

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

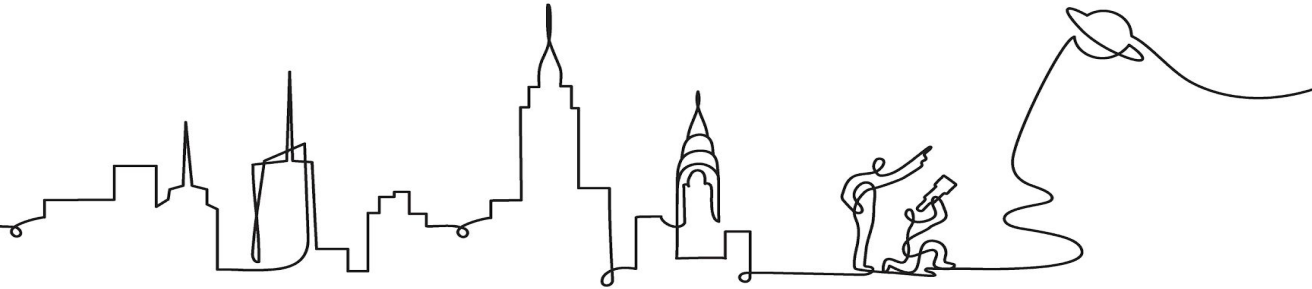
New York City

Unit 3: Focusing on the Assessment System

Kindergarten 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/8a31e095506df8a2015256f884b4544_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

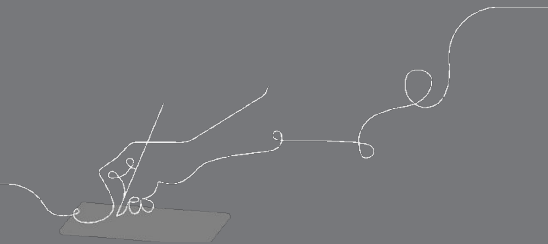
The Ancient Mesosaurus

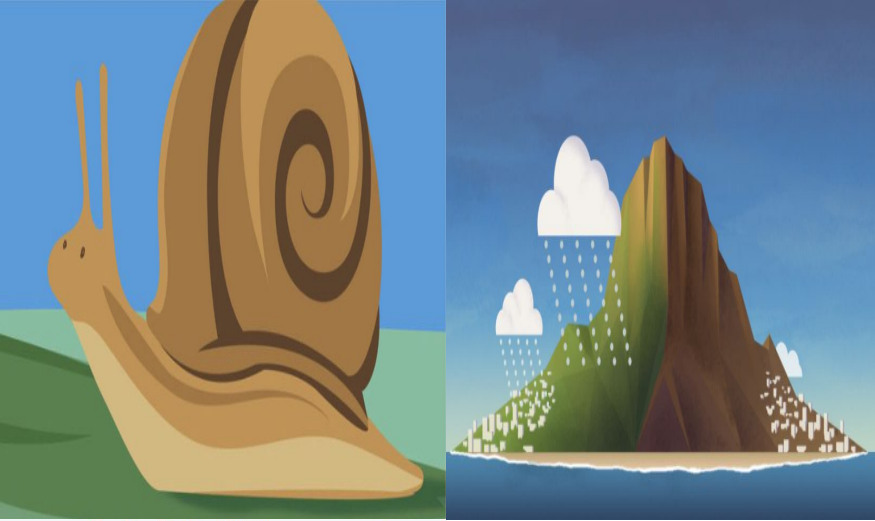
Overarching goals

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

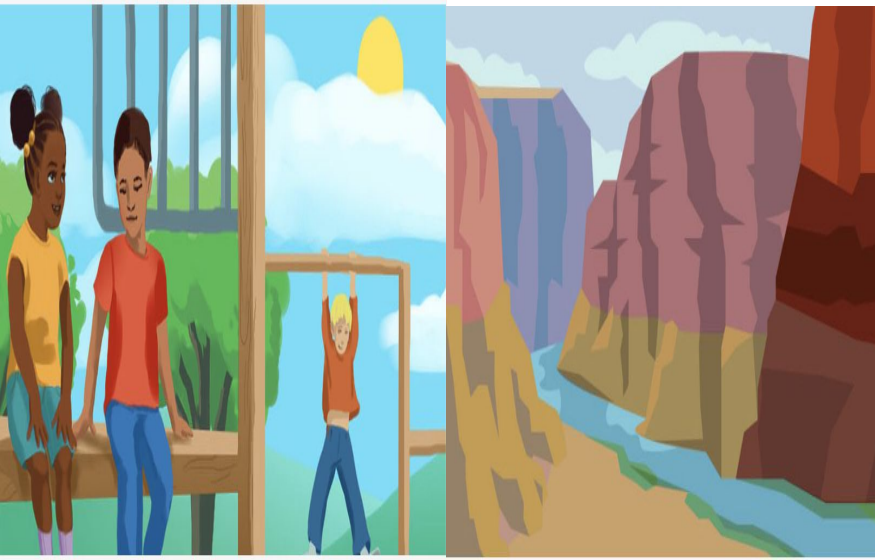
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Plan for the day

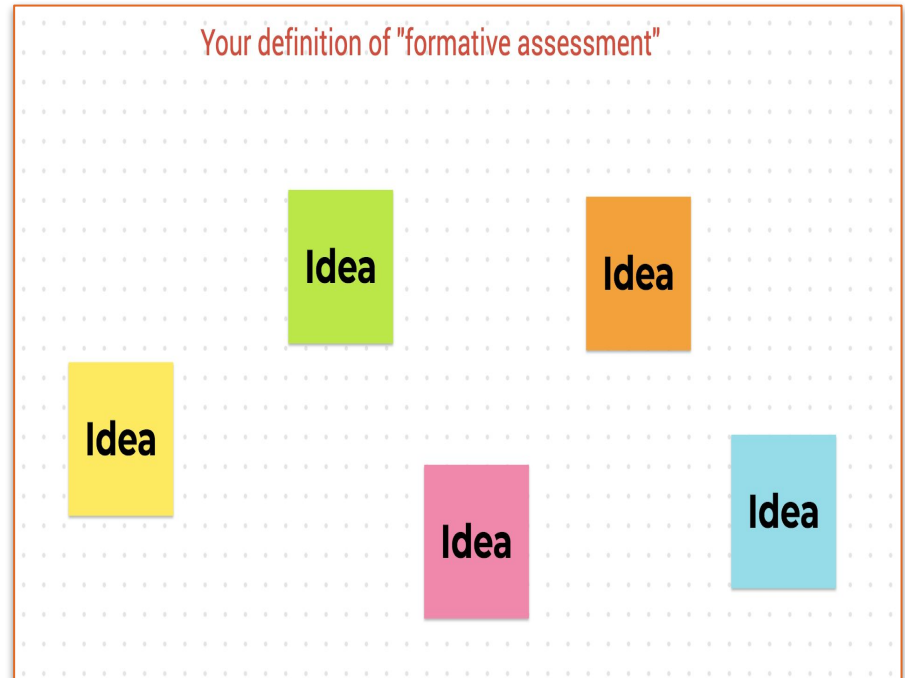
- **Framing the day**
 - Welcome and introductions
 - Anticipatory activity
- Unpacking the progress build
- Exemplar assessment experience
- Deconstructing on-the-fly assessments
- Differentiation & other supports
- Closing
 - Reflection & additional resources
 - Survey



Anticipatory activity

On the Jamboard “post”

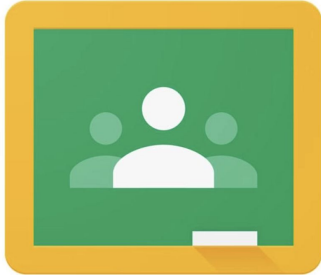
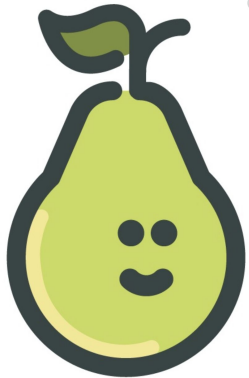
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**



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

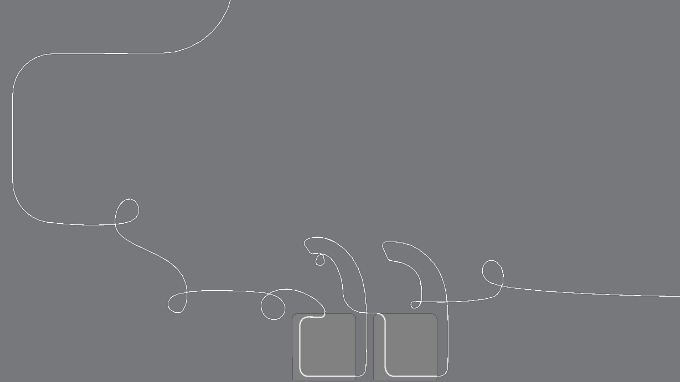
eight planets.

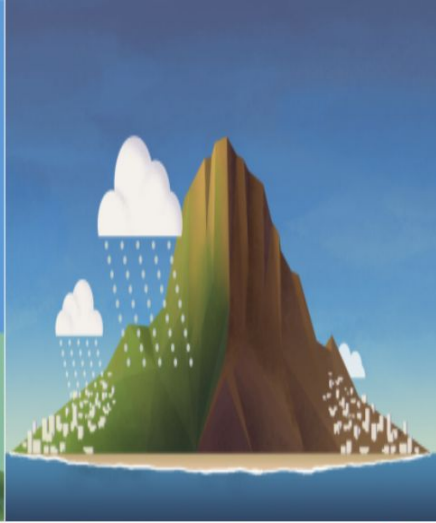


Saturn is one of the eight planets

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

Sunlight and Weather



Why are the playgrounds at two schools different temperatures? Why does one playground flood?

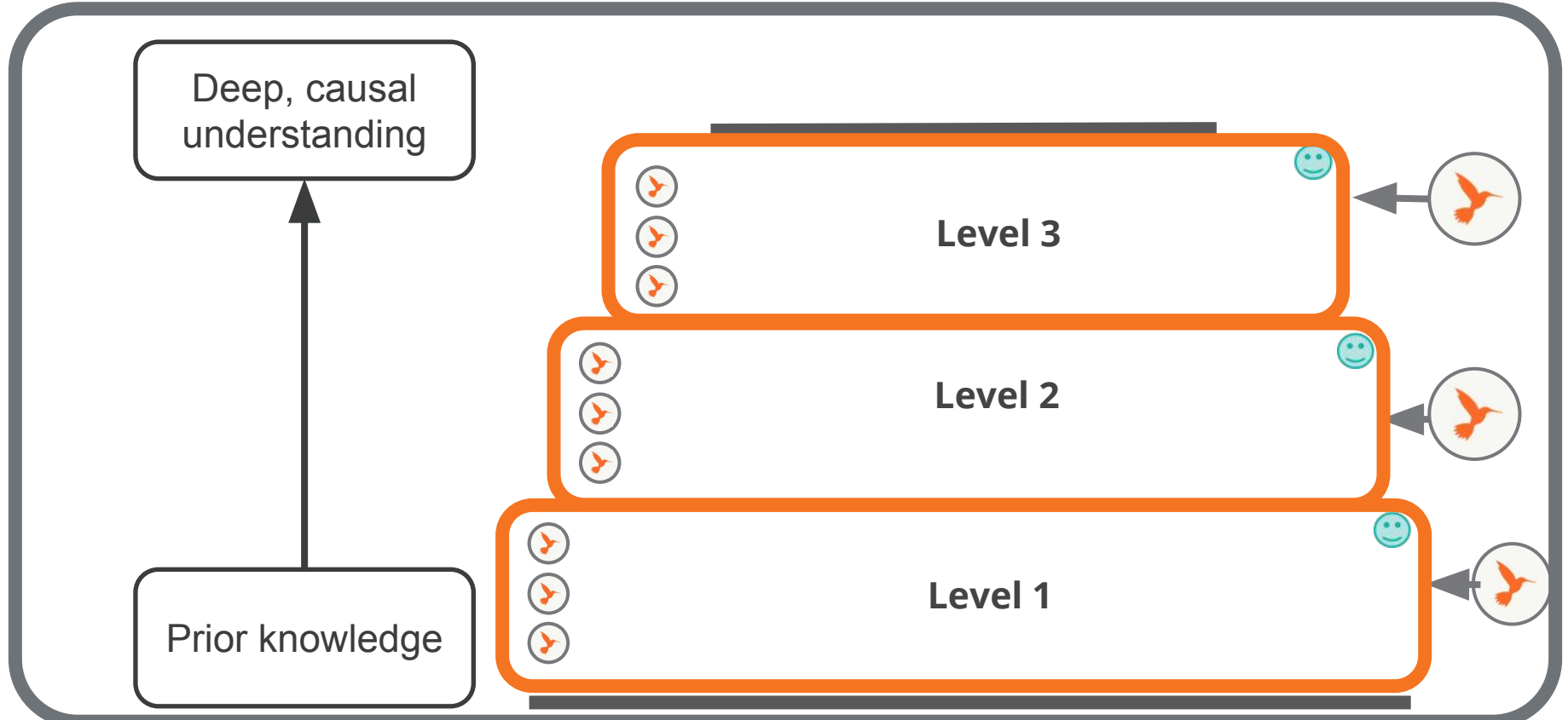
The students at Woodland and Carver Elementary schools are not comfortable outside during their recess times. The Carver students are too cold in the morning, and the Woodland students are too hot in the afternoon. The school principals need student weather scientists to help them explain the difference in playground temperatures. Students gather data from models of the sun and of Earth's surface and observe their own playgrounds to figure out how sunlight causes changes in the temperature of different surfaces. Students then use models to figure out why Woodland's playground sometimes floods.

Learning Progression

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

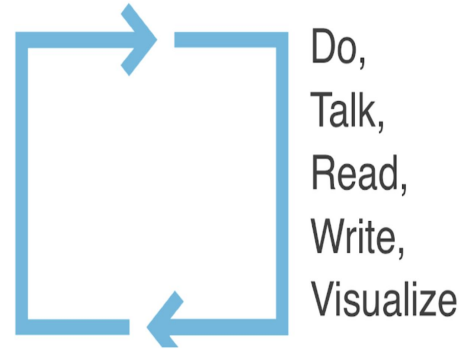
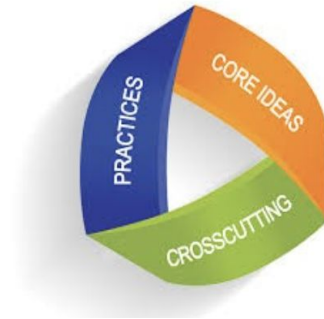


Assessment System



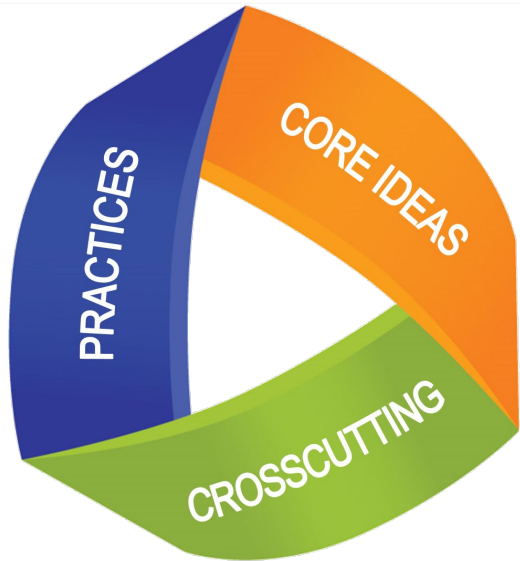
Formative assessment in Amplify Science

- 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 2:
Student Reading and Discussion: *What Is the Weather Like Today?*

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:

- Look for/Now What? notes

DCI:

- ESS2.D: Weather and Climate

SEPs:

- Practice 1: Asking Questions and Defining Problems
- Practice 4: Analyzing and Interpreting Data
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCC:

- Cause and Effect

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?

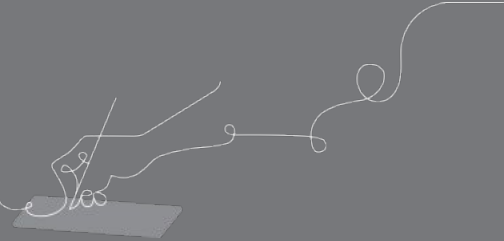
What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

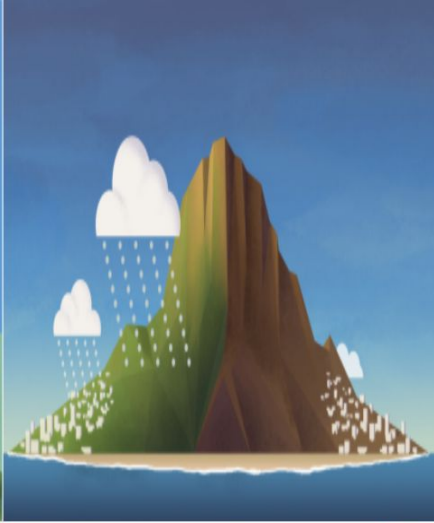
What new ideas are added in Level 2? How do those new ideas build on and connect to Level 1?

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

2

Questions?





Plan for the day

- Framing the day
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- Closing
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 - Survey

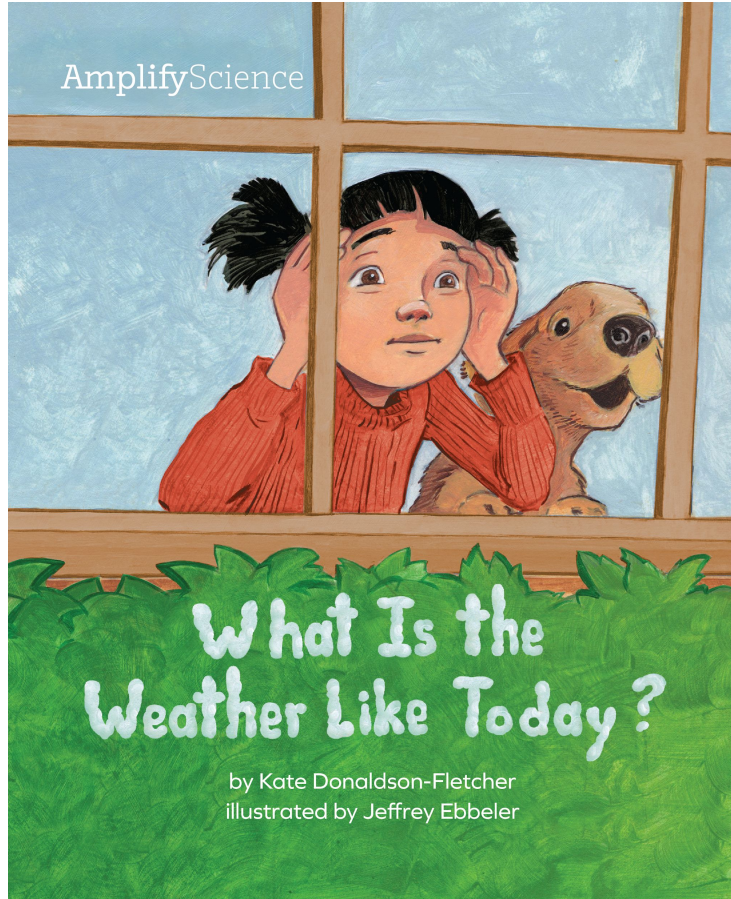
Placeholder for @ home lesson insert

Activity 2

Revisiting What Is the Weather Like Today?

model activity with embedded
formative assessment





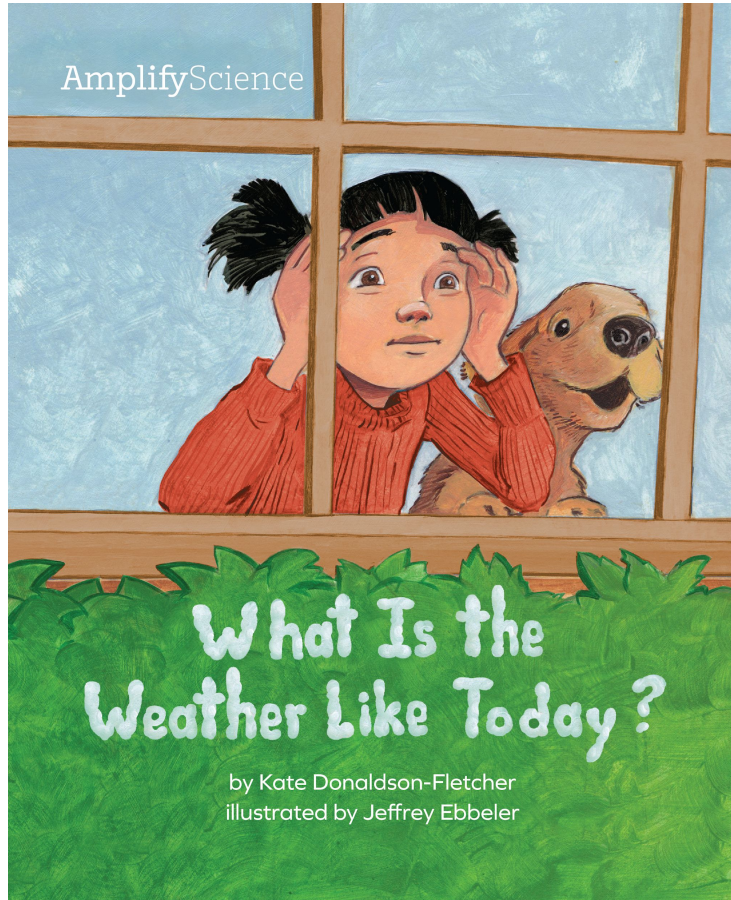
What did we **learn** from this book in the last lesson?

Vocabulary



temperature

how hot or cold something is



We will read the second half of this book to figure out how we can **describe temperature.**



After breakfast, I am dressed and ready to go to school, but I have another question.

Every day before I leave for school, I always ask, "What is the **temperature** today?"

Days can be different temperatures. For example, the temperature can be cold, cool, warm, or hot.



I open the door and step out on the porch.

Brrr! I am glad I have my coat and hat.

What is the temperature today?



The temperature today is cold.

The air feels like the inside of my refrigerator! On cold days, I like to puff air out and form little clouds with my breath.



Today is a little warmer than before. I am going to leave my hat at home, but I still need to wear my coat.

What is the temperature today?



I can **make a prediction.**

The girl said it is a bit warmer than the cold day.

She does not need a hat, but she needs a coat.



The temperature today is cool.

On cool days, I like to run around on the playground to stay warm. If I stand still, I feel too cold! I need to ask my teacher to help me zip up my coat again.



I don't need a coat today! I am going to school wearing my favorite sweatshirt.

What is the temperature today?



What do you **predict** the temperature is?

I don't need a coat today! I am going to school wearing my favorite sweatshirt.

What is the temperature today?





The temperature today is warm.

On warm days, I like to play in the **shade** of the big oak tree on our playground. We pretend that the branches are the roof of our house.

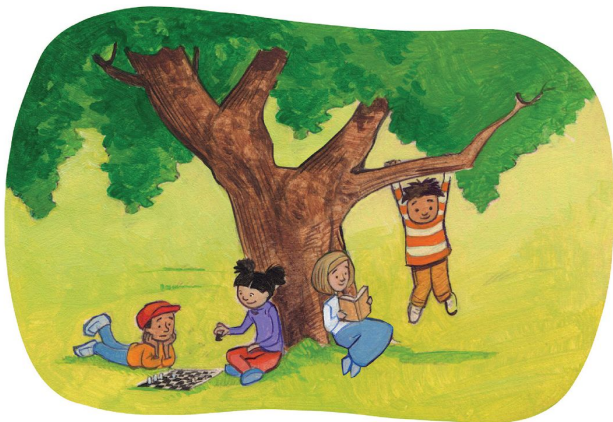
!0

Let's read the page together to check your predictions.



What did we find out from reading?

Did your prediction match what we read?



The temperature today is warm.

On warm days, I like to play in the **shade** of the big oak tree on our playground. We pretend that the branches are the roof of our house.



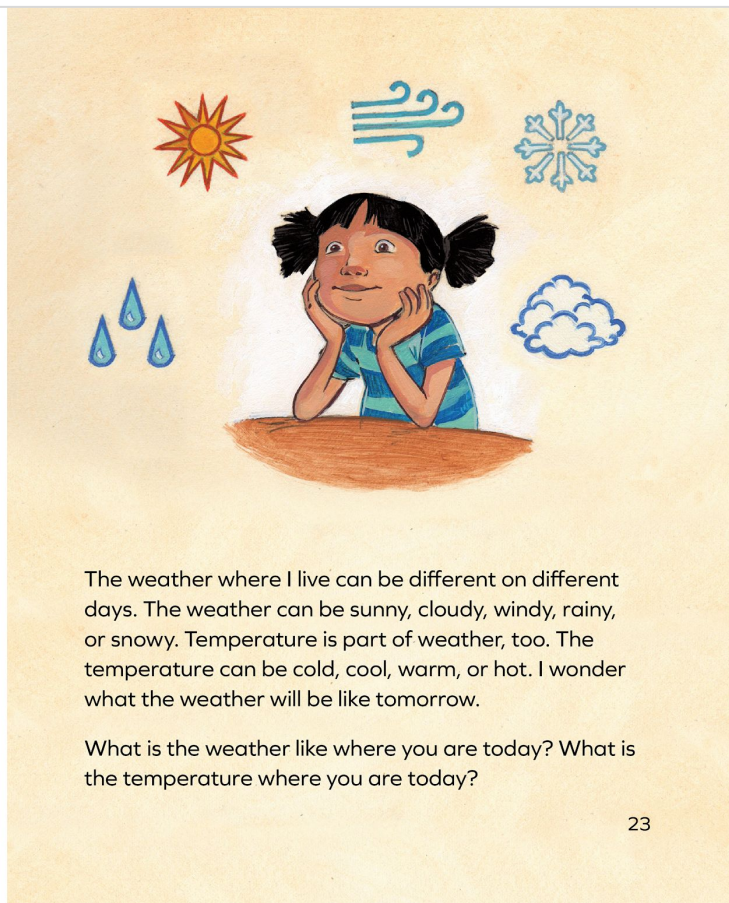
Today I don't even need long sleeves! I'm wearing shorts and a T-shirt. I even put on my sandals.

What is the temperature today?



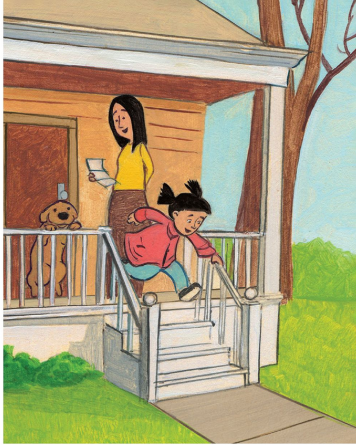
The temperature today is hot.

On hot days, I like to lie around in the shade of the oak tree. I look at shadows and sunlight on the leaves above me.



The weather where I live can be different on different days. The weather can be sunny, cloudy, windy, rainy, or snowy. Temperature is part of weather, too. The temperature can be cold, cool, warm, or hot. I wonder what the weather will be like tomorrow.

What is the weather like where you are today? What is the temperature where you are today?



We have four new words to describe different temperatures.



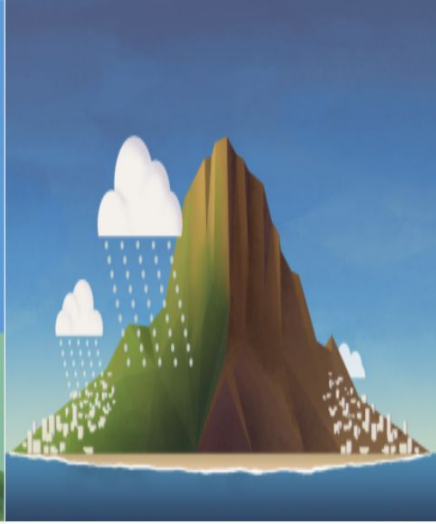
What are our new temperature words?



Which word would you use to describe the temperature outside today, and why?



End of model activity



Plan for the day

- Framing the day
 - Welcome and introductions
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- Unpacking the progress build
- 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? As students share their predictions with the class, repeat one or two that were based on the pictures or text. Highlight the way that students took what could be seen in the images and described in words to make their predictions. For example, you might say something such as, “I noticed Rosa pointed out what the girl in the book was wearing as she shared her prediction with her partner. She noticed the girl was not wearing a coat but still wearing a long-sleeve sweatshirt.” Continue to support students in making predictions with the remainder of the book, and discuss examples as necessary.

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 - Surfaces get warm in sunlight.*

Analyzing student data: refer to the Look for section of the **1.2.2** assessment and refer to your observation notes.

Taking action based on student data: refer to the Now what section of the **1.2.2** and consider how you might adjust instruction in your classroom.

Which dimension?



- Key Concept
- Practice
- Crosscutting Concept

Which modality?

Talk

Look/listen-fors:

- *Making predictions about temperature based on evidence from text*

When?

- In the moment
- In upcoming activity
- Outside of lesson

Notes:

In the moment during break-out rooms

How?

- Keep an eye on certain students
- Provide additional instruction
- Revisit an activity

Notes:


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

Notes:

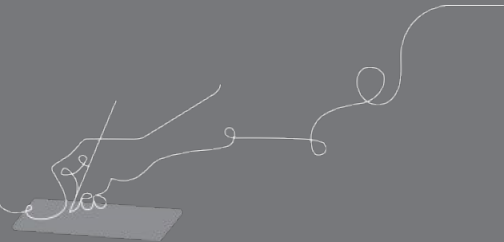
Key Concept: weather & climate
Practice - obtaining, evaluating, and communicating information
CCC: Cause & effect

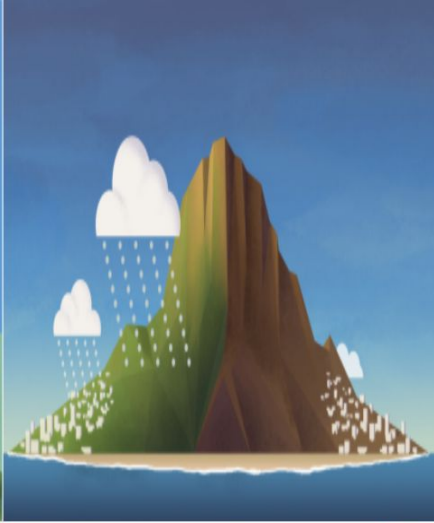
On-the-fly exploration

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?

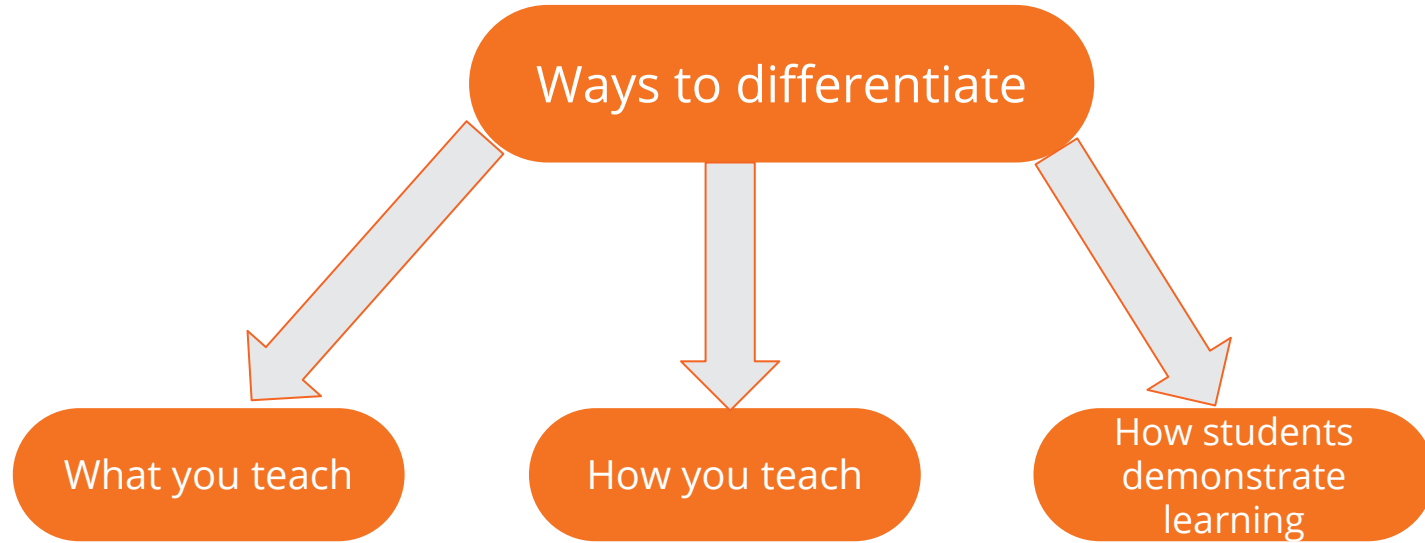




Plan for the day

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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

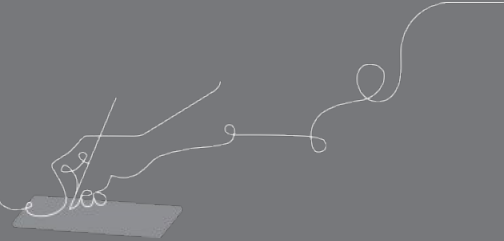
Science and literacy

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

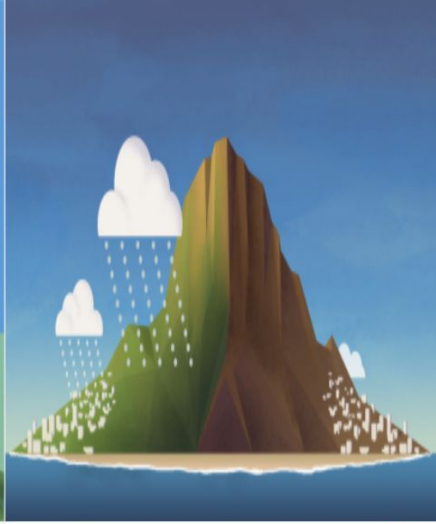
@Home Units assessment considerations

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

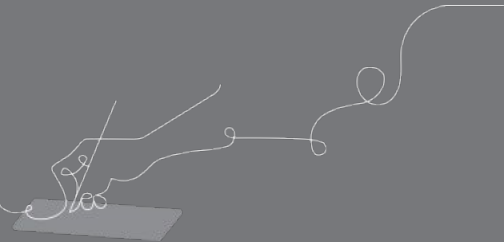
Students' written argument (*Writing an Argument to Support a Diagnosis*, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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



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Questions?



Revisiting our objectives

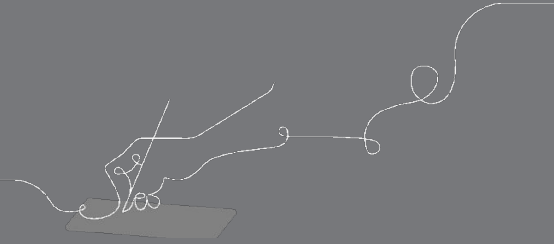
Do you feel ready to...

- 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 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!

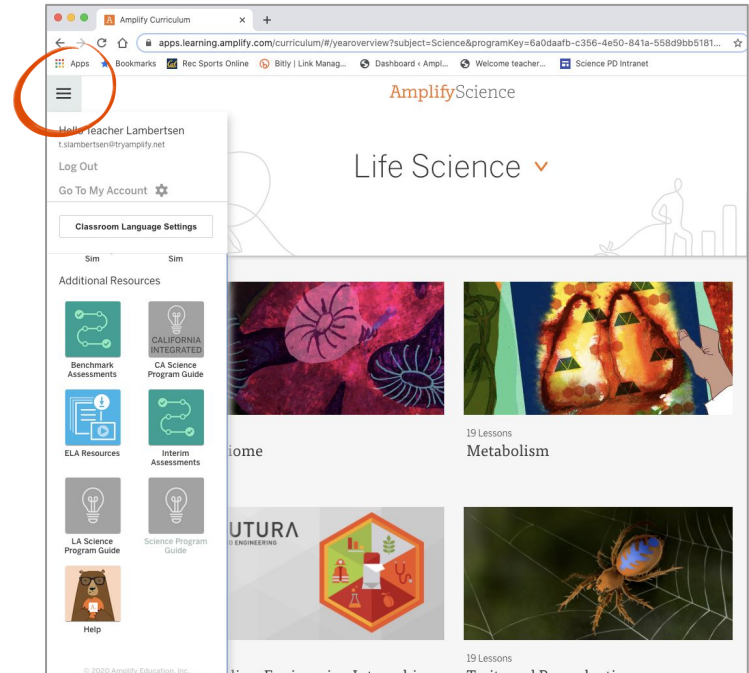
Site Resources

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

Amplify Science Program Hub

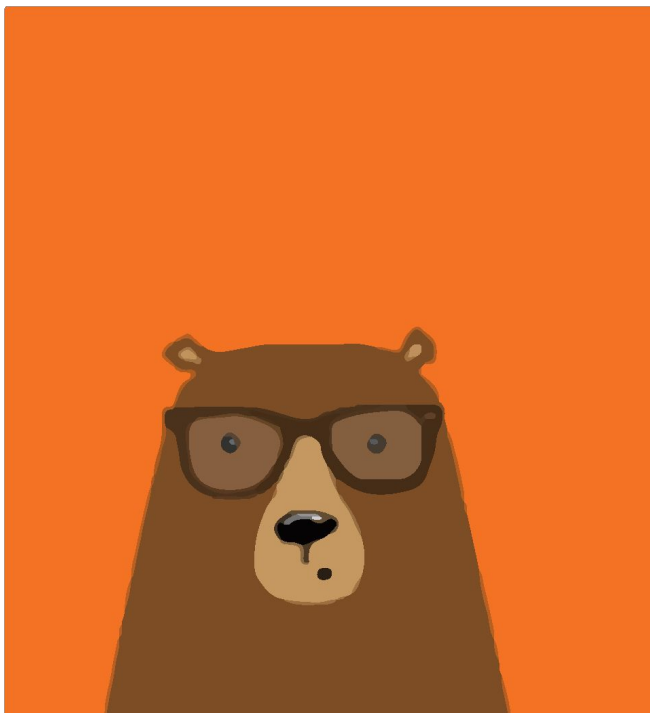
A hub for Amplify Science resources

- **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 features a navigation menu on the left with a hamburger icon circled in orange. The main content area includes a user profile for "Molly Teacher Lambertsen" with options for "Log Out" and "Go To My Account". Below this is a "Classroom Language Settings" section. The "Additional Resources" section lists several items: "Benchmark Assessments", "ELA Resources", "LA Science Program Guide", "Interim Assessments", "Science Program Guide", and "Help". The "Sim" section is also visible. The main content area displays "Life Science" with a dropdown arrow and a grid of resource cards, including "Metabolism" (19 Lessons) and "iome".

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.

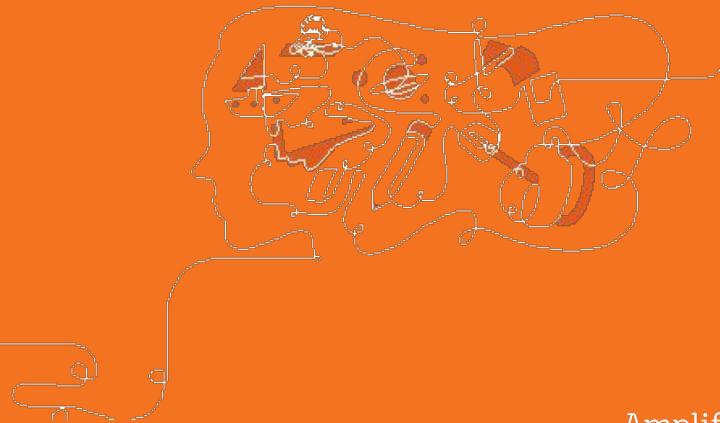


Final Questions?

Please provide us feedback!

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

Presenter name: XXX



30 minute open office hours
to follow...

