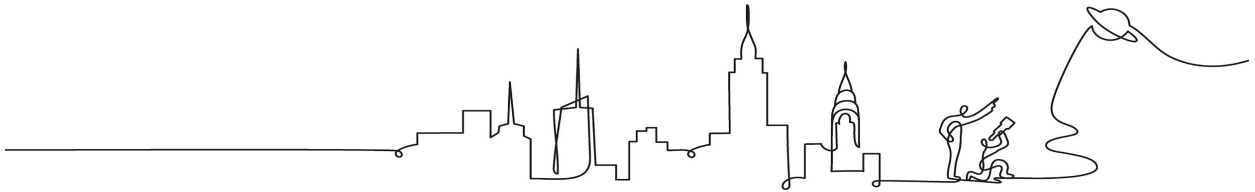
Welcome to Amplify Science!

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.

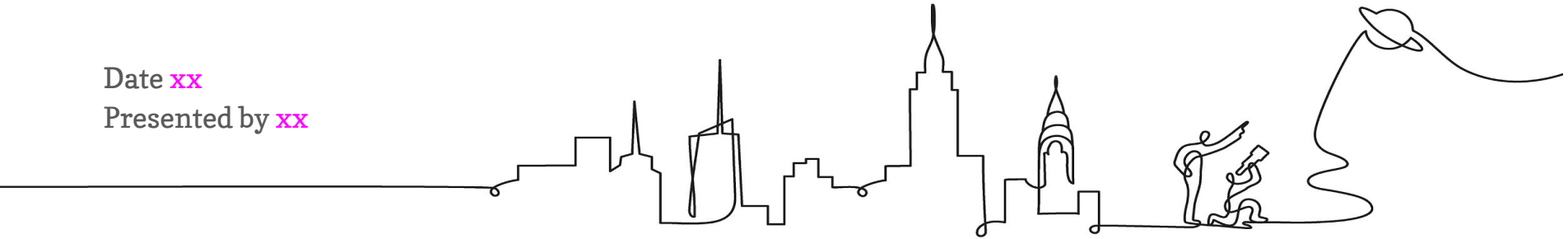


Amplify Science
New York City

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?"*

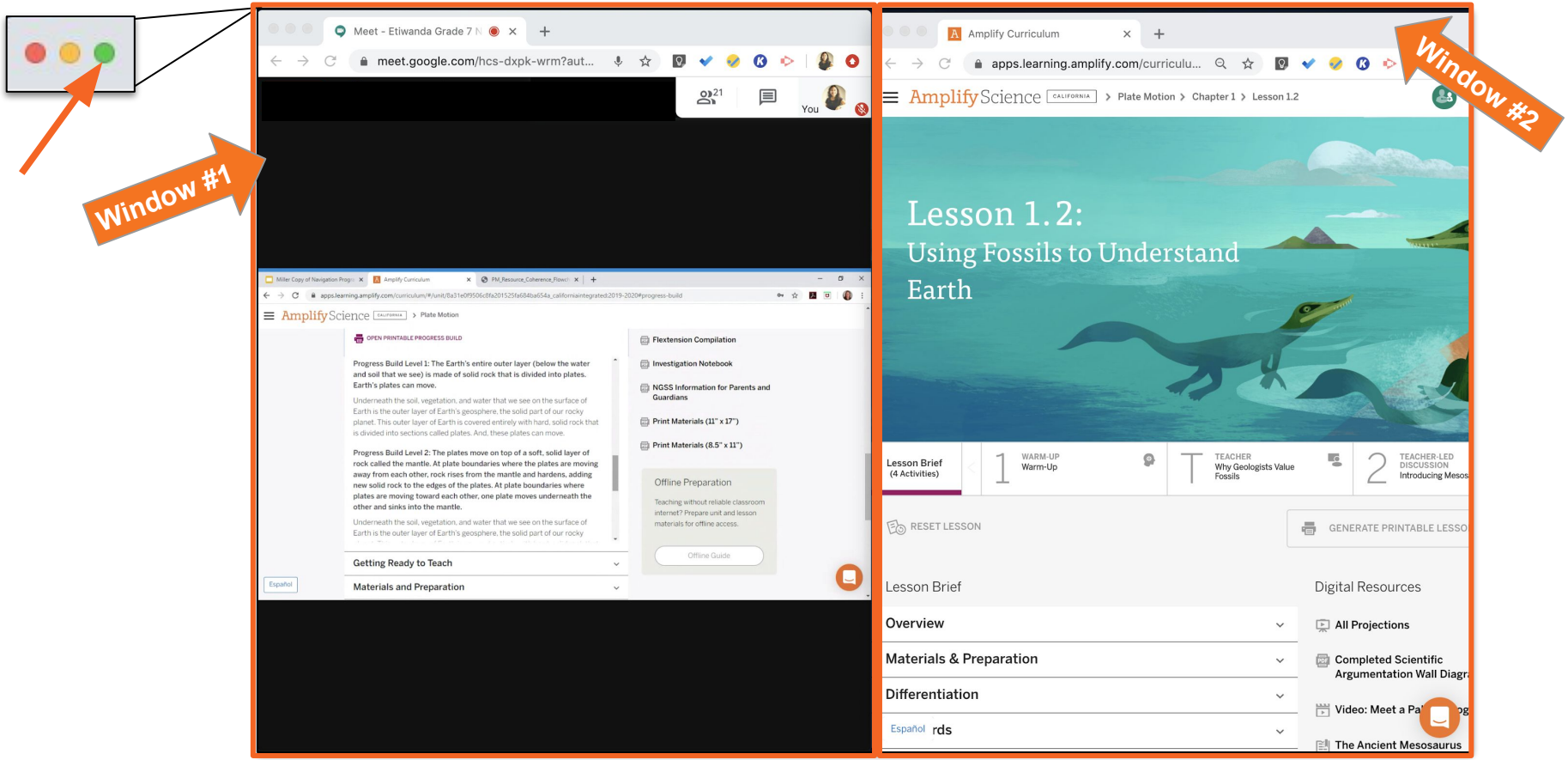
Mute your microphone to reduce background noise unless sharing with the group

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!

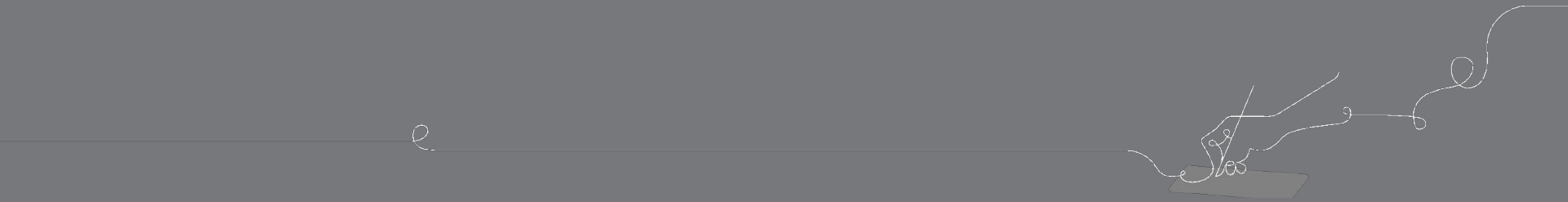
Use two windows for today's webinar

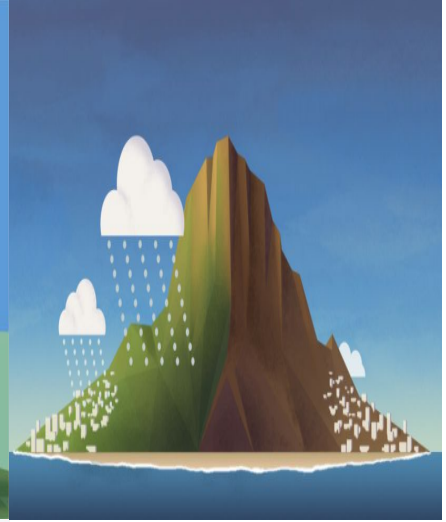


Overarching goals

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

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



Plan for the day

- **Framing the day**
  - Welcome and introductions
  - Anticipatory activity
- Unpacking the progress build
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- Closing
  - Reflection & additional resources
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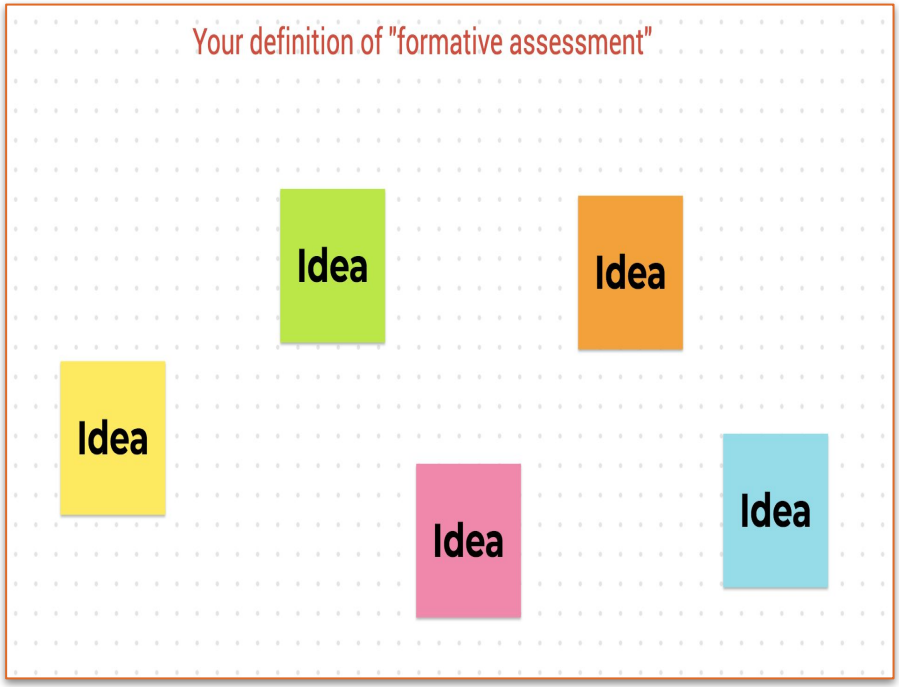
Anticipatory activity

On the Jamboard “post”….

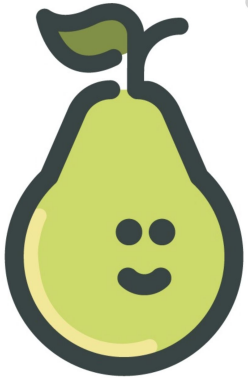
- Your definition of **formative assessment**
- Strategies you’ve used so far to formatively **assess** students **remotely**

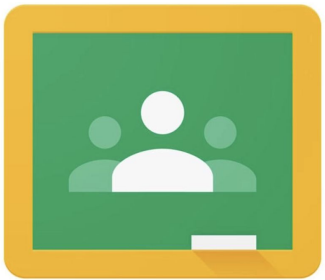


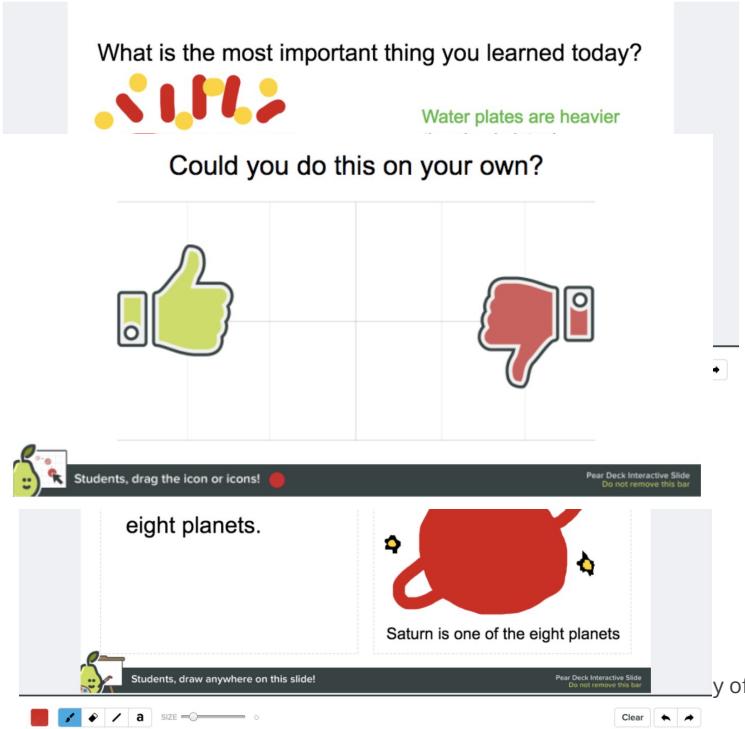
What is formative assessment?

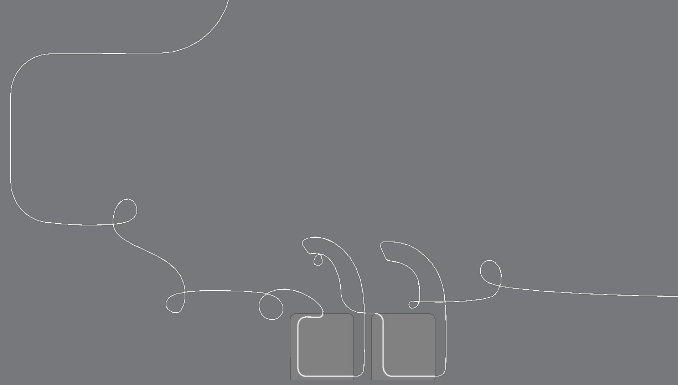
Formative assessment is a cycle of eliciting, interpreting, and taking action on information about student learning.

Formatively assessing during remote learning

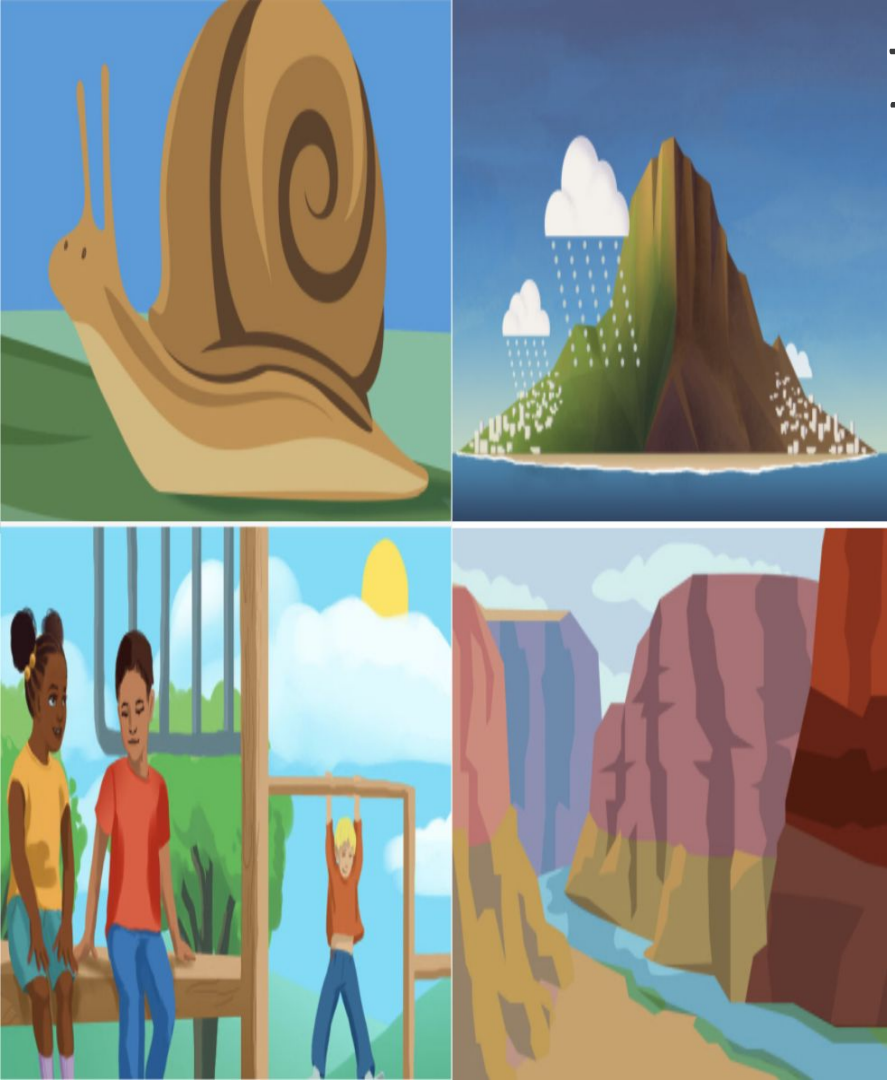








Questions?



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22 Lessons

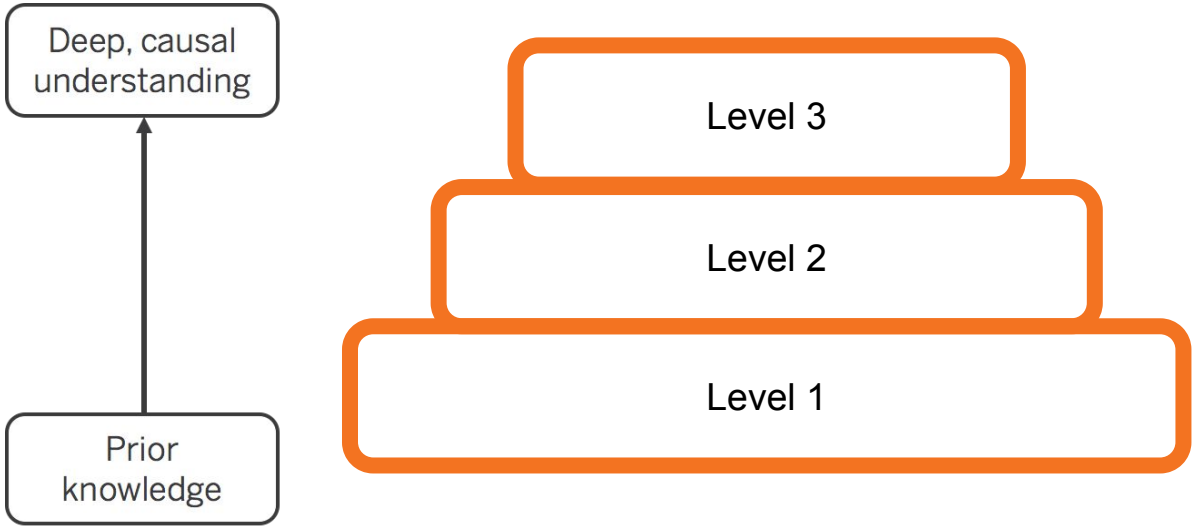
Sunlight and Weather

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

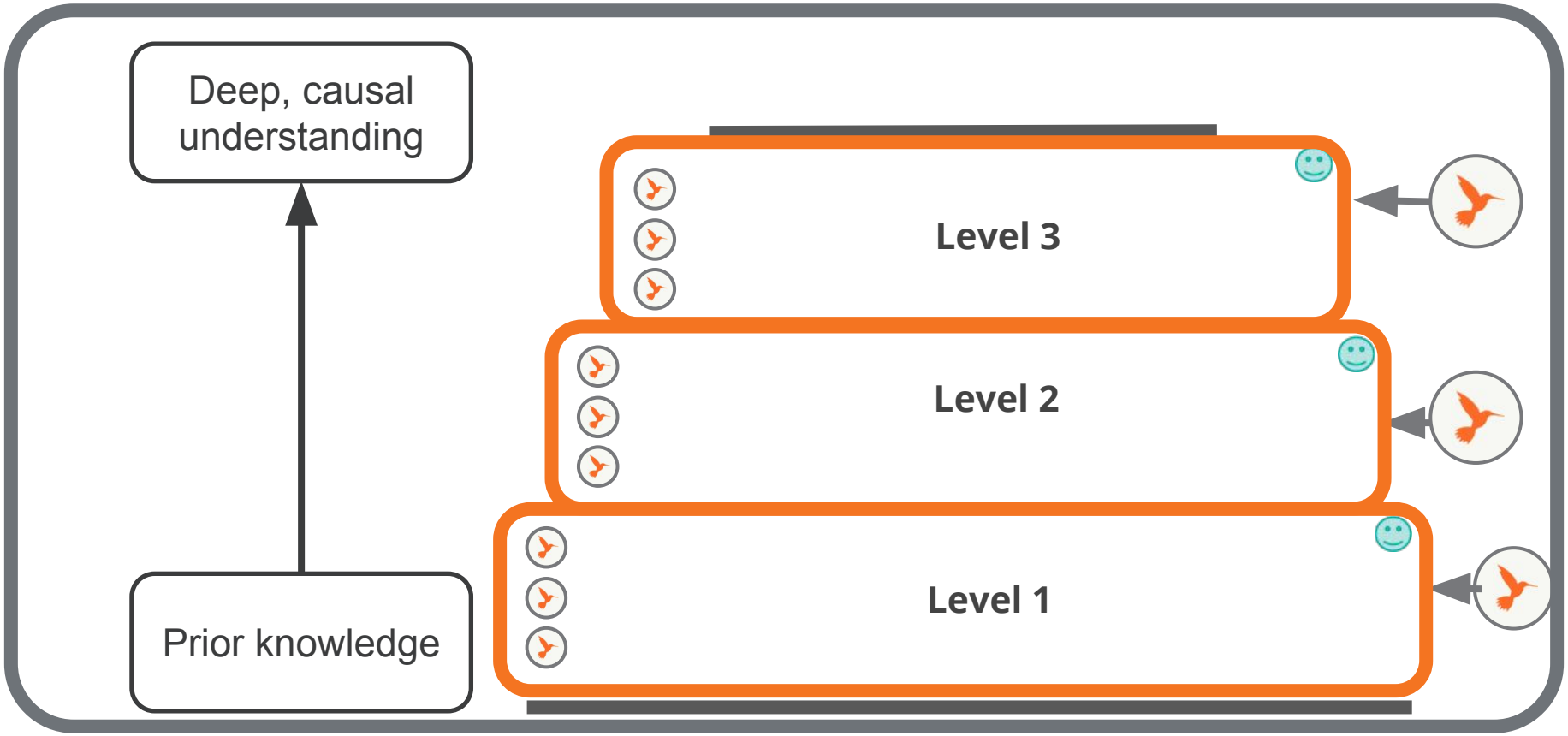
The students at Woodland and Carver Elementary schools are not comfortable outside during their recess times. The Carver students are too cold in the morning, and the Woodland students are too hot in the afternoon. The school principals need student weather scientists to help them explain the difference 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**

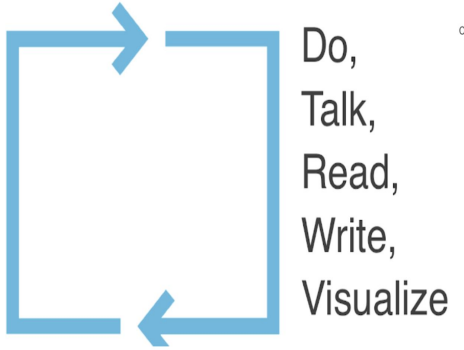


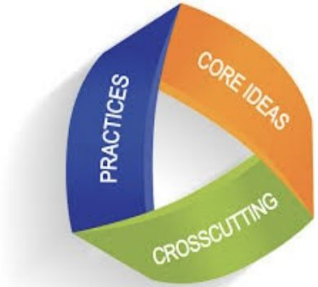
Assessment System

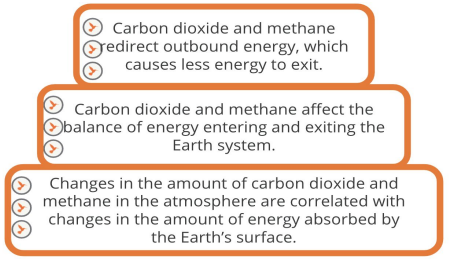


Formative assessment in Amplify Science

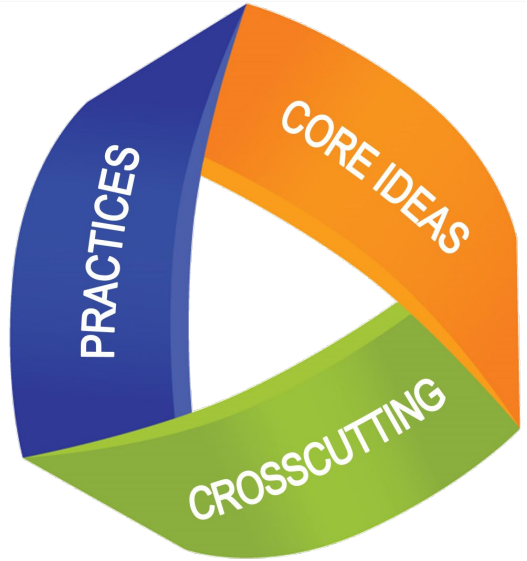
- Encompasses a range of modalities
- Provides window into student thinking
- Assesses the 3 dimensions
- Embedded into instruction







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:

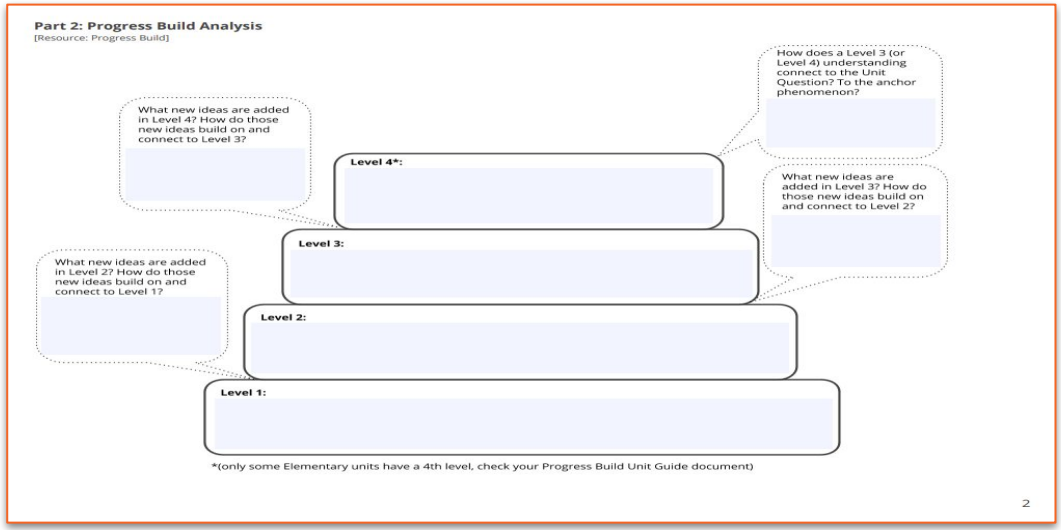
- Practice 1: Asking Questions and Defining Problems
- Practice 4: Analyzing and Interpreting Data
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCC:

- Cause and Effect

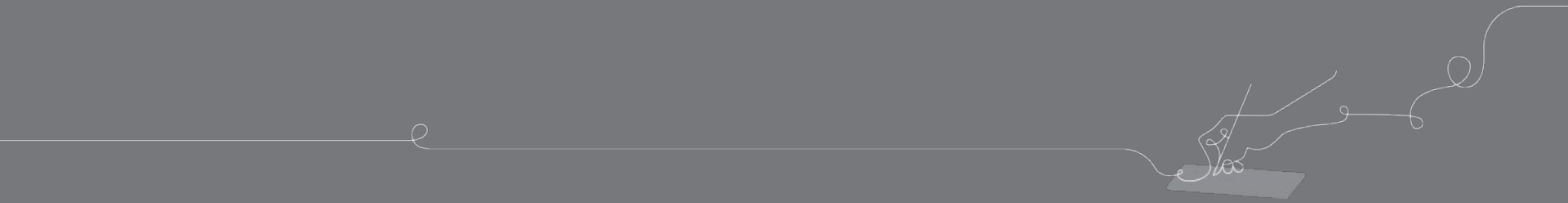
Unpacking the progress build

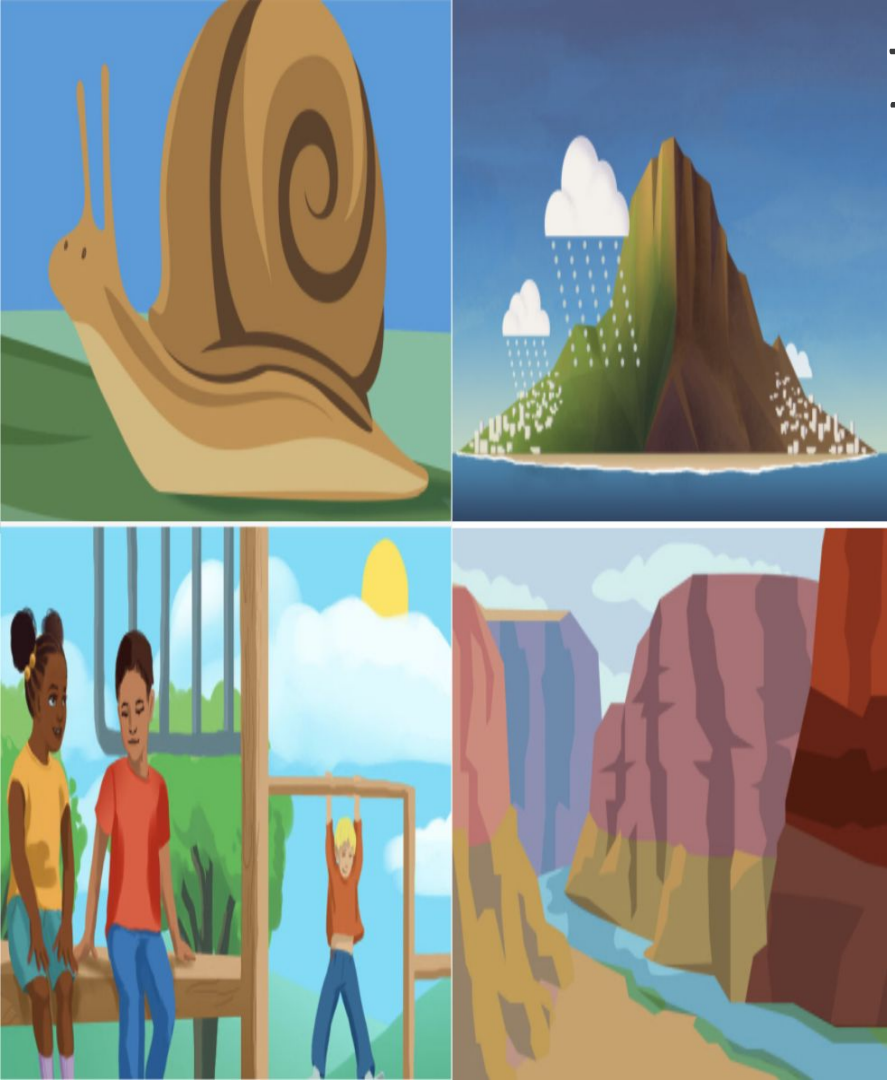
Review this unit's progress build, then complete the Progress Build Analysis graphic organizer collaboratively to internalize the ideas and reflect on how the levels are connected.



Amplify.

Questions?





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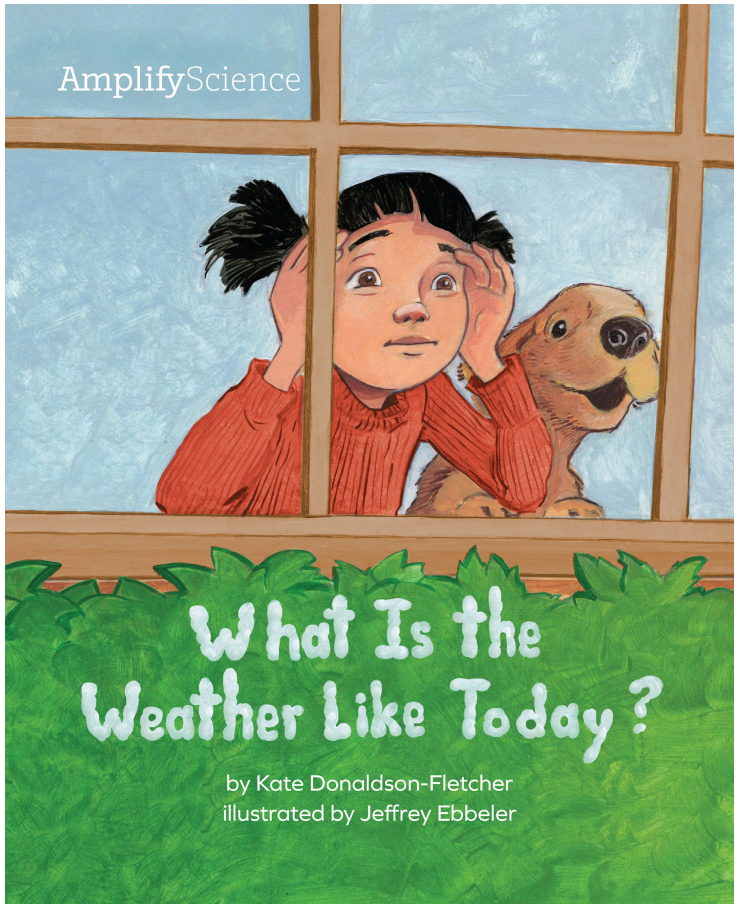
Placeholder for @ home lesson insert

10 MIN

Activity 2

Revisiting What Is the Weather Like Today?

model activity with embedded formative assessment

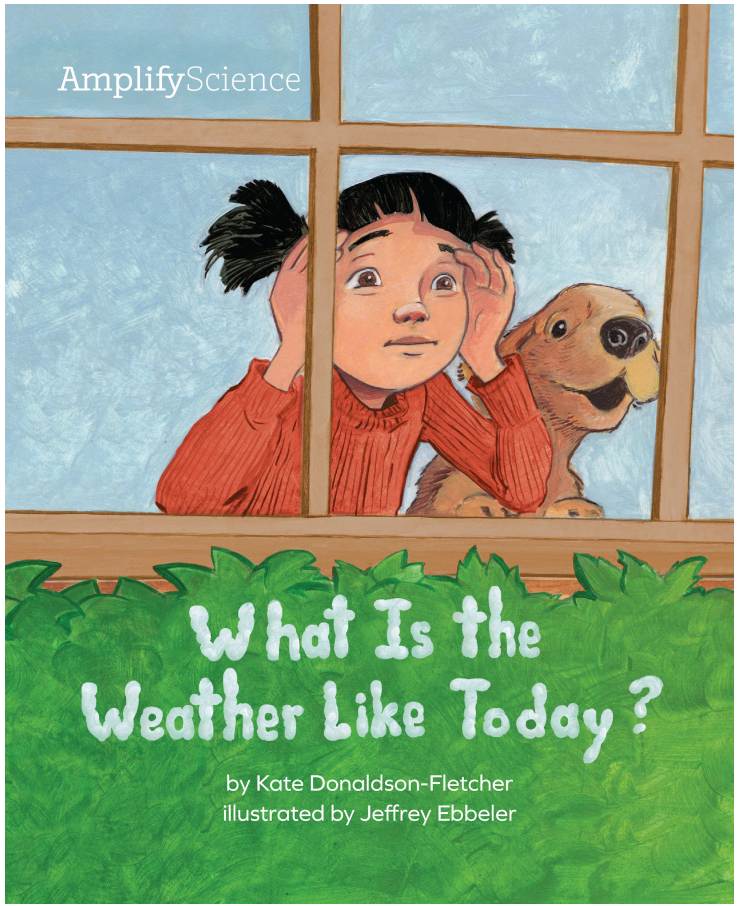


What did we **learn** from this book in the last lesson?

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.

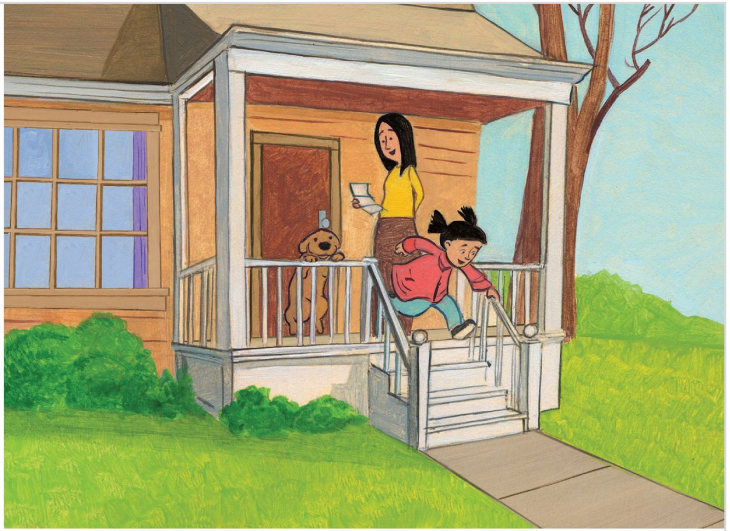
I open the door and step out on the porch.

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

What is the temperature today?

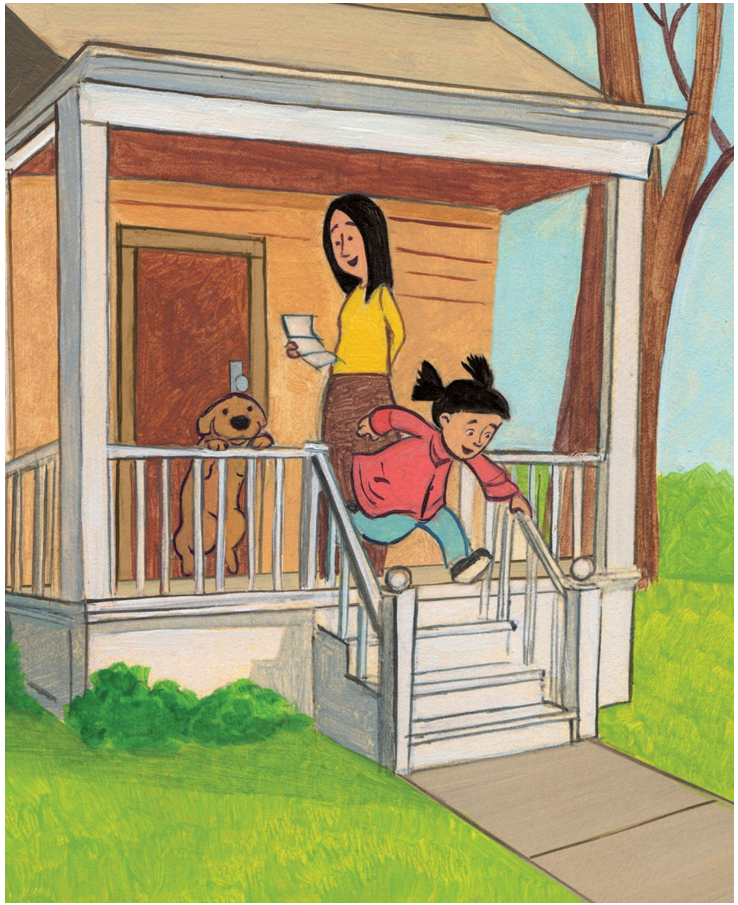
The temperature today is cold.

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.

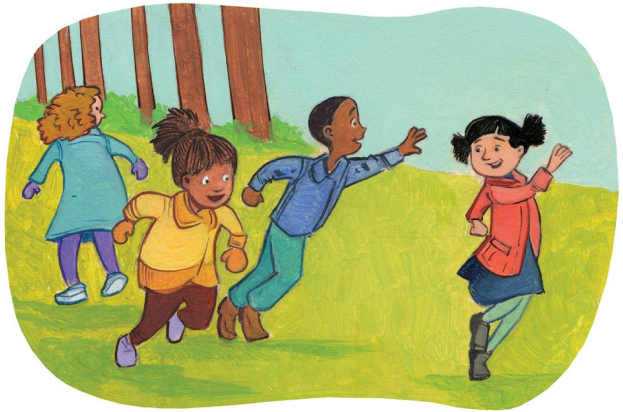
What is the temperature today?



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?

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

What is the temperature today?

19

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

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.

10

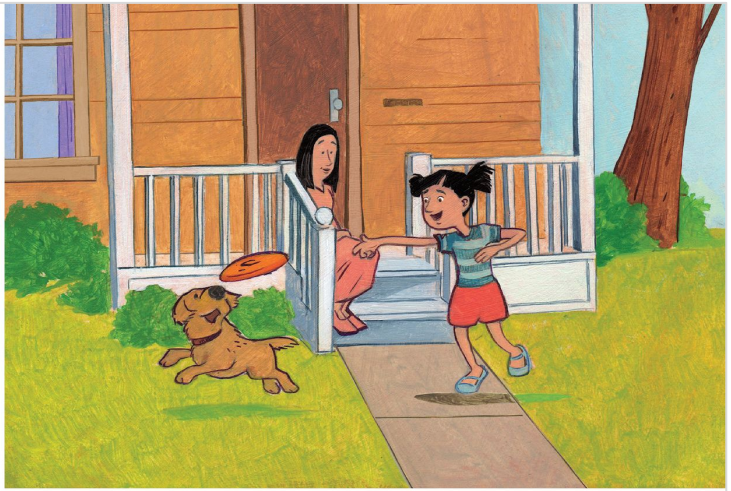
Let's read the page together to check your predictions.

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.

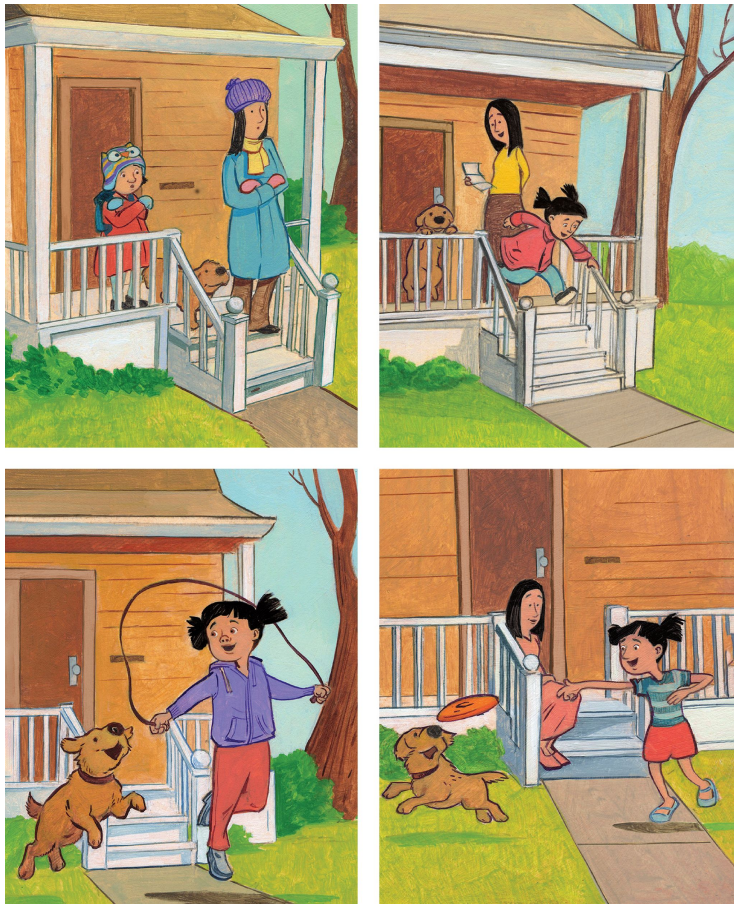
What is the temperature today?

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?

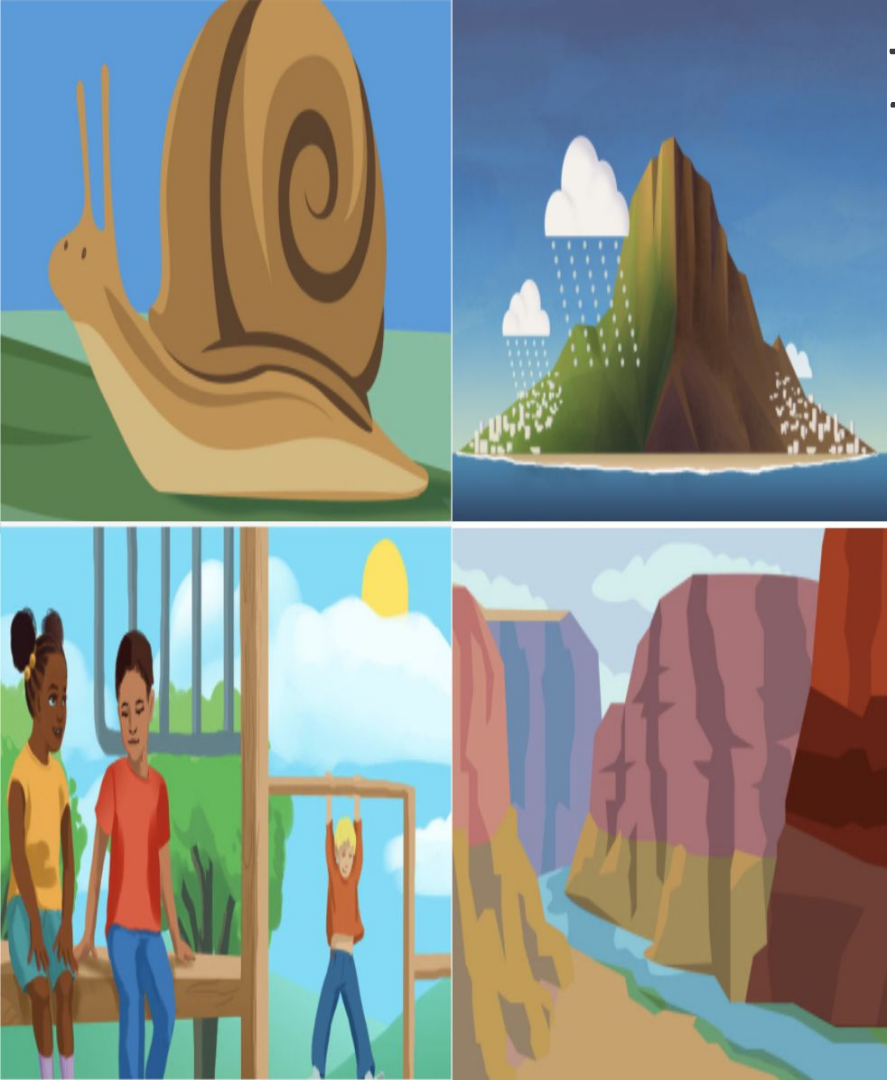


We have four new words to describe different temperatures.

What are our new **temperature words**?

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

End of model activity



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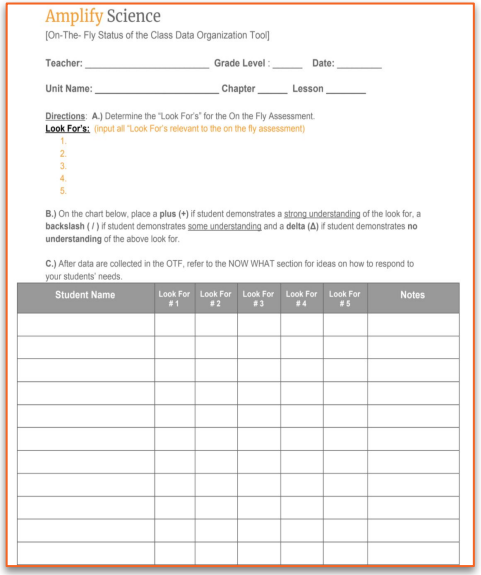
Unpack the embedded formative assessment from exemplar:

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

Lesson 1.2, Activity 2

On-the-Fly Assessment 1: Making Predictions

Look for: The focal comprehension strategy in this unit is making predictions by using prior knowledge and information gathered from the text in order to think ahead. As students are sharing what they predict the temperature will be based on what was read on page 19, listen for and make note of individual students or partners who are referring to pictures and words that were read aloud to support their prediction. For example, a student might say something such as, "I think the temperature will be warm. The girl doesn't need to wear a coat but still needs a sweatshirt, so it's probably not hot."



Amplify Science

[On-The- Fly Status of the Class Data Organization Tool]

Teacher: _____ Grade Level : _____ Date: _____

Unit Name: _____ Chapter _____ Lesson _____

Directions: **A.)** Determine the "Look For's" for the On the Fly Assessment.

Look For's: (input all "Look For's relevant to the on the fly assessment)

1.
2.
3.
4.
5.

B.) On the chart below, place a **plus (+)** if student demonstrates a strong understanding of the look for, a **backslash (/)** if student demonstrates some understanding and a **delta (Δ)** if student demonstrates **no understanding** of the above look for.

C.) After data are collected in the OTF, refer to the NOW WHAT section for ideas on how to respond to your students' needs.

Student Name	Look For #1	Look For #2	Look For #3	Look For #4	Look For #5	Notes

Tailoring instruction: which suggestions will you use?

Now what? 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 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
- ❑ Level 2
- ❑ Level 3

Notes:

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

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

Which dimension? 	Which modality?	When?	How?
❑ Key Concept ❑ Practice ❑ Crosscutting Concept Notes:		❑ In the moment ❑ In upcoming activity ❑ Outside of lesson Notes:	❑ Keep an eye on certain students ❑ Provide additional instruction ❑ Revisit an activity Notes:

Situating the assessment in the Progress Build: Which level of the Progress Build are students working on during this assessment opportunity?

- ❑ Level 1
- ❑ Level 2
- ❑ Level 3

Notes: *Level 1 - 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

Notes:

Key Concept: weather & climate

Practice - obtaining, evaluating, and communicating information

CCC: Cause & effect

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

On-the-fly exploration

Choose **next** on-the-fly assessment for this unit and use the unpacking tool to deconstruct it.

.

Situating the assessment in the Progress Build: Which level of the Progress Build are students working on during this assessment opportunity?

- ❑ Level 1
- ❑ Level 2
- ❑ Level 3

Notes:

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

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

Which dimension?	Which modality?	When?	How?
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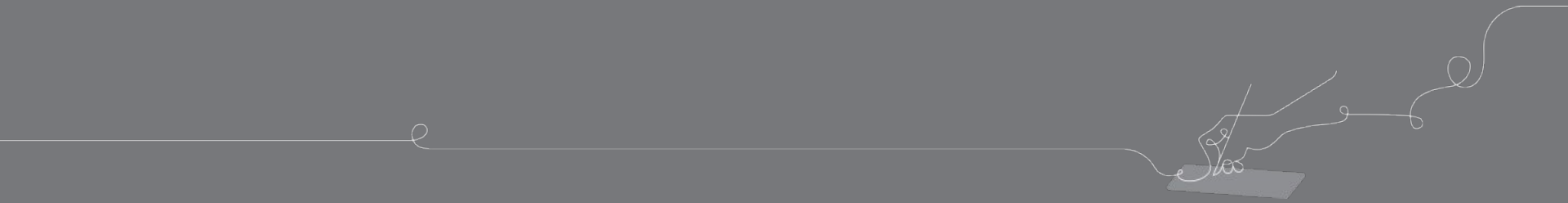

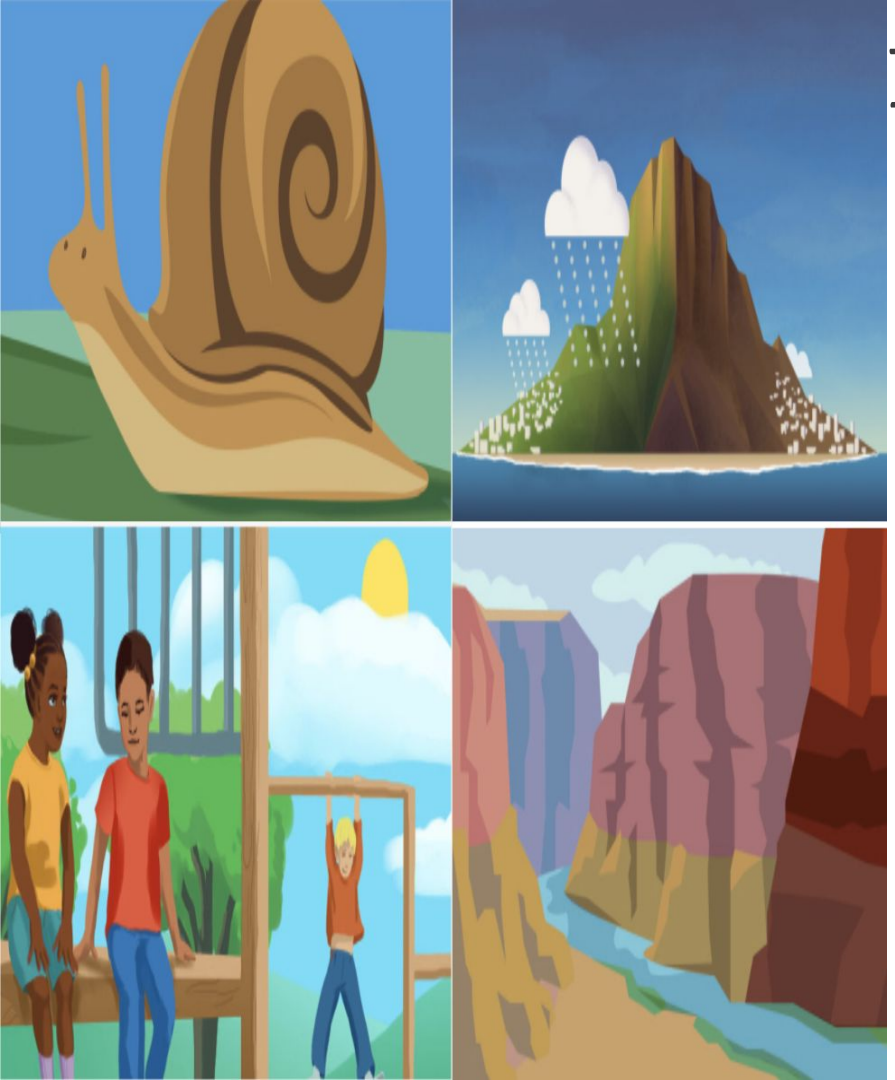

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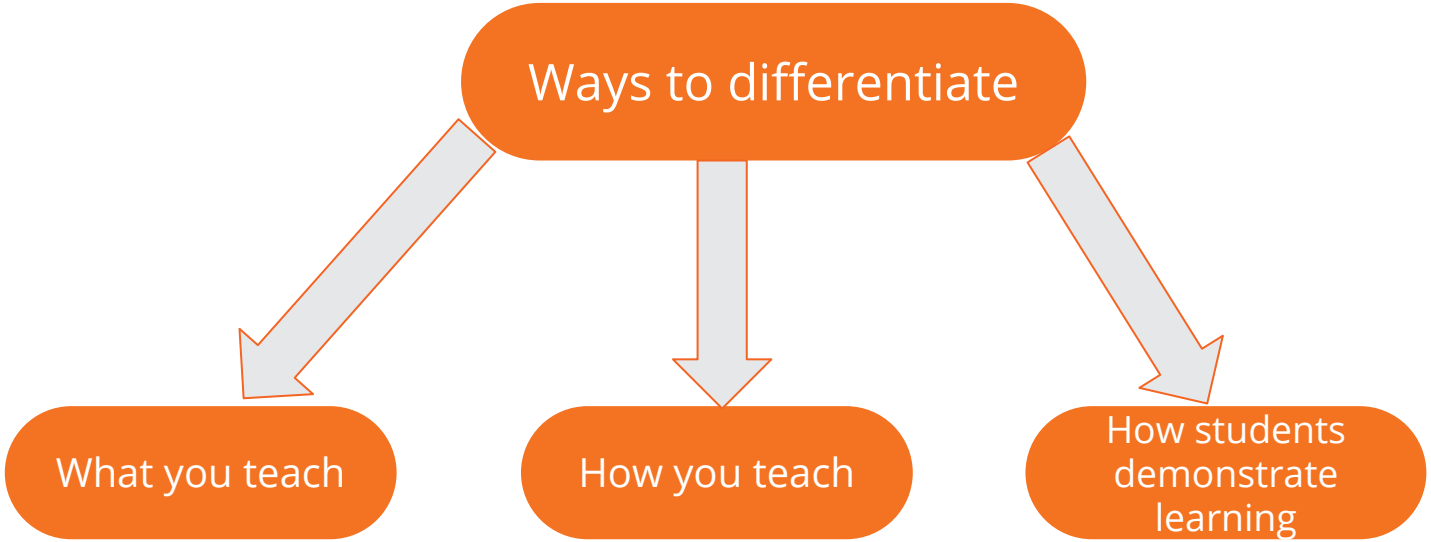
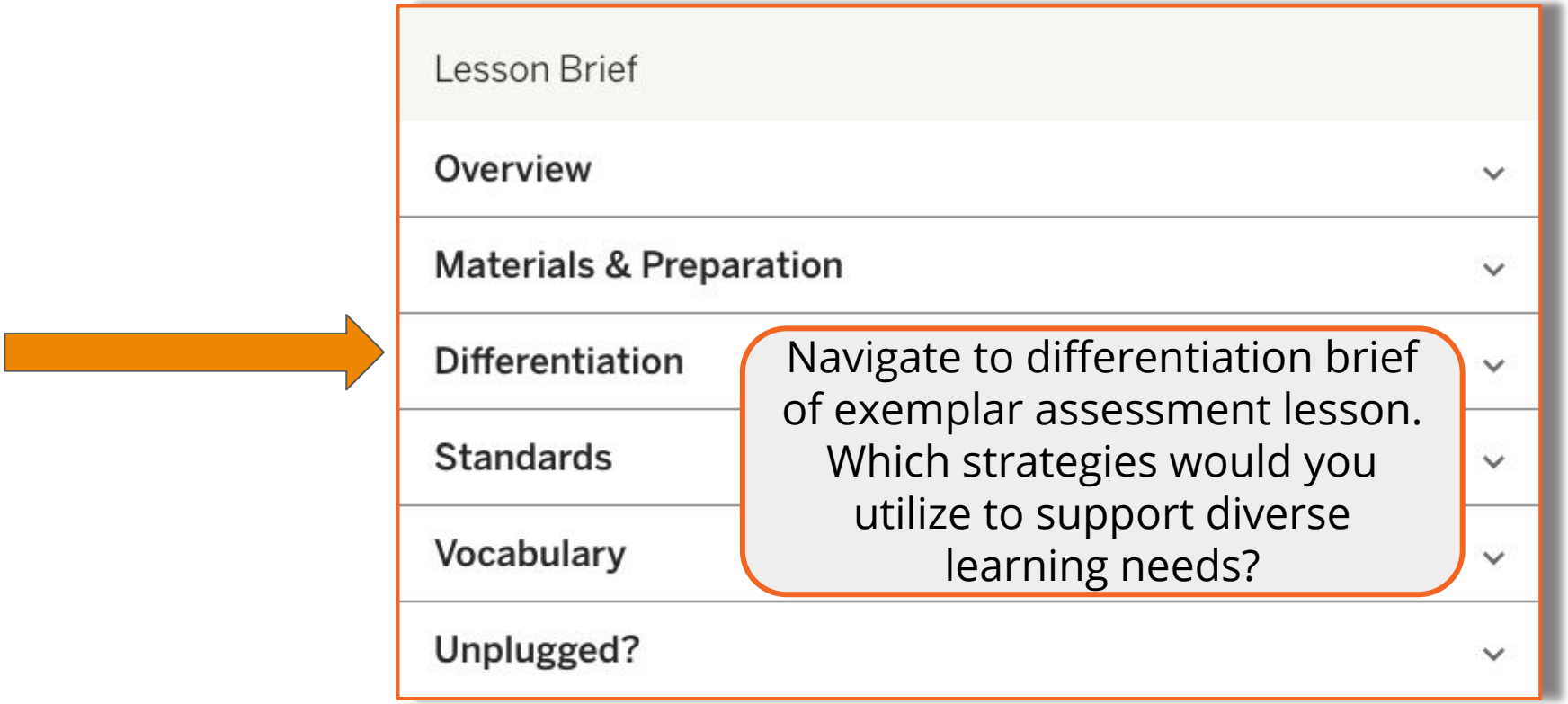
Differentiation



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

Differentiation in Amplify Science

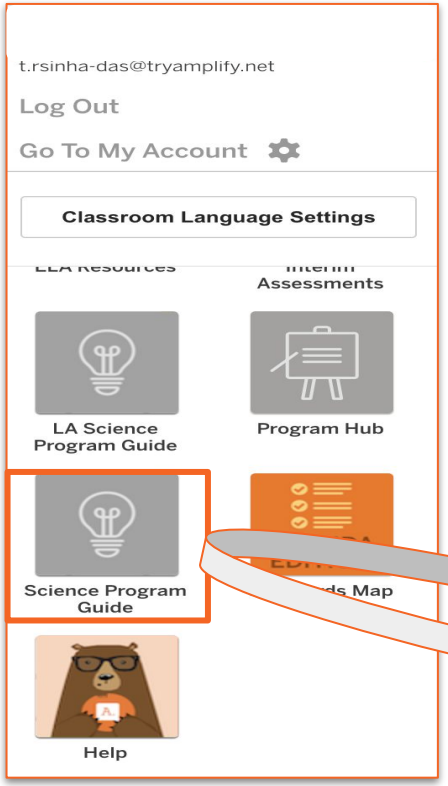


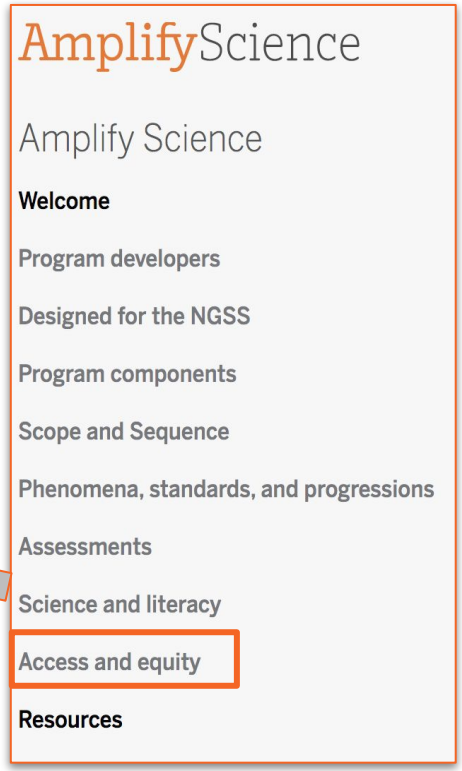
Differentiation briefs

Categories of differentiation briefs

- Embedded supports for diverse learners
- Potential challenges in this lesson
- Specific differentiation strategies for English learners
- Specific differentiation strategies for students who need more support
- Specific differentiation strategies for students who need more challenge

Diverse learners: access & equity

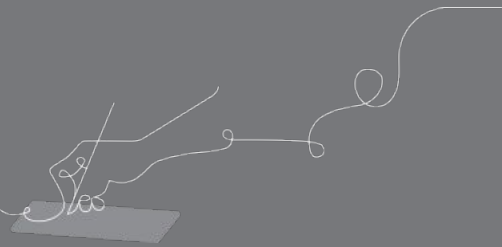




Student population	Strategies for support
English learners	
Students with disabilities	
Standard English learners	
Girls and young women	
Advanced learners and gifted learners	
Students living in poverty, foster children and youth, and migrant students	

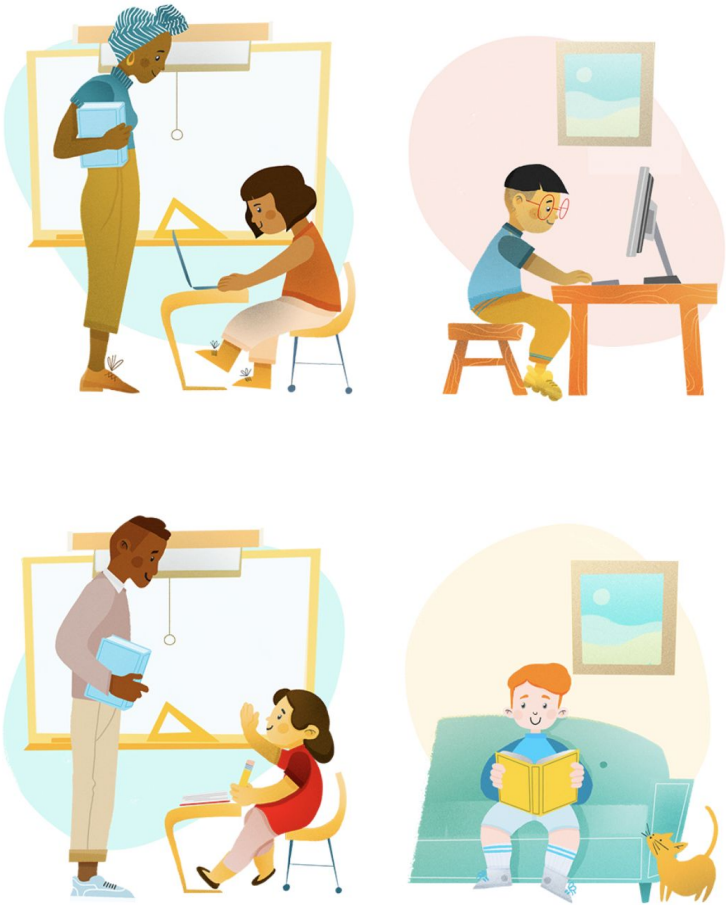
Amplify.

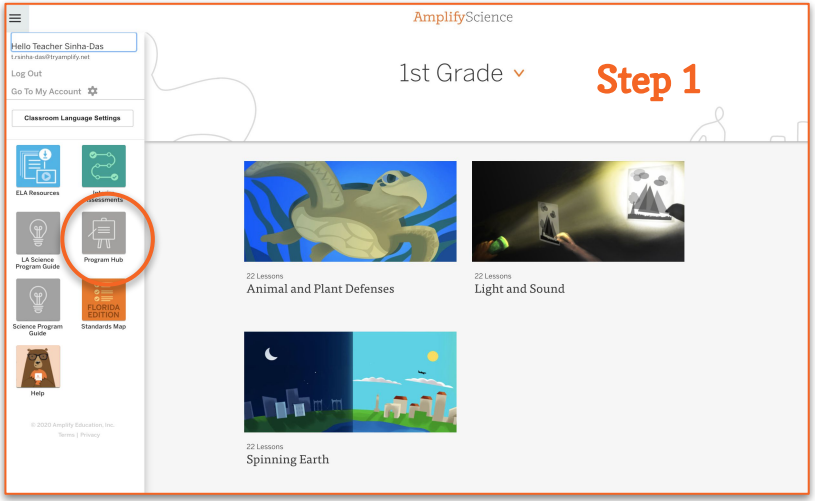
Questions?

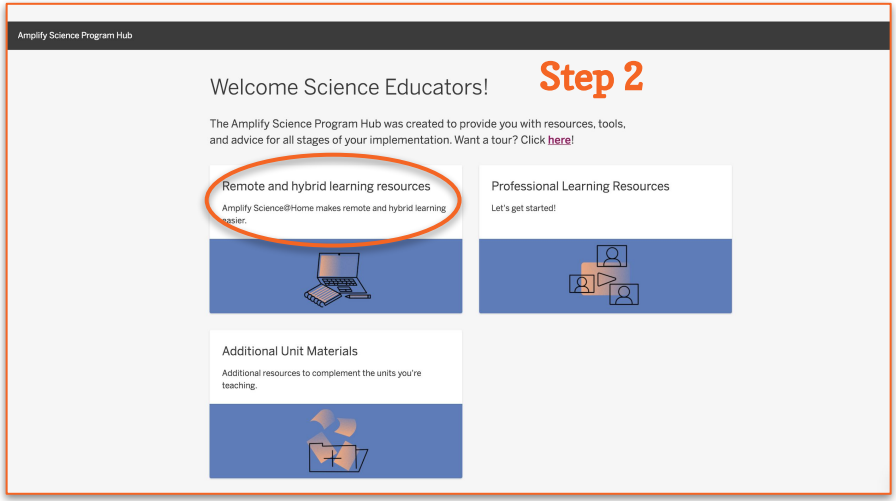


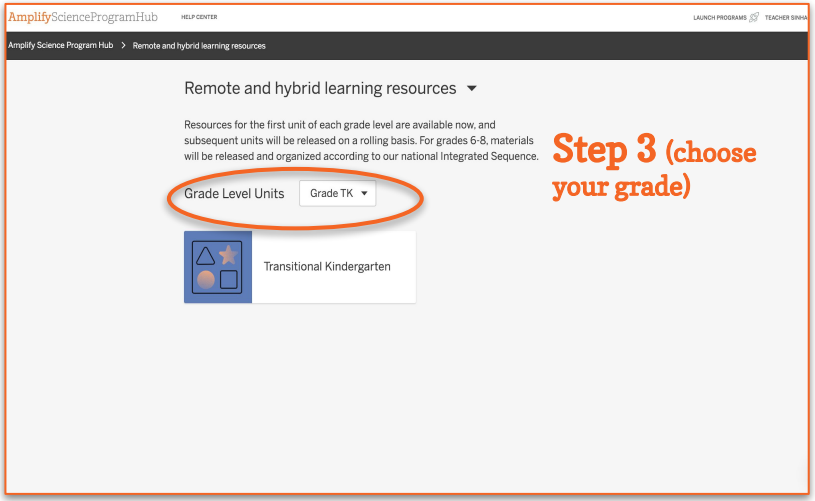
AmplifyScience@Home

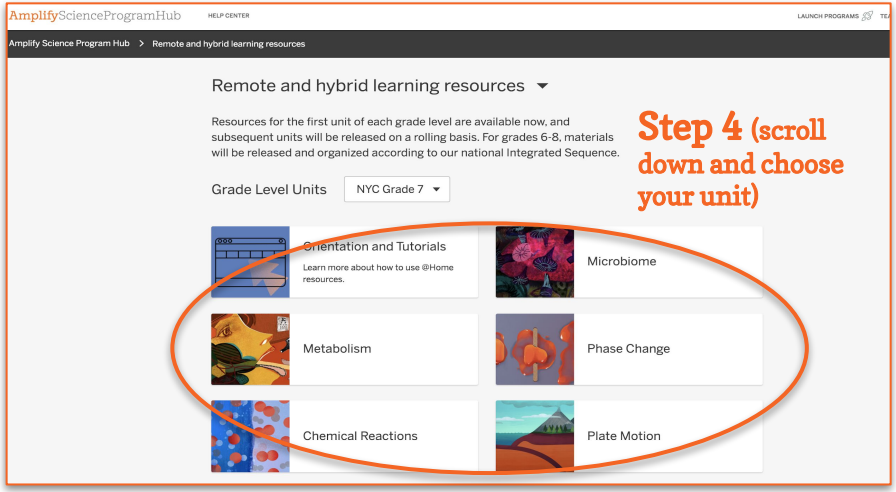
A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
Standards Map
Help
1st Grade
Step 1
22 Lessons
Animal and Plant Defenses
22 Lessons
Light and Sound
22 Lessons
Spinning Earth


Amplify Science Program Hub
Welcome Science Educators!
Step 2
The Amplify Science Program Hub was created to provide you with resources, tools, and advice for all stages of your implementation. Want a tour? Click here!
Remote and hybrid learning resources
Amplify Science@Home makes remote and hybrid learning easier.
Professional Learning Resources
Let's get started!
Additional Unit Materials
Additional resources to complement the units you're teaching.


AmplifyScienceProgramHub
HELP CENTER
Amplify Science Program Hub > Remote and hybrid learning resources
Remote and hybrid learning resources
Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.
Step 3 (choose your grade)
Grade Level Units
Grade TK
Transitional Kindergarten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Step 4 (scroll down and choose your unit)
Grade Level Units
NYC Grade 7
Orientation and Tutorials
Learn more about how to use @Home resources.
Microbiome
Metabolism
Phase Change
Chemical Reactions
Plate Motion

@Home assessment considerations

Amplify Science

@Home Unit

Teacher Overview

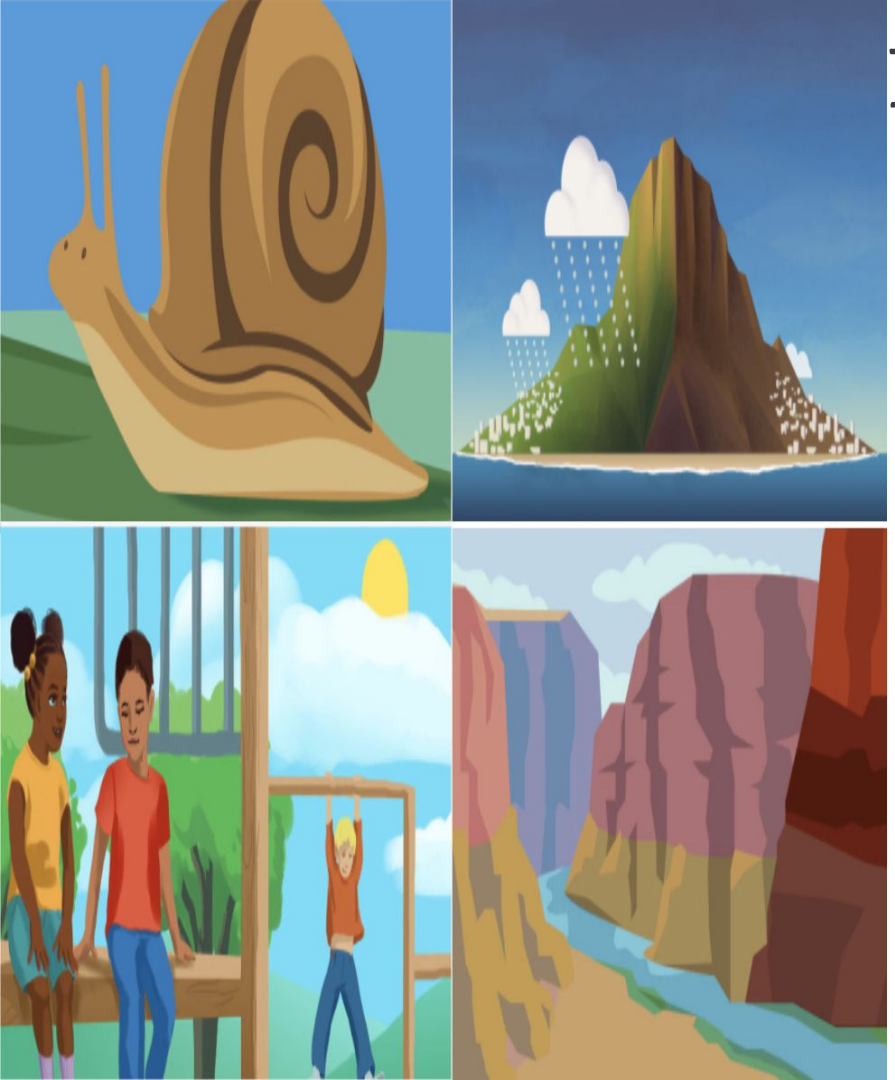
@Home Units assessment considerations

Each Chapter Outline contains considerations for assessment and feedback in the Amplify Science units, and in some cases, the pre-unit and end-of-unit assessments. Generally, we recommend the following:

- You may need to adapt the format in which you collect student work. See the "Student writing options" above.
- When providing feedback to students, you may wish to focus on how students are attending to the Investigation and/or the Chapter Questions, if they are using evidence they have gathered to support their responses to questions, and if they are using appropriate unit vocabulary in their responses.

Chapter 2 Assessment and Feedback Considerations

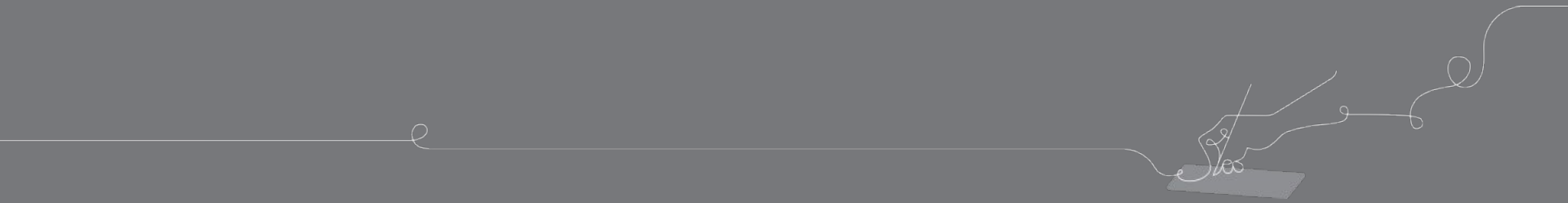
Students' written argument (Writing an Argument to Support a Diagnosis, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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



Plan for the day

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

Questions?



Revisiting our objectives

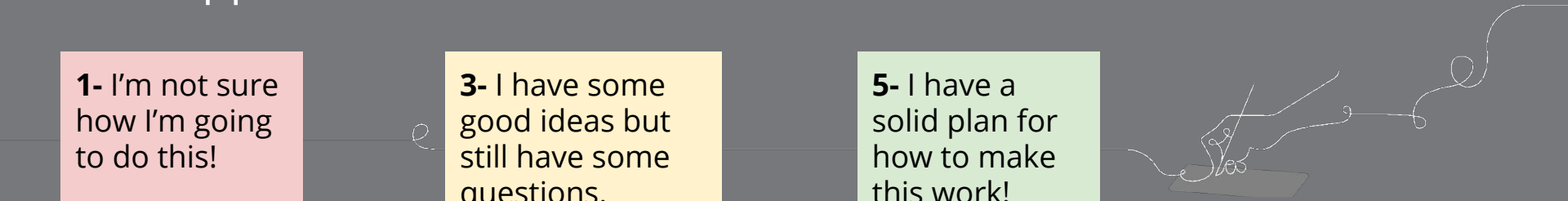
Do you feel ready to…

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

1- I'm not sure how I'm going to do this!

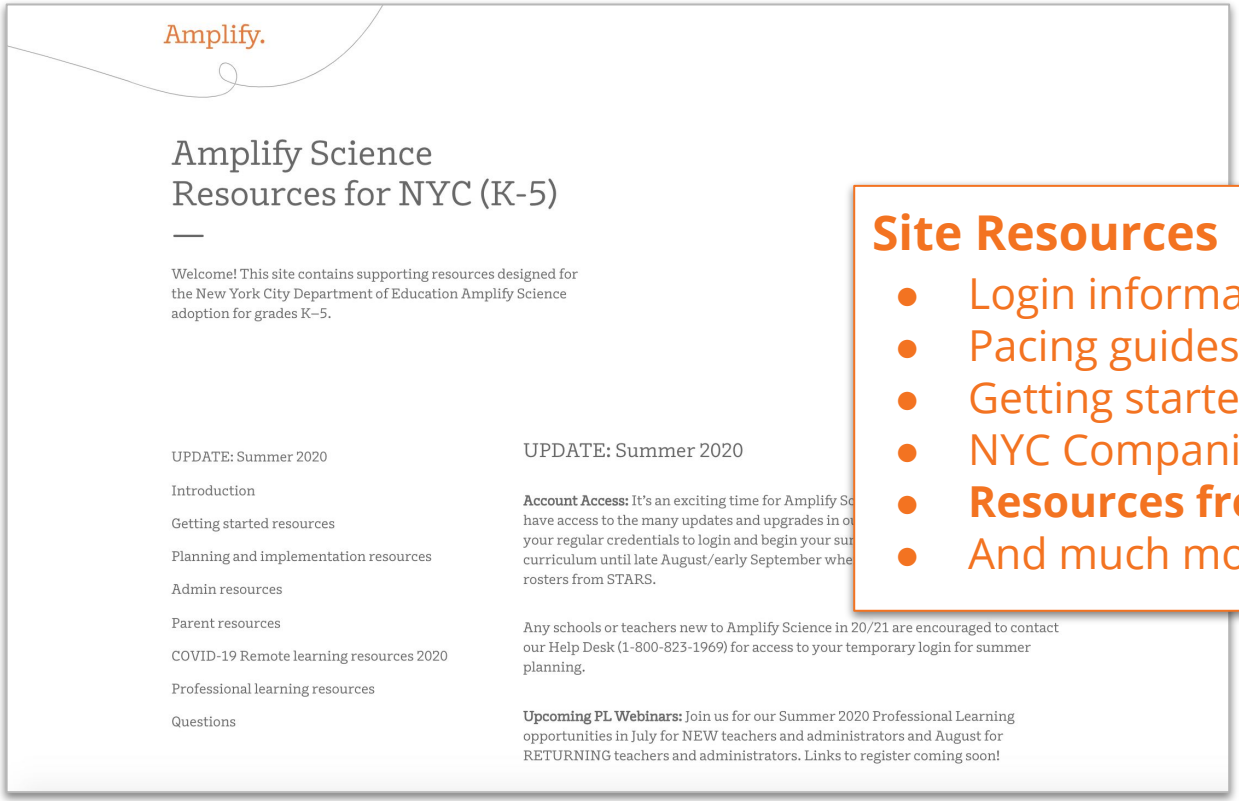
3- I have some good ideas but still have some questions.

5- I have a solid plan for how to make this work!



New York City Resources Site

https://amplify.com/amplify-science-nyc-doe-resources/



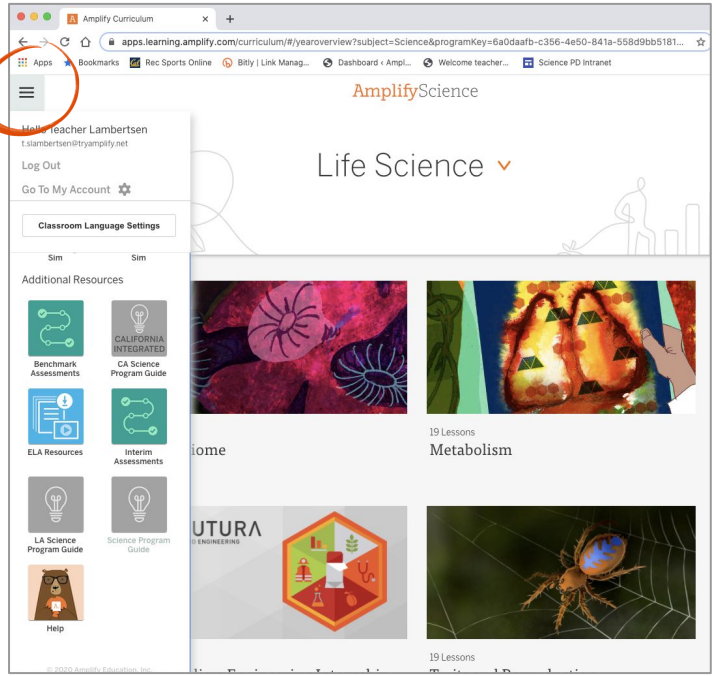
Site Resources

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

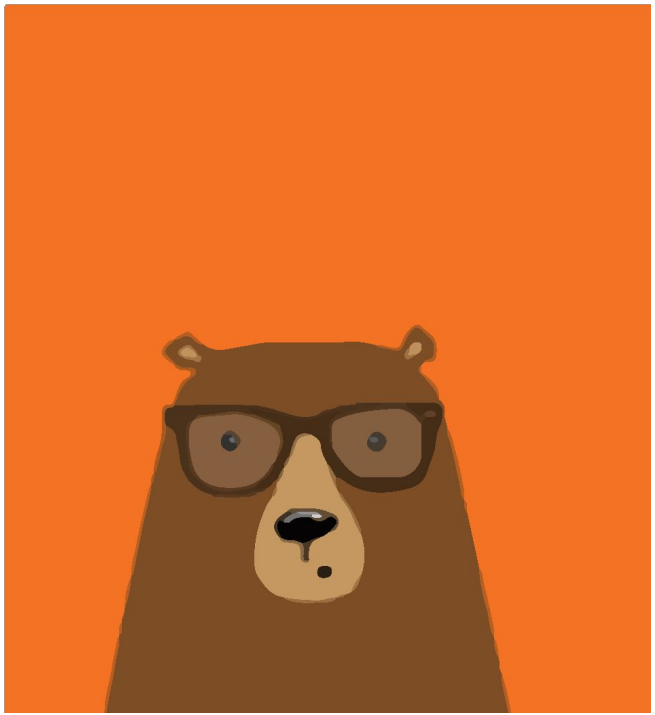
Amplify Science Program Hub

A hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.

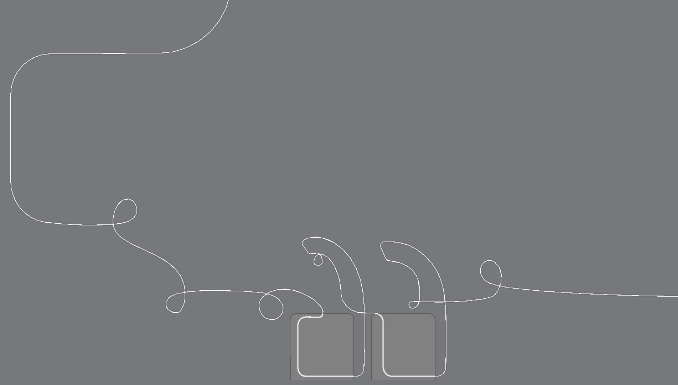
scihelp@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

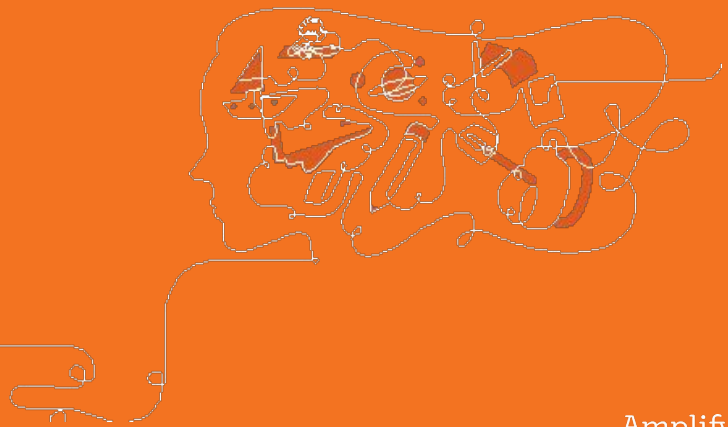


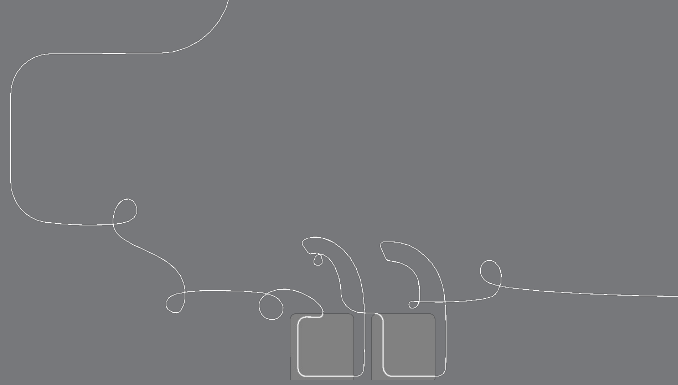
Final Questions?

Please provide us feedback!

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

Presenter name: XXX





30 minute open office hours to follow...