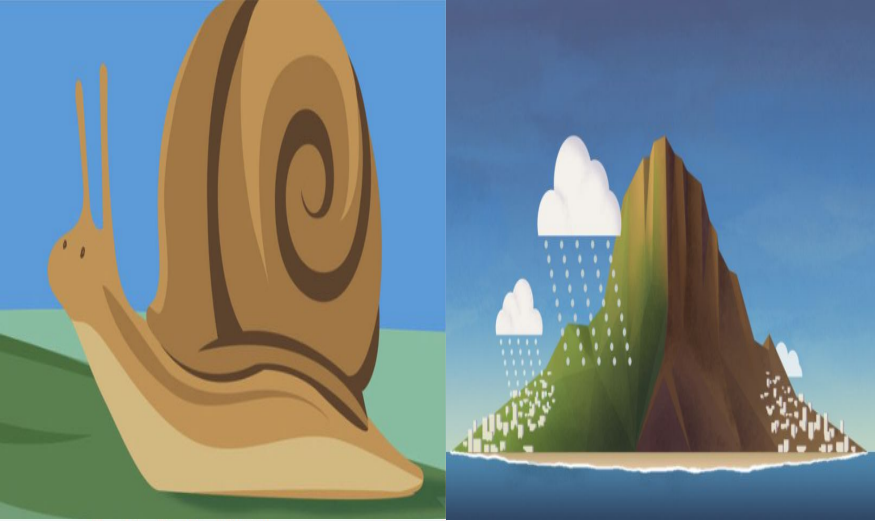
Overarching goals

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

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

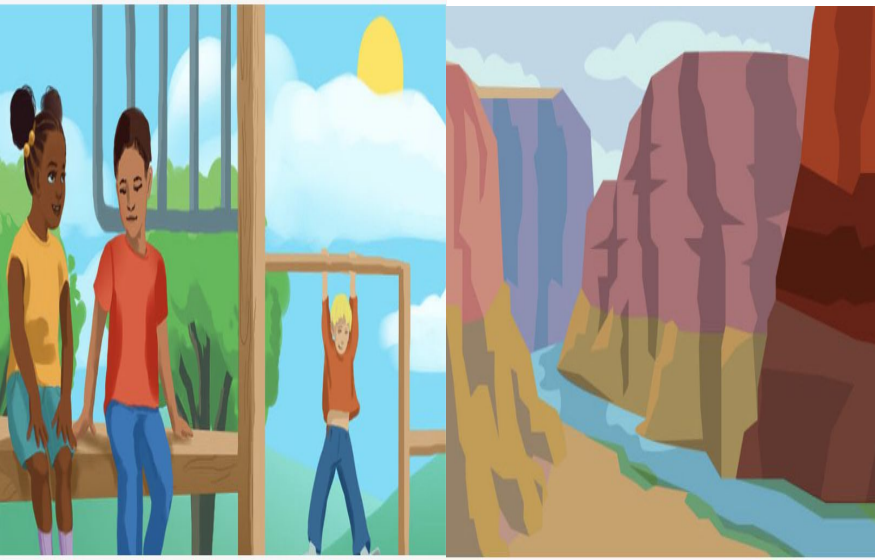
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Plan for the day

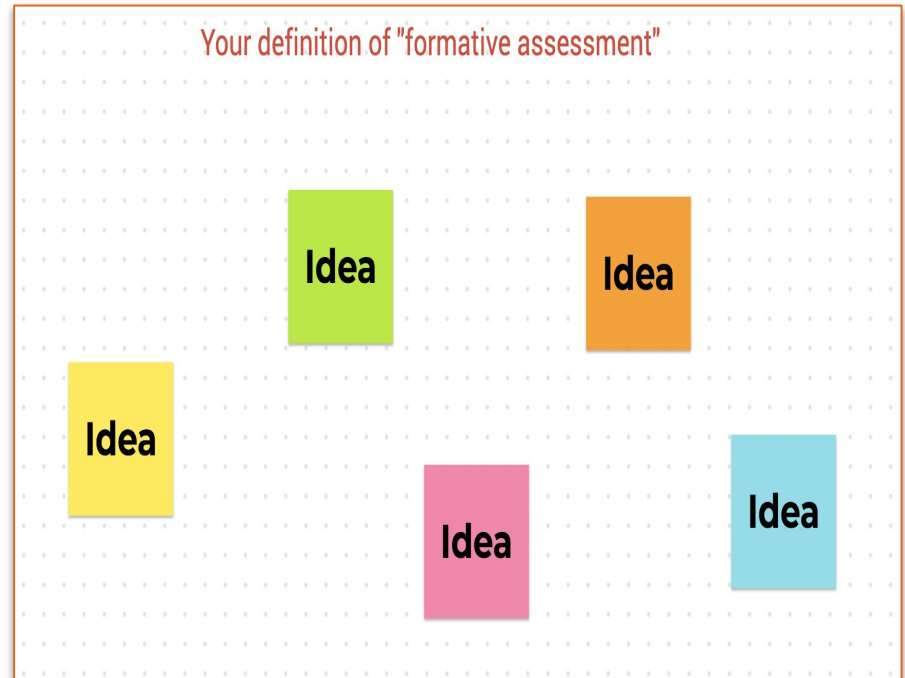
- **Framing the day**
 - Welcome and introductions
 - Anticipatory activity
- Unpacking the progress build
- Exemplar assessment experience
- Deconstructing on-the-fly assessments
- Differentiation & other supports
- Closing
 - Reflection & additional resources
 - Survey



Anticipatory activity

On the Jamboard “post”

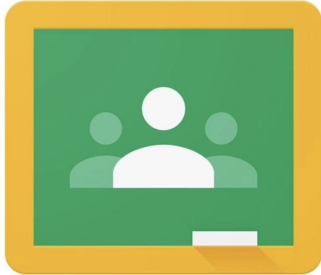
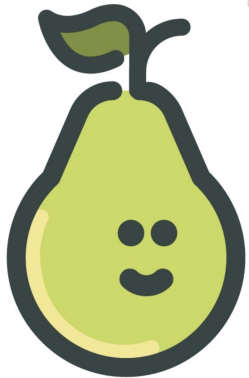
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**



What is formative assessment?

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

Formatively assessing during remote learning



What is the most important thing you learned today?



Water plates are heavier

Could you do this on your own?



FLIPGRID



nearpod

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

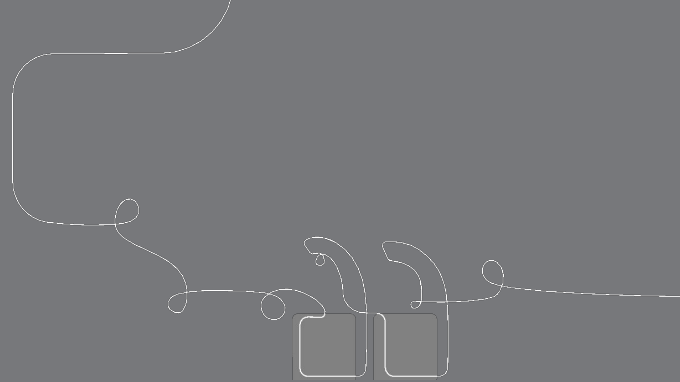
eight planets.

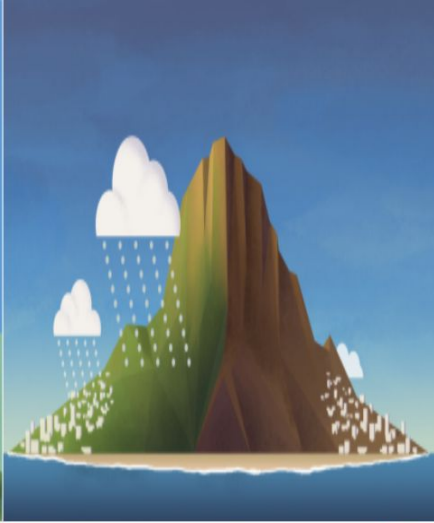


Saturn is one of the eight planets

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

Questions?





Plan for the day

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

The Earth System

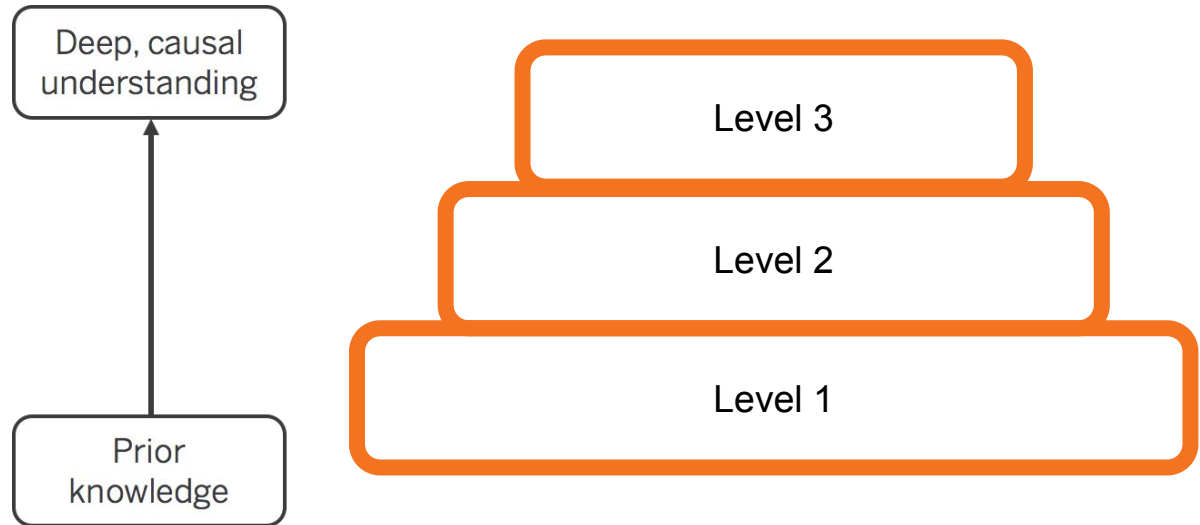


What can determine how much water is available for human use?

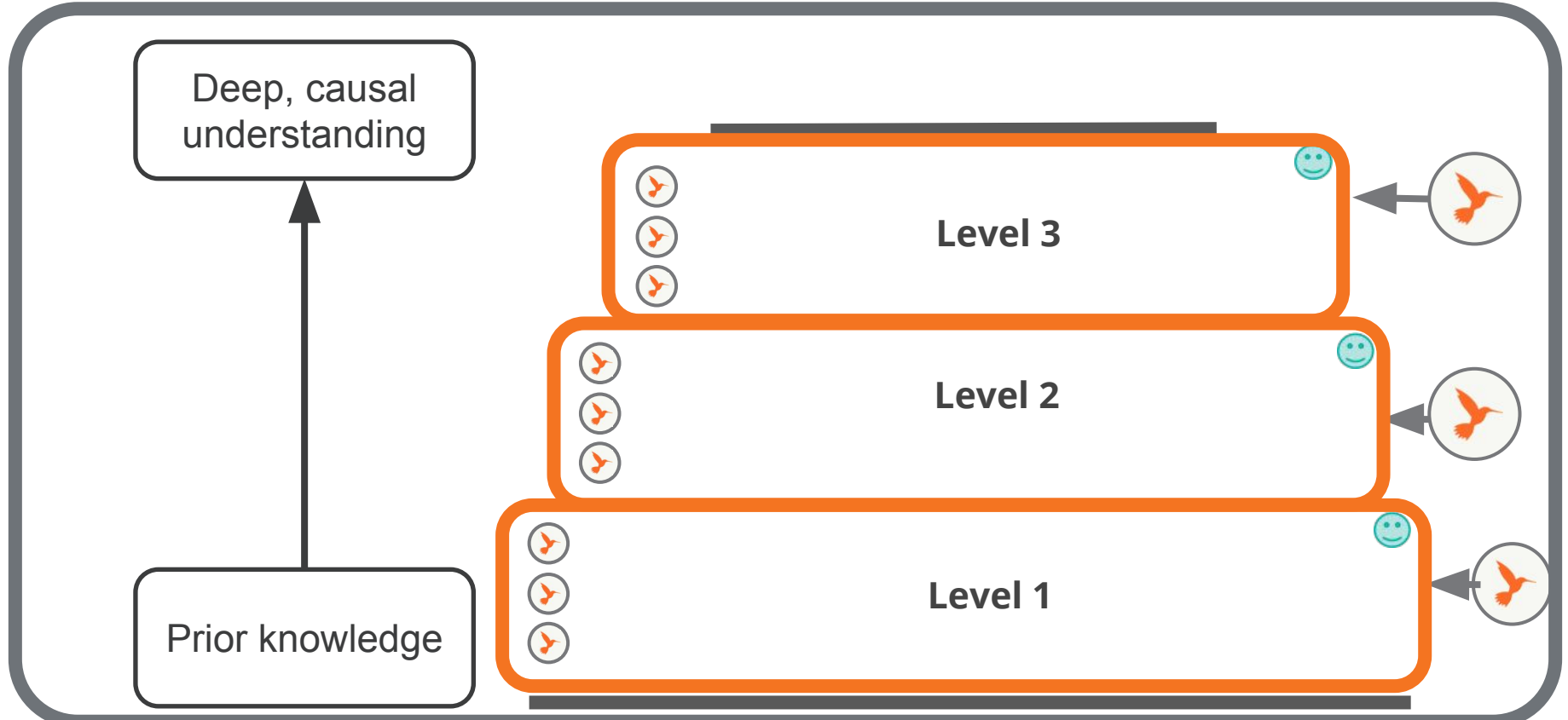
The cities of East Ferris and West Ferris are located on different sides of a mountain on the fictional Ferris Island. East Ferris is having a water shortage while West Ferris is not. As water resource engineers, students learn about the Earth system so they can help figure out what is causing the water shortage on one part of the island. They also design ways to alleviate the effects of water shortages, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.

Learning Progression

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

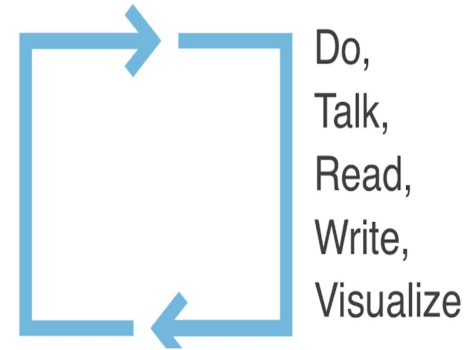
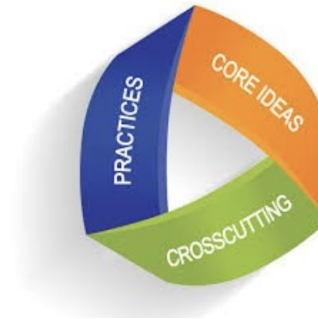


Assessment System



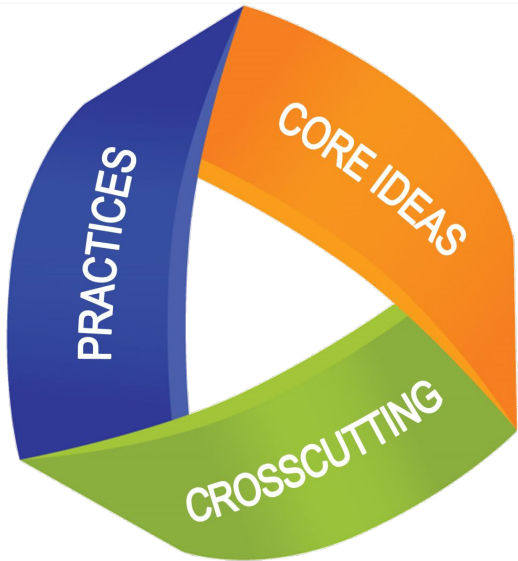
Formative assessment in Amplify Science

- 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 4:
Student Reading and Discussion: *Water Encyclopedia* and *Water Shortages, Water Solutions*

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:

- Look For/Now What? Notes

DCIs:

- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems
- ESS2.C: The Roles of Water in Earth's Surface Processes
- ESS3.C: Human Impacts on Earth Systems

SEPs:

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

CCCs:

- Scale, Proportion, and Quantity
- Systems and System Models

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?

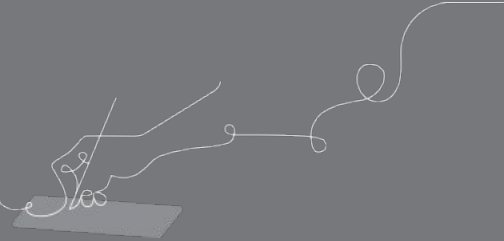
What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

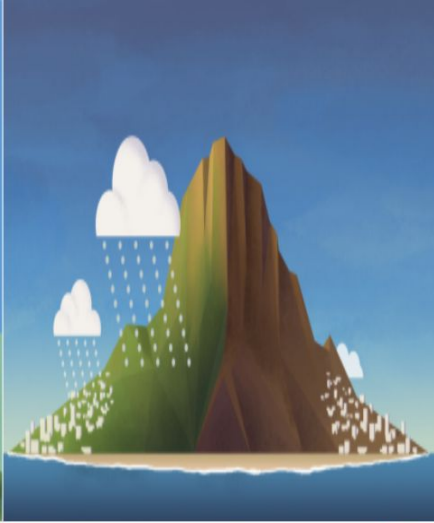
What new ideas are added in Level 2? How do those new ideas build on and connect to Level 1?

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

2

Questions?





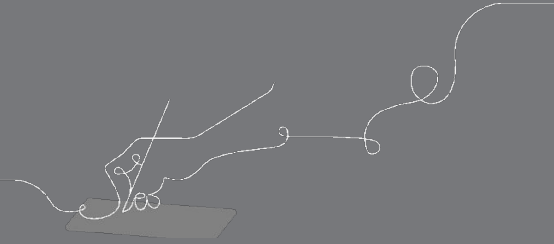
Plan for the day

- Framing the day
 - Welcome and introductions
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- Differentiation & other supports
- Closing
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Placeholder for @ home lesson insert

Model activity with embedded formative assessment

e



Activity 4

Synthesizing Ideas About Water Shortages



Name: _____ Date: _____

Synthesizing Ideas About Water Shortages

1. Read the question below.
2. Recall big ideas from *Water Encyclopedia* that help you answer the question, and record them in the first box.
3. Read pages 4–7 of *Water Shortages, Water Solutions* and record big ideas that help you answer the question in the second box.
4. Connect ideas together to come up with a new understanding that answers the question.
5. Record your new understanding in the box below the arrow.

Question: How can people affect how much freshwater is available?

Source: *Water Encyclopedia*

Ideas:

Source: *Water Shortages, Water Solutions*

Ideas:



New understanding:



What **big ideas** did you discuss and record as you read *Water Shortages, Water Solutions*?



Name: _____ Date: _____

Synthesizing Ideas About Water Shortages

1. Read the question below.
2. Recall big ideas from *Water Encyclopedia* that help you answer the question, and record them in the first box.
3. Read pages 4–7 of *Water Shortages, Water Solutions* and record big ideas that help you answer the question in the second box.
4. Connect ideas together to come up with a new understanding that answers the question.
5. Record your new understanding in the box below the arrow.

Question: How can people affect how much freshwater is available?

Source: *Water Encyclopedia*

Ideas:

Source: *Water Shortages, Water Solutions*

Ideas:

New understanding:



Based on what you learned from the two books, what **new understandings** do you have about the answer to our question?

Name: _____ Date: _____

Synthesizing Ideas About Water Shortages

1. Read the question below.
2. Recall big ideas from *Water Encyclopedia* that help you answer the question, and record them in the first box.
3. Read pages 4–7 of *Water Shortages, Water Solutions* and record big ideas that help you answer the question in the second box.
4. Connect ideas together to come up with a new understanding that answers the question.
5. Record your new understanding in the box below the arrow.

Question: How can people affect how much freshwater is available?

Source: *Water Encyclopedia*

Ideas:

Source: *Water Shortages, Water Solutions*

Ideas:



New understanding:



**Record a new
understanding in
your notebooks.**

Name: _____ Date: _____

Synthesizing Ideas About Water Shortages

1. Read the question below.
2. Recall big ideas from *Water Encyclopedia* that help you answer the question, and record them in the first box.
3. Read pages 4–7 of *Water Shortages, Water Solutions* and record big ideas that help you answer the question in the second box.
4. Connect ideas together to come up with a new understanding that answers the question.
5. Record your new understanding in the box below the arrow.

Question: How can people affect how much freshwater is available?

Source: <i>Water Encyclopedia</i> Ideas:
Source: <i>Water Shortages, Water Solutions</i> Ideas:



New understanding:





What new understanding did you record?

Vocabulary



synthesize

to put together multiple pieces of information in order
to understand something



Water is an important **resource** that people use every day.

People also rely on other **natural resources** like air, trees, and soil.



Why do you think air, trees, and soil are important **natural resources**?



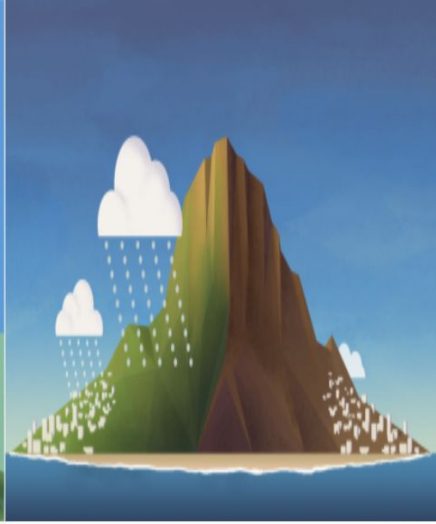
We read about how people can affect water.



How could **human activities** affect natural resources like air, trees, and soil?



End of model activity



Plan for the day

- Framing the day
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Tailoring instruction: which suggestions will you use?

Now what? If students are having trouble getting started with synthesizing, or if they are connecting unrelated ideas, you may want to model by using an example from *Water Shortages, Water Solutions*. (Pages 8–9, “Drought Down Under,” will work well for this purpose. Discuss the key idea that when people use water and it isn’t replaced by rain, the amount available in reservoirs can go down.) Depending on how many students need this support, you could either coach a few students individually, work with a small group, or model synthesizing with the whole class. As you guide student thinking with this sense-making strategy, remind students that they are trying to figure out how people might help to cause a water shortage.

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 - Rain can happen when water vapor gets cold and condenses into liquid water.

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: cycles of matter
Practice - obtaining, evaluating, and communicating information
CCC: systems & system models

Which modality?

Talk

Look/listen-fors:

- *Synthesizing ideas around human needs for freshwater & the limited amount of freshwater on Earth*

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:

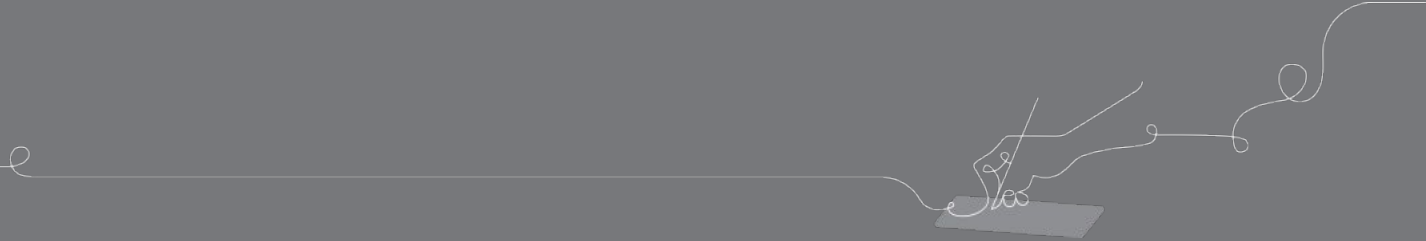
Keep an eye on certain students and keep them in mind for future lessons when using this sense-making strategy

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?			
<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?

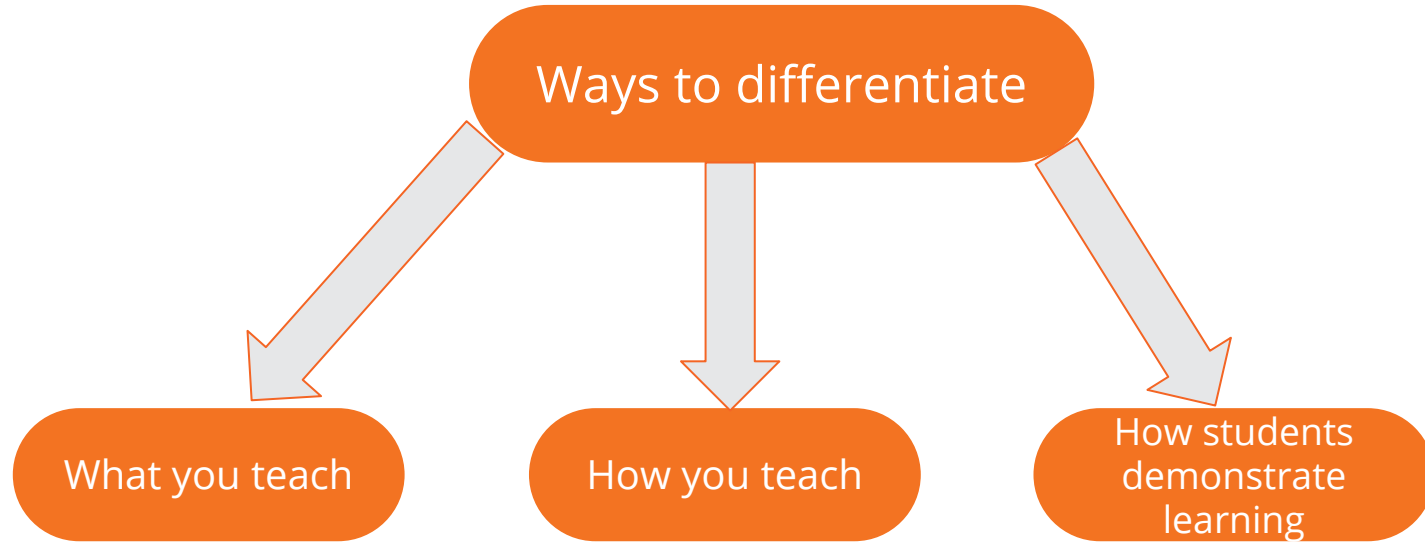




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Differentiation



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

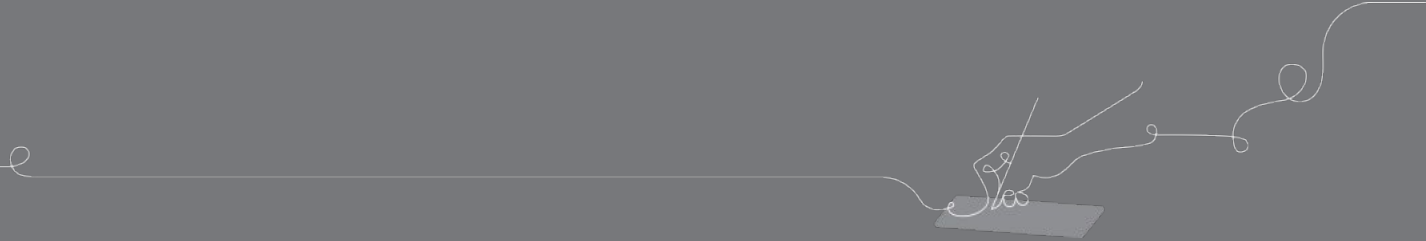
Science and literacy

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

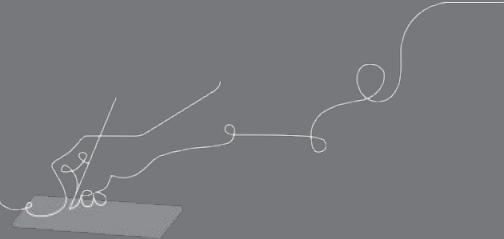
Students' written argument (*Writing an Argument to Support a Diagnosis*, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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



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Questions?



Revisiting our objectives

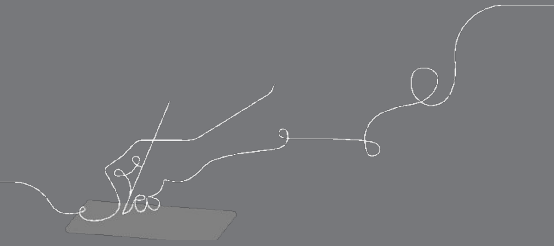
Do you feel ready to...

- 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/>



Amplify.

Amplify Science Resources for NYC (K-5)

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

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update 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 features a navigation menu on the left, a user profile for "Molly Teacher Lambertsen" with options for "Log Out" and "Go To My Account", and "Classroom Language Settings". The main content area is titled "Life Science" and includes a "Sim" section with "Additional Resources" such as "Benchmark Assessments", "ELA Resources", "Interim Assessments", "LA Science Program Guide", and "Science Program Guide". There are also "Home" and "Metabolism" (19 Lessons) sections with corresponding images. The footer 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.

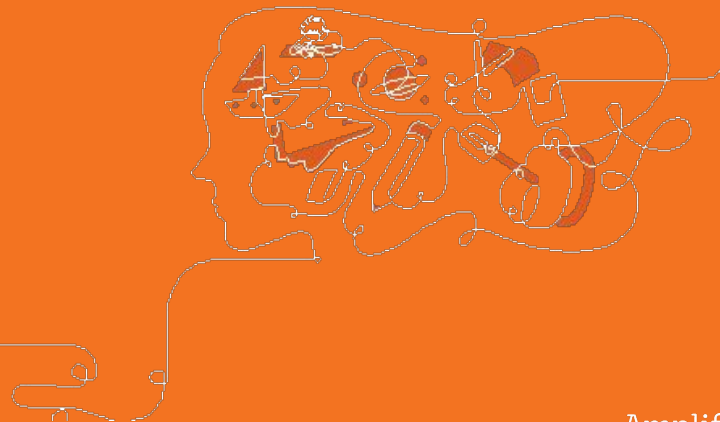


Final Questions?

Please provide us feedback!

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

Presenter name: XXX



30 minute open office hours
to follow...

