

Amplify ELA

BRINGING
THE
Science
OF
Reading
TO OKLAHOMA!

GRADES 6-8

Formative and summative assessments





Our assessment goal: confident teachers and students

No one wants more testing. But teachers do want—and need—to know how their students are doing. With Amplify, a students' daily work can now provide teachers with an accurate, real-time window into students' progress. Amplify ELA delivers not only captivating content, but clear measurement data about student performance. Our embedded formative and summative assessment tools maximize teaching time, while still allowing teachers to make confident, data driven decisions about the instruction and supports students need to grow continually as readers and writers.



Embedded Assessment Measure

The only assessment system that puts student learning first

With intense pressure for more standardized testing, we often see the grading function over-emphasized and the learning function underemphasized, which leads to rote and superficial learning. Additionally, research shows increased time away from instruction for assessment is detrimental to learning. This is why we spent years developing our own embedded assessments that focus on supporting instruction and student growth, rather than being an evaluative end.

Throughout the Amplify ELA units, the Embedded Assessment Measure will allow teachers to easily track and interpret student performance against the three core strands of reading, writing, and language, without ever interrupting the flow of daily instruction.

How EAM works

1. Students complete activities from multiple lessons

2. EAM collects data and learns about student performance

Language



Reading



Writing



With Amplify ELA's embedded assessments, students and teachers will benefit from:

Less testing and more learning

Maximize uninterrupted instruction time and allow your students to keep learning without the disruption of step-away performance tests. Our assessments are woven into the instructional sequence and embedded in student activities and assignments.

More targeted practice

Understand how your students performed in each core strand from previous lessons to plan for differentiated instruction in Flex Days.

Insightful and actionable data

The data and guidance we provide is easy to absorb and meaningful, saving teachers time and making it easier to group students for focused practice and differentiated instruction.

3. Teacher receives report and sees which students are at risk in each of the core strands



4. Teacher provides student with targeted support



Daily and immediate measures of student performance

There are several moments in each lesson when students are asked to submit their work, whether responding to a writing activity or answering a multiple choice question that checks for reading comprehension. The data from these moments is collected and pushed into reports that allow the teacher to understand whether or not students are learning the skills in each lesson.

The following are formative assessments and reports that help teachers understand the daily performance of each student.

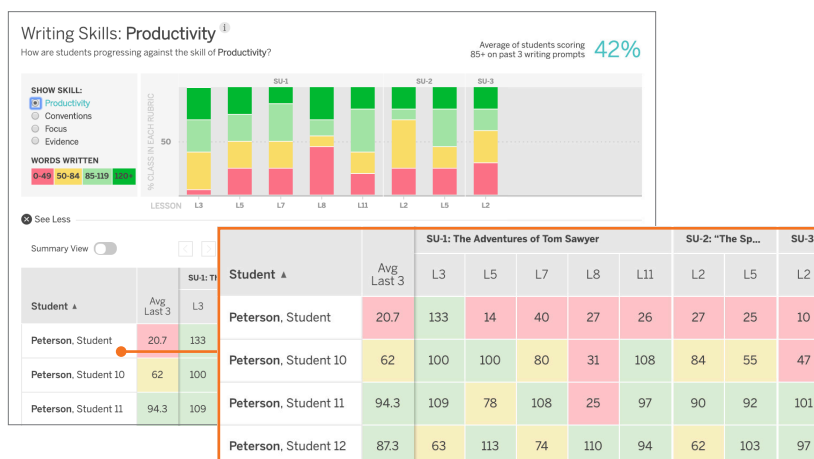
Writing skills: productivity, conventions, focus, and evidence

In each lesson, students are often tasked with a writing assignment related to the text they just read. The work students submit is scored and measures their ability to:

1. Produce sustained writing.
2. Focus on one claim or idea.
3. Use textual evidence to support and develop that idea.
4. Use conventions to communicate in a clear way.

The **writing skills reports** help teachers see a clear pattern of skill growth or challenge over time. They also provide a quick way to identify students who need additional feedback or added supports during writing moments.

Writing skills are automatically scored by Amplify's **Automatic Writing Evaluator**, using a 0–4 rubric score, but can also be updated by the teacher.



Assess Skill

Select a level for each skill ⓘ

Conventions: 1, 2 (AS), 3, 4

Focus: 1, 2, 3 (AS), 4

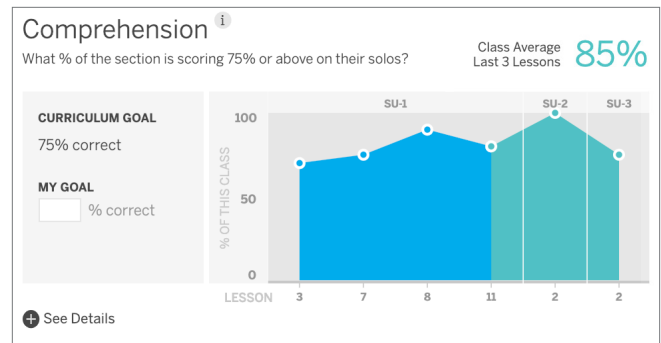
Use Of Evidence: 1, 2, 3, 4

Note: Assessments are not sent to the student

SAVE

Comprehension report

At the end of every lesson, students complete an independent reading activity (“solo”) that measures the accuracy of their answers to auto-scorable reading questions. This daily measure provides teachers with an understanding of their students’ ability to independently read a grade-level text with accuracy. It also gives teachers a picture of progress and challenges with reading comprehension, particularly when a student is working with the same text over multiple lessons. In addition, the reports show where students struggled in the reading, giving teachers and students an opportunity to revisit those portions of the text.



Exit Tickets

Exit Tickets are available at the end of every lesson and help the teacher get a sense of student performance on focus standards. Focus standards are the key standard that each lesson is designed to teach.

With the data received from Exit Tickets, teachers will get a sense of whether or not their class understood the lesson and the standard associated with it. The teacher may want to review the lesson with students during the next class if the data shows that several students lacked understanding.

Read the excerpt below and compare it to the poster.

“Every day since then on the radio we heard about the need to end the evil and pernicious influences of the ‘Four Olds’: old ideas, old culture, old customs, and old habits. Chairman Mao told us we would never succeed at building a strong socialist country until we destroyed the ‘Four Olds’ and established the ‘Four New.’ The names of many shops still stank of old culture, so the signs had to be smashed to make way for the coming of new ideas.”



What detail in the poster would be consider Four Olds?

- A The picture of Chairman Mao
- B The men with shovel and hammer
- C The statue and books
- D The men marching with flags

Submit

Summative assessments

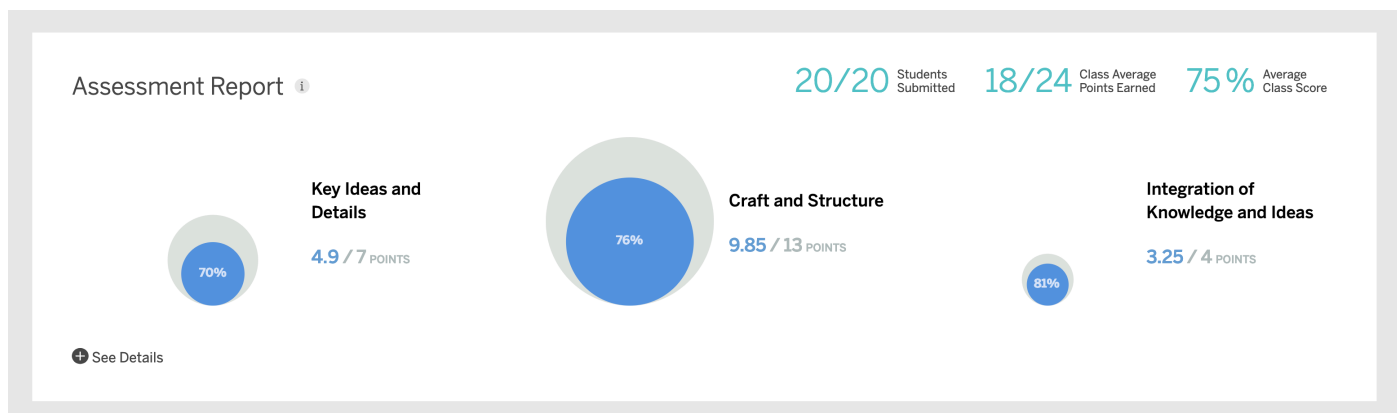
All of Amplify ELA units end with a summative essay and summative reading assessment. The questions are formulated to mirror SBAC and PARCC assessments, providing critical practice for standardized tests.

Unit reading assessments

The unit reading assessments are scored by students' responses to fixed choice and constructed response questions from three types of authentic text from the 6-to-8 Lexile band: fiction, narrative nonfiction, and informational nonfiction. These assessments serve three important goals:

- To assess student understanding of content from the unit.
- To assess student mastery of specific skills and standards.
- To provide practice for students with the types of questions and activities they may encounter on the end-of-year state and national assessments.

The assessment report generates data tied to the most common domains found in standards: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.



Writing assessments

In order to assess students' ability to analyze and synthesize two texts, each writing assessment includes one extended response question focused on two nonfiction passages. This assessment shows whether students can write using clear focus, developed evidence, and logical structure, while also maintaining control over conventions. These are four skills students will practice using the Amplify lessons, that also align with the major writing strands evaluated on the summative state assessments. Through the writing assessments, students become familiar with the range of texts and types of questions used in the year-end assessments.

End-of-unit essays

At the end of most Amplify units, students take a few days to dig in and write a longer, more-developed essay. These essays cover a range of topics and are written in response to a variety of different types of source texts. In each unit during the school year, and in each year of middle school, students focus on developing new skills. The sequence of units encourages students to master foundational skills and then shift their focus to learning something new. Amplify teachers assess this progression by scoring each essay for a different subset of skills.



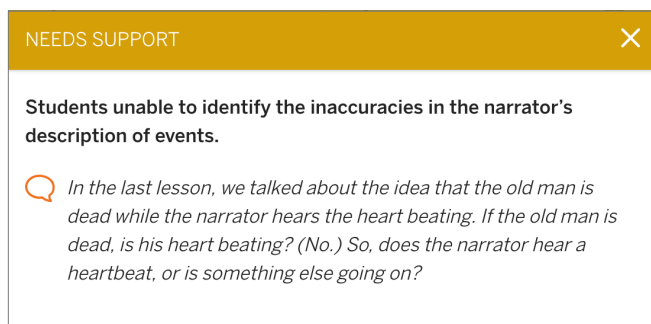
Powerful feedback made simple with embedded tools

Classrooms produce a lot of student work and a lot of data. If teachers don't have a plan for providing feedback to students' papers, both real and electronic, start to stack up. That's why we equip you with tools that go hand in hand with our assessment system. These tools save you time and energy—and, research confirms, improve student performance.



Powerful feedback tools to develop student skills

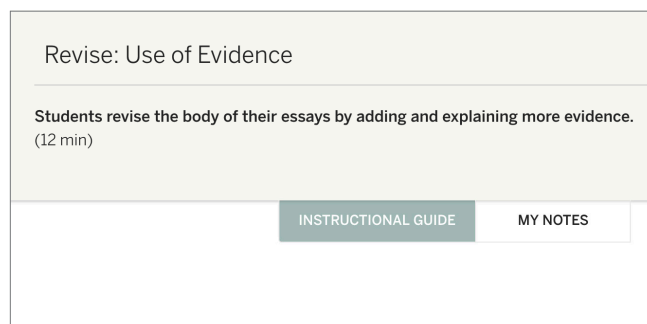
Embedded within the curriculum are the following key feedback tools that ensure students get frequent and effective feedback from their teachers and peers.



NEEDS SUPPORT ✕

Students unable to identify the inaccuracies in the narrator's description of events.

In the last lesson, we talked about the idea that the old man is dead while the narrator hears the heart beating. If the old man is dead, is his heart beating? (No.) So, does the narrator hear a heartbeat, or is something else going on?



Revise: Use of Evidence

Students revise the body of their essays by adding and explaining more evidence. (12 min)

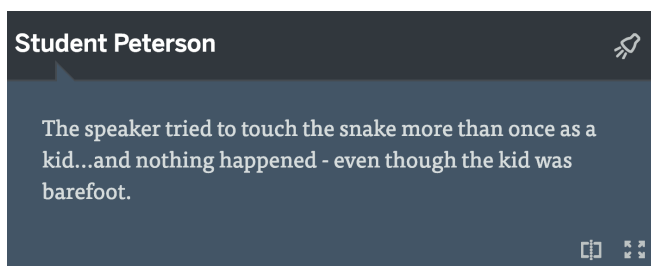
[INSTRUCTIONAL GUIDE](#) [MY NOTES](#)

Over-the-shoulder conferences (OTSCs)

OTSCs allow the teacher to provide in-the-moment feedback to students as they work through a challenging activity or complete a writing prompt.

Revision Assignments

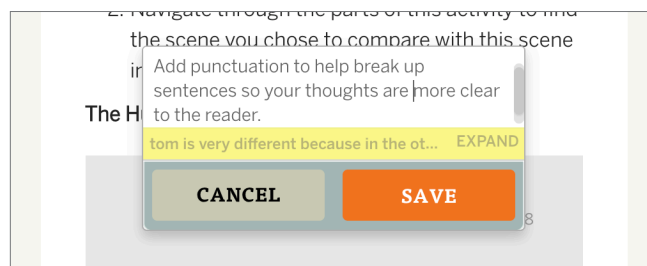
Ask students to practice a particular skill—use of evidence, logical structure, focus, conventions—by revising a short passage of their own writing outside of the context of producing a polished piece.



Student Peterson 🔔

The speaker tried to touch the snake more than once as a kid...and nothing happened - even though the kid was barefoot.

📄 🔍 🗑️



2. Navigate through the parts of this activity to find the scene you chose to compare with this scene

ir
Add punctuation to help break up sentences so your thoughts are more clear to the reader.

The H

tom is very different because in the ot... [EXPAND](#)

[CANCEL](#) [SAVE](#)

Spotlight app

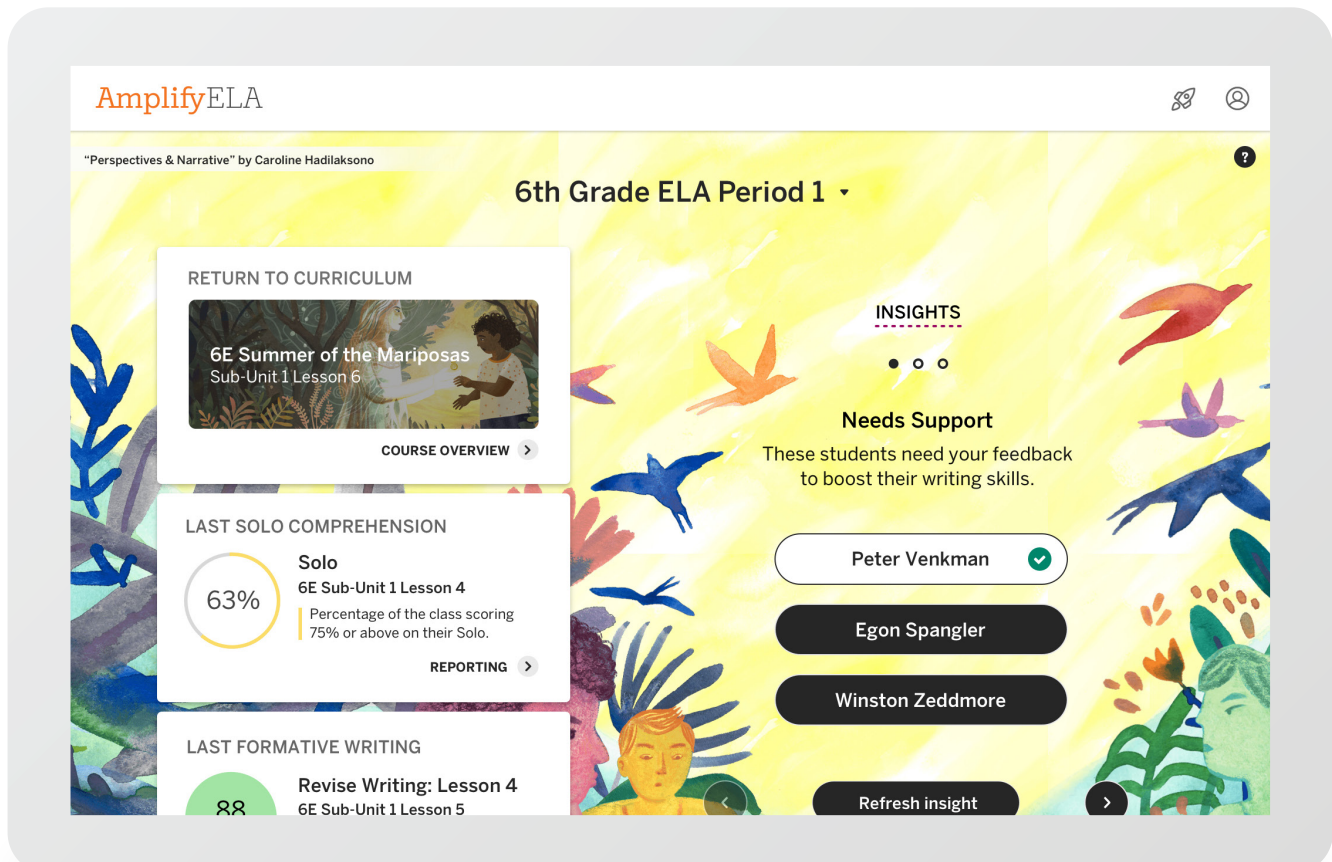
A digital app integrated into the Amplify ELA platform that makes it easy for teachers to highlight examples of strong student work and project them for instruction or appreciation.

Written comments

Give students targeted teacher feedback—in a digital form that they can refer back to in order to guide future writing.

Home screen for daily focus on effective instruction

Teachers are welcomed each day with a home screen that shows overall performance in the last lesson and insights on which students need support. Teachers will see a list of students that need feedback to help boost their literacy skills.



Classwork

Classwork is an intuitive approach to reviewing student work online. With Classwork you can review all student work on one page, provide feedback and a score, and then advance to the next student in the same assignment. Rubrics and student work sit side by side for easy grading. Classwork makes it easy for you to compare student performance to class performance by showing you the number of students who correctly answered an automatically-graded question.

The screenshot displays the Classwork interface on a tablet. At the top, there is a navigation bar with a hamburger menu icon, the title "Classwork", and a "Teacher | Log Out" link. Below this is a purple header for the assignment "Write a Body Paragraph" by Tom & Sherlock Sub-Unit 1 Lesson 1. The main content area shows a student's work by Anthony Bryk. The prompt asks to write about a red herring. The student's paragraph discusses the concept of a red herring, citing the Oxford English Dictionary and providing an example. A word count of 132 is shown. On the right, a feedback panel with "SCORES" and "COMMENTS" tabs contains three comments: a positive note with fire emojis, a detailed critique of the student's definition of conscious intent, and a suggestion to elaborate further. A "Send feedback" button is at the bottom of the panel.

Classwork Teacher | Log Out

Write a Body Paragraph
Tom & Sherlock Sub-Unit 1 Lesson 1

← Zimba Anthony Bryk Dweck →

Write about one of the red herrings you found. Explain why this detail seemed important and what it led you to predict.

As an informal fallacy, the red herring falls into a broad class of relevance fallacies. Unlike the straw man, which is premised on a distortion of the other party's position, the red herring is a seemingly plausible, though ultimately irrelevant, diversionary tactic. ① According to the Oxford English Dictionary, a red herring may be intentional, or unintentional; it does not necessarily mean a ② conscious intent to mislead.

The expression is mainly used to assert that an argument is not relevant to the issue being discussed. For example, "I think we should make the academic requirements stricter for students. I recommend you support this because we are in a budget crisis, and we do not want our salaries affected. ③ The second sentence, though used to support the first sentence, does not address that topic.

Word Count: 132

SCORES COMMENTS

Keep up the good work! 🔥🔥🔥

① You're right on track!

② Conscious intent is a controversial subject. One school of thought holds that our intentions or plans control our actions. Many people would say that this is what common sense teaches us as well. But there's an alternative view, in which our consciously-experienced intentions are not causes of our actions but are products of them.

③ Stay after school tomorrow so we can go over this in more detail.

Send feedback

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visit oklahoma.amplify.com/ela.

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E00201 ELA - Assessment brochure for Oklahoma - Grades 6-8