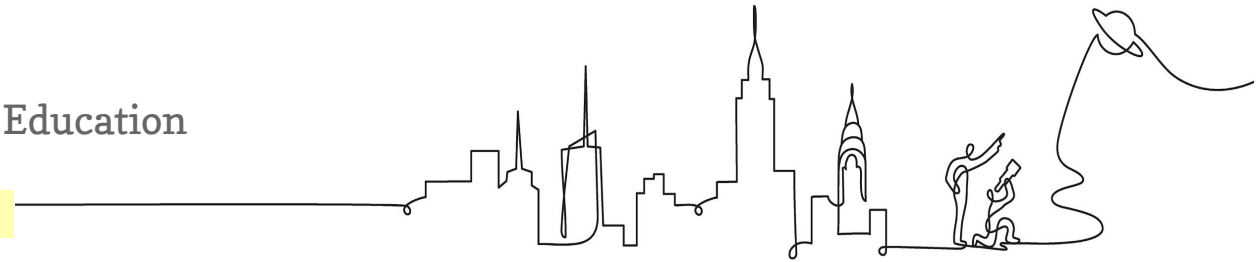
Part of the Day	Timing (min)	*PLS use only* Plan for the day
Framing the Day (Slides 2-33)	20 min (9:00-9:20)	• Welcome and Introductions (5) • Anticipatory Activity/Setting a vision (10) • Program Overview (5)
Amplify Science Assessment System (Slides 34-68)	28 min (9:20-9:48)	• Formative Assessments (14) • Summative Assessments (14)
Break (Slide 70)	5 min (9:48-9:53)	
Amplify Science Assessment Tools (Slides 71-89)	30 min (9:53-10:23)	• Classwork and Reporting (15) • Administrator Dashboard (15)
Utilizing the Tools to provide Support (Slides 90-97)	30 min (10:23-10:53)	• Program Features (10) • Supporting Teachers using program features (20) ***Includes 15 min work time***
Reflection/Closing (Slides 98-107)	7 min (10:53-11:00)	• Reflection/additional resources (5) • Survey (2)

Amplify Science
New York City

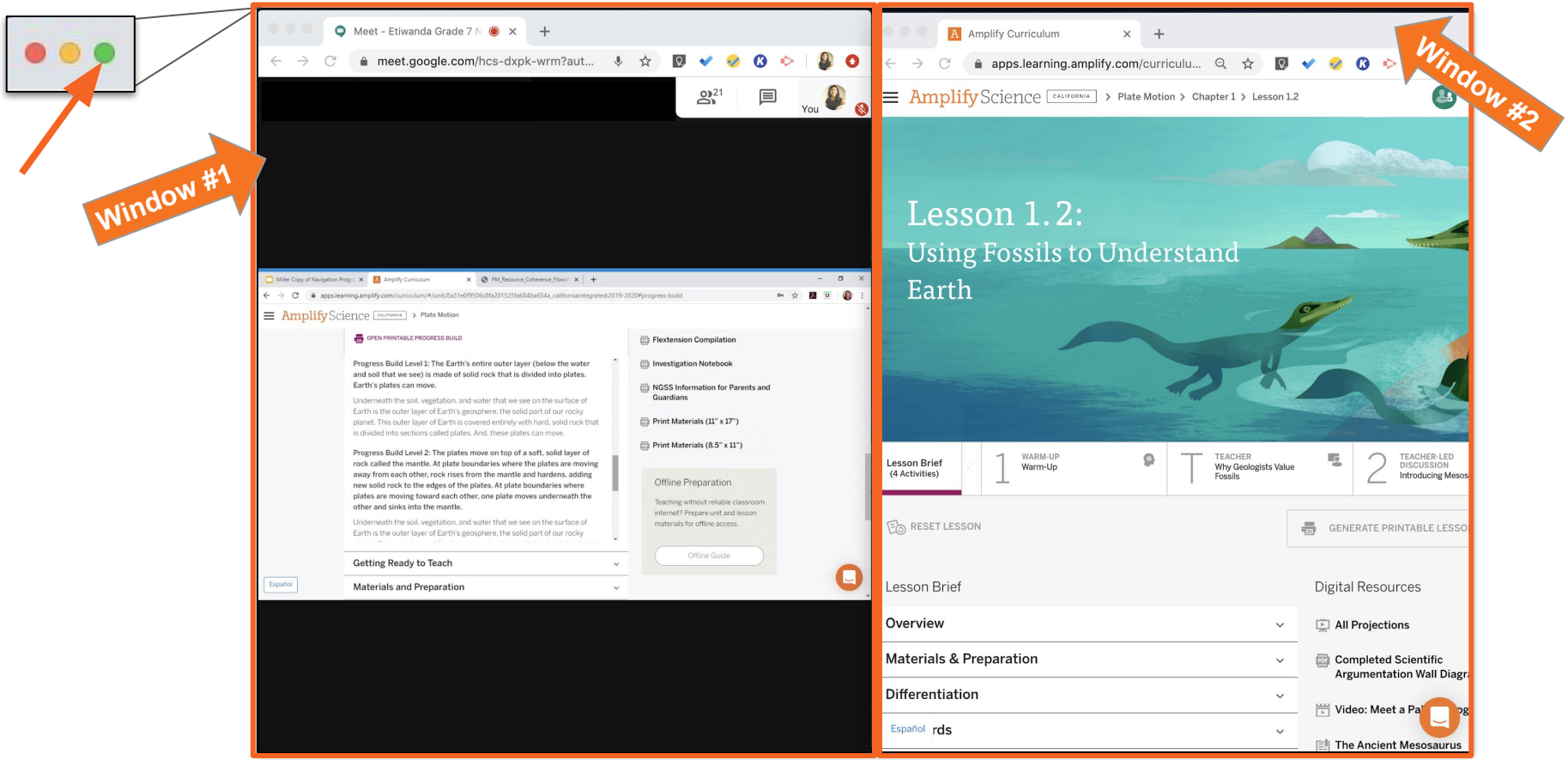
Utilizing the Amplify Science Assessment System

Administrators



New York City Department of Education
February 2021
Presented by:

Use two windows for today's webinar



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

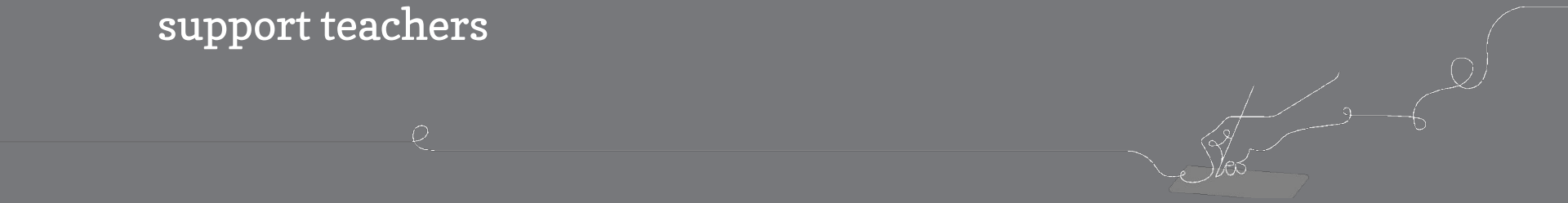
Make sure you have a note-catcher present

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

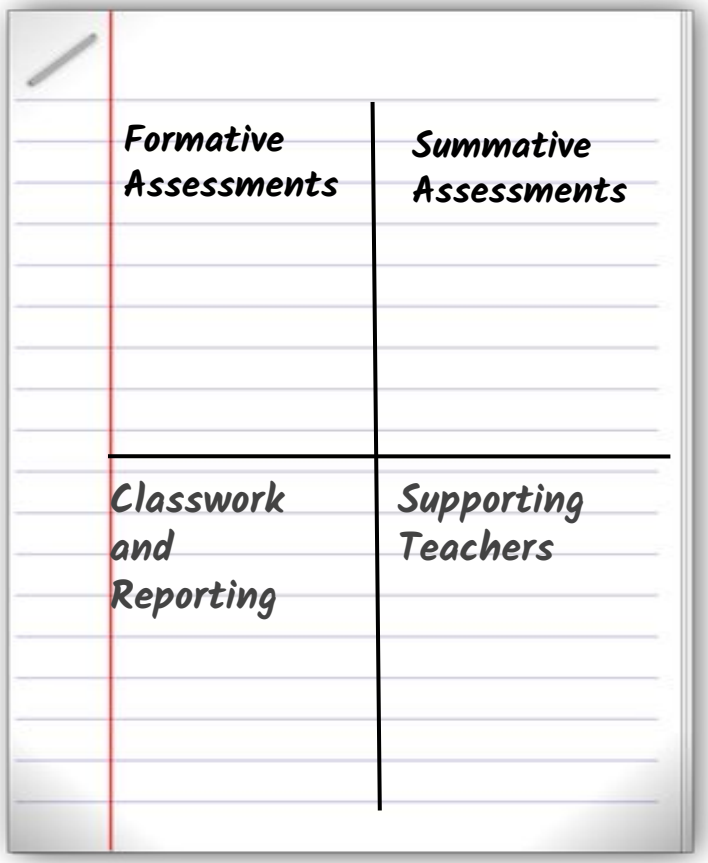
Objectives

By the end of this workshop, you will be able to…

- Gain an understanding of the Amplify Science assessment system, including formative and summative assessments.
- Explore the Classwork and Reporting features as well as unpack the information available in the new Administrator Dashboard.
- Gain and understanding of how to use program features to better support teachers



Capturing key takeaways!



Plan for the day

- Framing the day
  - Welcome and Introductions
  - Anticipatory Activity/Setting a vision
  - Program Overview
- Amplify Science Assessment System
  - Formative Assessments
  - Summative Assessments
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- Reflection and closing

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- Reflection and closing

Who's in the Room?

Represent for your borough!

Share your **name, role, & borough**.

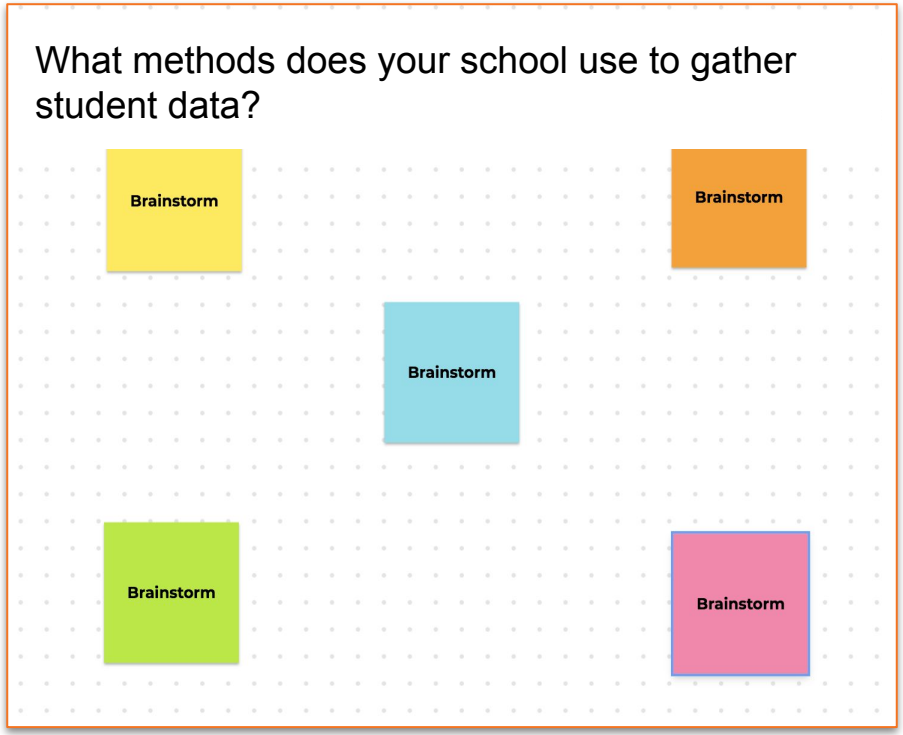
Example: Isis, Teacher, 1

1- Brooklyn North
2- Brooklyn South
3- Queens North
4- Queens South
5- The Bronx
6- Staten Island
7- Manhattan

Anticipatory activity

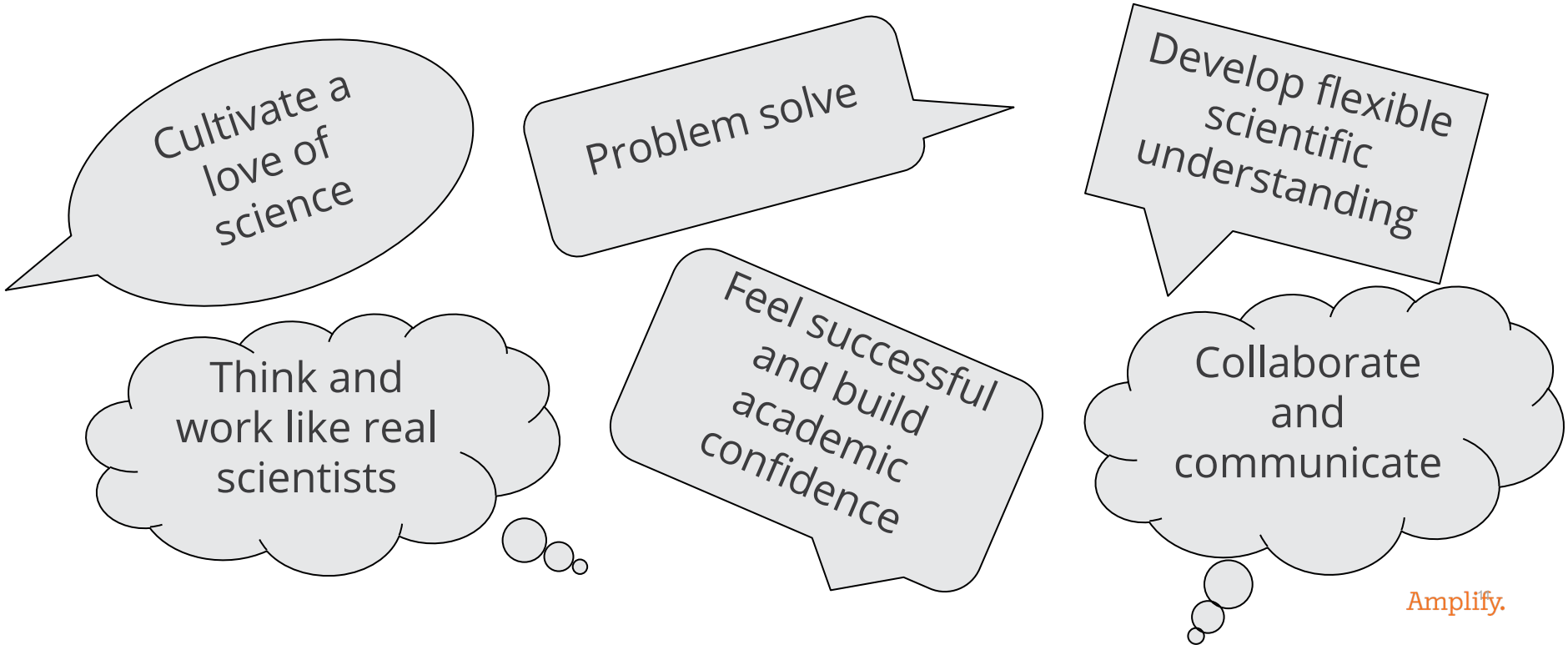
Share in the chat….

- What methods does your school use to gather student data?

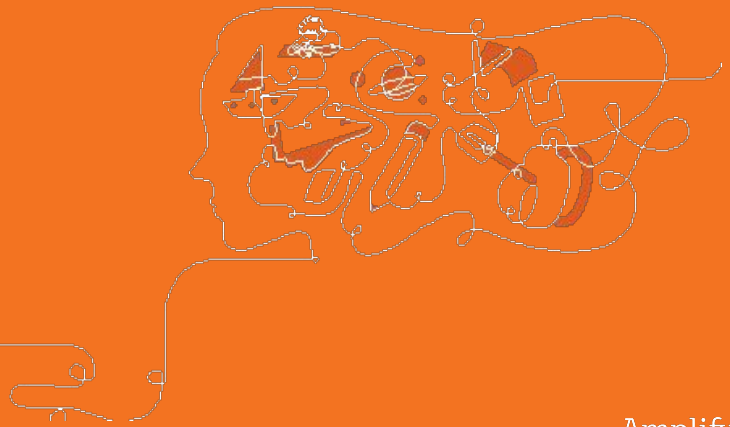


Setting a vision

What are you hoping students at your school get out of science this year?



Program Overview

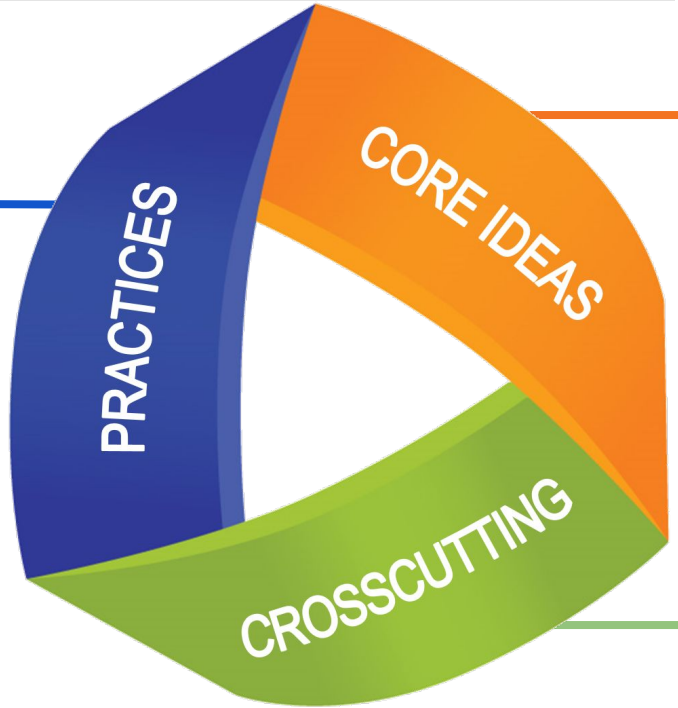


Next Generation Science Standards

Designed to help students build a cohesive understanding of science

What scientists do

Science and Engineering Practices



What scientists want to know

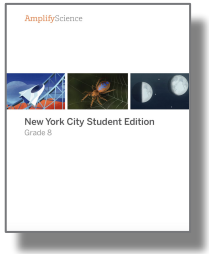
Disciplinary Core Ideas

How scientists think

Crosscutting Concepts

Middle School Unit Resources

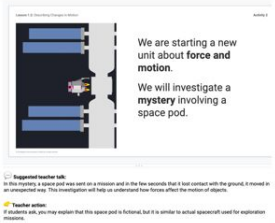
NYC Print student editions



Investigation Notebooks or digital student experience

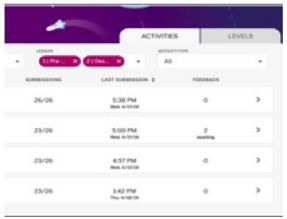
Articles (digital or print)

Simulations and other digital tools



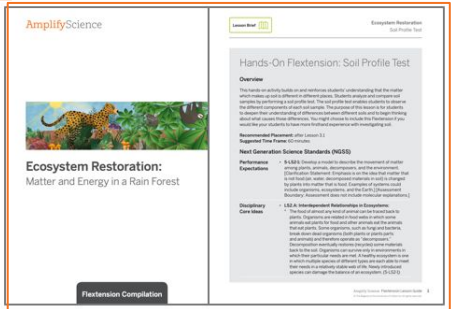
Classroom Slides

Teacher's Guide (digital or print)



Assessments and Reporting

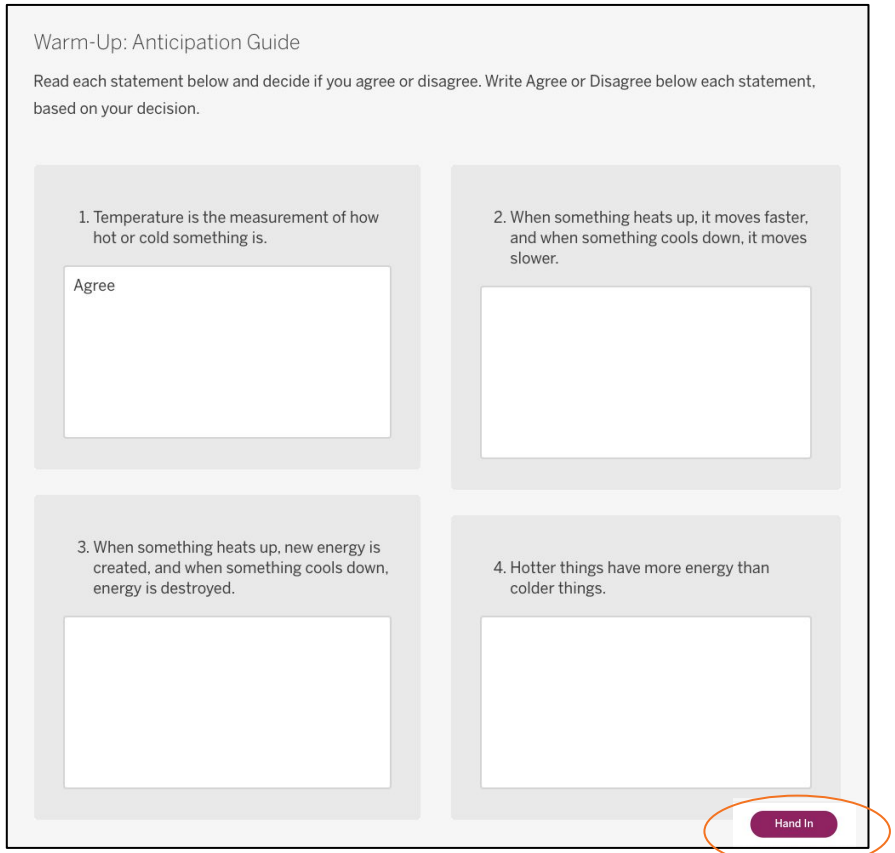
Hands-on and print materials



Hands-on Flextensions

Amplify.

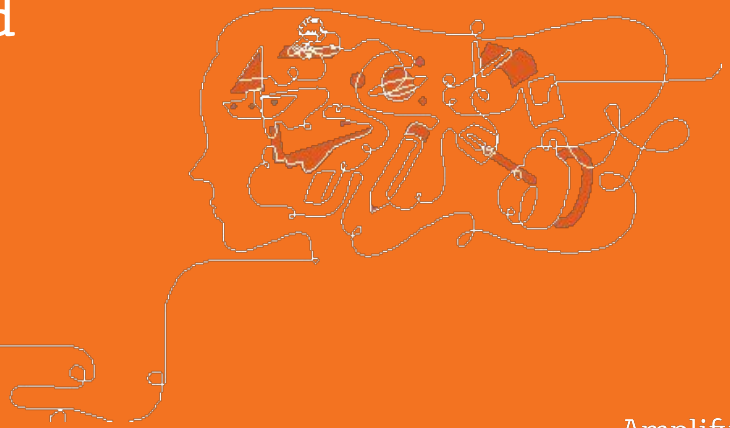
Middle School Online Component



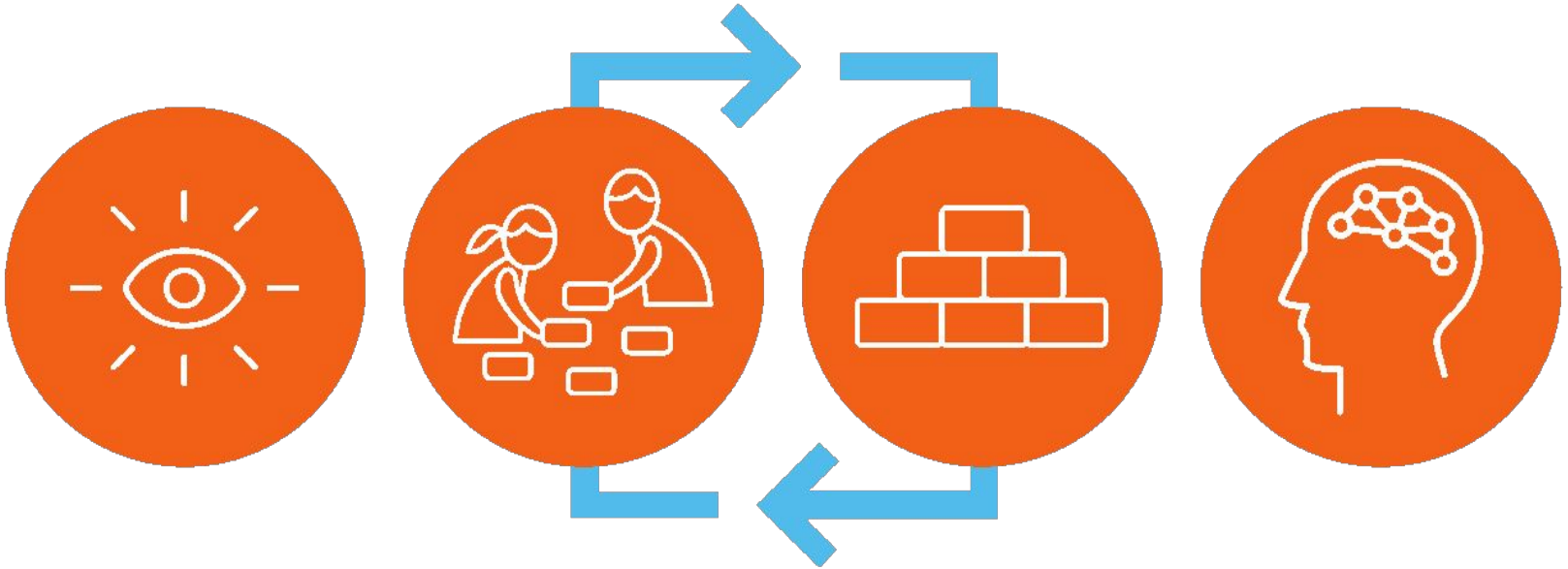
Amplify.

Problem-based deep dives

Students inhabit the role of scientists and engineers to explain or predict phenomena. Student figure out not learn about then use what they figure out to solve real-world problems.



Amplify Science approach



Introduce a real world problem

Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to solve a different problem

What is the first step to the Amplify Science Approach?

A Collect evidence from multiple sources

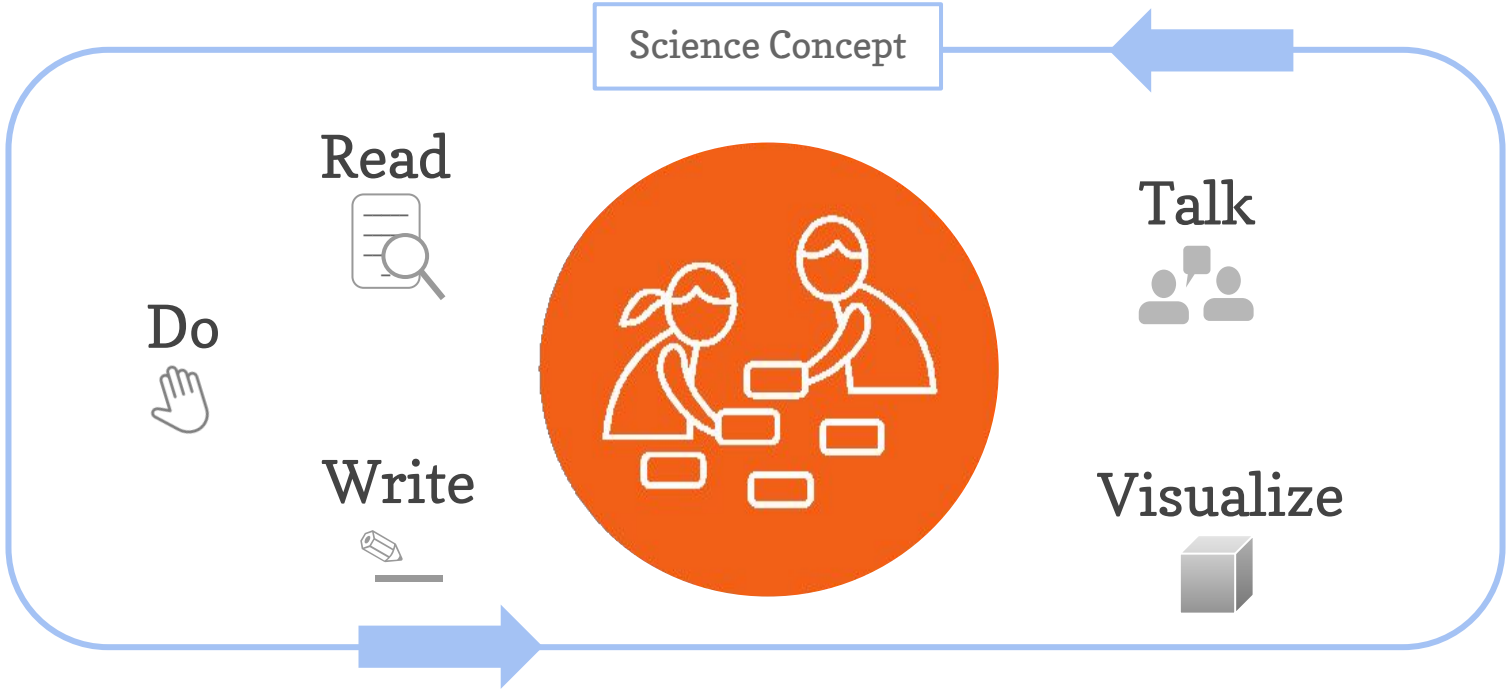
B Introduce a Phenomenon and/or real world problem

C Apply knowledge to solve different problem

D Build an increasingly complex explanation

Multimodal learning

Gathering evidence from different sources



What are the multiple modalities?

A Do, talk, read, write, visualize

C Do, visualize, hands-on projects

B Read, write, google search

D Reading, writing, math

Middle School Curriculum New York City Edition

*** Companion Lessons must be completed***

Grade 6

- Launch: * Harnessing Human Energy
- Thermal Energy
- Ocean, Atmosphere,and Climate
- Weather Patterns
- Populations and Resources
- Matter and Energy in Ecosystems
- Earth's Changing Climate

Grade 7

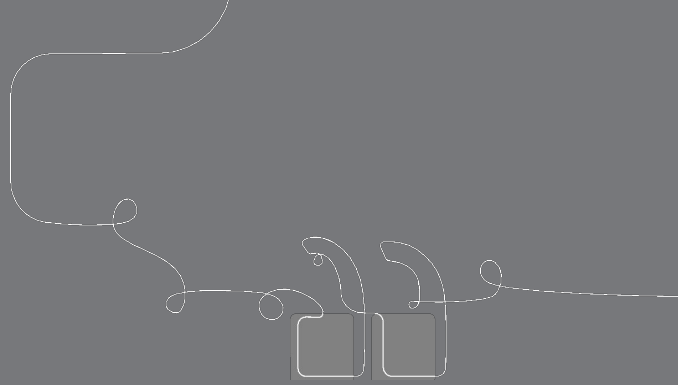
- Launch: * Microbiome
- Metabolism
- Phase Change
- Chemical Reactions
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Engineering Internship: Earth's Changing Climate

Grade 8

- Launch: Geology on Mars
- Force and Motion
- Engineering Internship: Force and Motion
- Earth, Moon, and Sun
- Magnetic Fields
- Light Waves
- Traits and Reproduction
- Natural Selection
- Evolutionary History

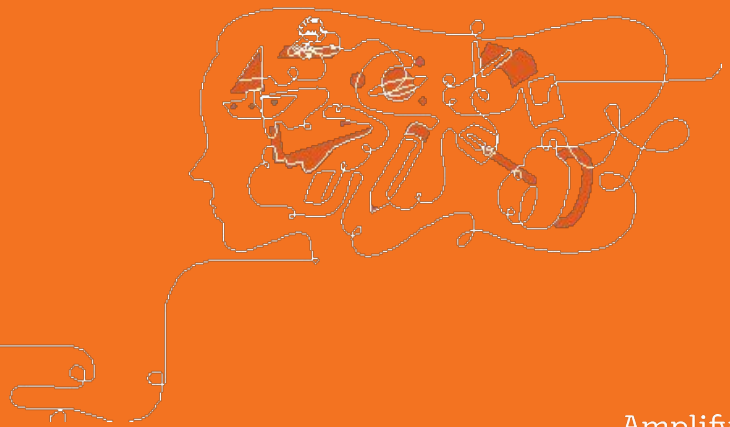
AmplifyScience

Amplify.



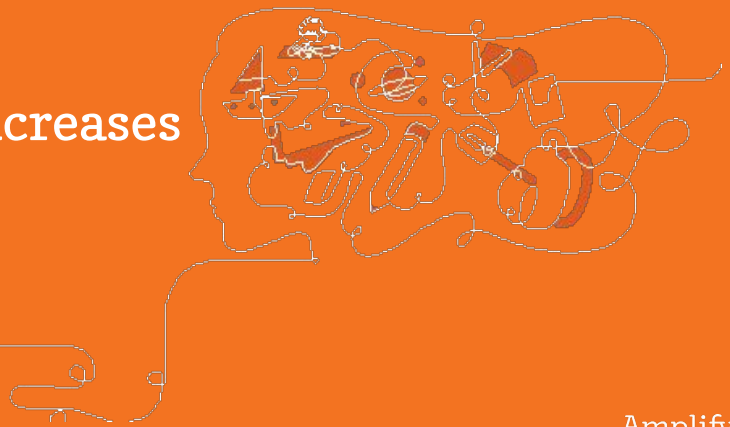
Questions?

What is a progress build?

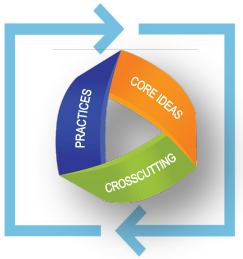


A **progress build** is a unit specific learning progression.

- Every core unit has a progress build
- The progress build is structured sequentially, each level builds on the previous level
- Students conceptual understanding increases at each level of the progress build



Progress Build Structure



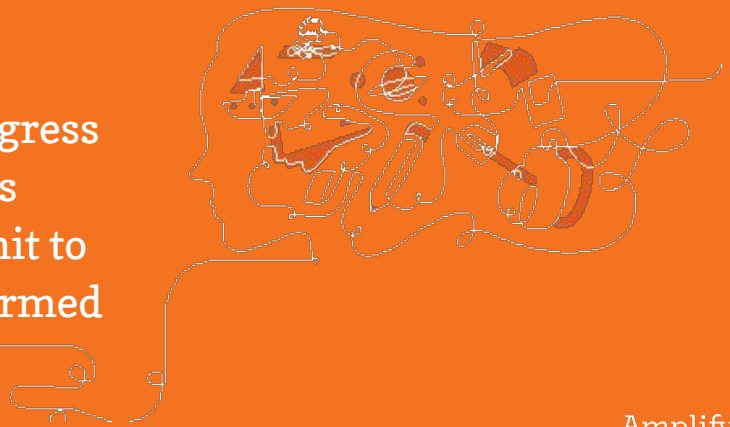
Build increasingly complex explanations

Why is a progress build important to my instruction?

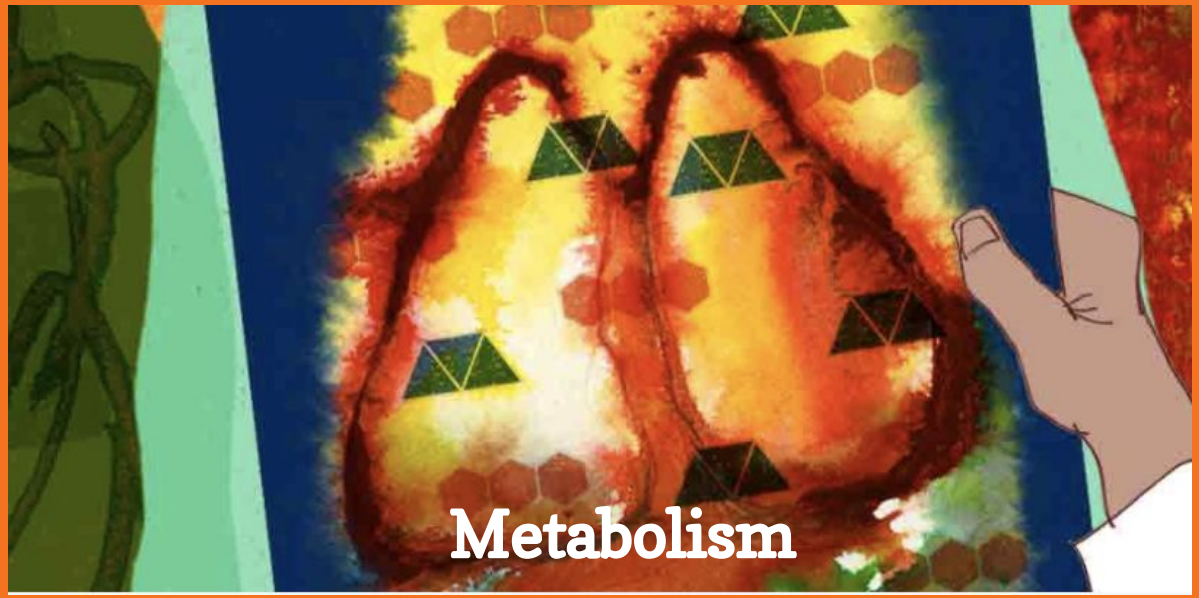
- The progress build describes the way students explanatory understanding of the unit phenomena deepens over time.

- Provides teachers with a clear understanding of the structure of a unit, organizes the sequence of instruction, and defines the focus of assessments.

- By aligning instruction and assessments to the Progress Build, evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.



How is the progress build connected to the unit phenomenon?

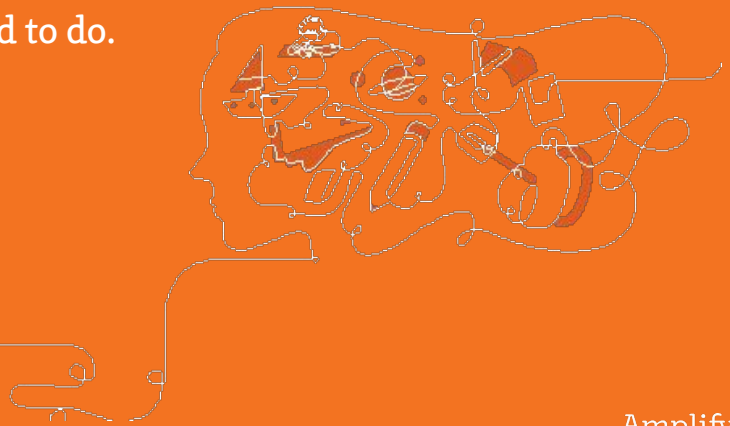


What is causing Elisa, a young patient, to feel tired all the time?

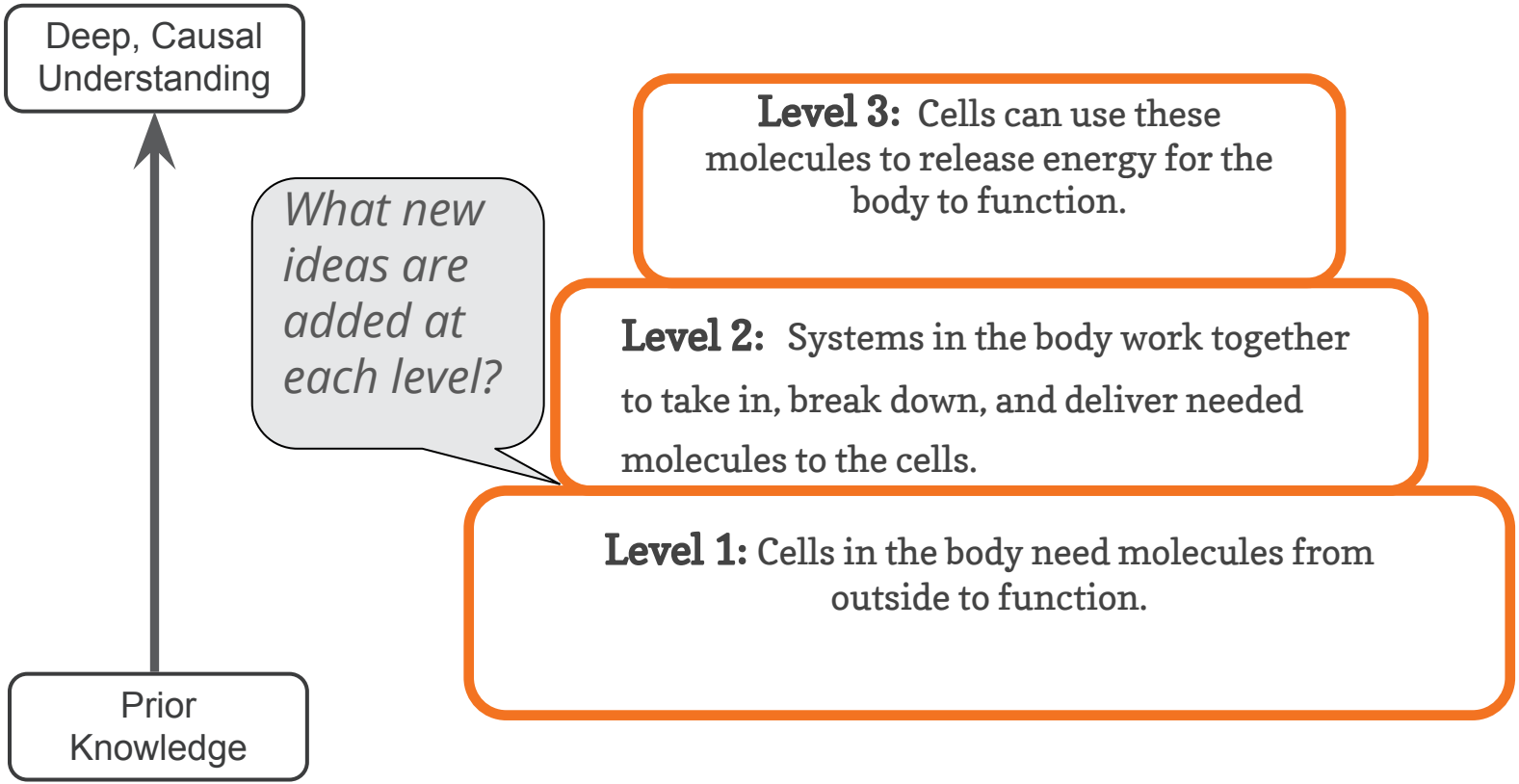
Through inhabiting the role of medical students in a hospital, students are able to draw the connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.

Prior Knowledge (Pre-Conceptions)

- At the start of the Metabolism unit, middle school students will likely know that eating and breathing are necessary for life, but will know little about the specifics of why these activities allow our bodies to function. Students may associate eating with gaining energy, but will not know that oxygen is also required for energy release.
- Students may know about the process of digestion, but are unlikely to know what happens to food after it is digested.
- Depending on previous instruction, some students may know about cells. Additionally, students will know that a body has blood and a heart, but will not generally know how these contribute to a body's ability to function. This experience and prior knowledge can be built on and refined, which the Metabolism Progress Build and unit structure are designed to do.
 molecular scale.



Metabolism Progress Build



19 Lessons

Metabolism

JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Chapter 1: Molecules Needed by the Cells

3 Lessons

Chapter 2: Body Systems

7 Lessons

Chapter 3: Cellular Respiration

5 Lessons

Chapter 4: Metabolism and Athletic Performance

4 Lessons

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background

Printable Resources

- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians

Español

Self Reflection:

What are your key takeaways about the Amplify Science progress build?

Plan for the day

- Framing the day
  - Welcome and Introductions
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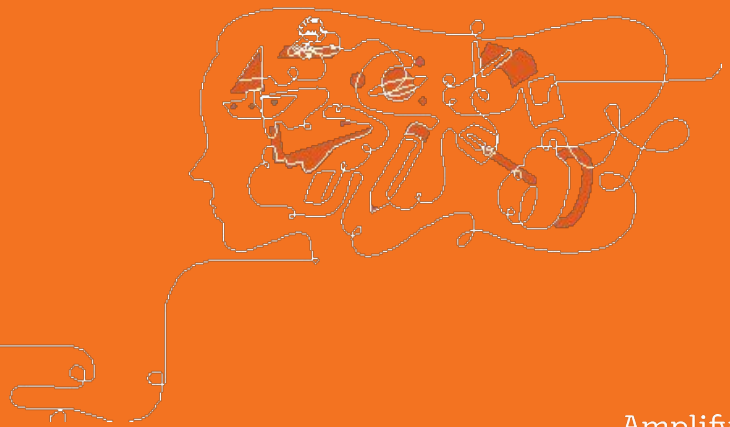
Amplify Science Assessment System



Amplify Science Assessment System

Credible

- Assessments provide reliable information about student learning

Actionable

- Assessments provide actionable suggestions

Timely

- Assessments are embedded into instruction

Types of assessments

Formative Assessments

Used to guide instruction

Pre-Unit
Designed to gauge students' initial understanding and pre-conceptions about core ideas in the unit.

On-the-Fly
Quick check for understanding designed to help monitor and support student progress throughout the unit.

Critical Juncture
Designed to occur at points in the unit in which it is especially important that students understand the content before continuing.

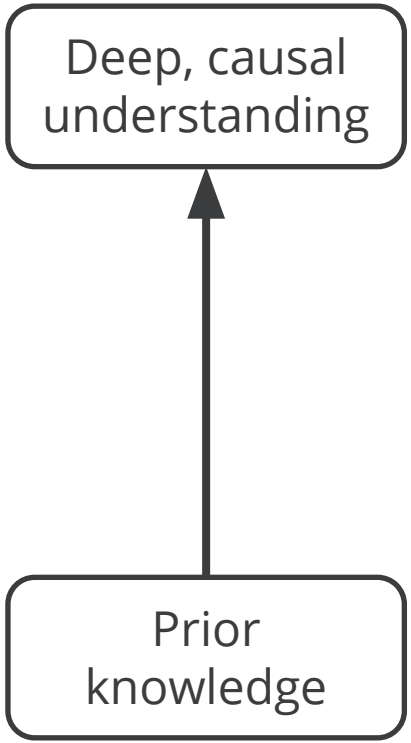
Summative Assessments

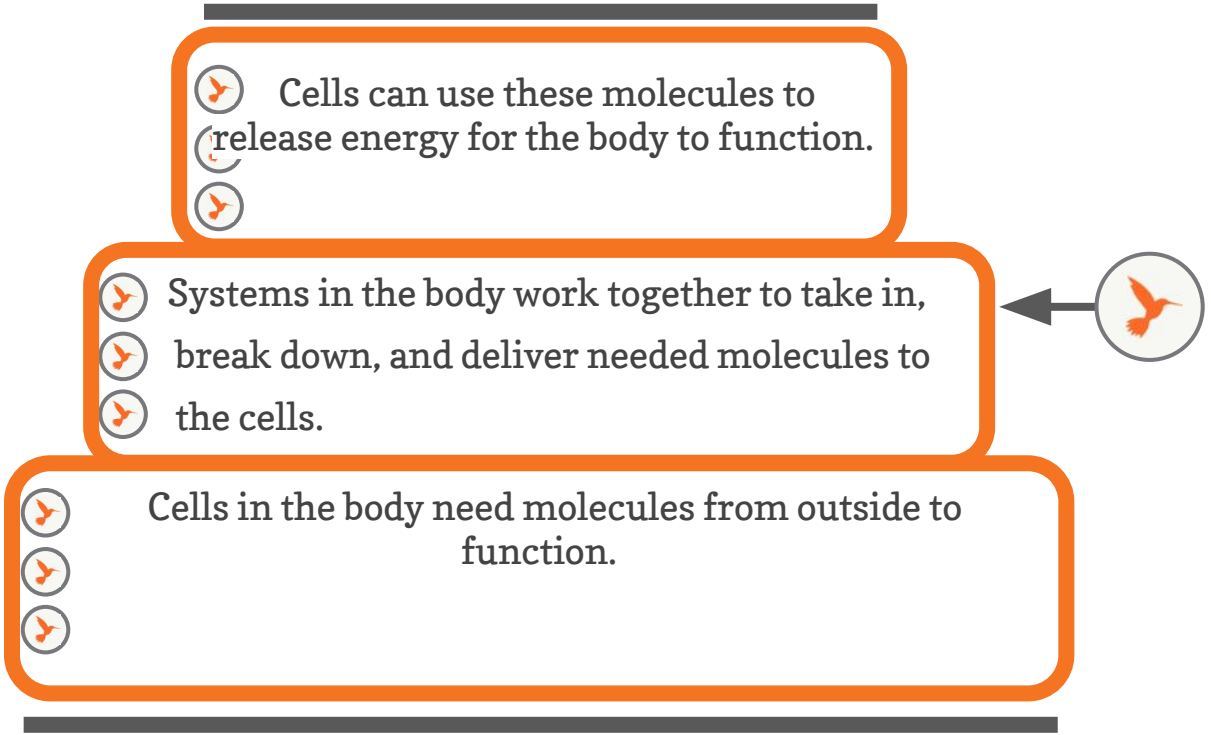
Used to measure student learning at the end of instruction

End-of-Unit
Final evaluation of students' understanding of core ideas in the unit.

Assessment System

Pre- and End-of-Unit Assessments



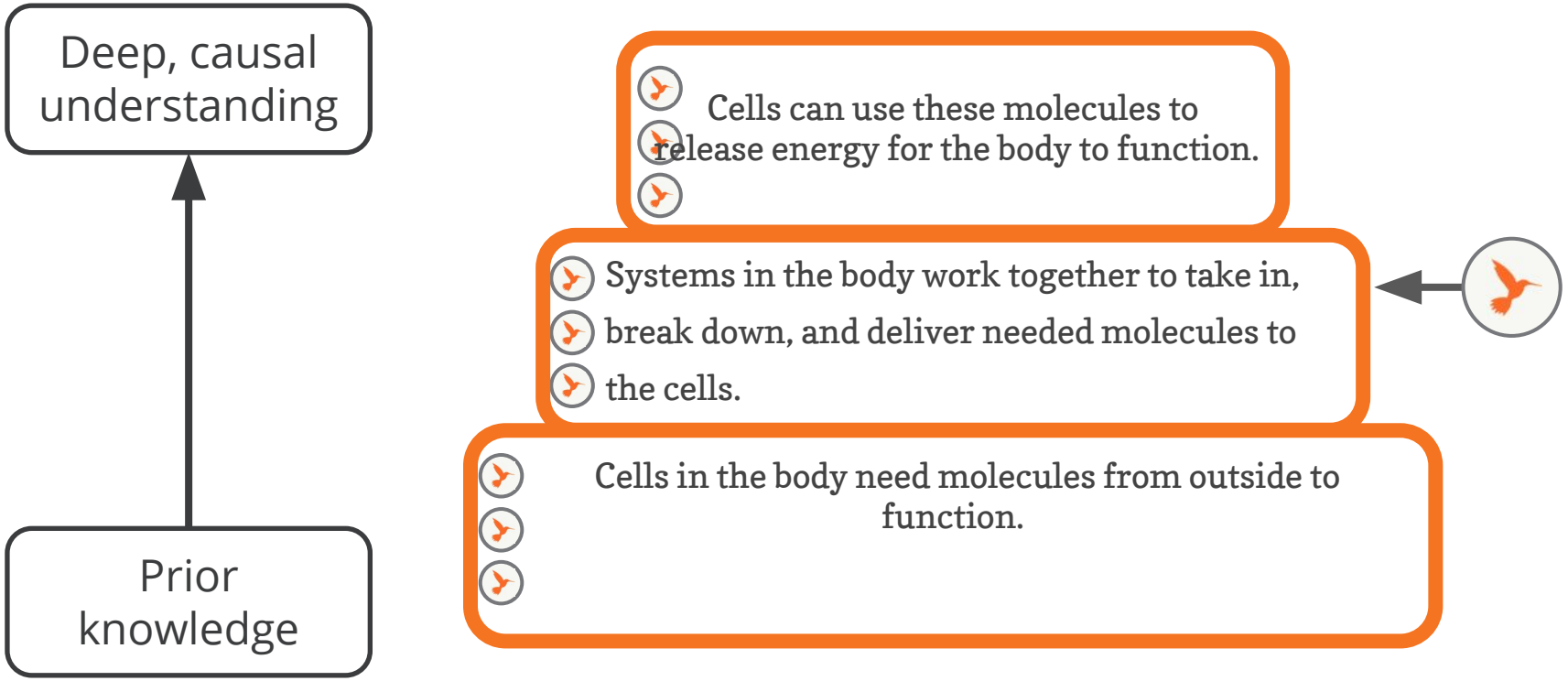


Pre-Unit Assessment

- Reveals preconceptions
- Reveals ideas and experiences students can build on throughout the unit
- Contains multiple choice questions and two written responses
- Multiple choice section is auto-scored
- Contains a Scoring Guide with rubrics for analyzing student responses
- Happens in Lesson 1.1

Assessment System

Critical Juncture Assessment

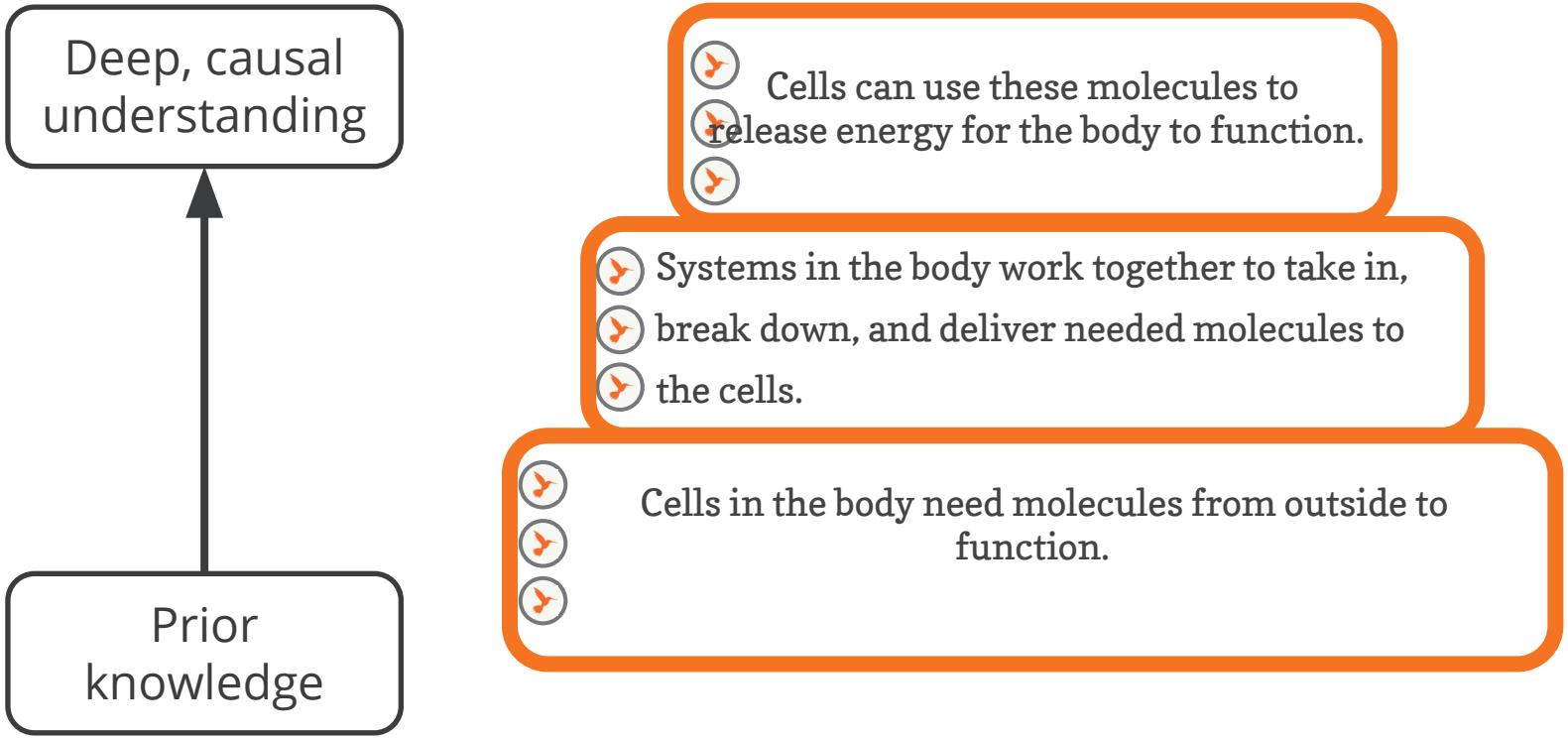


Critical Juncture Assessment

- Occurs at a key point in the unit
- Gauges students' growing understanding about core ideas in the unit
- Contains multiple choice questions and two written responses
- Multiple choice section is auto-scored
- Contains a Scoring Guide with rubrics for analyzing student responses
- Followed by a differentiated lesson based on results

Assessment System

On-the-Fly Assessments

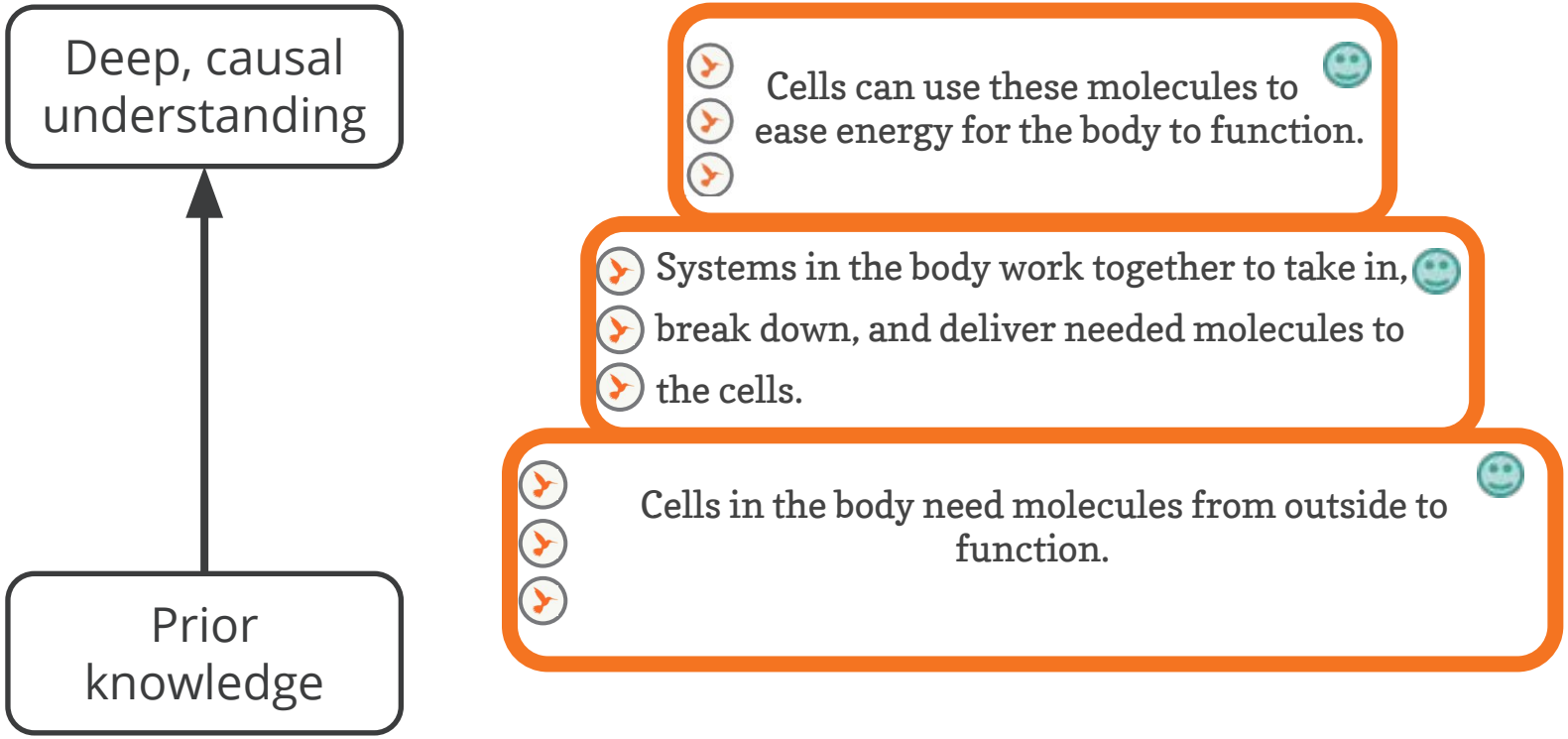


On the Fly Assessment

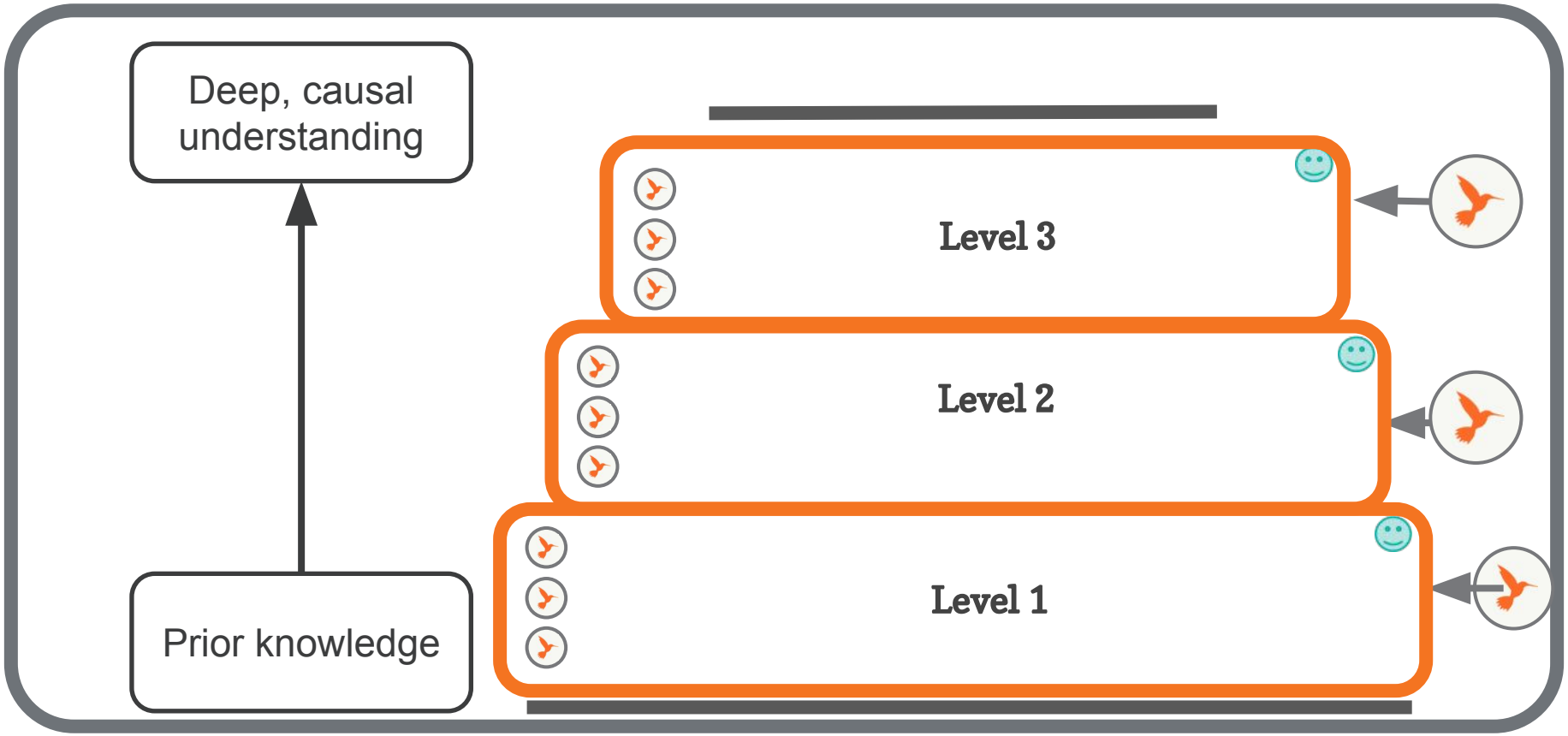
- Mostly frequently occurring assessment
- Quick check for understanding designed to help monitor and support student progress throughout the unit.
- Provides teachers with an opportunity to adjust instruction to meet student needs
- Contains Look For and Now What evaluation guidance
- Followed by a differentiated lesson based on results

Assessment System

Students Self Assessments



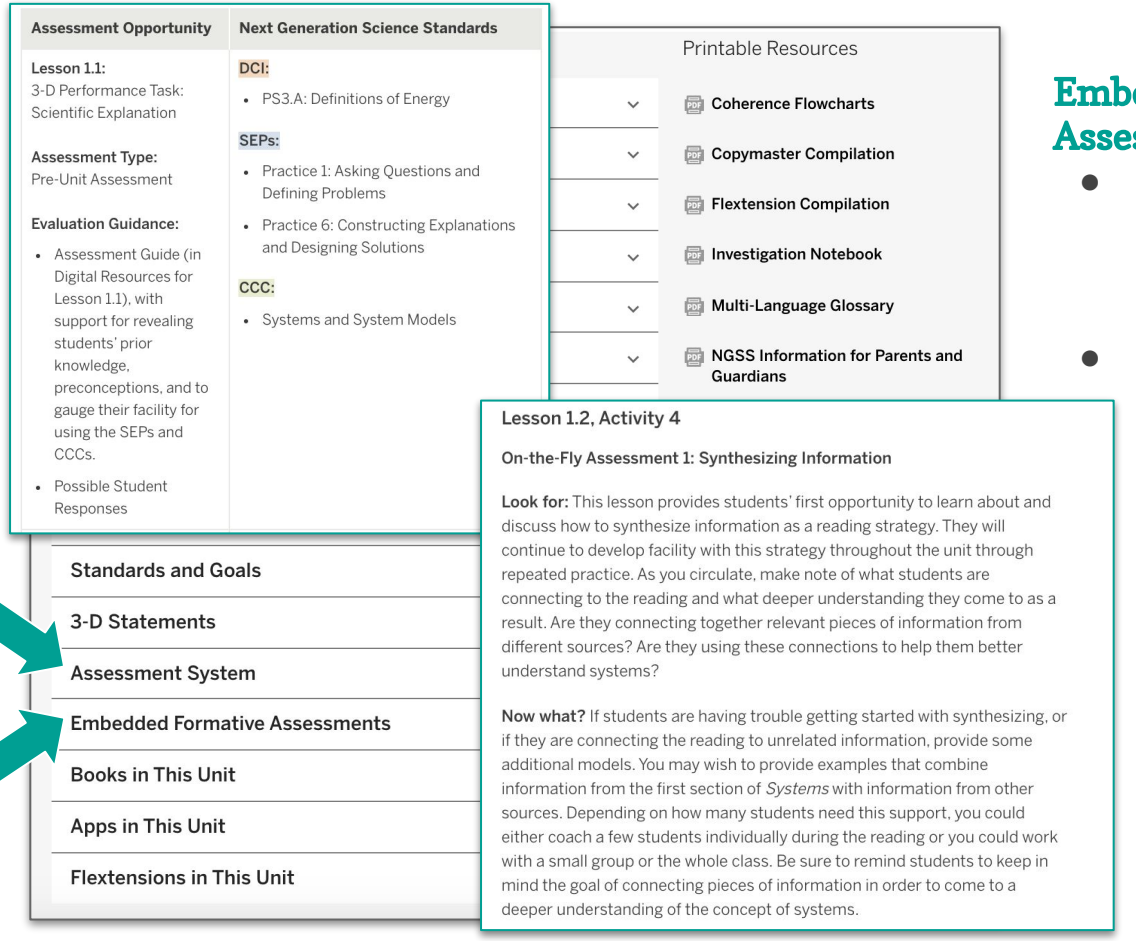
Assessment System



Unit Level Assessment Documents

Assessment System:

- explains the organization of the assessment system
- lists out each assessment in the unit with key information
- goes into an explanation of each type of assessment found in the unit



Assessment Opportunity	Next Generation Science Standards
Lesson 1.1: 3-D Performance Task: Scientific Explanation **Assessment Type:** Pre-Unit Assessment **Evaluation Guidance:** • Assessment Guide (in Digital Resources for Lesson 1.1), with support for revealing students' prior knowledge, preconceptions, and to gauge their facility for using the SEPs and CCCs. • Possible Student Responses	**DCI:** • PS3.A: Definitions of Energy **SEPs:** • Practice 1: Asking Questions and Defining Problems • Practice 6: Constructing Explanations and Designing Solutions **CCC:** • Systems and System Models

Lesson 1.2, Activity 4

On-the-Fly Assessment 1: Synthesizing Information

Look for: This lesson provides students' first opportunity to learn about and discuss how to synthesize information as a reading strategy. They will continue to develop facility with this strategy throughout the unit through repeated practice. As you circulate, make note of what students are connecting to the reading and what deeper understanding they come to as a result. Are they connecting together relevant pieces of information from different sources? Are they using these connections to help them better understand systems?

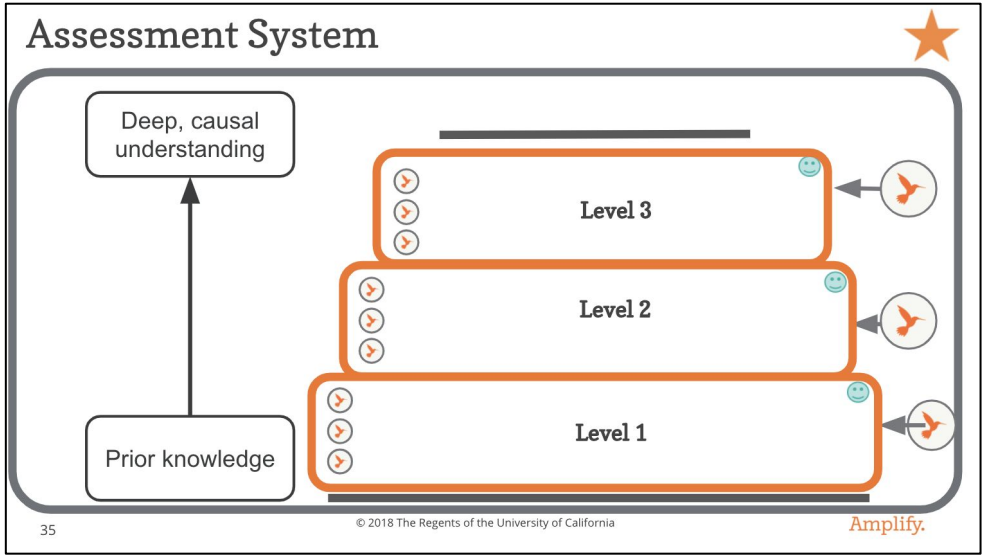
Now what? If students are having trouble getting started with synthesizing, or if they are connecting the reading to unrelated information, provide some additional models. You may wish to provide examples that combine information from the first section of *Systems* with information from other sources. Depending on how many students need this support, you could either coach a few students individually during the reading or you could work with a small group or the whole class. Be sure to remind students to keep in mind the goal of connecting pieces of information in order to come to a deeper understanding of the concept of systems.

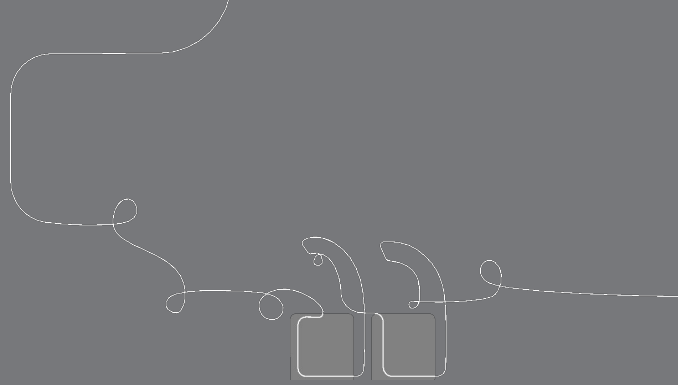
Embedded Formative Assessments:

- explains what to look for at each assessment opportunity
- gives guidance for instructional next steps

Assessment Reflection

- There are many assessment opportunities in each Amplify Science unit.
- What does having this quantity of assessment opportunities do for students? For teachers?





Questions?

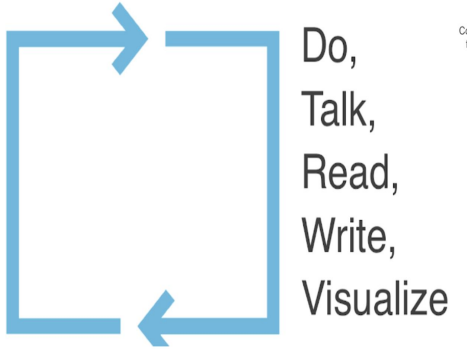
Formative Assessment

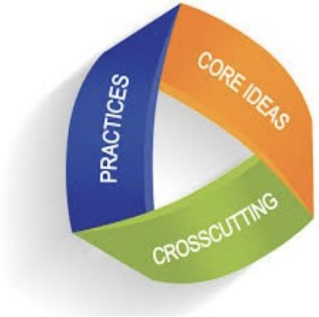
What is a Formative Assessment?

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

Formative assessment in Amplify Science

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





Formative Assessments in Amplify Science

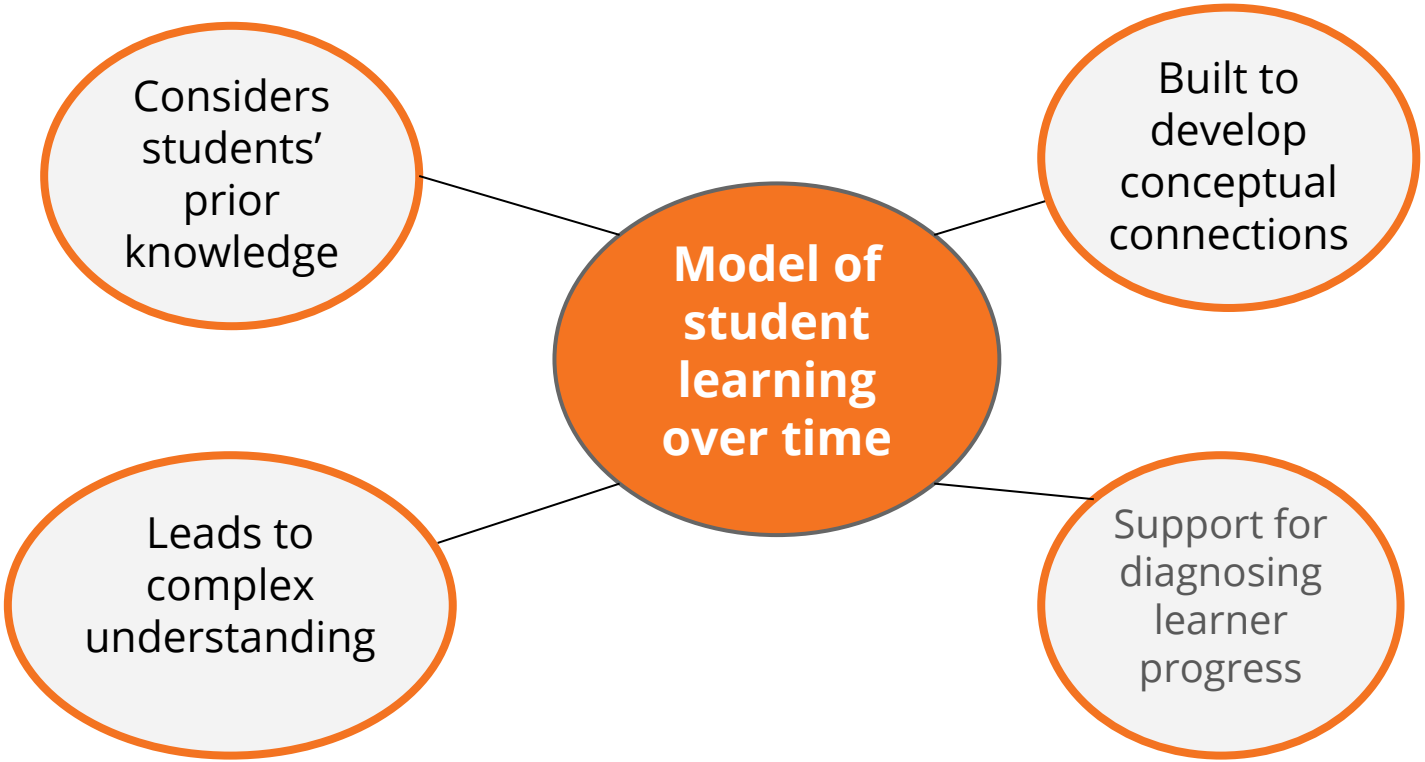
- **On-the-Fly Assessments** : Opportunities designed to help a teacher make sense of student activity during a learning experience.
  a. Examples include student-to-student talk, writing, model construction
- **End-of-chapter assessments** : Variety of multidimensional performance tasks at the end of a chapter.
  a. Examples include written scientific explanations, argumentation, developing and using models, and designing engineering solutions.
- **Student Self-Assessments** : One per chapter; brief meta-cognitive opportunities for students to reflect on their own learning, ask questions, and reveal ongoing thoughts about unit content.

Assessment Resource

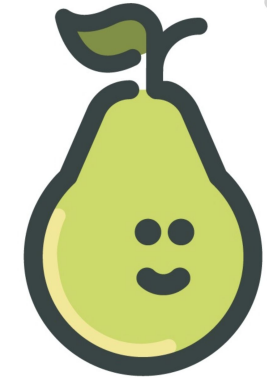
Each formative assessment contains:

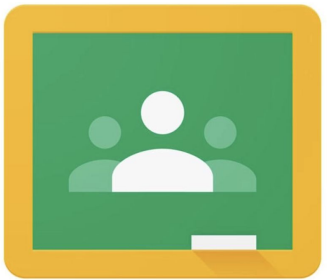
- Look for: guidance on how to collect student data from the activity
- Now what: suggestions for responding to student data

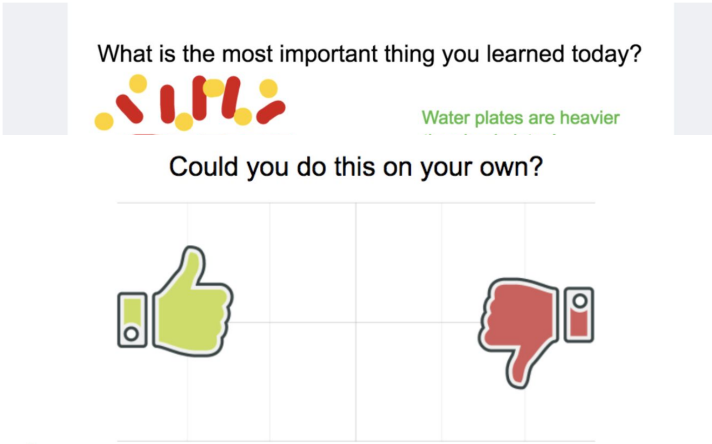
Design Principles of Formative Assessment

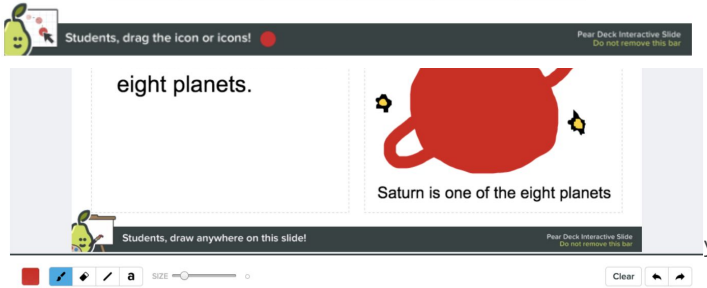


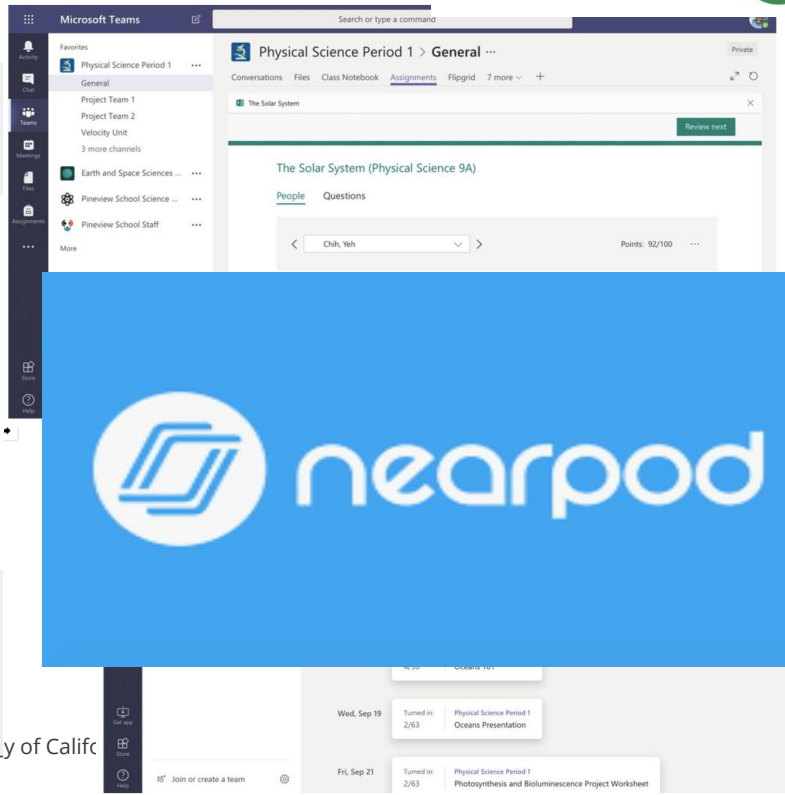
Formatively Assessing during Remote Learning



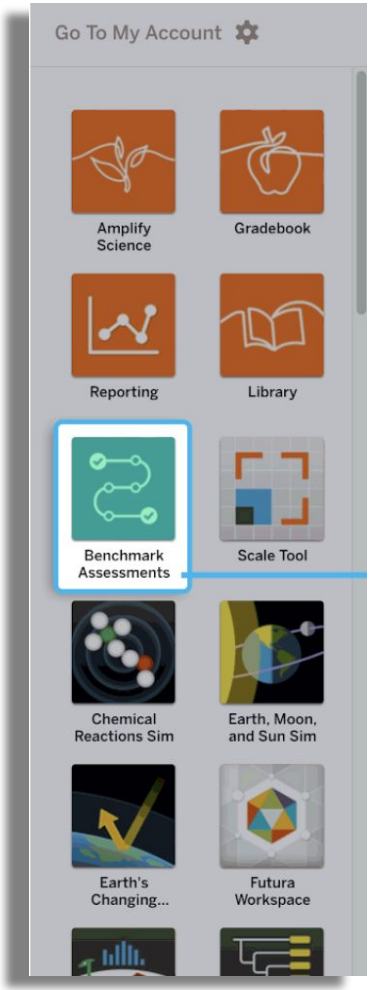


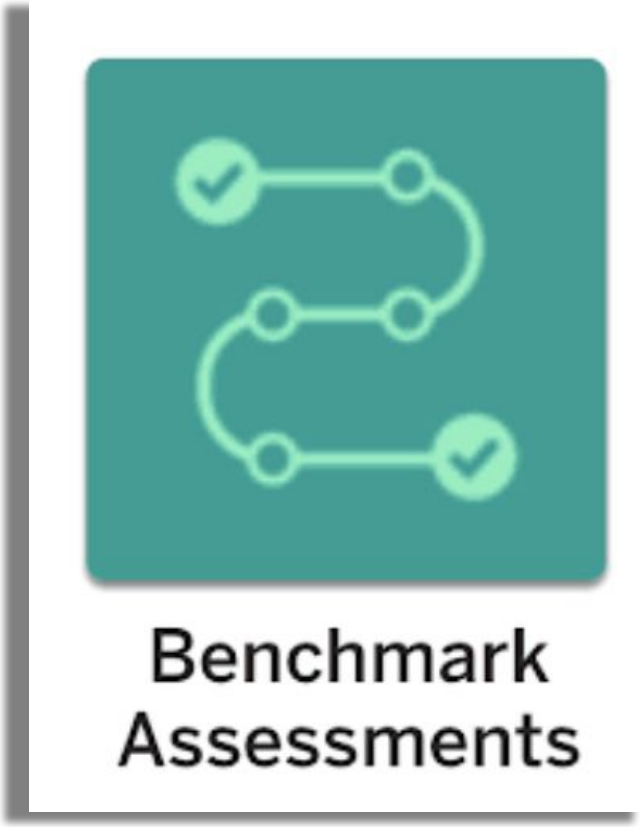






Benchmark Assessments 2020-2021





Embedded Formative Assessment Walk Through:

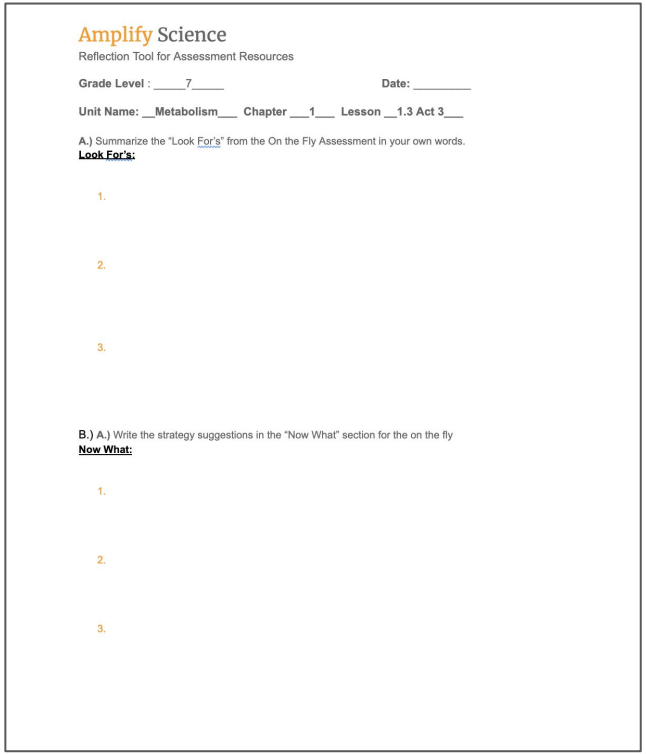
- Summarize look-fors in your own words in the template
- Summarize “Now What” in your own words in the template

Lesson 1.3, Activity 3

On-the-Fly Assessment 1: Reviewing Submitted Student Models

Look for: The models students submit will help you gauge how well students are building their understanding of the concept that bodies can function when cells get certain molecules from outside the body (e.g., from the food humans eat and the air they breathe.) When reviewing students’ Modeling Tool submissions, check that models include oxygen, glucose, and amino acids in the cells. (Note: If students also include water, carbon dioxide, and protein molecules, this is not inaccurate; however, these are molecules that form during reactions in the cell.)

Now what? If students’ models do not include oxygen, glucose, and amino acids, you may wish to have students engage in a second read of “Molecules Cells Need.” Provide students with the guiding question: What molecules do cells need to get from food and air? You might also model highlighting information that helps answer that question. You can have students revisit the Sim, selecting x0.5 speed and observing carefully what happens to the molecules from air and food.



Amplify Science

Reflection Tool for Assessment Resources

Grade Level : _____7_____ **Date:** _____

Unit Name: __Metabolism___ **Chapter** ___1___ **Lesson** __1.3 Act 3___

A.) Summarize the “Look For’s” from the On the Fly Assessment in your own words.

Look For’s:

1.

2.

3.

B.) A.) Write the strategy suggestions in the “Now What” section for the on the fly

Now What:

1.

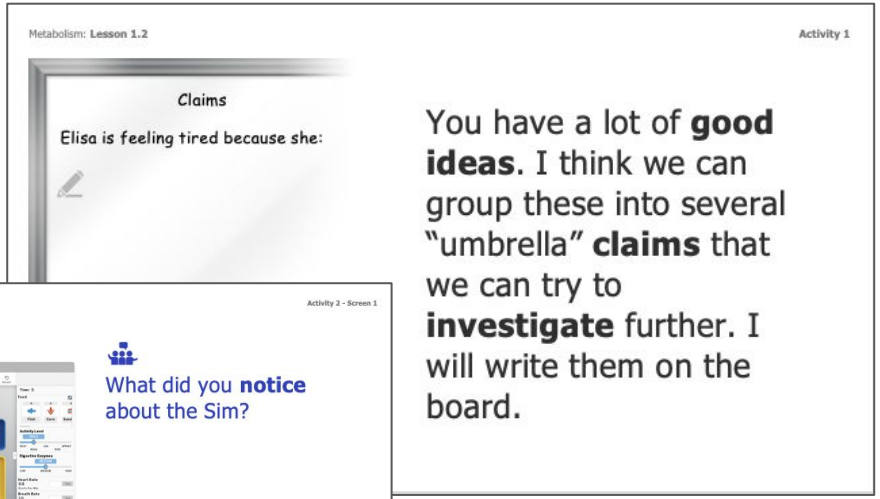
2.

3.

Evidence sources work together

Teaching tip

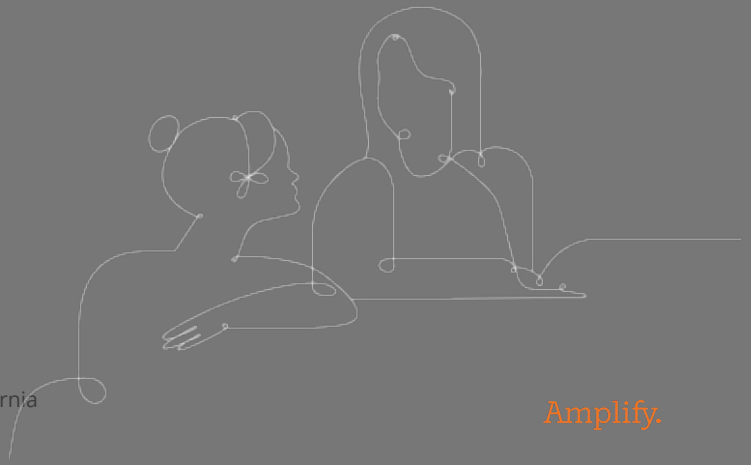
- Every evidence source plays an important role in student learning.
- Be sure to teach every activity in order!



Self-Reflection

What are the benefits and challenges of formative assessments?

How have you successfully formatively assessed students in your remote classroom?



Summative Assessments

What is a Summative Assessment?

Summative assessments are used to measure student learning at the end of instruction and serve as the final evaluation of students' understanding of core ideas in the unit.

End-of-Unit Assessment

- Summatively measures student mastery of the Progress Build
- Kindergarten end of unit assessments are oral
- Contains rubrics for analyzing student responses
- Typically administered in the last lesson of the unit

Evaluation Guidance

- **Rubrics:** Guidance is provided to gauge the level of student performance on the assessment task, with suggestions for student feedback and questioning strategies to advance learning, revise performance, or elicit and clarify student thinking. Rubrics are available in Digital Resources in the Lesson Brief for the lesson in which the task occurs.

- **Possible student responses:** Possible student responses are provided to model how evidence of understanding, or partial understanding, may be demonstrated by the student for the specific task. Possible student responses are provided in the Possible Responses tab for the activity indicated in the table.

End of Unit Assessment Questions

Metabolism End-of-Unit Assessment Name: _____ Date: _____

Multiple-Choice Questions

1. The space exploration program has hired you for advice on how to keep astronauts healthy in the space shuttle. How can the program's doctors make sure the astronauts' bodies work well enough to exercise in space?

(a) The doctors could make sure that the astronauts' bodies can make enough energy by getting enough sleep.

(b) The doctors could make sure the astronauts' stomachs are getting the molecules they need from food and air.

(c) The doctors could make sure the astronauts' cells are getting the molecules they need from food and air.

(d) The doctors could make sure the astronauts' cells are getting different types of molecules from food.

2. Some types of syrup are almost entirely made of glucose molecules. If a person ate some syrup like this, what would happen to her ability to exercise?

(a) It would be harder for her to exercise because her digestive system would need to use more enzymes to combine the glucose molecules together.

(b) It would be easier for her to exercise because glucose moves through the circulatory system faster than other food molecules usually do.

(c) Nothing would happen to her ability to exercise, but her respiratory system would not work as hard, since glucose has more energy than oxygen molecules.

(d) Nothing would happen to her ability to exercise, but her digestive system would not work as hard, since glucose is already small enough to get to her cells.

Written-Response Question #1

Rosa eats a peanut butter sandwich for lunch. Peanut butter contains a lot of protein, and bread is mostly starch. Rosa plans to go for a run later this afternoon. Rosa is breathing normally.

What does she need from the food she ate and the air she breathes so that she can go on her run? How do Rosa's body systems work together to get the molecules she needs into her cells? How do her cells use these molecules to release energy for her body to run?

End of Unit Assessment Rubrics

Science Content Rubrics for Pre Assessments

The rubrics that follow are designed to gu to each of the two writing prompts assoc End-of-Unit Assessments.

Written Response Question #1: Rosa eats a pear Peanut butter contains a lot of protein, and bread for a run later this afternoon. Rosa is breathing no food she ate and the air she breathes so that she c body systems work together to get the molecules cells use these molecules to release energy for he

Scoring Guide and Possible Student Respons

Level 1: The student indicates that cells need glucos in order for the body to function. The student may s

Possible Student Response: Rosa's cells need oxyg in her food in order for her to be able to run. After sh have what it needs because of the respiratory syste system. Her cells will release energy from the molec

Level 2: The student demonstrates understanding system breaks down starch into glucose. Glucose th into the cells. Oxygen molecules pass through the r delivered to cells through the circulatory system.

Possible Student Response: Rosa's cells need oxyg her food in order for her to be able to run. Oxygen m system and get sent through the circulatory system to get broken down into glucose by her digestive sys circulatory system. Her cells will release energy fro

Level 3: The student demonstrates the understand glucose and oxygen molecules are both in a cell, the cellular respiration, that releases energy. Cells use t function, which enables Rosa to go on her run.

Possible Student Response: Rosa's cells need oxyg her food in order for her to be able to run. Oxygen m system and get sent through the circulatory system to get broken down into glucose by her digestive sys circulatory system. Her cells will release energy thro and oxygen. When her cells release energy, she will

Written Response Question #2: Guillermo was f to his family's apartment. His doctor thinks that oxygen or glucose. Why does having low levels of it difficult for Guillermo to walk up steps? Which in order to find out whether Guillermo's cells are and why?

Scoring Guide and Possible Student Respon

Level 1: The student indicates that cells need gl and air in order for the body to function. The stu acids are also needed.

Possible Student Response: Guillermo's cells n his body to function properly. His doctor could t bringing in enough glucose and oxygen from fo you don't have enough glucose or oxygen in you

Level 2: The student demonstrates an understa digestive system is not breaking down starch in too little glucose in the cells, and that if the resp oxygen, this would lead to low levels of oxygen i alternately describe that the circulatory system glucose or oxygen to the cells.

Possible Student Response: Guillermo's cells n body to function properly. The doctor should te systems. If Guillermo's digestive system is not w trouble breaking down starch into glucose, and molecules sent to his cells. If Guillermo's respira then it would have trouble taking in enough oxy enough oxygen molecules sent to his cells. It's h enough glucose or oxygen in your cells.

Scoring Guide and Possible Student Responses at Each Leve

Level 3: The student demonstrates the understanding of Levels that in order for the body to function, glucose and oxygen molec reaction within the cell, called cellular respiration, that releases e

Possible Student Response: Guillermo's cells need glucose and body to function properly. The doctor should test Guillermo's di systems. If Guillermo's digestive system is not working properly, trouble breaking down starch into glucose, and so there wouldn' molecules sent to his cells. If Guillermo's respiratory system is n then it would have trouble taking in enough oxygen from the air, be enough oxygen molecules sent to his cells. Without enough g his cells wouldn't be able to release enough energy from the che cellular respiration, and so he might not have enough energy to

Crosscutting Concept Rubric for Pre-Unit and End-of-Unit Assessments

The rubric that follows is designed to guide scoring of student responses to the two writing prompts associated with the Pre-Unit and End-of-Unit Assessments.

Assessing Students' Understanding of the Crosscutting Concept of Systems and System Models

Score	Description
0	Student does not show understanding that systems can work together to form a larger, more complex system.
1	Student describes that: One or more specific body systems are part of the larger body system, for example the digestive system, respiratory system, or circulatory system are systems within the body.
2	Student describes that: Two or more systems within the body work together, and this is what makes them part of a larger body system. For example, the digestive and respiratory systems work together to get oxygen and glucose to the cells so that the cells can release energy for the body.

Rubrics for Assessing Students' Final Written Arguments

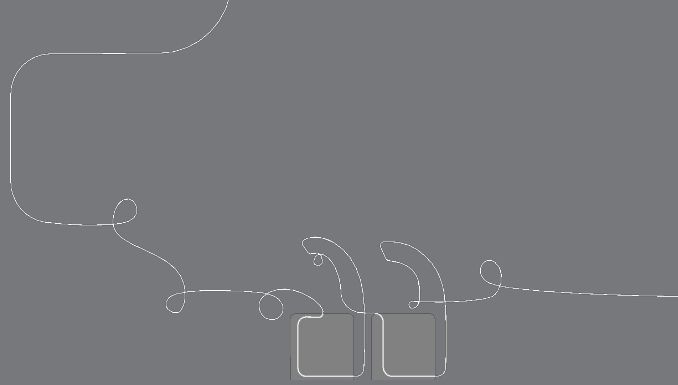
Three-dimensional

- Rubric 1: Assessing Students' Understanding of Science Concepts (DCIs)
- Rubric 2: Assessing Students' Understanding of the Crosscutting Concepts
- Rubric 3: Assessing Students' Performance of the Practice of Constructing Scientific Arguments

End-of-Unit Assessment Walk Through

End-of-Unit Assessment Guide

- Open Lesson 4.4 of your unit
- Review the science content rubrics
- What are teachers assessing?
- What Science and Engineering practices are teachers assessing?
- What Cross-cutting concepts?
- What Disciplinary Core Ideas?



Questions?

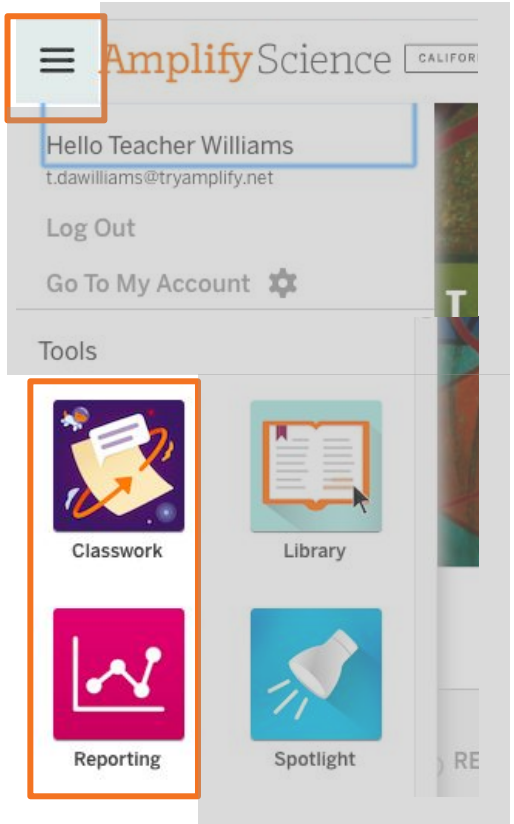
5 min break

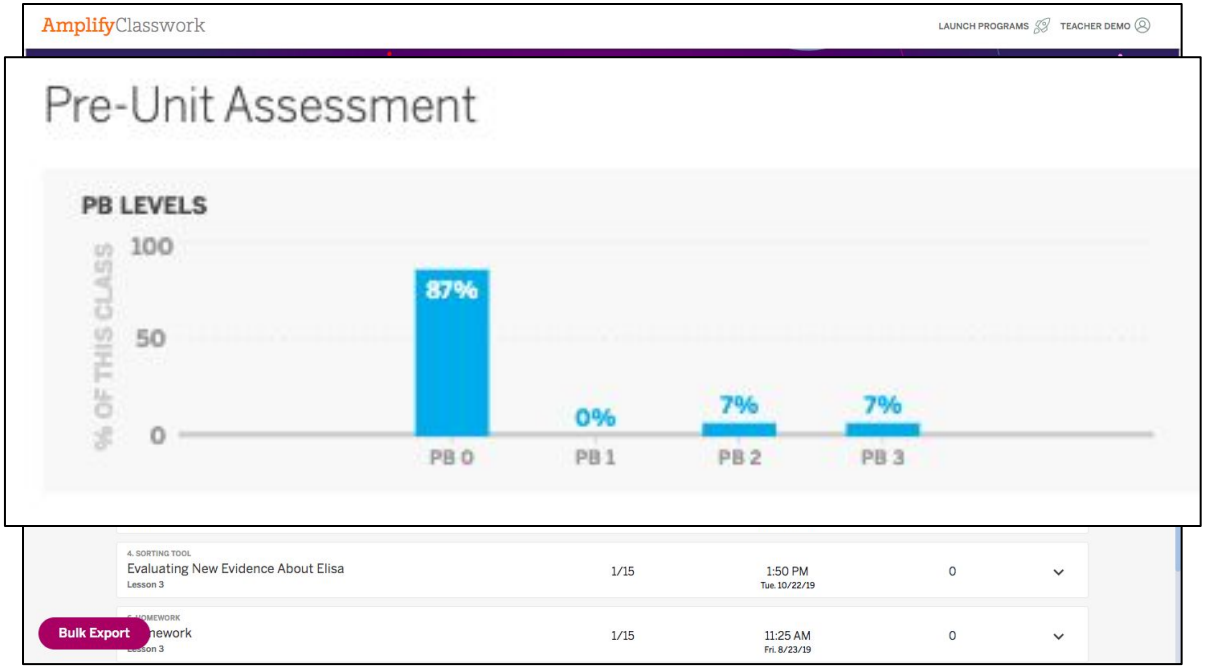
Plan for the day

- Framing the day
  - Welcome and Introductions
  - Anticipatory Activity/Setting a vision
  - Program Overview
- Amplify Science Assessment System
  - Formative Assessments
  - Summative Assessments
- Amplify Science Assessment Tools
  - Classwork and Reporting
  - Administrator Dashboard
- Utilizing the Tools to Provide Support
  - Program Features
  - Supporting Teachers using program features
- Reflection and closing

Classwork and Reporting

Classwork and Reporting



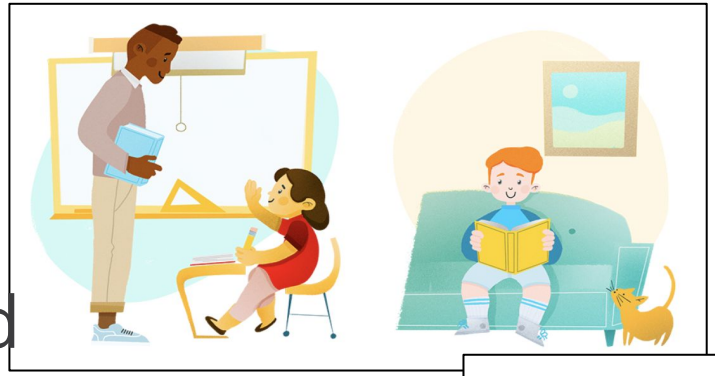


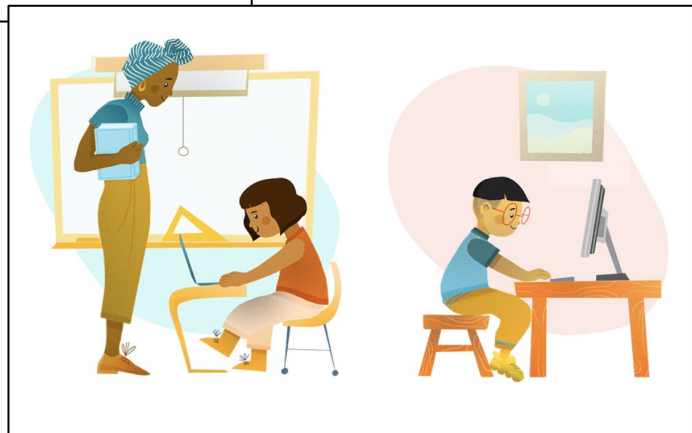
Amplify.

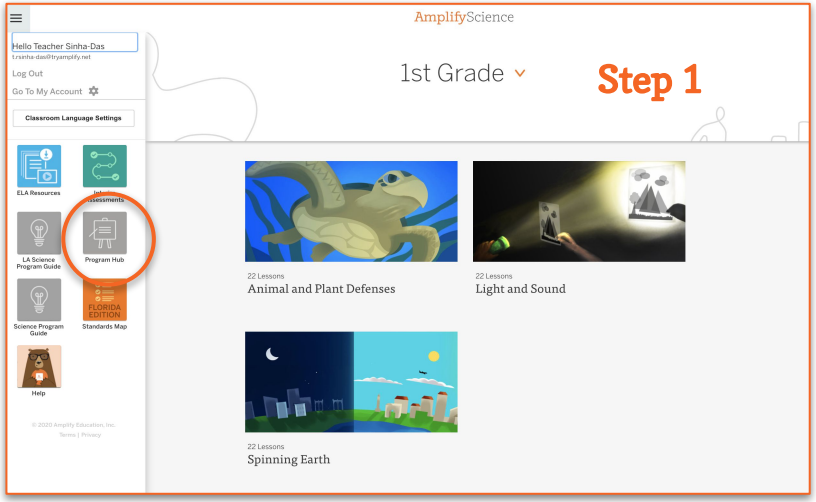
AmplifyScience@Home

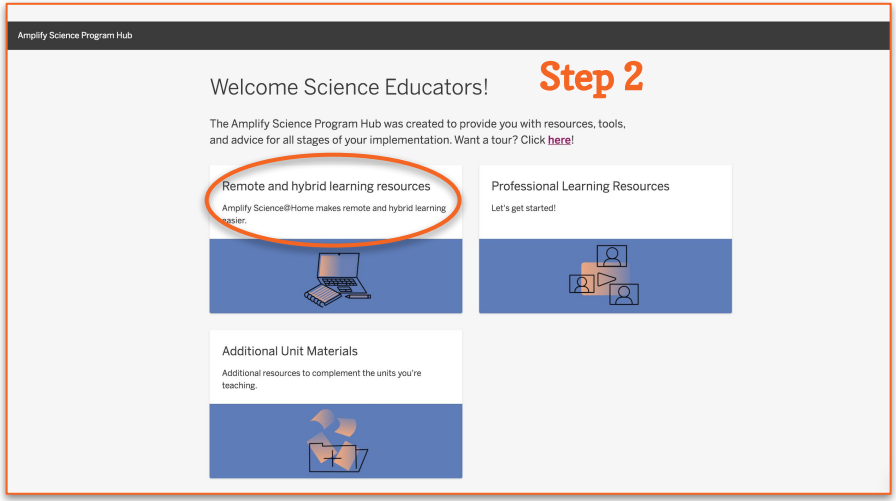
In addition to the original Amplify Science platform (where student have full digital access) Amplify has created more remotely friendly lessons and assessments (@Home Resources) via the Program Hub.

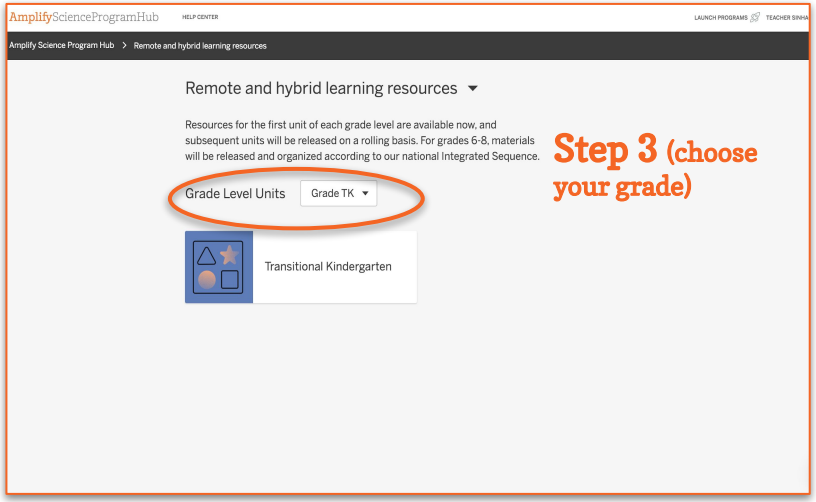
A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.

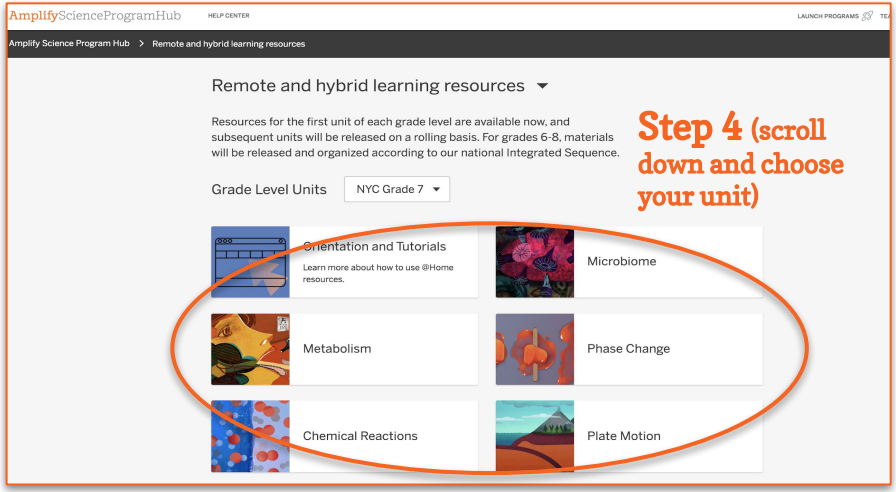





AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
Science Program Guide
Standards Map
Help
1st Grade
Step 1
22 Lessons
Animal and Plant Defenses
22 Lessons
Light and Sound
22 Lessons
Spinning Earth


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


AmplifyScienceProgramHub
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Remote and hybrid learning resources
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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

Metabolism

@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.

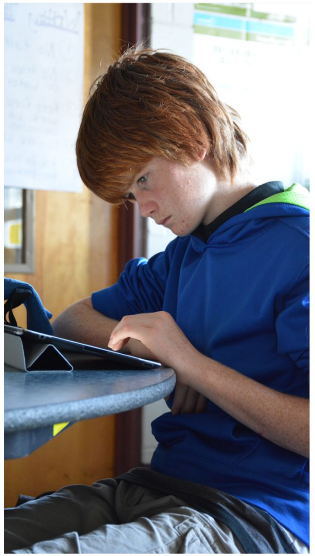
Chapter 2 Assessment and Feedback Considerations

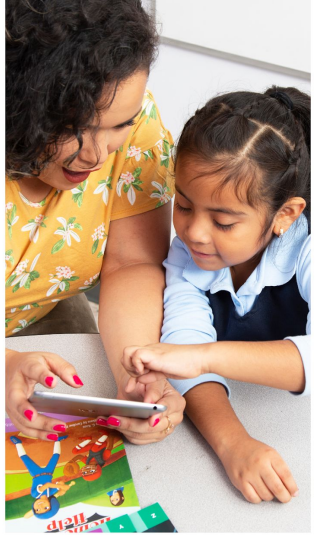
Students' written argument (Writing an Argument to Support a Diagnosis, @Home Lesson 7) provides information about students' understanding of how the body's systems take in, break down, and deliver molecules to the cells and how they use that understanding to support a claim. See *Metabolism*, Lesson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

Administrator Reports

AmplifyScience

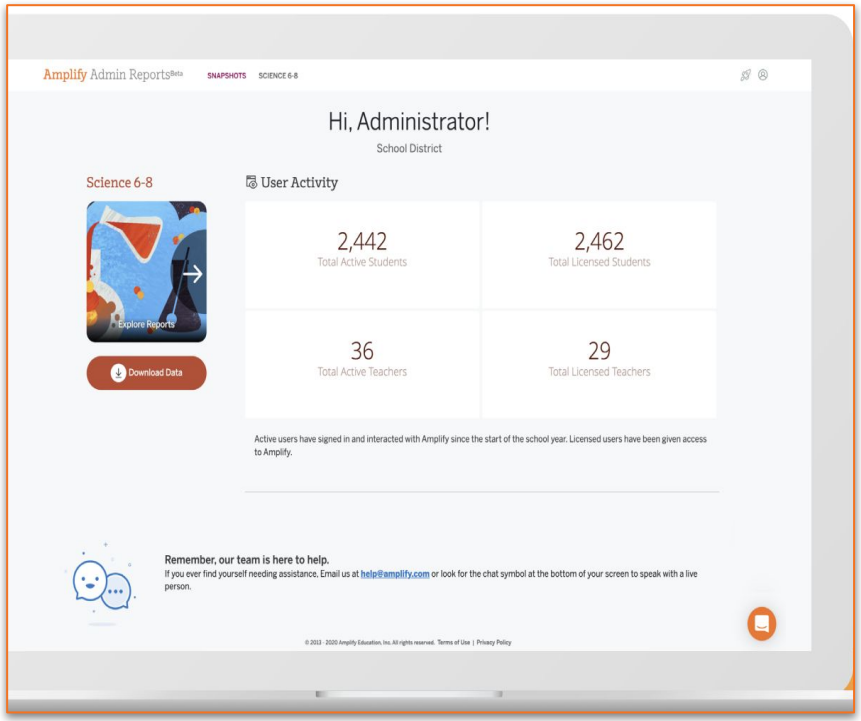
Administrator Reports Overview: 6-8





The basics

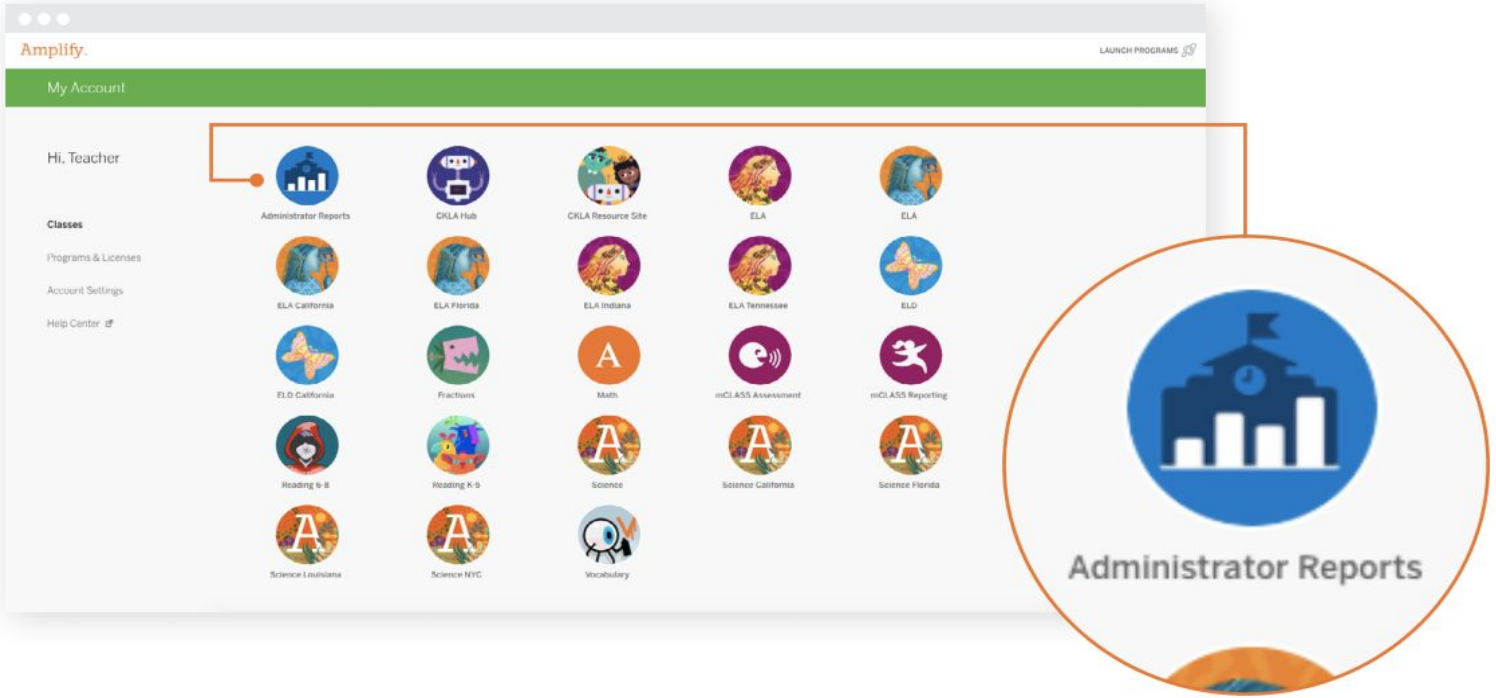
- Allows administrators to see:
  - Student & teacher **usage**
  - Student **performance data** by unit for the year
- Provides:
  - Detailed assessment **data report** views for download
- Dashboard & reports updated every **24 hours**



Amplify.

How to access

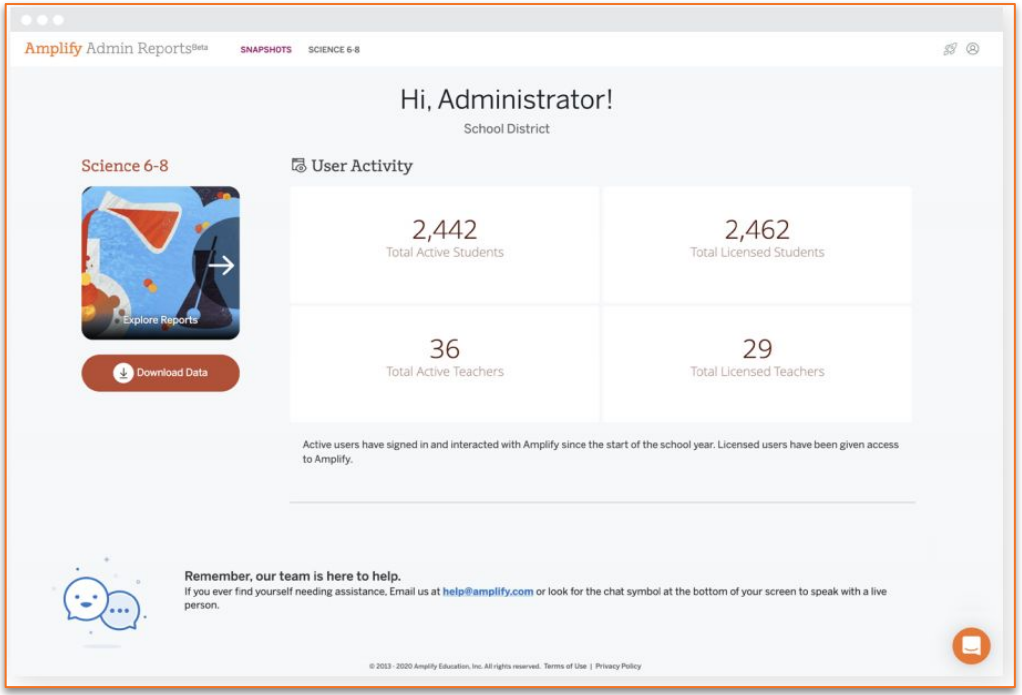
Available in My Account



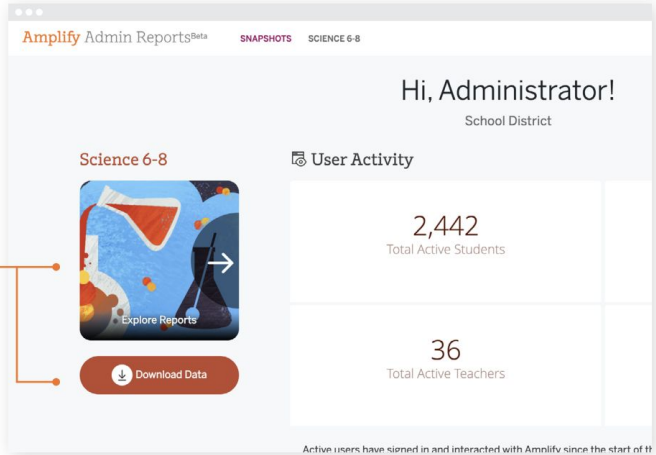
Upon login...

Administrators will land on Snapshot page

- Quick **glance** of:
  - # of **active** students versus total **licensed** students
  - # of **active** teachers versus total **licensed** teachers

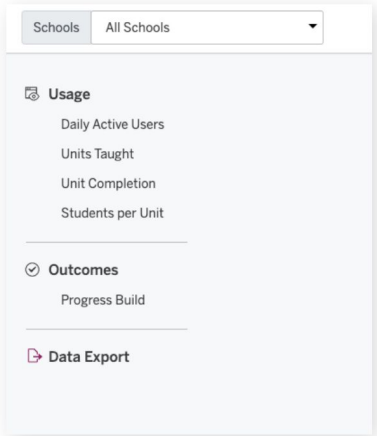


From Snapshots, navigate to: **Explore Reports** or **Download Data**.



By clicking on **Explore Reports**, administrators can navigate to **Usage** and **Outcomes** reports.

If you are a district administrator or a multi-school administrator, use the drop-down menu to filter by a specific school.

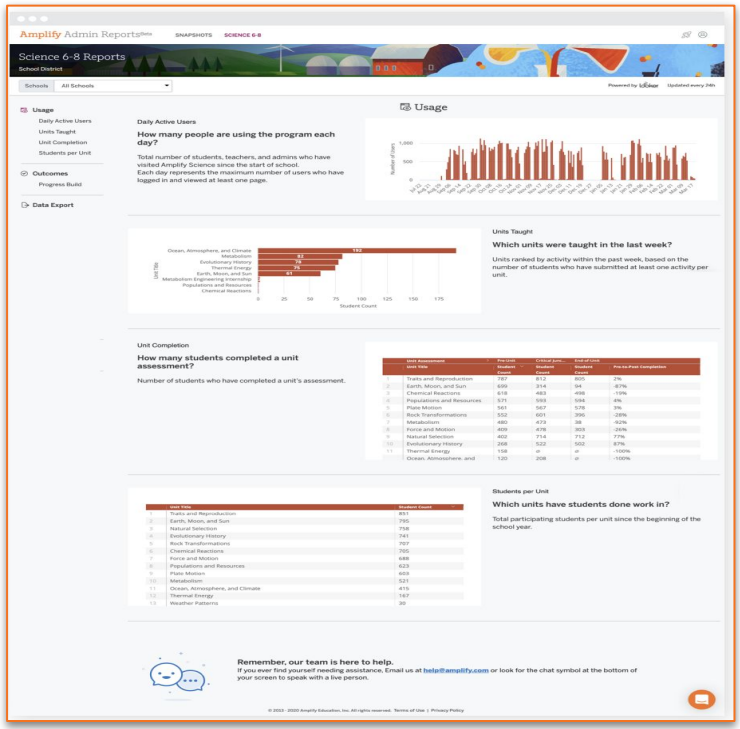


Usage

Overview of student & teacher activity, including:

- Daily **active users**
- **Units taught** in the last week
- # of students who've completed an **assessment**
- # of students who've done **work in a unit**

Hover over each report for more details

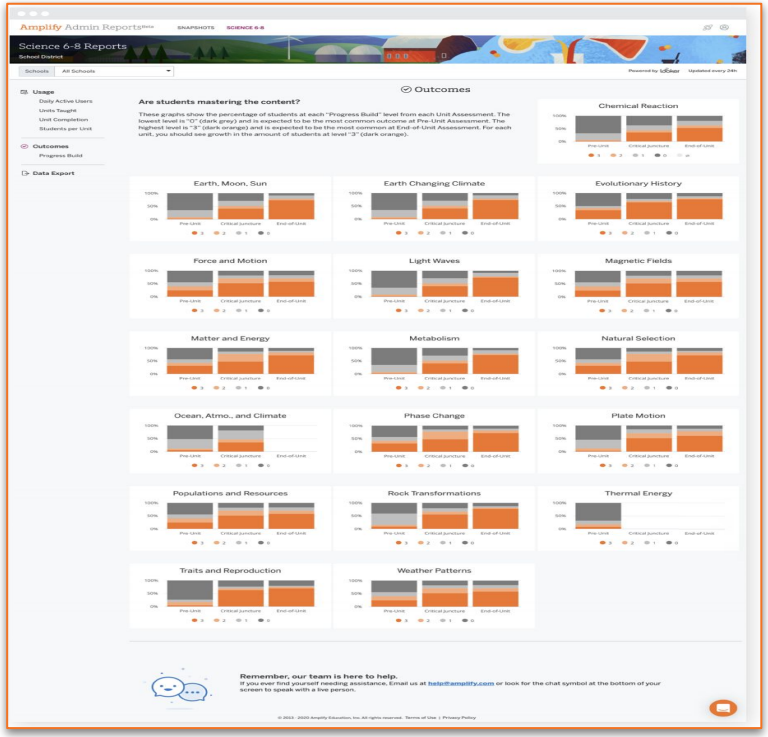


Outcomes

Are students mastering content?

Can view student **progress build** levels during:

- **Pre-Unit** Assessment
- **Critical Juncture** Assessment
- **End of Unit** Assessment

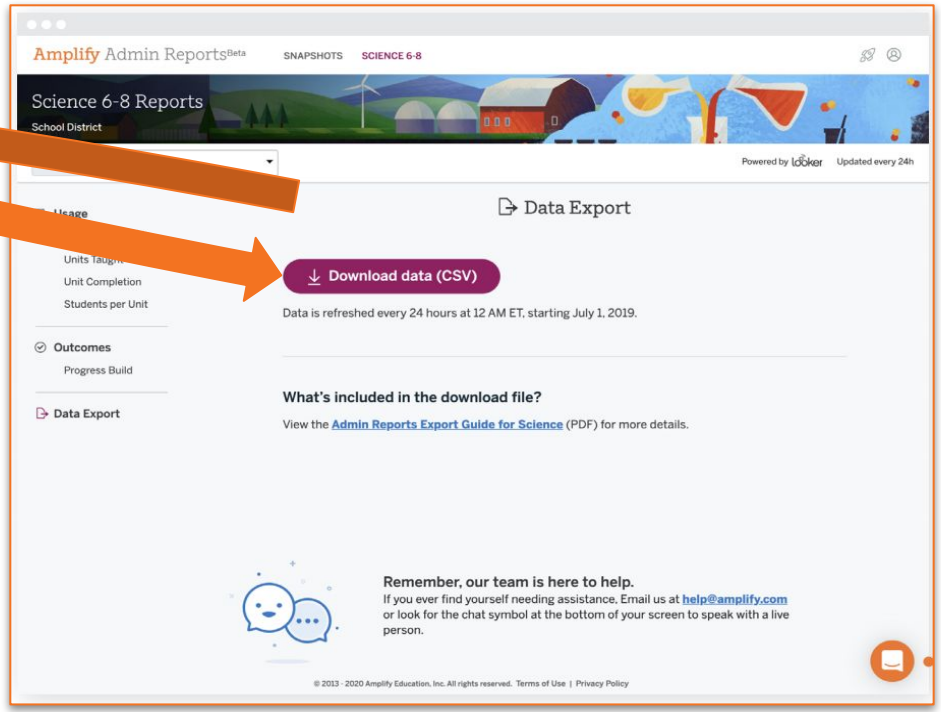


Data export

Can download student data for unit assessment submissions

- Click on **download CSV** button

- Will download a **CSV file** which includes data for year

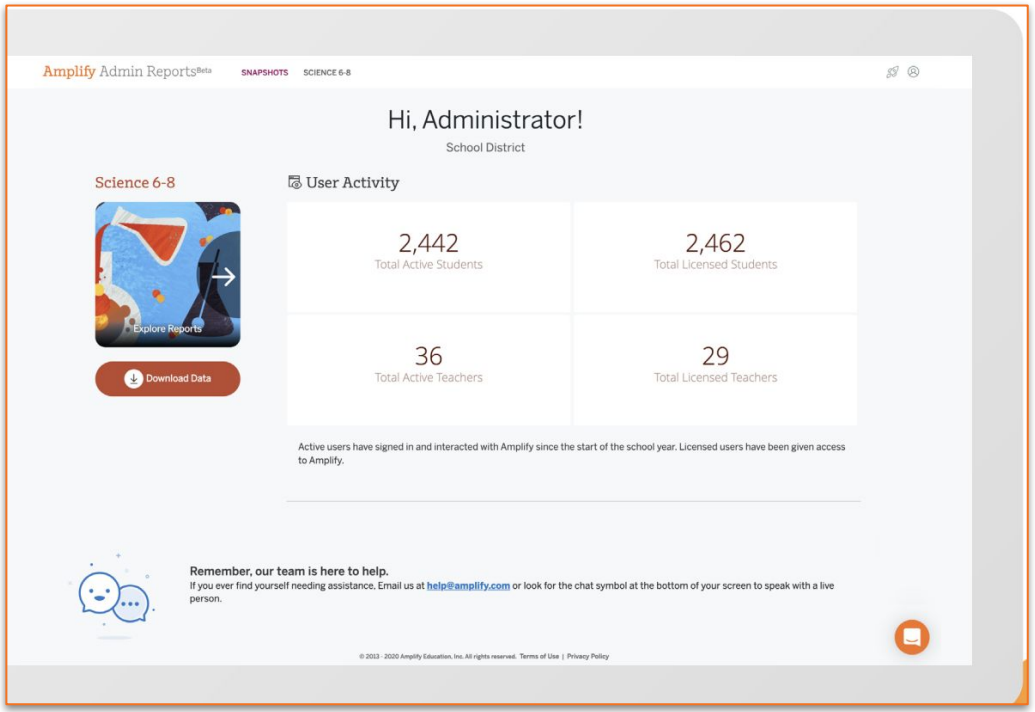


Now take some time to explore!

Notice trends in….

- Student & teacher **usage**
- Student **outcomes**

Any questions?



Help article

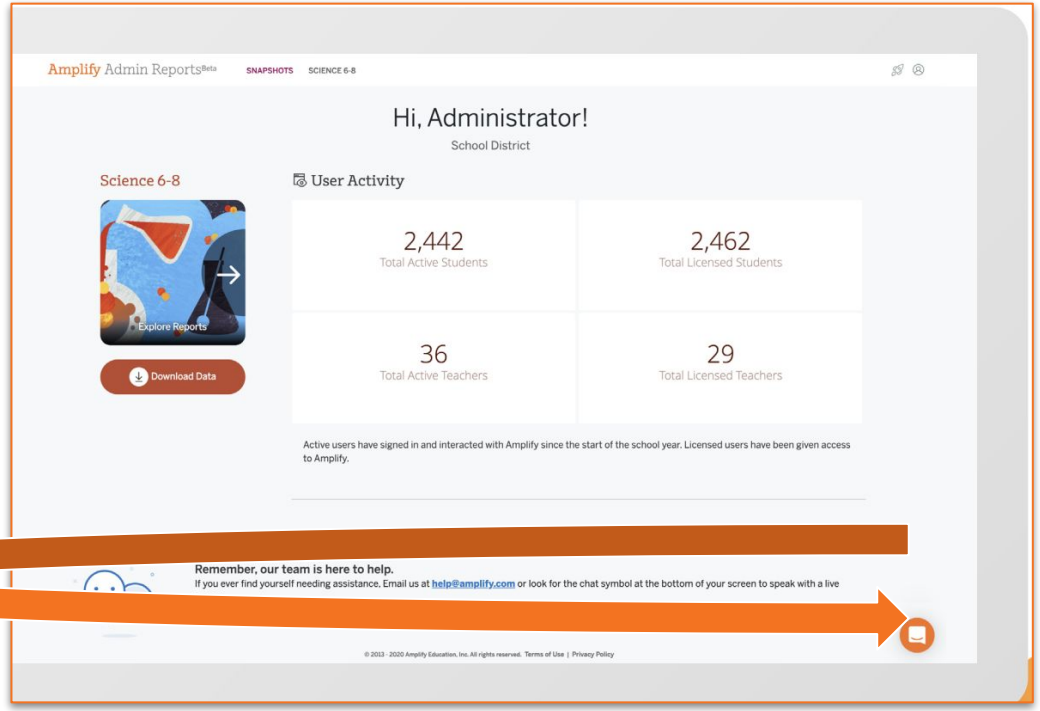
Further support

Here are some options

scihelp@amplify.com

800-823-1969

Amplify Chat



Amplify.


Science in 9 Reports

Reflect and Share

Administrator Reports

- What information do you have access to when accessing the administrator reports?

- How can this information be used to support the implementation of Amplify Science in your school?

Plan for the day

- Framing the day
  - Welcome and Introductions
  - Anticipatory Activity/Setting a vision
  - Program Overview

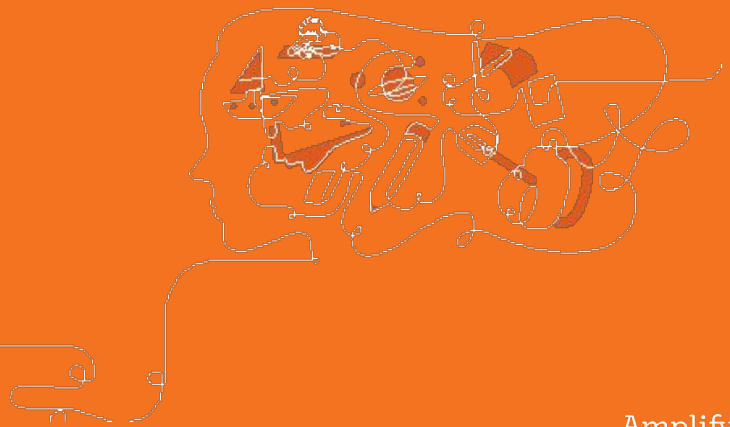
- Amplify Science Assessment System
  - Formative Assessments
  - Summative Assessments

- Amplify Science Assessment Tools
  - Classwork and Reporting
  - Administrator Dashboard

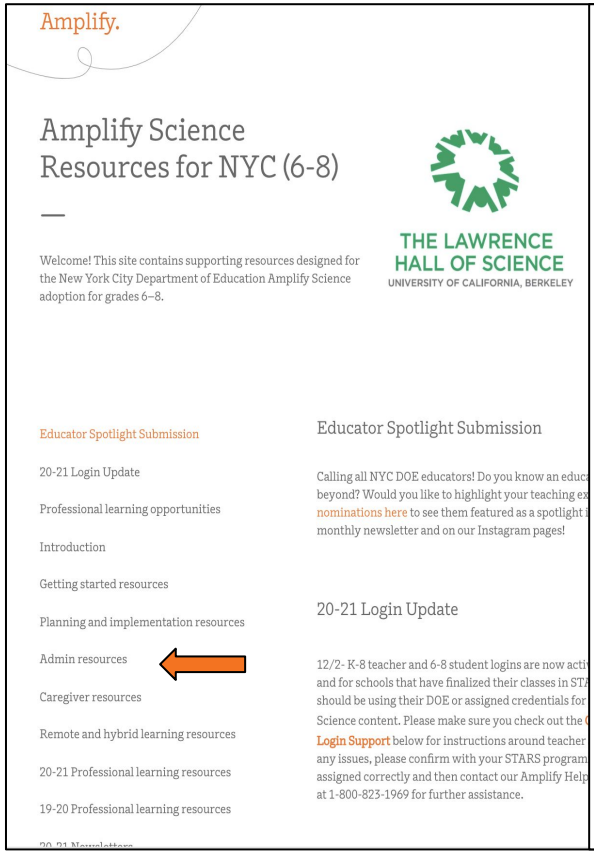
- Utilizing the Tools to Provide Support
  - Program Features
  - Supporting Teachers using program features

- Reflection and closing

Program Features



New to Amplify



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Amplify Science Resources for NYC (6-8)

—

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades 6–8.

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Educator Spotlight Submission

20-21 Login Update

Professional learning opportunities

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Caregiver resources

Remote and hybrid learning resources

20-21 Professional learning resources

19-20 Professional learning resources

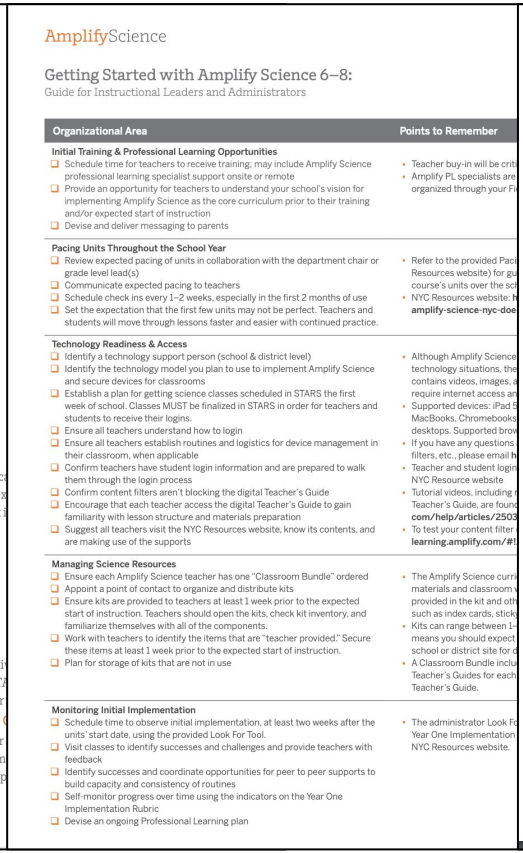
20-21 Newsletters

Educator Spotlight Submission

Calling all NYC DOE educators! Do you know an educ
beyond? Would you like to highlight your teaching ex
nominations here to see them featured as a spotlight i
monthly newsletter and on our Instagram pages!

20-21 Login Update

12/2- K-8 teacher and 6-8 student logins are now acti
and for schools that have finalized their classes in STE
should be using their DOE or assigned credentials for
Science content. Please make sure you check out the
Login Support below for instructions around teacher
any issues, please confirm with your STARS program
assigned correctly and then contact our Amplify Help
at 1-800-823-1969 for further assistance.

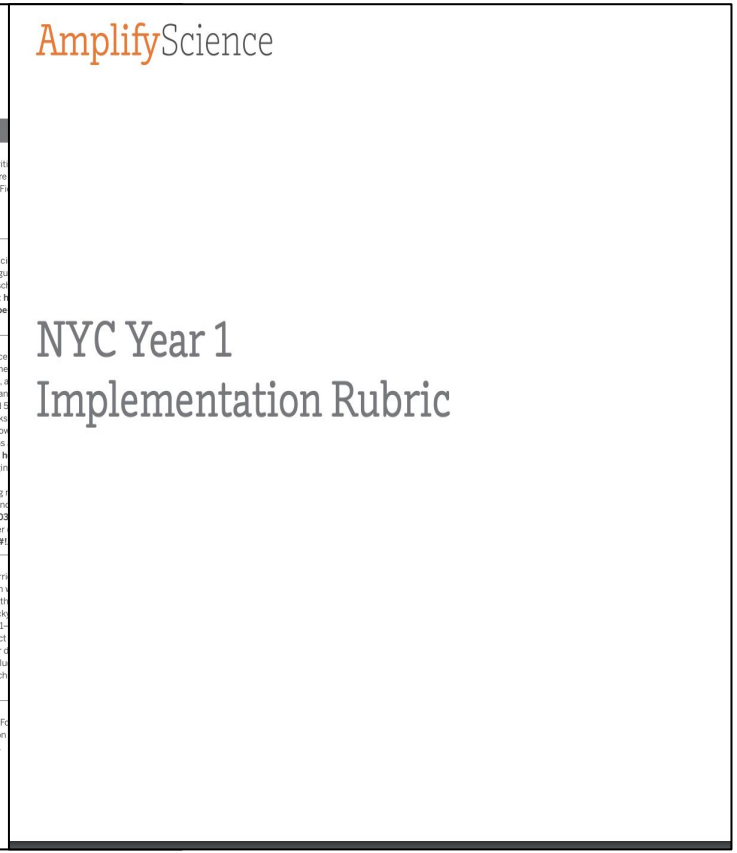


AmplifyScience

Getting Started with Amplify Science 6–8:

Guide for Instructional Leaders and Administrators

Organizational Area	Points to Remember
Initial Training & Professional Learning Opportunities ❑ Schedule time for teachers to receive training; may include Amplify Science professional learning specialist support onsite or remote ❑ Provide an opportunity for teachers to understand your school's vision for implementing Amplify Science as the core curriculum prior to their training and/or expected start of instruction ❑ Devise and deliver messaging to parents	• Teacher buy-in will be criti • Amplify PL specialists are organized through your Fi
Pacing Units Throughout the School Year ❑ Review expected pacing of units in collaboration with the department chair or grade level lead(s) ❑ Communicate expected pacing to teachers ❑ Schedule check ins every 1–2 weeks, especially in the first 2 months of use ❑ Set the expectation that the first few units may not be perfect. Teachers and students will move through lessons faster and easier with continued practice.	• Refer to the provided Paci Resources website) for gu course's units over the sc • NYC Resources website: **h** **amplify-science-nyc-doe**
Technology Readiness & Access ❑ Identify a technology support person (school & district level) ❑ Identify the technology model you plan to use to implement Amplify Science and secure devices for classrooms ❑ Establish a plan for getting science classes scheduled in STARS the first week of school. Classes MUST be finalized in STARS in order for teachers and students to receive their logins. ❑ Ensure all teachers understand how to login ❑ Ensure all teachers establish routines and logistics for device management in their classroom, when applicable ❑ Confirm teachers have student login information and are prepared to walk them through the login process ❑ Confirm content filters aren't blocking the digital Teacher's Guide ❑ Encourage that each teacher access the digital Teacher's Guide to gain familiarity with lesson structure and materials preparation ❑ Suggest all teachers visit the NYC Resources website, know its contents, and are making use of the supports	• Although Amplify Science technology situations, the contains videos, images, a require internet access an • Supported devices: iPad 5 MacBooks, Chromebooks desktops. Supported brow • If you have any questions filters, etc., please email **h** • Teacher and student login NYC Resource website • Tutorial videos, including Teacher's Guide, are found **com/help/articles/2503** • To test your content filter **learning.amplify.com/#!**
Managing Science Resources ❑ Ensure each Amplify Science teacher has one "Classroom Bundle" ordered ❑ Appoint a point of contact to organize and distribute kits ❑ Ensure kits are provided to teachers at least 1 week prior to the expected start of instruction. Teachers should open the kits, check kit inventory, and familiarize themselves with all of the components. ❑ Work with teachers to identify the items that are "teacher provided." Secure these items at least 1 week prior to the expected start of instruction. ❑ Plan for storage of kits that are not in use	• The Amplify Science curri materials and classroom provided in the kit and oth such as index cards, stick • Kits can range between 1– means you should expect school or district site for • A Classroom Bundle inclu Teacher's Guides for each Teacher's Guide.
Monitoring Initial Implementation ❑ Schedule time to observe initial implementation, at least two weeks after the units' start date, using the provided Look For Tool. ❑ Visit classes to identify successes and challenges and provide teachers with feedback ❑ Identify successes and coordinate opportunities for peer to peer supports to build capacity and consistency of routines ❑ Self-monitor progress over time using the indicators on the Year One Implementation Rubric ❑ Devise an ongoing Professional Learning plan	• The administrator Look Fo Year One Implementation NYC Resources website.



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NYC Year 1 Implementation Rubric

Year 2 Amplify

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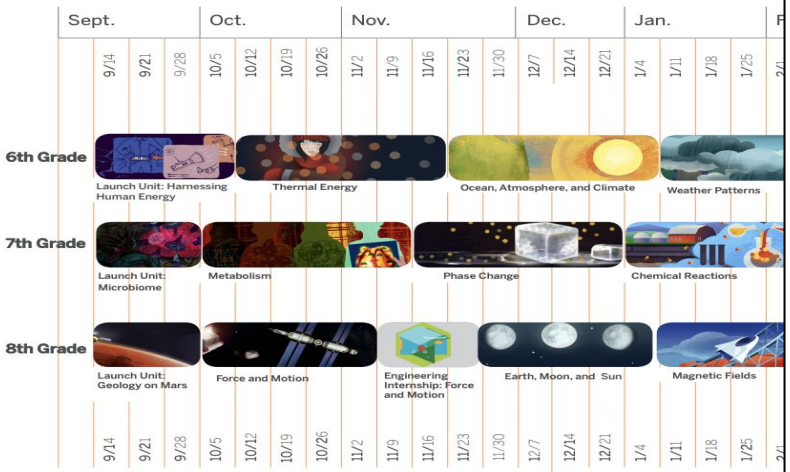
NYC Middle School Unit Pacing Calendar 20-21*

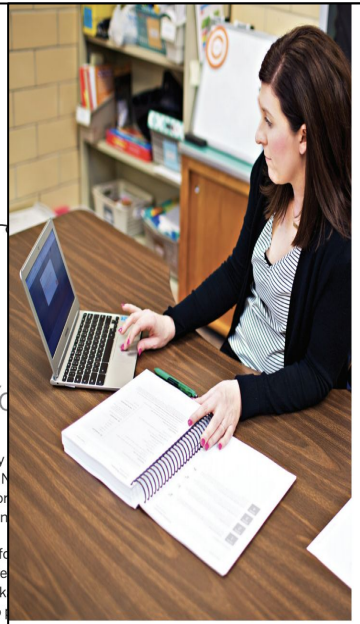


*Updated Sequence for the 2020-2021 School Year

Grade 7 New Yo

Materials needed to teach Amplify
some of the materials used in the N
additional materials are needed for
companion lessons are provided in

There is one NYC Companion Kit fo
Grades 6–8. The kits contain mate
grade level. Multiple units are pack
sufficient amounts of materials to
times for a class of 40 students (i.e



Training resources for teachers

We will be launching a new library of professional learning videos that will give teachers information about how to get started with Amplify Science. New teachers can use these resources to learn about our curriculum materials, navigation, and planning best practices, while even experienced teachers may find these resources to be a useful refresher!

Topics will include:

- Program overview
- Navigation support
- Planning
- Assessment
- Teaching remotely and in hybrid settings using Amplify Science@Home.

These videos launch in June and will be accessible through the digital Teacher's Guide.

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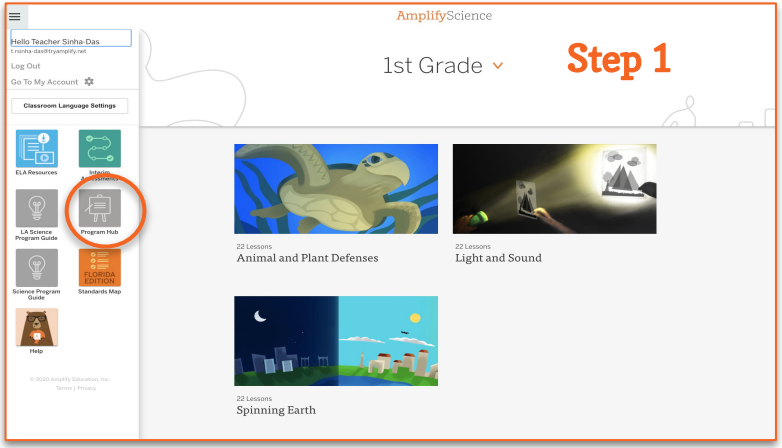
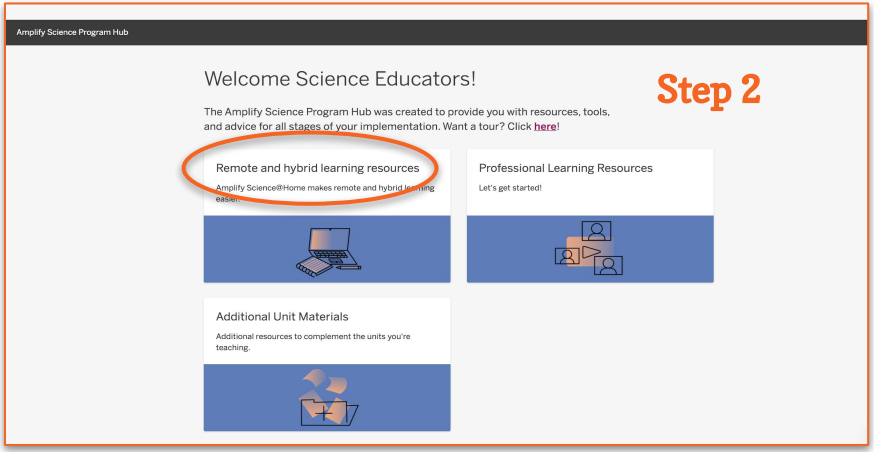
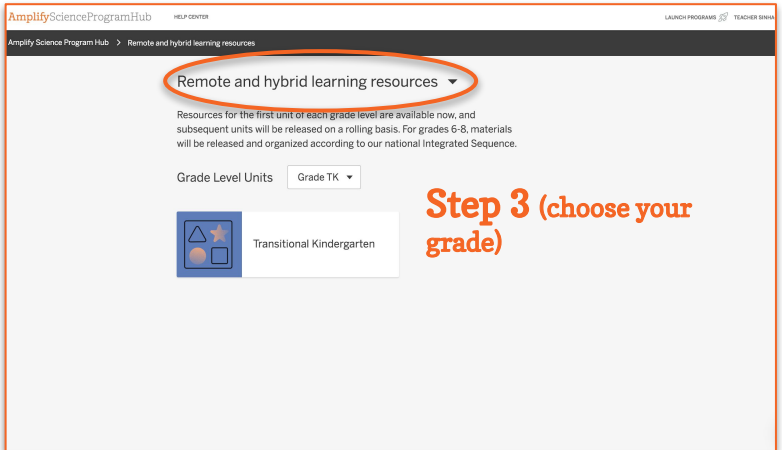
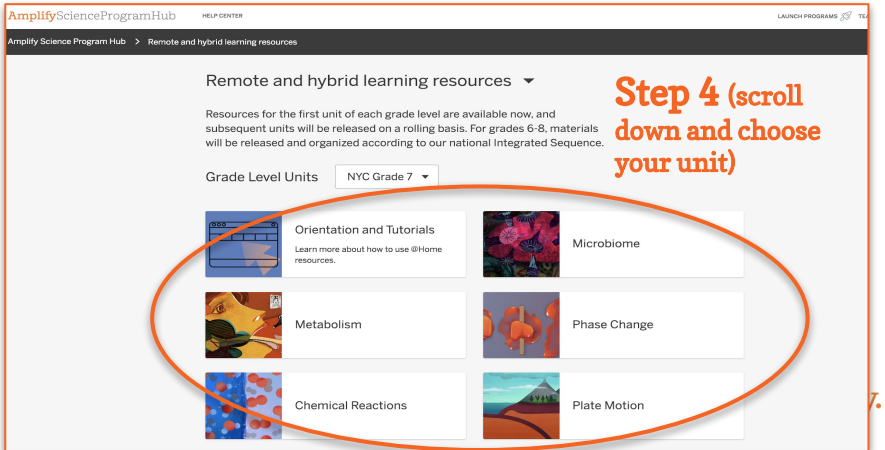
New and Year 2 Schools









Amplify NYC Resources Cheat Sheet

Amplify Science: New York City Reso

Amplify's New York City Resources Site: This live website was cr
educators, administrators and staff. Resources have been orga
K-5 and 6-8. A menu of resources found on the New York City S
Remember to check back for frequent updates!

Main Site: https://amplify.com/amplify-science-nyc-doe-resour
K-5 direct link: https://amplify.com/resources-page-for-nyc-K-5
6-8 direct link: https://amplify.com/resources-page-for-nyc-6-8

Resource	Description	
Amplify Science Pedagogical Support team	Support provided by Amplify Science pedagogical support team available Monday-Friday from 7AM-7PM EST.	**Em** **Pho** **Ch** cor log
Login and Account Access 2020-2021 Update	For all inquiries around the status of your account please contact the Core Curriculum office at curriculum@schools.nyc.gov or via phone at (718) 935-3334. (Updated 9/21/20)	NY BTS Ac
K-5 Login Instruction	Amplify Science one pagers for login steps to the platform located on the NYC Resource Site.	•

6-8 Login Instruction
Amplify Science: Program hub information
Amplify Science new @Home Units information

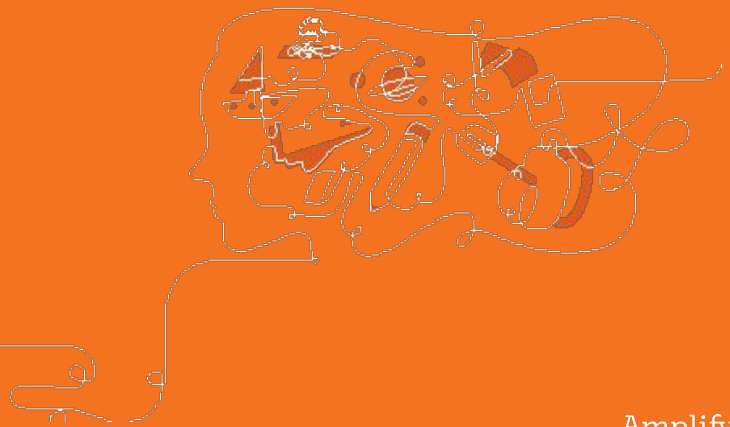
K-5 Amplify Science Webinar Registration and Recordings
6-8 Amplify Science Professional training videos and Office hours Registration
Amplify Science K-5 Scope and Sequence for NYC DOE Amplify Schools
6-8 Middle School Unit Updated Sequence for the 2020-2021 School Year
Program Hub Initial K-8 Orientation Video Series
Amplify Science @Home Resources at-a-glance deck PDF
Amplify Science @Home Slides + Student Sheets: K–5 teacher tutorial video

	@Hor shee
Amplify Science K–5 teacher tutorial video: How to Access Student Books Digitally	Teac facin tutori K-5 b
Amplify Science K–5 teacher tutorial video: How to Access Student Applications	Teac facin tutori and s K-5 st
Amplify Science @Home Units student tutorial videos	Stude videc use @ Teac with t classr stude
Amplify Science @Home Videos student tutorial videos	Stude videc use @ resou share classr stude
Caregiver Site	Ampl elem resou site.
Caregiver @Home Resources YouTube tutorial videos	Youtu to lec Ampl Resou

AmplifyScience

		• Caregiver direct link to Amplify Science @Home Slides: K–5 Caregiver Tutorial • Caregiver direct link to Amplify Science @Home Packets: K–5 Caregiver Tutorial
K-5 2019 FAQ	FAQ including responses to the most frequently asked K-5 questions for 2019.	NYC Resource Site direct link for K-5 FAQ
6-8 2019 FAQ	FAQ including responses to the most frequently asked 6-8 questions for 2019.	NYC Resource Site direct link for 6-8 FAQ
Amplify Science program updates	Site describing updates for Amplify Science	NYC Resource Site direct link for Amplify Science updates
Admin Dashboard Overview	Overview guide for principals and APs on how to access 6-8 admin reports and what's included.	NYC Resource Site direct link to Admin Dashboard Overview

Supporting Teachers using Program Features Scenarios



Scenario:

15 Minutes

When you look at the data from a 7th grade classes, you notice that a specific teacher has low login activity and there is little to no activity for his/her students. In comparison to the other 7th grade teachers the data shows this teachers is far behind with Amplify Science instruction. Furthermore, you believe the 7th grade teaching team is generally embracing a student-centered approach and working hard for their students.

In your group answer the questions below:

a. What does this information tell you about instruction or student learning?
b. What could be some possible causes of this issue?
c. What steps to supporting this teacher would you take?
d. What Amplify specific supports can you offer?
(**Hint: look at the NYC resource site)**

Plan for the day

- Framing the day
  - Welcome and Introductions
  - Anticipatory Activity/Setting a vision
  - Program Overview

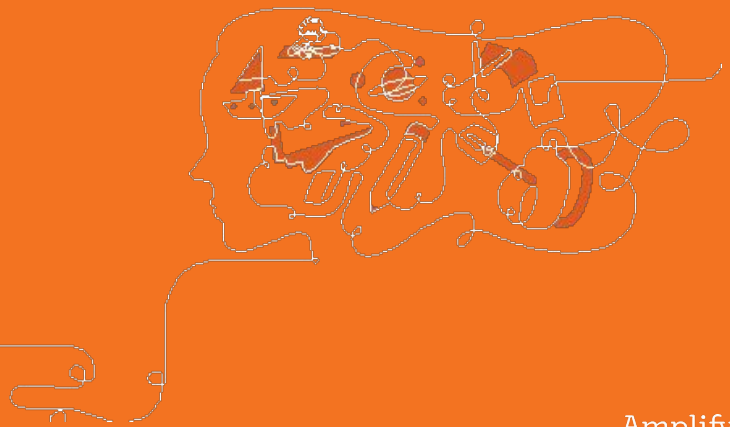
- Amplify Science Assessment System
  - Formative Assessments
  - Summative Assessments

- Amplify Science Assessment Tools
  - Classwork and Reporting
  - Administrator Dashboard

- Utilizing the Tools to Provide Support
  - Program Features
  - Supporting Teachers using program features

- Reflection and closing

Reflection/Closing



Reflection

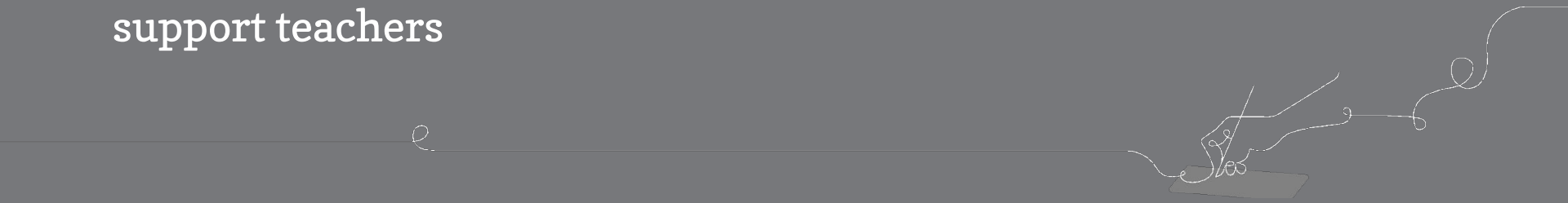
Let's take a moment to think about key takeaways from today' session:

What is your key takeaway from today's session?

Revisiting Session Objectives

By the end of this workshop, you will be able to…

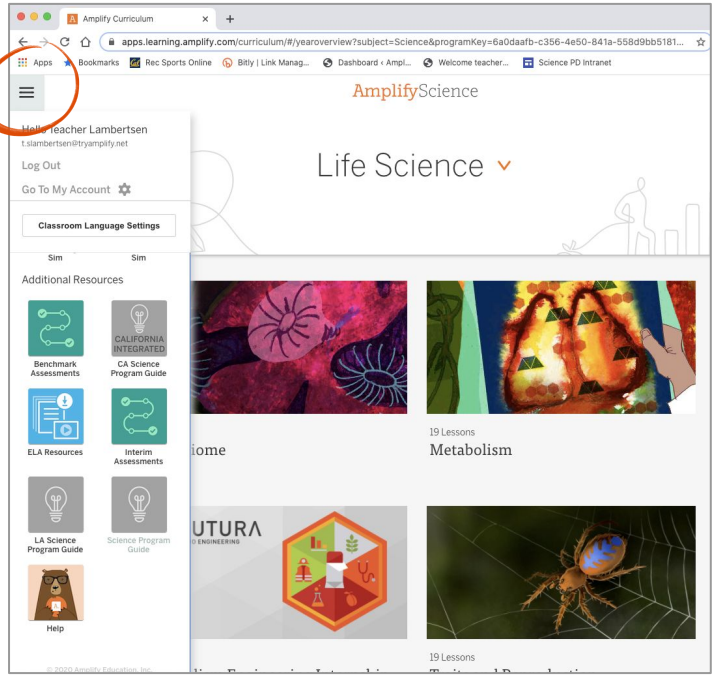
- Gain an understanding of the Amplify Science assessment system, including formative and summative assessments.
- Explore the Classwork and Reporting features as well as unpack the information available in the new Administrator Dashboard.
- Gain and understanding of how to use program features to better support teachers



Amplify Science Program Hub

A new hub for Amplify Science resources

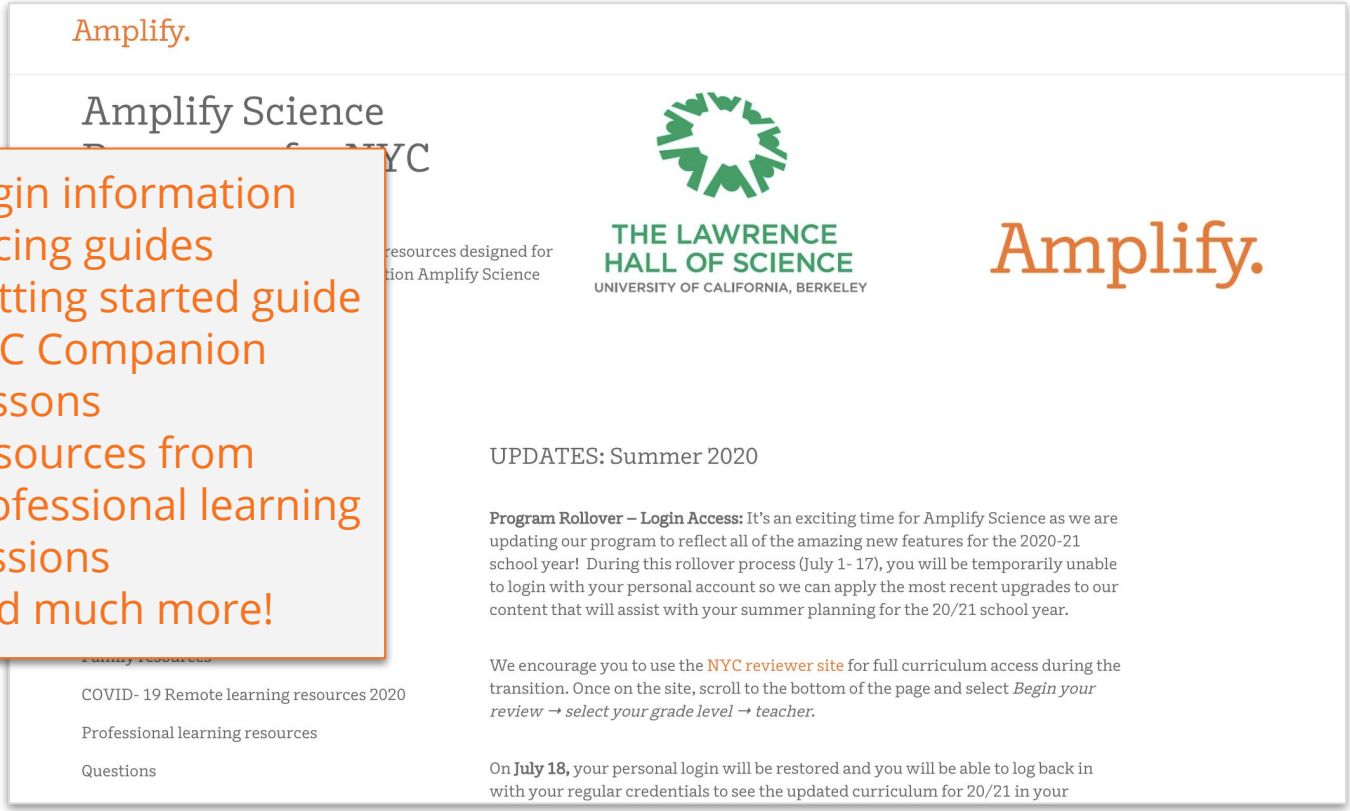
- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



science.amplify.com/programhub

New York City Resources Site

https://amplify.com/resources-page-for-nyc-K-5/



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

Additional Amplify resources

Program Guide

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

my.amplify.com/programguide

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.

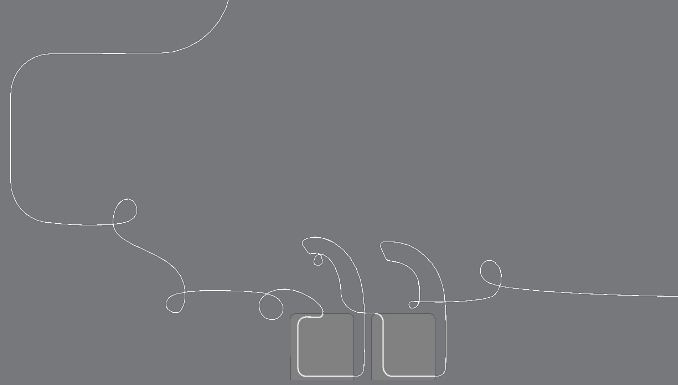

scihelp@amplify.com


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.

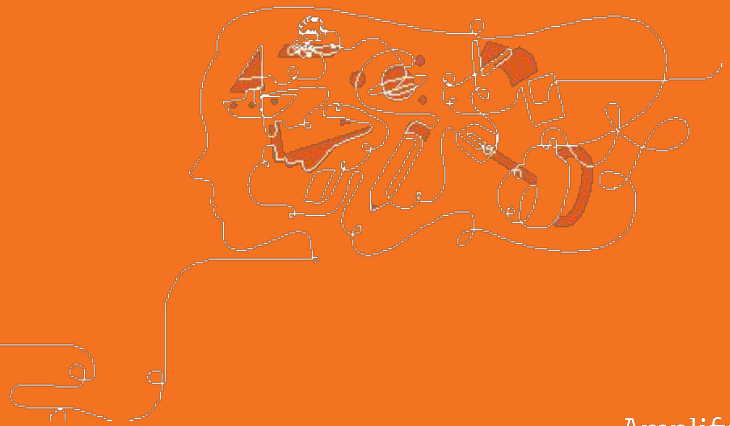


Questions?

Please provide us feedback!

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

Presenter name:



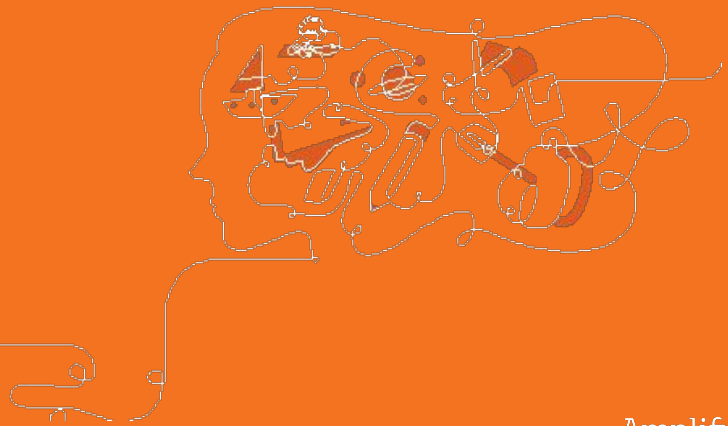
Please provide us feedback!

URL: https://tinyurl.com/AmplifyPD20-21

Presenter name: Isispeoria Aboushusha

Workshop title: Progress Builds and Embedded Assessments

Modality: Remote



5 min break