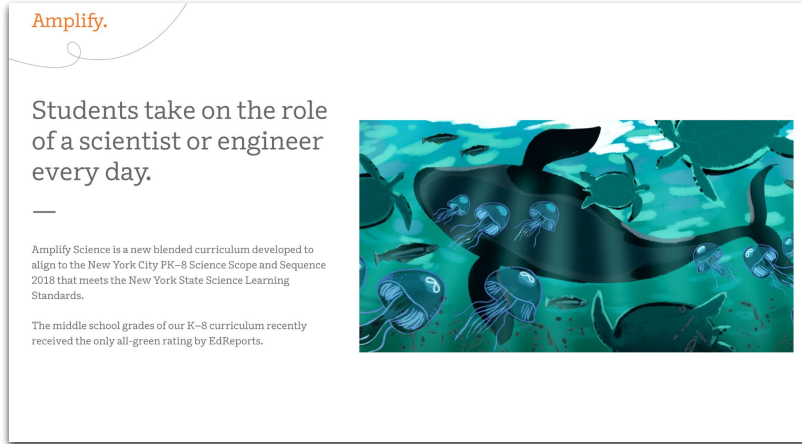


# Welcome to Amplify Science!

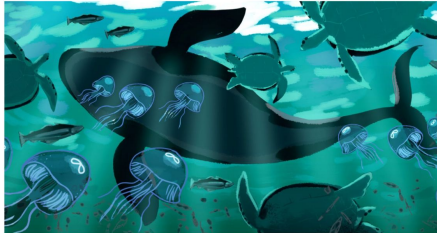
Do Now: Open auto-login site & explore as we wait to begin

Go to <https://amplify.com/amplify-science-nyc-doe-review/>



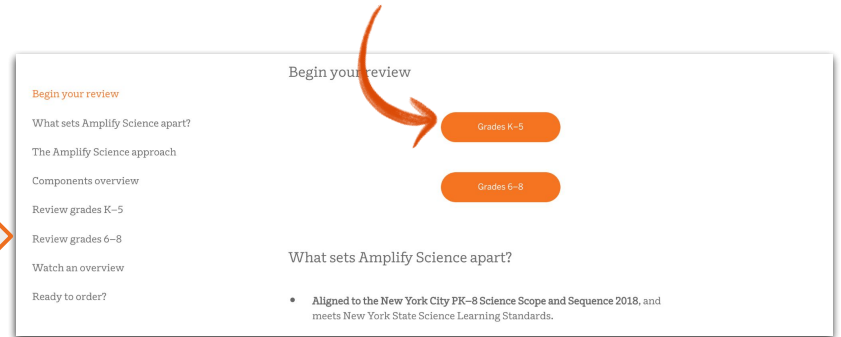
Amplify.

Students take on the role of a scientist or engineer every day.



Amplify Science is a new blended curriculum developed to align to the New York City PK–8 Science Scope and Sequence 2018 that meets the New York State Science Learning Standards.

The middle school grades of our K–8 curriculum recently received the only all-green rating by EdReports.



Begin your review

Begin your review

- What sets Amplify Science apart?
- The Amplify Science approach
- Components overview
- Review grades K–5
- Review grades 6–8
- Watch an overview
- Ready to order?

Grades K–5

Grades 6–8

What sets Amplify Science apart?

- Aligned to the New York City PK–8 Science Scope and Sequence 2018, and meets New York State Science Learning Standards.

Click your grade band & then follow prompts

# Amplify Science

New York City

## Exploring the Amplify Science Curriculum

### Grades K-2

### Part 3

Date xx

Presented by xx



# Amplify's Purpose Statement

Dear teachers,

You do a job that is nearly impossible and **utterly essential**.

**We are in your corner** – extending your reach, saving you time, and enhancing your understanding of each student.

**Thank you for working with us** to craft rigorous and riveting learning experiences for your classroom.

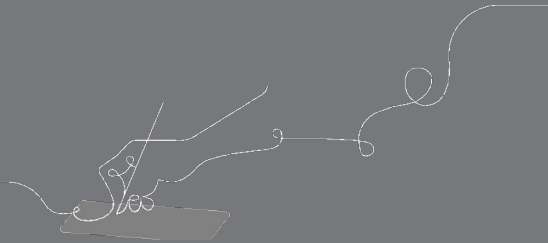
We share your goal of **inspiring all students to think deeply, creatively, and for themselves**.

Sincerely,  
Amplify

# Goals for Part 3 session

By the end of this session, you will be able to:

- ❑ Understand the Amplify Science assessment system.
- ❑ Plan how formative assessment data can be used to inform instruction.
- ❑ Begin planning for instruction.





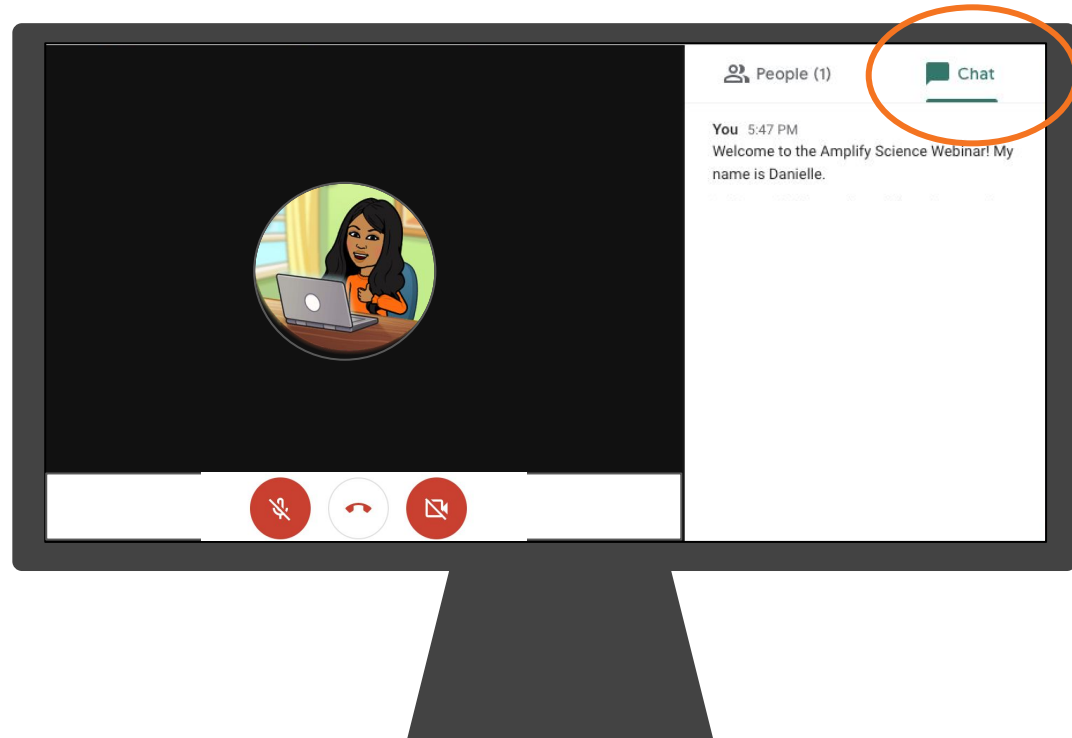
# Plan for part 3

- **Framing the day**
  - Welcome
- **The Amplify Science Assessment System**
  - Formative assessment data tracking
- **Collaborative Planning**
  - Planning time
  - Share out
- **Closing**
  - Final Questions & Feedback

# Ice Breaker!

## How's everyone today?

- **Prompt 1:** Drop a word or phrase in the chat that describes how you're feeling today.
- **Prompt 2:** What can we do to energize & excite you about Amplify Science today?



# Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.



## Plan for part 3

- Framing the day
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  - Final Questions & Feedback



# Connecting 3-D learning to deeper learning

## Amplify Science Assessment System

How do we know students are learning 3-dimensionally?

How do we know students are learning deeply?



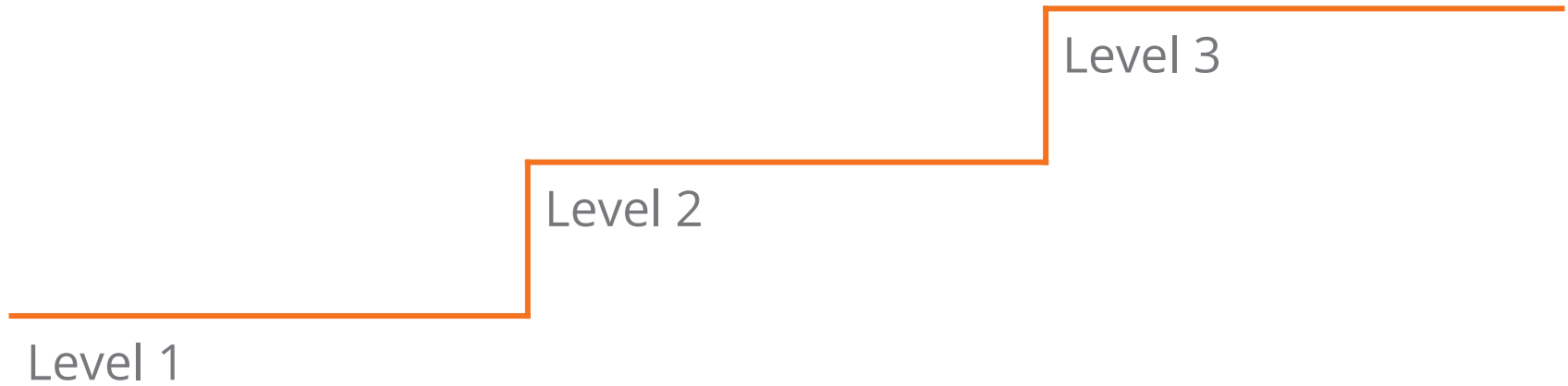
# Assessment System

## Opening reflection

How do you gather data about student learning in science?



# Assessment System



Prior knowledge

Deep, causal  
understanding

# Pre- and End-of-Unit Assessments

Pre-Unit  
Assessment

End-of-Unit  
Assessment

Level 3

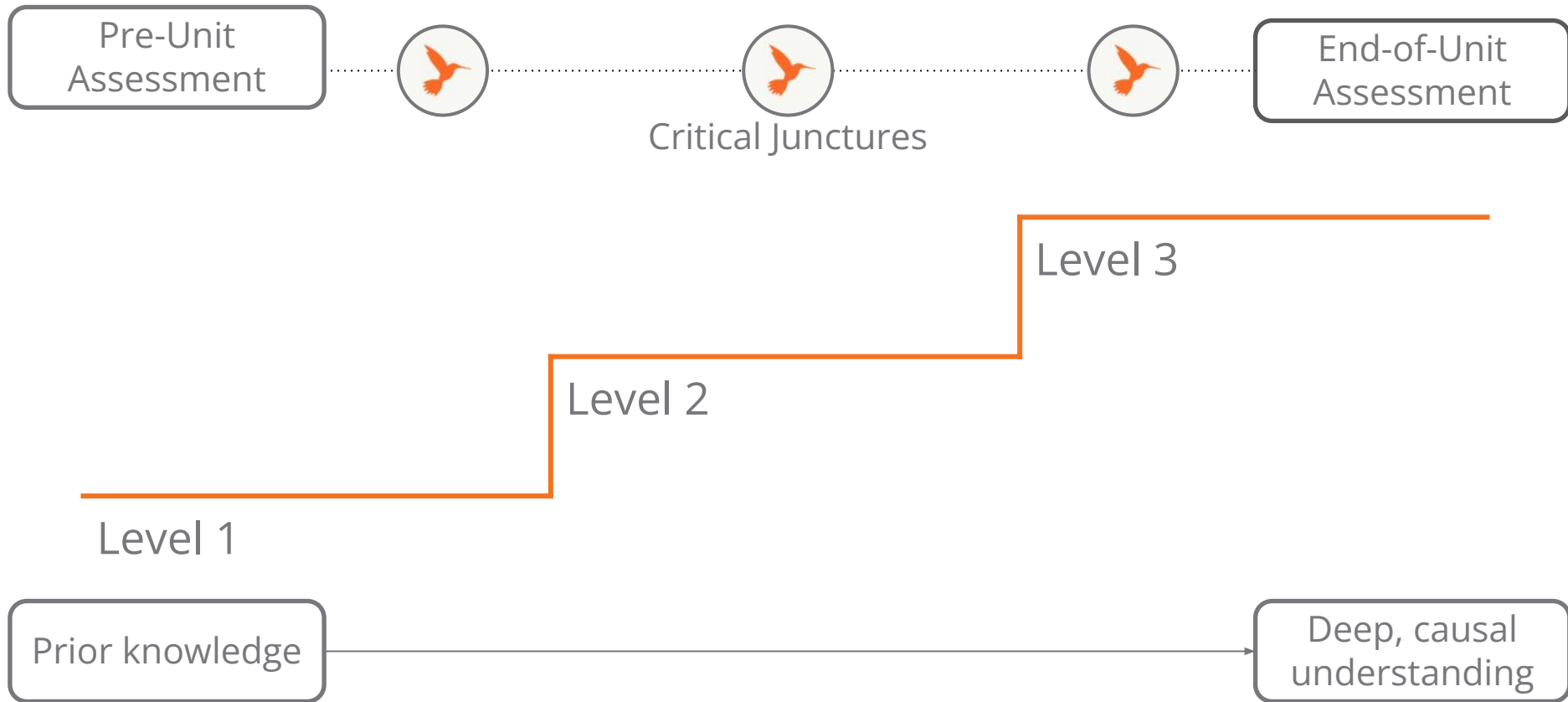
Level 2

Level 1

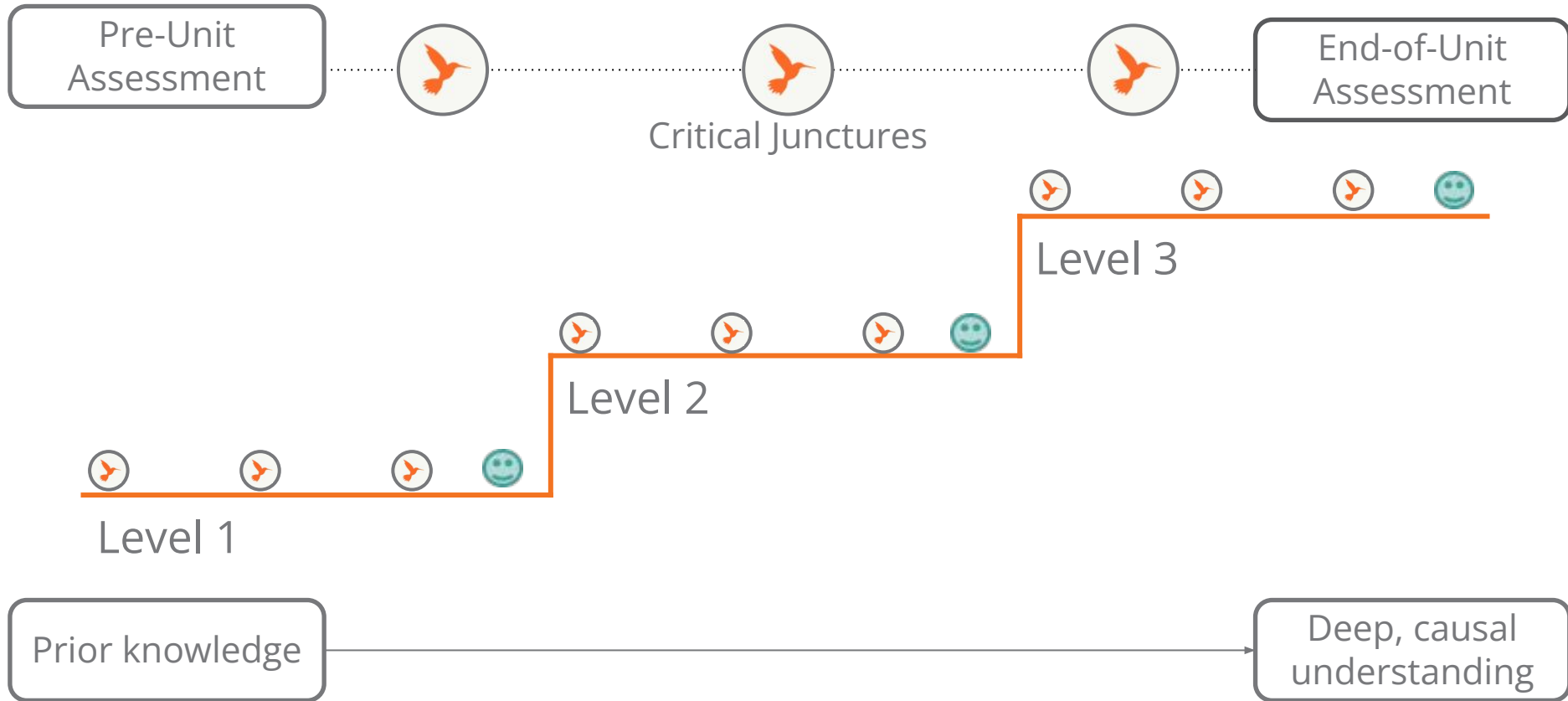
Prior knowledge

Deep, causal  
understanding

# Critical Juncture Assessments



# On-the-Fly Assessments and Student Self-Assessments



# Assessment System

## Unit Guide resources

- **Assessment System:** Overview information and lists of all assessment opportunities
- **Embedded Formative Assessments:** Full-text of all On-the-Fly and Critical Juncture assessments
- **3-D Assessment Objectives:** Correlates unit assessments to NGSS Performance Expectations

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Teacher References

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

Printable Resources

- 3-D Assessment Objectives
- Coherence Flowcharts
- Copymaster Compilation
- Flextension Compilation
- Investigation Notebook
- Multi-Language Glossary
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

Offline Guide

Español

015269BF90C2782F REV.46678

# Assessment System

## Lesson-level resources

Full text of Critical Juncture and On-the-Fly Assessments (hummingbird icon):

- Instructional Guide
- Classroom Slides

Assessment Guides (in Digital Resources):

- Pre-Unit Assessment
- End-of-Unit Assessments



# Hidden slide: Assessment System document

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
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- Coherence Flowchart
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Offline Preparation

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Offline Guide

Assessment System 

Metabolism  
Teacher References

- 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.
- Look for/Now what? notes:** Each On-the-Fly Assessment includes a two-part description of what evidence of understanding would look like for the task (Look for) and how instruction may be adjusted in response (Now what?). These are accessible by pressing the orange hummingbird icon in the activity in which they appear.

Assessment Opportunity	Next Generation Science Standards
<p><b>Lesson 1.1, Activities 1-3:</b> Multiple-Choice and Written-Response Questions</p> <p><b>Assessment Type:</b> Pre-Unit Assessment</p> <p><b>Evaluation Guidance:</b></p> <ul style="list-style-type: none"><li>Auto-Scored Through Reporting (Selected-Response Items)</li><li>Rubrics &amp; Possible Student Responses for DCIs &amp; CCCs (Constructed-Response Items)</li></ul>	<p><b>DCIs:</b></p> <ul style="list-style-type: none"><li>LS1.A: Structure and Function</li><li>LS1.C: Organization for Matter and Energy Flow in Organisms</li><li>PS3.D: Energy in Chemical Processes and Everyday Life</li></ul> <p><b>SEPs:</b></p> <ul style="list-style-type: none"><li>Practice 4: Analyzing and Interpreting Data</li><li>Practice 6: Constructing Explanations and Designing Solutions</li><li>Practice 8: Obtaining, Evaluating, and Communicating Information</li></ul> <p><b>CCCs:</b></p> <ul style="list-style-type: none"><li>Systems and System Models</li></ul>
<p><b>Lesson 1.3, Activity 3:</b> 3-D Performance Task: Modeling Molecules in a Healthy Cell</p> <p><b>Assessment Type:</b> On-the-Fly Assessment; End-of-Chapter Modeling</p> <p><b>Evaluation Guidance:</b></p> <ul style="list-style-type: none"><li>Look For/Now What? Notes</li><li>Possible Student Responses</li></ul>	<p><b>DCIs:</b></p> <ul style="list-style-type: none"><li>LS1.A: Structure and Function</li><li>LS1.C: Organization for Matter and Energy Flow in Organisms</li><li>PS3.D: Energy in Chemical Processes and Everyday Life</li></ul> <p><b>SEPs:</b></p> <ul style="list-style-type: none"><li>Practice 1: Asking Questions and Defining Problems</li><li>Practice 2: Developing and Using Models</li><li>Practice 8: Obtaining, Evaluating, and Communicating Information</li></ul> <p><b>CCCs:</b></p> <ul style="list-style-type: none"><li>Scale, Proportion, and Quantity</li><li>Systems and System Models</li></ul>

# Hidden slide: Navigate to the Assessment

AmplifyScience > Metabolism > Chapter 1 > Lesson 1.3

Lesson Brief (7 Activities) < 1 WARM-UP Warm-Up 2 READING Reading "Molecules Cells Need" 3 MODELING TOOL Modeling Molecules in a Healthy Cell 4 SORTING TOOL Evaluating New Evid About Elisa >

## Modeling Molecules in a Healthy Cell

ASSIGN

Students use the *Metabolism* Modeling Tool to show their ideas about the molecules that can be found in a healthy cell.(5 min)

EMBEDDED FORMATIVE ASSESSMENT INSTRUCTIONAL GUIDE

Step-by-step Teacher Support Possible Responses My Notes

**1. Set the purpose for using the Modeling Tool.**

Before we can diagnose Elisa, we need to understand more about what's happening in a healthy body. We've learned that for a body to function properly, its cells need certain molecules. You'll use a new tool called the *Metabolism* Modeling Tool to make a model, or diagram, to show your ideas about which molecules are found in a healthy cell.

Scientists often use models to work out their ideas and share them with others. When you use the Modeling Tool you should think carefully and show your best ideas, but you don't have to worry about sharing a wrong idea. Even scientists have ideas that they are not sure about yet. You will become more sure of your ideas throughout the unit, and you will have a chance to make new models to show your new ideas.

**2. Launch and project the Modeling Tool activity: 1.3 Molecules in a Cell and demonstrate its features, if needed.** Point out that the instructions for the Modeling Tool activity are also on page 12 of the notebook.

Scroll for more

Hand In

AmplifyScience > Metabolism > Chapter 1 > Lesson 1.3

Lesson Brief (7 Activities) < 1 WARM-UP Warm-Up 2 READING Reading "Molecules Cells Need" 3 MODELING TOOL Modeling Molecules in a Healthy Cell 4 SORTING TOOL Evaluating New Evid About Elisa >

## Modeling Molecules in a Healthy Cell

ASSIGN

Students use the *Metabolism* Modeling Tool to show their ideas about the molecules that can be found in a healthy cell.(5 min)

EMBEDDED FORMATIVE ASSESSMENT INSTRUCTIONAL GUIDE

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

ON THE FLY ASSESSMENT

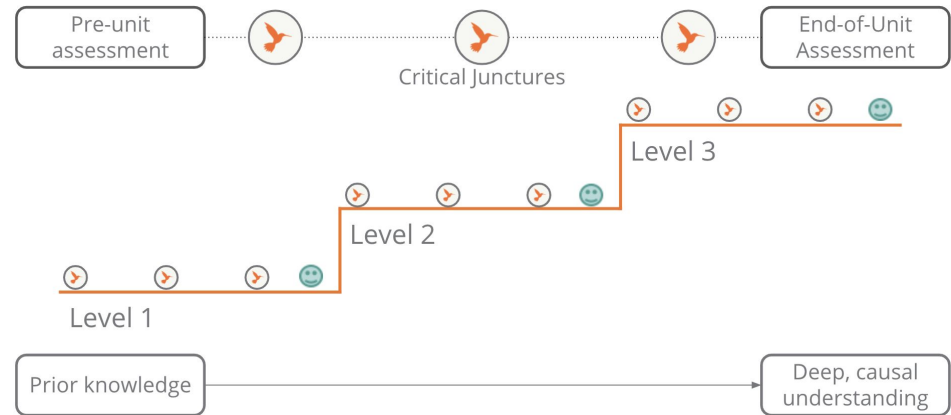
# Assessment System

## Exploration time

Open the Assessment System document in the Unit Guide for a list of all assessments.

Pick a few assessments and navigate to the lessons when they occur.

Read through the assessments to build your familiarity with the Assessment System.



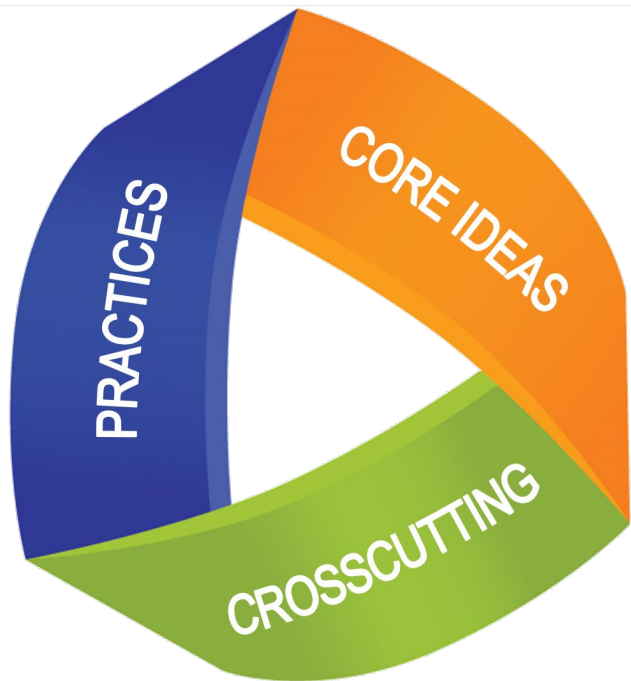
# What is formative assessment?

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

# Design Principles of Formative Assessment

- **Credible:** information from the assessment is trustworthy
- **Actionable:** information is at a level of specificity such that a teacher can use it to bolster instruction
- **Timely:** information comes at a time when a teacher is able to take action and when a student can productively leverage feedback

# Assessment as a Three Dimensional System



## Lesson 2.1, Activity 4:

Student Drawing and Discussion: The Function of Plant Parts

## Assessment Type:

On-the-Fly Assessment

## Evaluation Guidance:

- Look For/Now What? Notes

## DCI:

- LS2.A: Interdependent Relationships in Ecosystems

## SEPs:

- Practice 2: Developing and Using Models
- Practice 4: Analyzing and Interpreting Data
- Practice 7: Engaging in Argument from Evidence
- Practice 8: Obtaining, Evaluating, and Communicating Information

## CCCs:

- Systems and System Models
- Structure and Function

# Animal & Plant Defenses Progress Build

## Level 1

To survive, animals and plants must not be eaten by animals that try to eat them for food.

## Level 2

Many animals and plants have body structures with qualities that make them good for stopping animals from finding and/or eating them.

## Level 3

Animals' and plants' offspring have similar, though not identical, structures to their parents that work in the same ways.

Pre-unit  
assessment



Critical Junctures

End-of-Unit  
Assessment

# Situating an Assessment

**Lesson 1.2 Purpose:** The purpose of this lesson is to lay the foundation for students to understand that living things have body parts that help them meet their survival needs.

## **Progress Build Level 1:**

To survive, animals and plants must not be eaten by animals



# Lesson 1.2 Overview: Activity 1

## 1: Reading: Tortoise Parts (20 min.)

The teacher introduces the Investigation Question that frames the work students will do in the next few lessons and leads a Shared Reading of Tortoise Parts. Students are introduced to the visualizing strategy to help them make sense of how tortoises do what they need to do to survive. Tortoise Parts introduces the idea that animals use specific body parts to meet their survival needs. Included in this activity is an On-the-Fly Assessment that provides an opportunity to assess students' initial use of the visualizing strategy.

## 2: Observing Structures Used to Eat (15 min.)

The teacher introduces the word observe to support students' understanding of the firsthand observations they make in this activity. Partners observe one another eating carrots to gather evidence about how animals use their structures to do what they need to do to survive.

## 3: Discussing Observations and Structures (10 min.)

Students share their observations from the Carrot Eating activity to identify the structures that humans use to get and eat the food they need to survive. The teacher introduces the What Scientists Do chart to help students understand the various things they are doing to answer questions in their work as scientists.

## Lesson 1.2, Activity 1

### On-the-Fly Assessment 1: Visualizing Tortoise Structures in Use

**Look for:** Students' descriptions of their visualizations of the tortoise using its various structures presents an opportunity to informally assess their initial ability to visualize based on what they see and read. Visualizing information read or seen in books is the focal sense-making strategy for this unit. In general, students should describe visualizations that reflect the elements in the image and text. For example, a student might say something like *I saw the big toenails ripping and pushing the dirt behind the tortoise.*



**Now what?** As students share what they visualized, take time to repeat one or two examples of visualizing that drew on the text and images, and emphasize those connections. For example, you might say something like *We read about the tortoise's big toenails and can see its feet in the dirt in this picture. You visualized those big toenails pushing that dirt backward, behind the tortoise. Good visualizing starts with the things we see and read, and uses them to imagine something more.*

# Collecting Data

How do you typically collect and record student data?

What strategies have you successfully used for collecting data in a remote learning setting ?

# Data Collection Tool Sample

**Unit Name:**  
**Lesson & Activity #:**

**Look for 1:**

**Look for 2:**

Student Name	Look for 1	Look for 2	Notes

# Model Analysis: 1.2 Activity 1

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

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

Which misconception?



Which students?

- Key Concept
- Practice
- Crosscutting Concept

Notes:

*Students should be able to visualize based on what they see & read.*

*Tristian*

*Trent*

*Wanda*

*Zena*

When?

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

Notes:

*During the activity itself.*

How?

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

Notes:

*Coach students listed as they continue to practice & hear other visualizations drawing on both text & images.*

# Planning for an Upcoming Assessment

1. Choose an upcoming assessment for your unit.

2. Plan using the template or your note catcher.

<b>Unit:</b> <b>Lesson:</b>			
<b>Analyzing student data:</b> refer to the Look for section of the Lesson ____ assessment. <i>(If using the @Home Units refer to the chapter assessment considerations).</i>		<b>Taking action based on student data:</b> refer to the Now what section of the ____ assessment and consider how you might adjust instruction in your classroom.	
How will I collect data?	Which misconception?	When?	How?
	<input type="checkbox"/> Key Concept <input type="checkbox"/> Practice <input type="checkbox"/> Crosscutting Concept  Notes:	<input type="checkbox"/> In the moment <input type="checkbox"/> In upcoming activity <input type="checkbox"/> Outside of lesson  Notes:	<input type="checkbox"/> Keep an eye on certain students <input type="checkbox"/> Provide additional instruction <input type="checkbox"/> Revisit an activity  Notes:

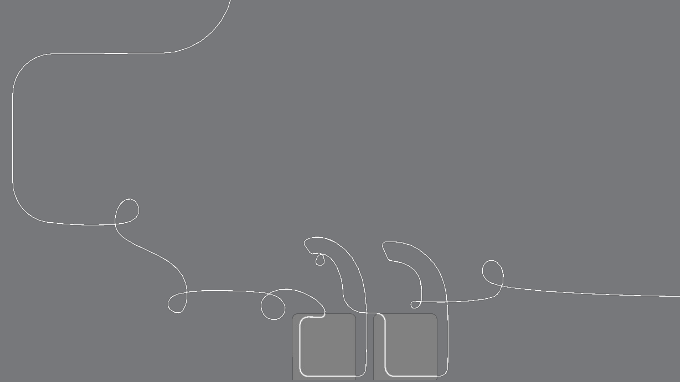
# Assessment System

## Key takeaways: On-the-Fly and Critical Juncture Assessments

- Gather data about conceptual understanding, 3-D learning, literacy skills, and collaboration
- Embedded into instruction
- “Look for” defines what’s being assessed
- “Now what?” suggestions for providing differentiated support



# Questions?





# Reflection

How do you plan to use the assessments in the Assessment System?

How can the Assessment System be a tool for deeper learning?



# Synthesizing our reflections

The Assessment System provides insight into students' conceptual understanding and their work as scientists at just-right points throughout the unit.

Instructional suggestions help you provide support so students' learning can continue to deepen.

## Tools for Deeper Learning

- *Progress Build*
- *3-D learning*
- *Coherence Flowchart*
- *Assessment System*

# Break





# Plan for part 3

- **Framing the day**
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  - Planning time
  - Share out
- **Closing**
  - Final Questions & Feedback

# Unit, chapter, or lesson-level collaborative planning

Choose the option that best supports you in **planning to teach**:

1. Complete the **Unit Level** Planning & Internalization on **pages 35-38**.
2. Complete **Lesson** plans on **pages 39-41**.
3. Complete **Chapter** level analysis on **pages 42-46**.

# Debrief & reflection

- Share one **key-takeaway** from your breakout room planning work-time.



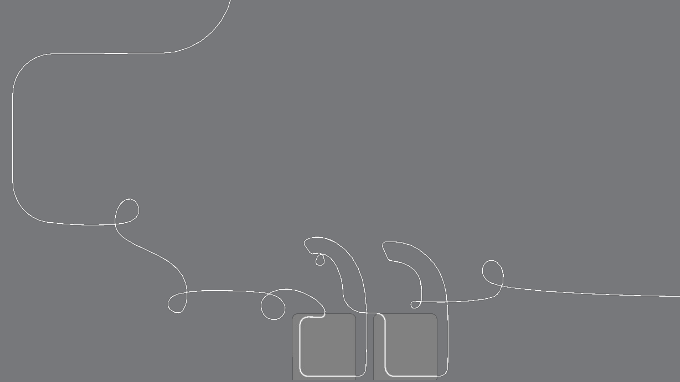


# Plan for part 3

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# Teaching science

“Science [is] both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge.”





# Self-assessment

Reflect upon and celebrate your work today by completing the self-assessment.

## Self-assessment: Reflect on your learning

Use the self-assessment statements below to reflect upon and evaluate your learning from today's workshop.

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
I know the phenomenon students will figure out in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can navigate to and between lessons in the Amplify Science platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to access and edit Classroom Slides decks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe what learning is like for students in Amplify Science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how evidence sources work together in Chapter 1 of my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how Amplify Science supports students' literacy development (including reading, writing, speaking, and listening).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8: I know how to access assessment resources including Classwork, Assign, and Reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to read a Coherence Flowchart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what types of resources I can find on the Program Hub.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm comfortable using the Unit Guide as a resource when looking for a specific piece of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've internalized my unit's Progress Build and I understand the science concepts my students will learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how learning is 3-dimensional in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how I can use the Coherence Flowchart as a planning tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the purpose of different types of assessments in the Assessment System and supports available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can visualize how teaching Amplify Science will lead my students to deeper learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to access support from Amplify if I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Closing reflection

Based on our work today, share:

**Head:** something you'll keep in mind

**Heart:** something you're feeling

**Feet:** something you're planning to do

# New York City Resources Site

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



Amplify.

## Amplify Science Resources for NYC (K-5)

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

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

**Account Access:** It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

**Upcoming PL Webinars:** Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

## Site Resources

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

# Additional resources and ongoing support

## Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-10PM EST and weekends 10AM-6PM EST.



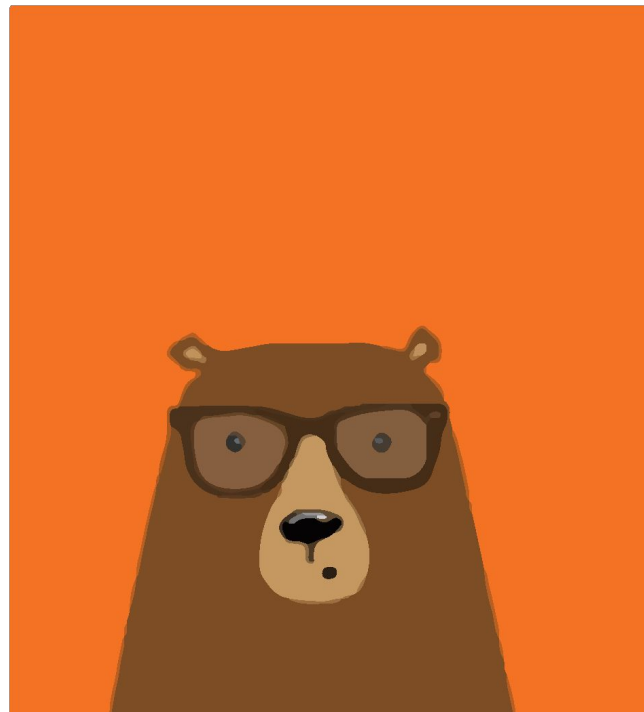
[help@amplify.com](mailto:help@amplify.com)



800-823-1969



Amplify Chat



# Hidden slide: Amplify Chat



Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

## Differentiation

### Embedded Supports for Diverse Learners

**Gradual release of responsibility.** In this lesson, students are introduced to the strategy of visualizing. Explicitly modeling how you evaluate you picture what is described in a book or imagine how something shown in a photograph or illustration would look as it moves prepares students to use this strategy more independently later in the unit. As the unit proceeds, students will practice visualizing with less teacher modeling and explicit support.

**Shared Reading.** Engaging in Shared Reading provides more support for reading and understanding at the beginning of the unit as students build their vocabulary and scientific knowledge. The book *Tortoise Parts* was designed to support a rich Shared Reading experience, during which you will guide students in reading, visualizing, and making sense of the text. *Tortoise Parts* has a repetitive sentence structure and text layout that may help students read some of the text along with you.

**What Scientists Do chart.** In this lesson, students are introduced to the What Scientists Do chart. By creating this chart with the class, you will model a way to organize information. The chart uses simple illustrations, which the teacher draws, to connect new concepts about the role of scientists to key vocabulary words (e.g., the word *observe* in this lesson). This chart records new information in an organized manner and provides an ongoing and accessible visual reference for students. The end result is a class reference tool that helps solidify new terms and related concepts in students' minds.

**Multimodal instruction.** Students gather evidence about how animals use body parts to meet their needs (particularly, their need for food) from text and photographs in a book, by eating a carrot, by observing their partner eat a carrot, and by discussing. Having experience with key ideas in many modalities gives students multiple opportunities to make sense of the concepts, as well as provides students who learn in different ways with different entry points.

### Potential Challenges in This Lesson

**Transfer of ideas from one context to another.** In this lesson, students are asked to connect ideas about how a tortoise uses its

## Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

What Scientists Do Chart—Completed

BACK TO TOP

Español



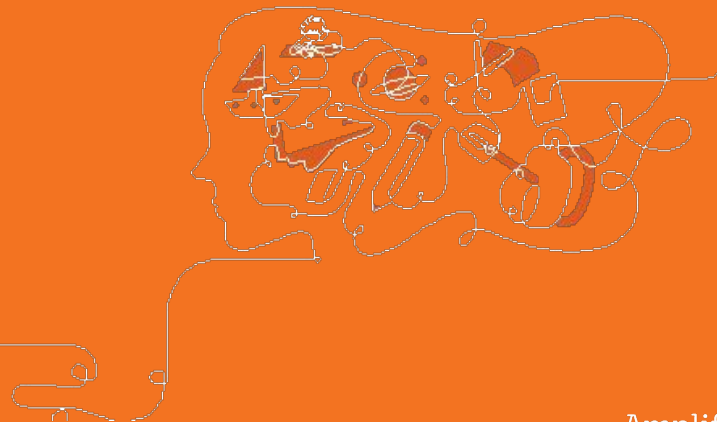


**Final Questions?**

# Please provide us feedback!

**URL:** <https://www.surveymonkey.com/r/5DQW2T6>

**Presenter name:**



Amplify.

Thank you & be well!

