LAUSD UNIFIED

PLS
PERSONALIZED LEARNING SYSTEMS

AMS & SCIENCE ASSESSMENTS

PRESENTATION LINK: bit.ly/AMSScience23

FEBRUARY 11, 2023

WHAT IS AN AMS?

An Academic Monitoring System (AMS) is a platform that:

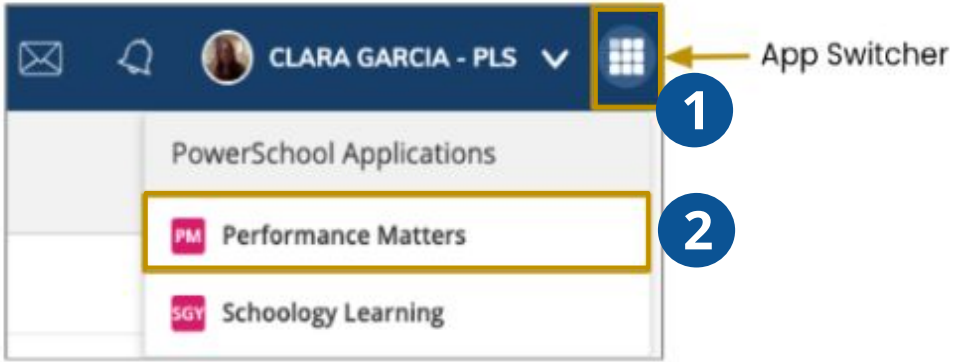
- Allows for the collaborative creation and delivery of different forms of assessments/checking for understanding
- Provides instant results and analytics
- Serves as a tool to identify instructional needs and create paths for learning recovery

HOW TO ACCESS THE AMS

To access the AMS, Performance Matters, login to Schoology at lms.lausd.net.

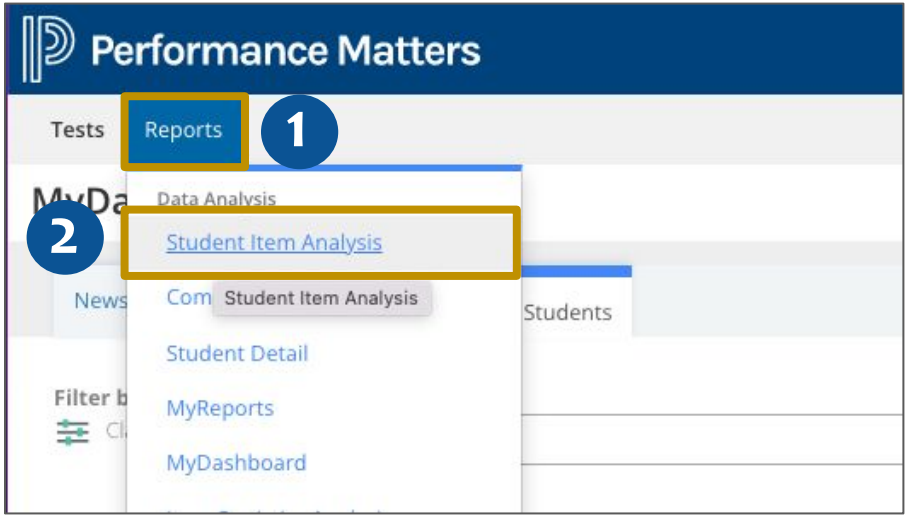
From the landing page:

1. Locate the ‘App Switcher’ on the upper right corner
2. From the drop-down menu, select ‘Performance Matters’



STUDENT ITEM ANALYSIS (SIA)

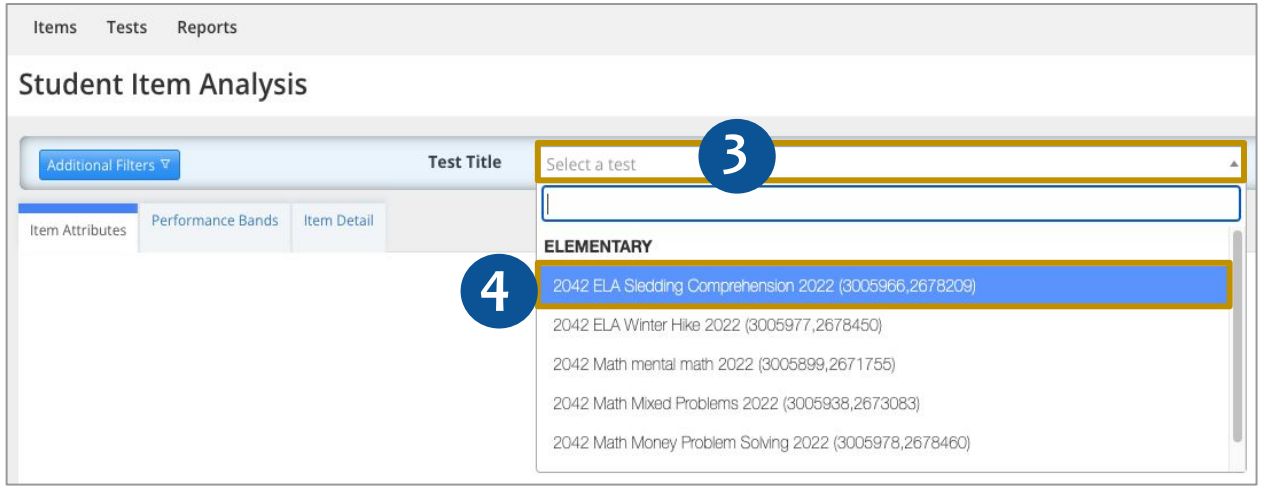
When you are ready to view your students' results, locate the Student Item Analysis (SIA) Report.



To access the SIA report from the AMS landing page, proceed with the following:

1. Click 'Reports'
2. Select 'Student Item Analysis' from the dropdown menu

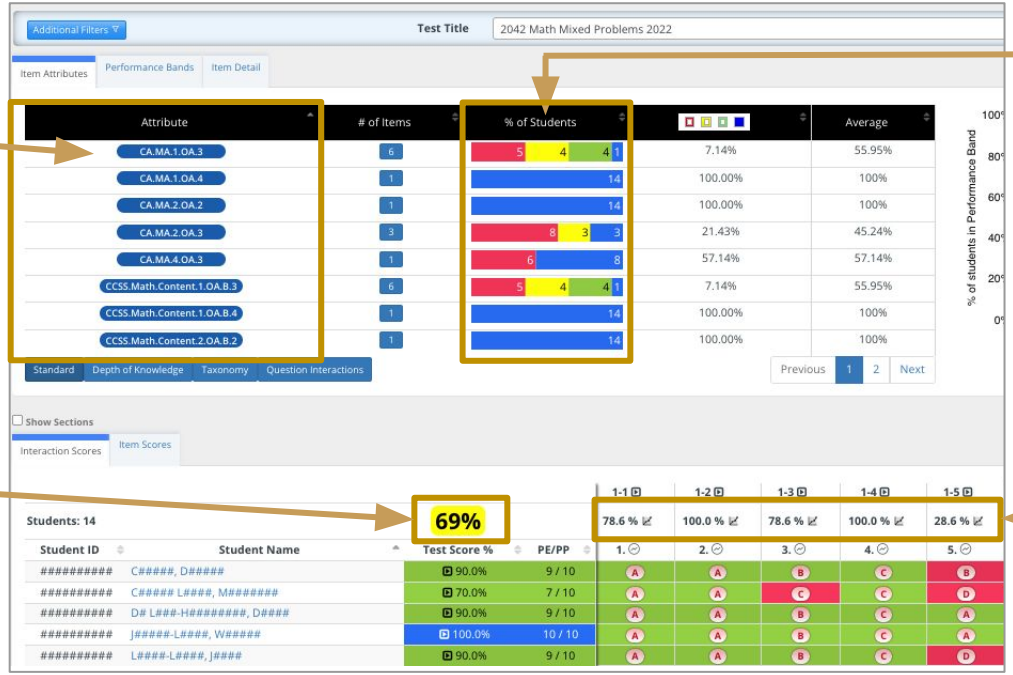
STUDENT ITEM ANALYSIS (SIA)



3. Click ‘Select a test’
4. Select the assessment you assigned to your students

STUDENT ITEM ANALYSIS (SIA)

Standards aligned to the assessment



Class average

# of students in different performing bands

Percentage of students who have met the standard assessed in a specific question

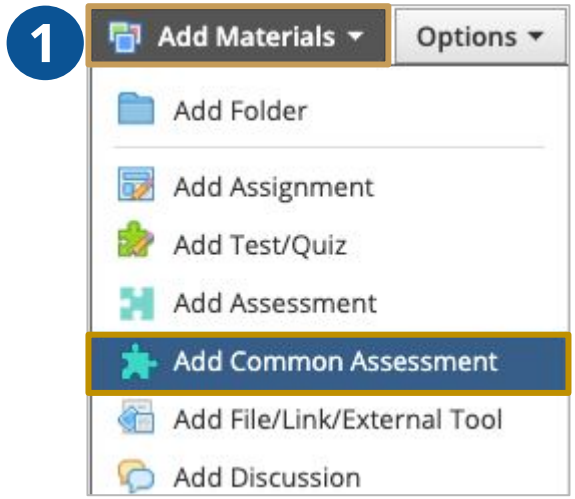
SCHOOLOGY INTEGRATION

How will teachers view and assign their Science Assessments in Schoology?

To assign the assessment to your students in your Schoology course(s) proceed with the following steps:

Step 1:

- From your Materials Page
- Click ‘Add Materials’
- Select ‘Add Common Assessment’ from the drop-down menu

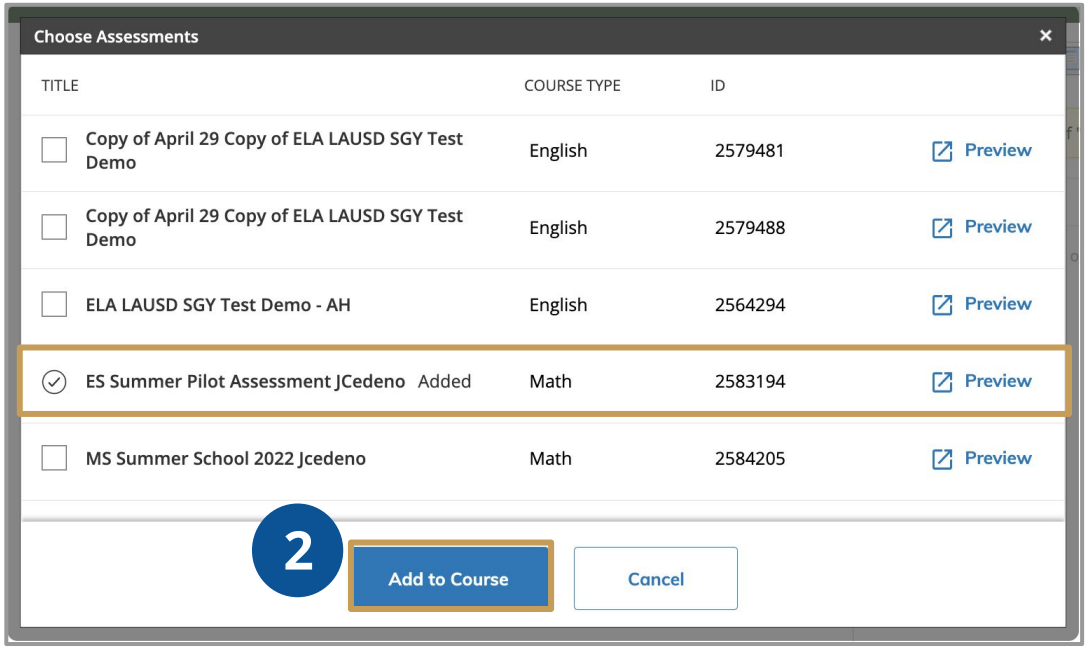


SCHOOLOGY INTEGRATION

Step 2:
In the pop-up window, check the box to the left of the assessment you wish to assign to your students.

Select ‘Add to Course’.

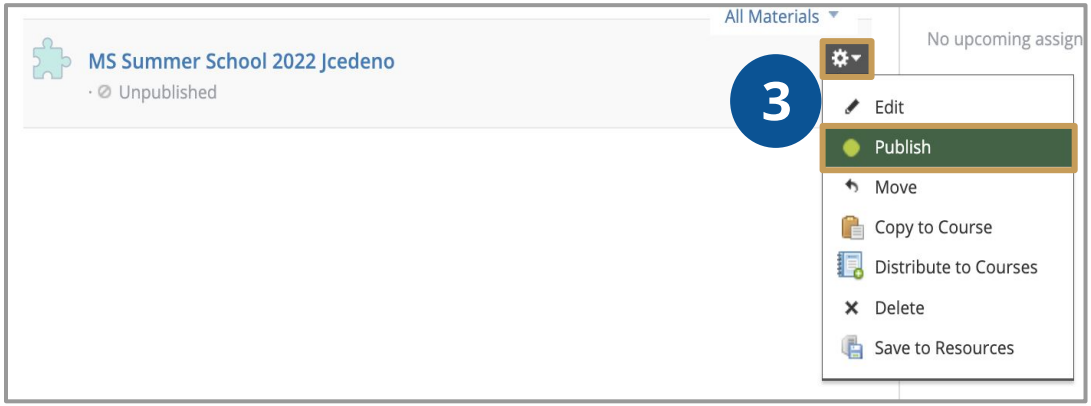
To preview the assessment before assigning it to their students, click Preview.



SCHOOLOGY INTEGRATION

Step 3:
On your materials page, locate the assessment on the bottom. Locate and click on the gear icon to the right.

From the drop-down menu, select ‘Publish’.



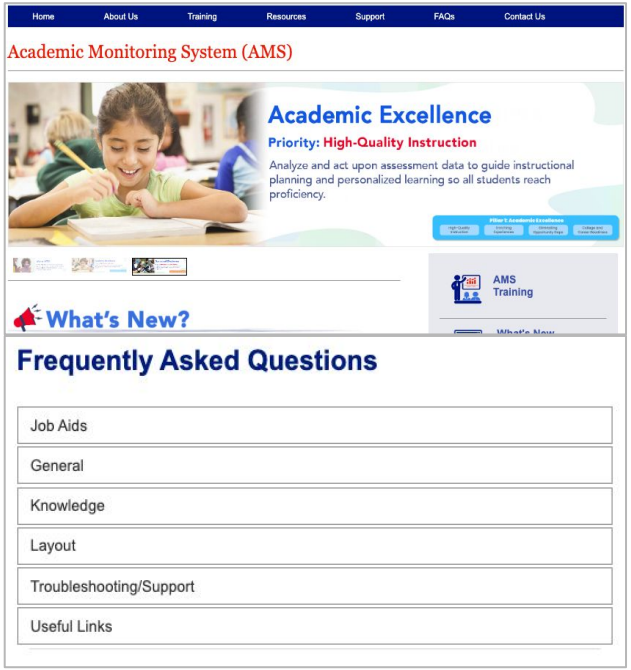
AMS STUDENT EXPERIENCE

NEED ASSISTANCE?

For AMS technical assistance, please:

1. Visit achieve.lausd.net/ams and scroll down to the Frequently Asked Questions

2. Visit the PLS Support webpage:
   - Submit a Support Request Online
   - Chat Live with an Agent
   - Call (213) 241-5200 and Select **Option 5** then **Option 1** for Schoology/AMS support



RESOURCES

Schoology Integration	Job Aid
	Video
AMS Student Experience	Video
Support	Website

AMS LEARNING OPPORTUNITIES

achieve.lausd.net/ams

Learning Opportunity	Training Rate	Available
AMS Self-Paced Course	10 hours	March 1, 2023
AMS Webinars	6 hours	Mid-March 2023

AMS Feedback Opportunity

Join the PLS Focus Groups: AMS Spring Pilot Access Code: KMZT-MJQ9-MB6QP	Earn 2 hours of Training Rate

QUESTIONS???

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THANK YOU!

PLS PERSONALIZED LEARNING SYSTEMS | LAUSD UNIFIED

¡GRACIAS!

谢谢

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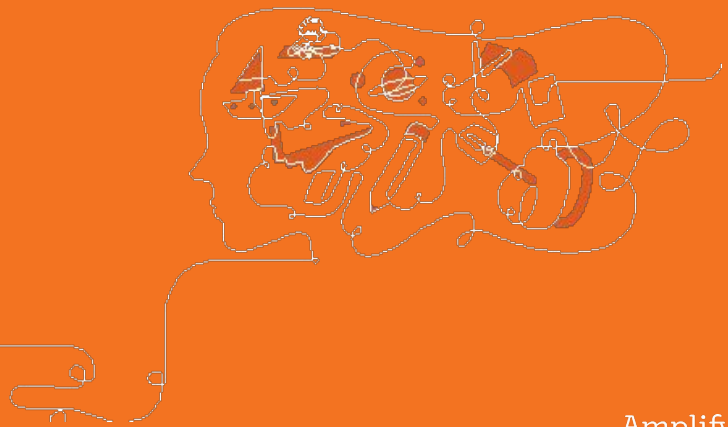
شكرا لكم

Break



Links to resources for today's session

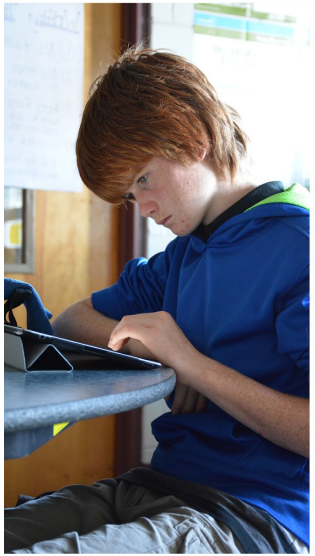
https://bit.ly/3YqeXNR

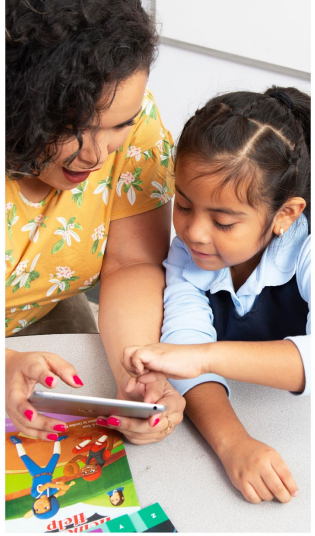
Amplify.

Benchmark Assessments

May 23, 2022

Los Angeles Unified School District
February 2023
Presented by: Suzy Takeda & Jolene Hori

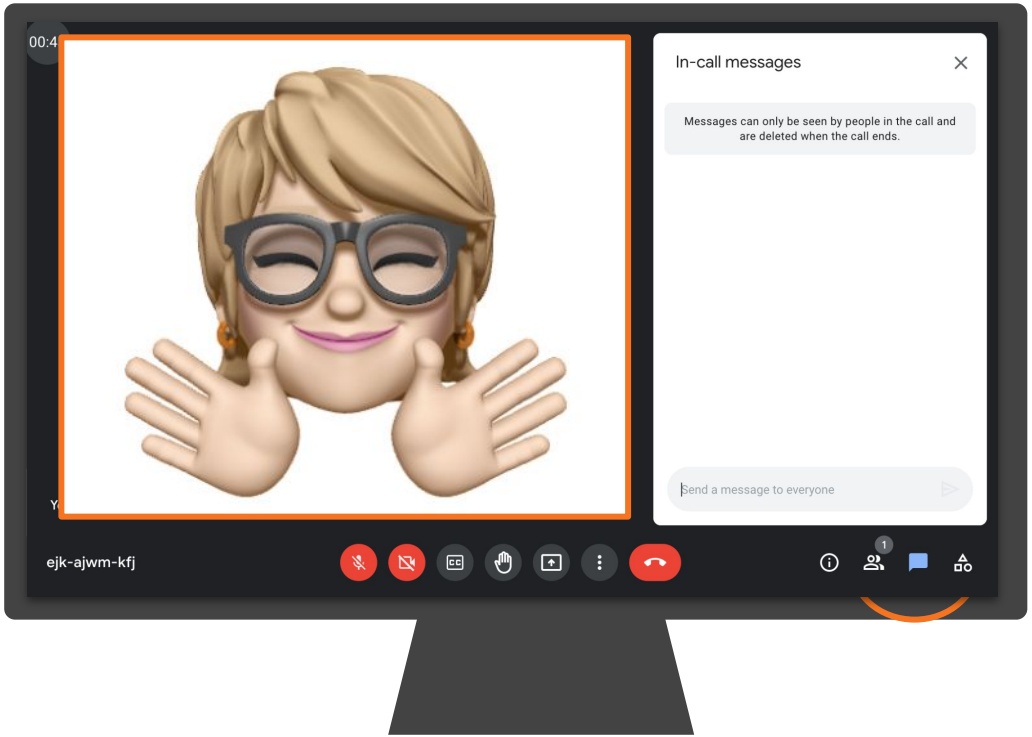




Ice Breaker!

Who do we have in the room today?

- Share your experience with the Benchmark Assessments.



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.

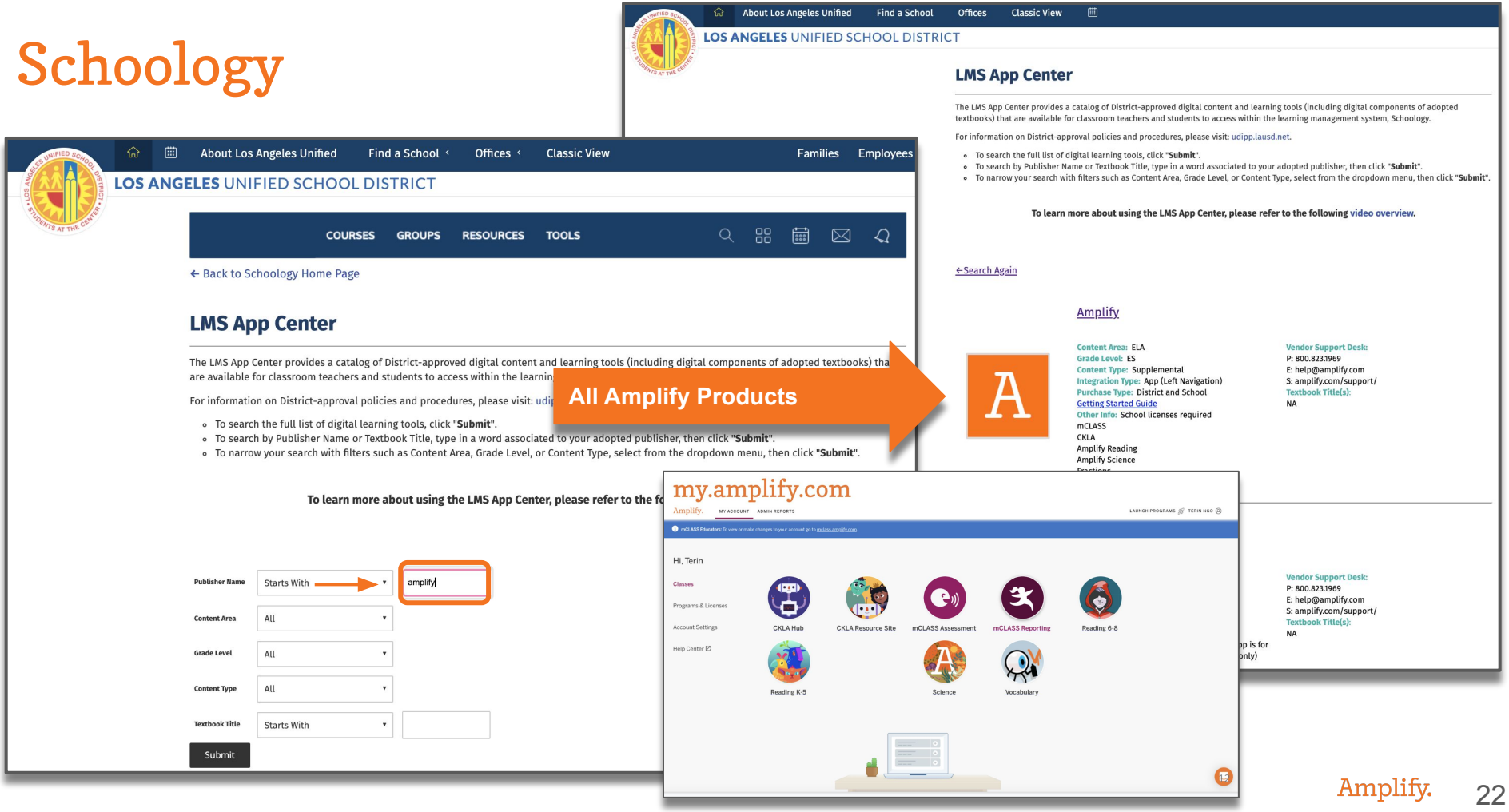
We share your goal of **inspiring all students to think deeply, creatively, and for themselves.**

Sincerely,
Amplify

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.

Schoology


About Los Angeles Unified
Find a School
Offices
Classic View
LOS ANGELES UNIFIED SCHOOL DISTRICT
LMS App Center
The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system, Schoology.
For information on District-approval policies and procedures, please visit: udipp.lausd.net.
To search the full list of digital learning tools, click "Submit".
To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit".
To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit".
To learn more about using the LMS App Center, please refer to the following video overview.
←Search Again
Amplify
Content Area: ELA
Grade Level: ES
Content Type: Supplemental
Integration Type: App (Left Navigation)
Purchase Type: District and School
Getting Started Guide
Other Info: School licenses required
mCLASS
CKLA
Amplify Reading
Amplify Science
Vendor Support Desk:
P: 800.823.1969
E: help@amplify.com
S: amplify.com/support/
Textbook Title(s):
NA
COURSES
GROUPS
RESOURCES
TOOLS
Families
Employees
← Back to Schoology Home Page
All Amplify Products
Publisher Name
Starts With
amplify
Content Area
All
Grade Level
All
Content Type
All
Textbook Title
Starts With
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Help Center
CKLA Hub
CKLA Resource Site
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mCLASS Reporting
Reading 6-8
Reading K-5
Science
Vocabulary

my.amplify.com

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mCLASS Educators: To view or make changes to your account go to mclass.amplify.com.

Hi, Terin

Classes

Programs & Licenses

Account Settings

Help Center

CKLA Hub

CKLA Resource Site

mCLASS Assessment

mCLASS Reporting

Reading 6-8

Reading K-5

Science

Vocabulary

Amplify. on Schoology

2021-2022

Schoology

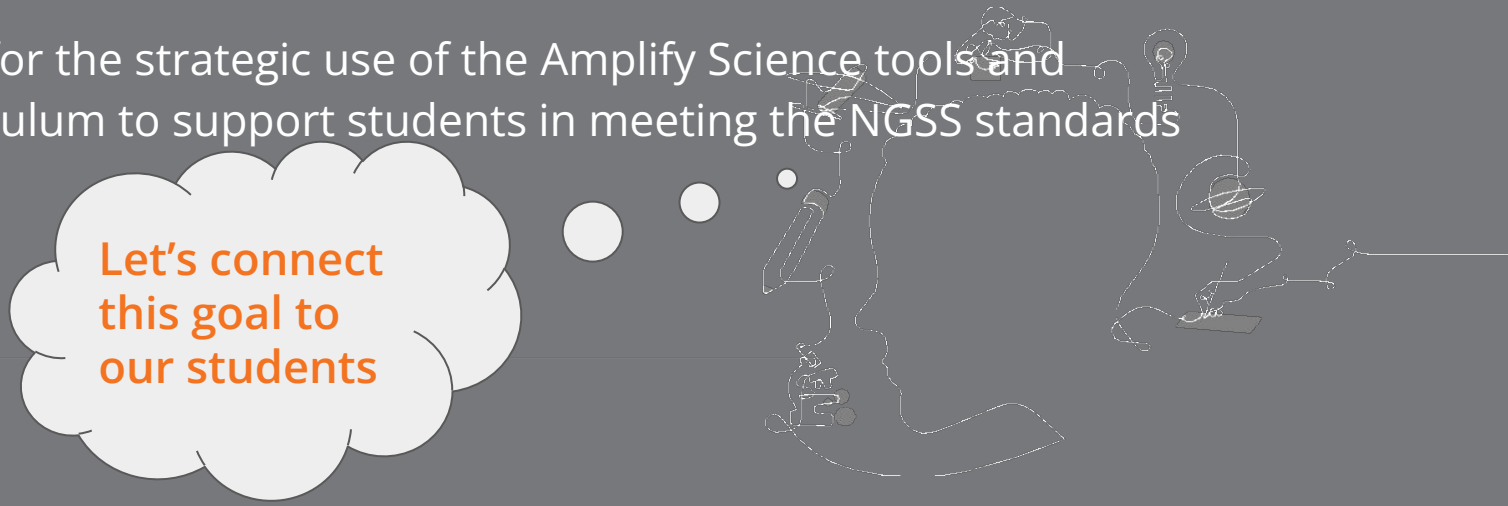
- To join Amplify ES Group: W4PK-W466-63F5B

Agenda

- Benchmark Assessments & CAST
- Analyzing Data
- Implications for Instruction

Overarching goals

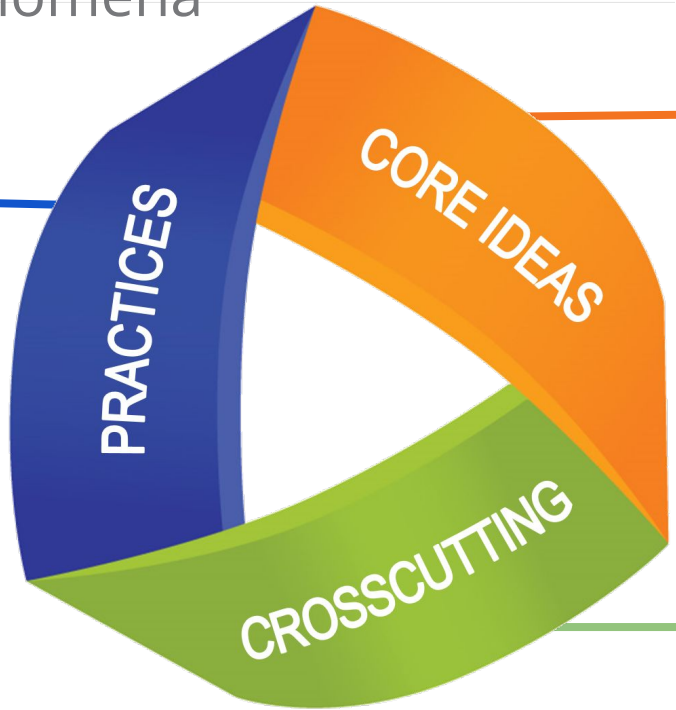
- Understand the Performance Expectations and NGSS that are addressed in the CAST / Item Specifications
- Describe the structure and purpose of the Benchmark Assessments
- Plan for the strategic use of the Amplify Science tools and curriculum to support students in meeting the NGSS standards



Benchmark Assessment & CAST

Using 3-D teaching and learning

for figuring out phenomena



What scientists do
Science and Engineering Practices

What scientists want to know
Disciplinary Core Ideas

How scientists think
Crosscutting Concepts

Science and Engineering Practices

inquiry

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations

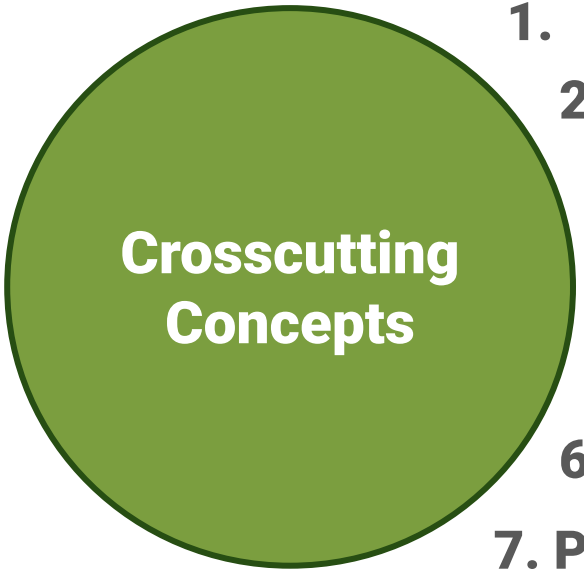
math

4. Analyzing and interpreting data
5. Using mathematics and computational thinking

language

6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts



1. Cause and Effect
2. Structure and Function
3. System and System Models
4. Scale, Proportion and Quantity
5. Stability and Change
6. Energy and Matter
7. Patterns

Crosscutting Concepts

1.Patterns

Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

2. Cause and Effect

Events have causes, sometimes simple, sometimes multifaceted. Deciphering causel relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.

3. Scale, Proportion, and Quantity

In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy sales, and to recognize proportional relationships between different quantities as scales change.

4. Systems and System Models

A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.

Crosscutting Concepts

5. Energy and Matter

Tracking energy and matter flows, into, out of, and within systems helps one understand their system's behavior.

6. Structure and Function

The way an object is shaped or structured determines many of its properties and functions.

7. Stability and Change

For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.

Disciplinary Core Ideas

Life Science	Physical Science
LS1: From Molecules to Organisms: Structures and Processes LS2: Ecosystems: Interactions, Energy, and Dynamics LS3: Heredity: Inheritance and Variation of Traits LS4: Biological Evolution: Unity and Diversity	PS1: Matter and Its Interactions PS2: Motion and Stability: Forces and Interactions PS3: Energy PS4: Waves and Their Applications in Technologies for Information Transfer
Earth & Space Science	**Engineering & Technology**
ESS1: Earth's Place in the Universe ESS3: Earth and Human Activity	ETS1: Engineering Design s Among Engineering, Technology, ience, and Society

Lithosphere, hydrosphere, biosphere, and atmosphere

Three dimensions of NGSS (CA) at a glance

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
SEP-1. Asking questions and defining problems	**Physical Science**	CCC-1. Patterns
SEP-2. Developing and using models	PS1: Matter and its interactions	CCC-2. Cause and effect: Mechanism and explanation
SEP-3. Planning and carrying out investigations	PS2: Motion and stability: Forces and interactions	CCC-3. Scale, proportion, and quantity
SEP-4. Analyzing and interpreting data	PS3: Energy	CCC-4. Systems and system models
SEP-5. Using mathematics and computational thinking	PS4: Waves and their applications in technologies for information transfer	CCC-5. Energy and matter: Flows, cycles, and conservation
SEP-6. Constructing explanations (for science) and designing solutions (for engineering)	**Life Science**	CCC-6. Structure and function
SEP-7. Engaging in argument from evidence	LS1: From molecules to organisms: Structures and processes	CCC-7. Stability and Change
SEP-8. Obtaining, evaluating, and communicating information	LS2: Ecosystems: Interactions energy, and dynamics	
	LS3: Heredity: Inheritance and variation of traits	
	LS4: Biological evolution: Unity and diversity	
	Earth and Space Science	
	ESS1: Earth's place in the universe	
	ESS2: Earth's systems	
	ESS3: Earth and human activity	
	Engineering, Technology, and Applications of Science	
	ETS1: Engineering Design	
	ETS2: Links among engineering, technology, science, and society	

NGSS Standards, Grade 3

What is Assessed
a collection of **performance expectations** describing what students should be able to do to master the standard

3-LS4 Biological Evolution: Unity and Diversity

3-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

3-LS4-1. **Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [*Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.*]

3-LS4-2. **Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]

3-LS4-3. **Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

3-LS4-4. **Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [*Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.*]

The performance expectation(s) above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)

Disciplinary Core Ideas

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: Moved from K–2.) (3-LS4-1)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2), (3-LS4-3)

Scale, Proportion, and Quantity

- Observable phenomena exist from very short to very long time periods. (3-LS4-1)

Systems and System Models

- A system can be described in terms of its components and their interactions. (3-LS4-4)

CAST California Science Test

CAST Practice

https://www.cde.ca.gov/ta/tg/ca/documents/castpracticetraining.pdf

CAST Practice and Training Tests

The California Science Test (CAST), which is aligned with the California Next Generation Science Standards (CA NGSS), is the state's assessment for measuring what students know and can do in science. The CA NGSS integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students build a deeper understanding of science.

The CAST covers information across three science domains:

- Earth and Space Sciences
- Life Sciences
- Physical Sciences

Test questions written to assess Performance Expectations associated with the Engineering, Technology, and Application of Science domain will be incorporated into one of the three science domains above, depending on the context of the stimulus.

The **CAST practice and training tests** are available for each assessed grade (i.e., grade five, grade eight, and high school) and include accessibility resources to match those available on the CAST. Find them at http://www.caaspp.org/practice-and-training/index.html.

The shorter training tests:

- Help students to become familiar with the types of questions on the CAST.
- Provide an opportunity to interact with technology enhanced questions.
- Include a sampling of stand-alone test questions and a single performance task.

The full-length practice tests:

- Help students to become familiar with the format of the CAST.
- Demonstrate the full range of science content assessed on the CAST.
- Include a wide variety of stand-alone questions and three performance tasks—one from each of the science domains (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences).

For more information, visit the California Department of Education CAST web page at https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp.

caaspp

California Department of Education • December 2019

CAST Item Specifications

Connect the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts elements to the phenomena and prompts used in the development of the CAST items; can serve as an important tool along with the 2016 Science Framework for California Public Schools for educators to use to gain a better understanding of the three-dimensional nature of the CAST.

CAST Item specifications

There are 45 Performance Expectations that may be assessed on the CAST.

Grade	Earth and Space Sciences (ESS)	Life Sciences (LS)	Physical Sciences (PS)	Engineering, Technology, and Application of Science (ETS)
3	3-ESS2-1 (DOCX) 3-ESS2-2 (DOCX) 3-ESS3-1 (DOCX)	3-LS1-1 (DOCX) 3-LS2-1 (DOCX) 3-LS3-1 (DOCX) 3-LS3-2 (DOCX) 3-LS4-1 (DOCX) 3-LS4-2 (DOCX) 3-LS4-3 (DOCX) 3-LS4-4 (DOCX)	3-PS2-1 (DOCX) 3-PS2-2 (DOCX) 3-PS2-3 (DOCX) 3-PS2-4 (DOCX)	3-5-ETS1-1 (DOCX) 3-5-ETS1-2 (DOCX) 3-5-ETS1-3 (DOCX)
4	4-ESS1-1 (DOCX) 4-ESS2-1 (DOCX) 4-ESS2-2 (DOCX) 4-ESS3-1 (DOCX) 4-ESS3-2 (DOCX)	4-LS1-1 (DOCX) 4-LS1-2 (DOCX)	4-PS3-1 (DOCX) 4-PS3-2 (DOCX) 4-PS3-3 (DOCX) 4-PS3-4 (DOCX) 4-PS4-1 (DOCX) 4-PS4-2 (DOCX) 4-PS4-3 (DOCX)	Not Applicable
5	5-ESS1-1 (DOCX) 5-ESS1-2 (DOCX) 5-ESS2-1 (DOCX) 5-ESS2-2 (DOCX) 5-ESS3-1 (DOCX)	5-LS1-1 (DOCX) 5-LS2-1 (DOCX)	5-PS1-1 (DOCX) 5-PS1-2 (DOCX) 5-PS1-3 (DOCX) 5-PS1-4 (DOCX) 5-PS2-1 (DOCX) 5-PS3-1 (DOCX)	Not Applicable

How to read Item Specifications

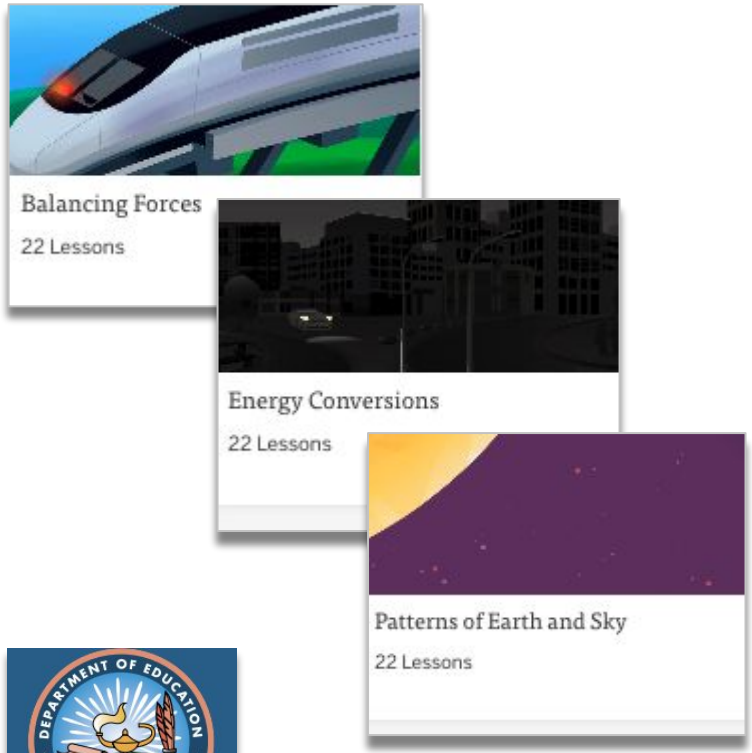
- The format of the item content specifications begins with the PE and includes the clarification statement, applicable assessment boundaries, and the three dimensions (SEPs, DCIs, and CCCs).
- The specifications then break down each of the dimensions into assessment targets, which are integrated into possible tasks. A task is an item, set of items, or an instructional activity for students.
- The item content specifications also provide relevant Environmental Principles and Concepts, examples of phenomena and misconceptions, and additional assessment boundaries and references. Each section of the item content specifications is discussed in detail below.

Your Turn

- Read through the CAST Item Specifications for Physical Science.
- Highlight Performance Expectations.
- Look at the possible tasks and misconceptions

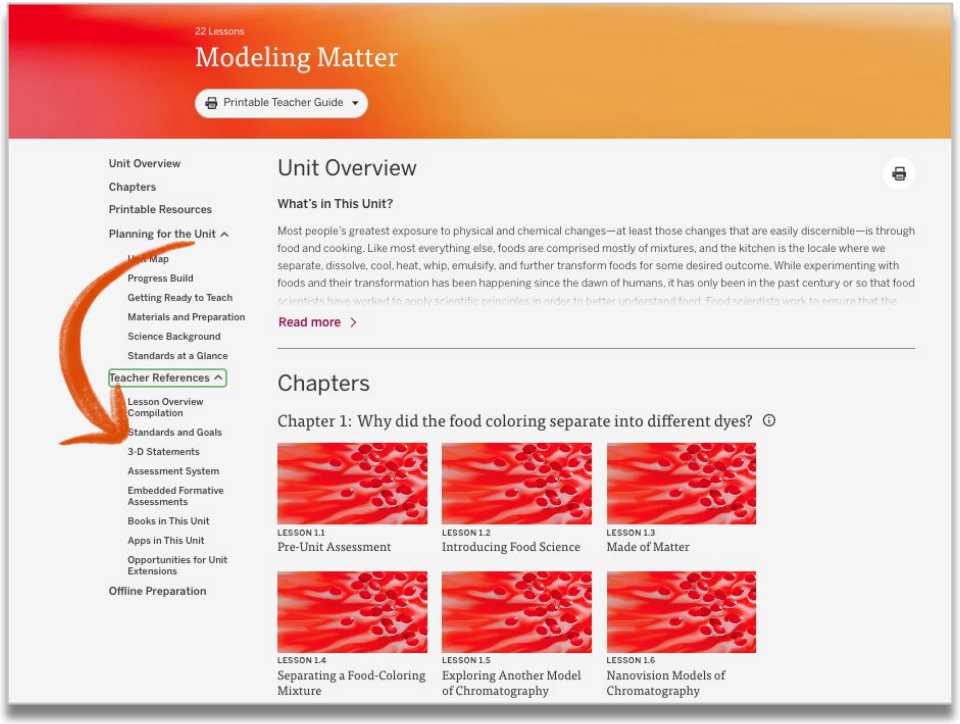
Connections to Amplify Science Units

- Log into Amplify Science
- Go to Unit 1
  - Grade 3 Balancing Forces
  - Grade 4 Energy Conversions
  - Grade 5 Modeling Matters
- On the unit landing page, click on teacher references and open the Standards and Goals & 3D documents
- Discuss the connection to the CAST and Amplify Science Units



Amplify.

Unit Standards at a Glance & 3D Statements



Chapter Standards & 3D Statements

Chapter Level

Chapter 1: Why did the food coloring separate into different dyes?

Students use physical models and create their own diagram models to investigate and communicate what is happening at the nanoscale during the process of chromatography (scale, proportion, and quantity). Through their investigations and models, students discover similarities and differences in the properties of substances and the properties of molecules (patterns).

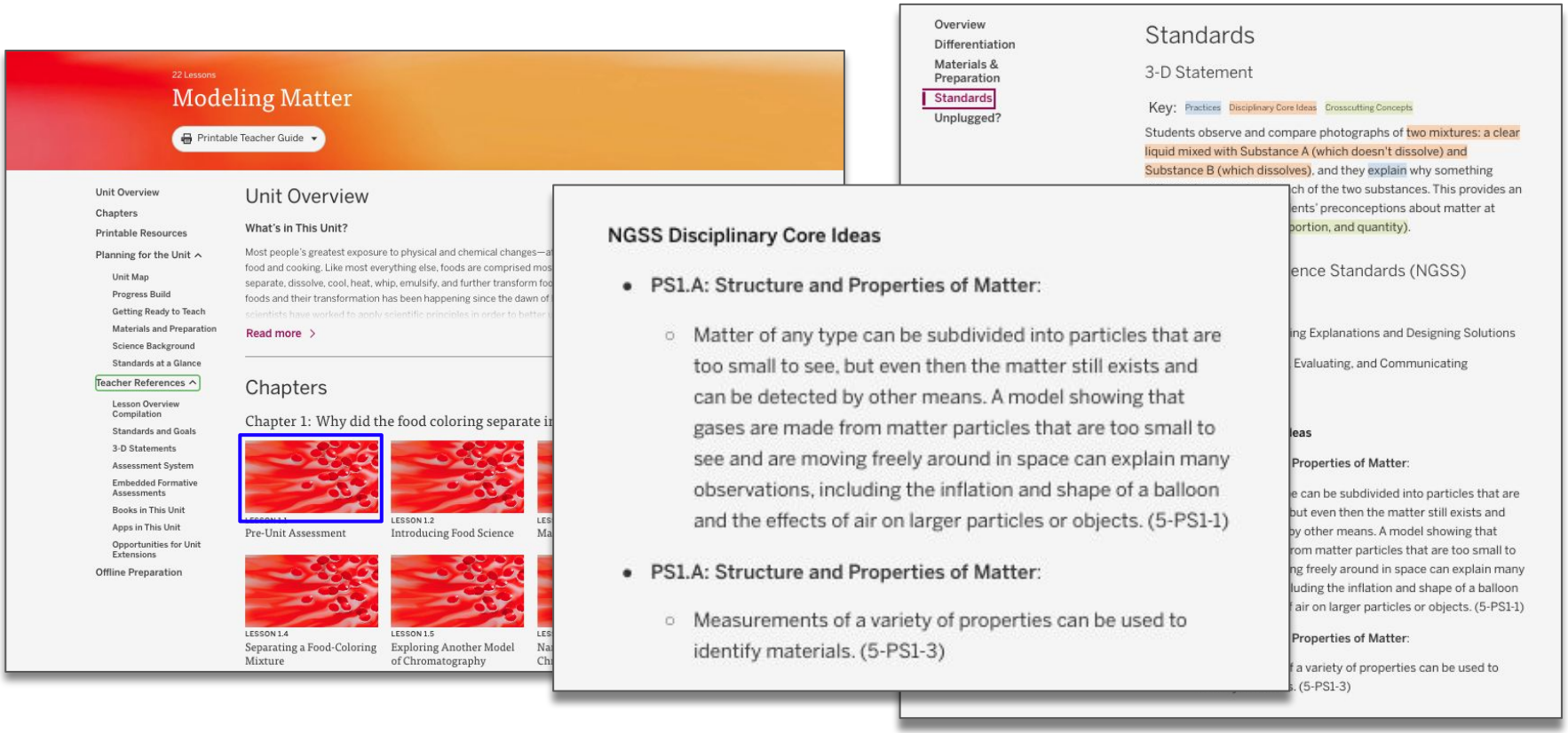
Chapter Targeted 3-D Learning Objectives

These objectives are formatively assessed across the chapter [see assessment guidance locations noted]

DCI: PS1.A: Structure and Properties of Matter

- PS1.A-E1: Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists ~~and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.~~ [OTFA 2; OTFA 3; OTFA 5; OTFA 6; OTFA 7; OTFA 8; CJ 1]
- PS1.A-E3: Measurements of a variety of properties can be used to identify materials. [OTFA 1; OTFA 4; OTFA 5; OTFA 6; OTFA 7; CJ 1]

Lesson Standards & 3D Statements



Group Work

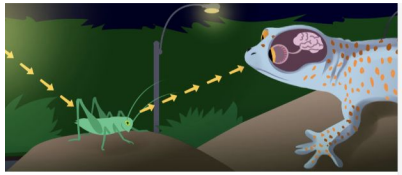
- Continue with the rest of the standards in Physical Science for the unit in your grade level.
- Open the goals and standards for the corresponding unit
- Match the standards to the CAST
- Chart your findings

Group Work

- Choose one of the other Benchmark Assessments
- Open the goals and standards for the corresponding unit
- Match the standards to the CAST
- Chart your findings

Inheritance and Traits

Benchmark 2



Vision and Light

Benchmark 2

Patterns of Earth and Sky

Benchmark 1

Environments and Survival

Benchmark 3

Earth's Features

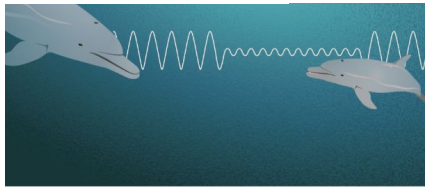
Benchmark 3

The Earth System

Benchmark 3

Weather and Climate

Benchmark 4



Waves, Energy, and Information

Benchmark 4

Ecosystem Restoration

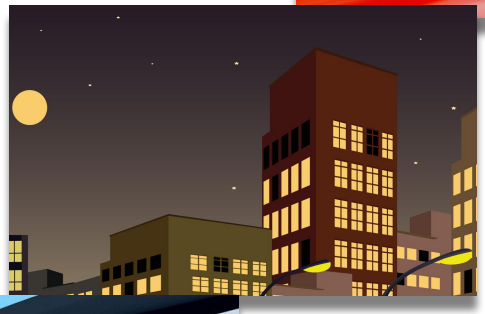
Benchmark 4

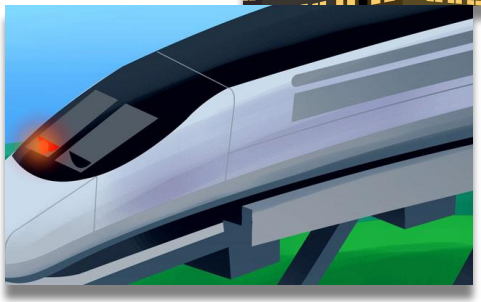
Amplify.

AMPLIFY Science Progression

PHYSICAL SCIENCE

- 5 - Modeling Matter
- 4 - Energy Conversions / Waves Energy and Information
- 3 - Balancing Forces
- 2 - Properties of Materials
- 1 - Light and Sound
- K - Pushes and Pulls





AMPLIFY Science Progression

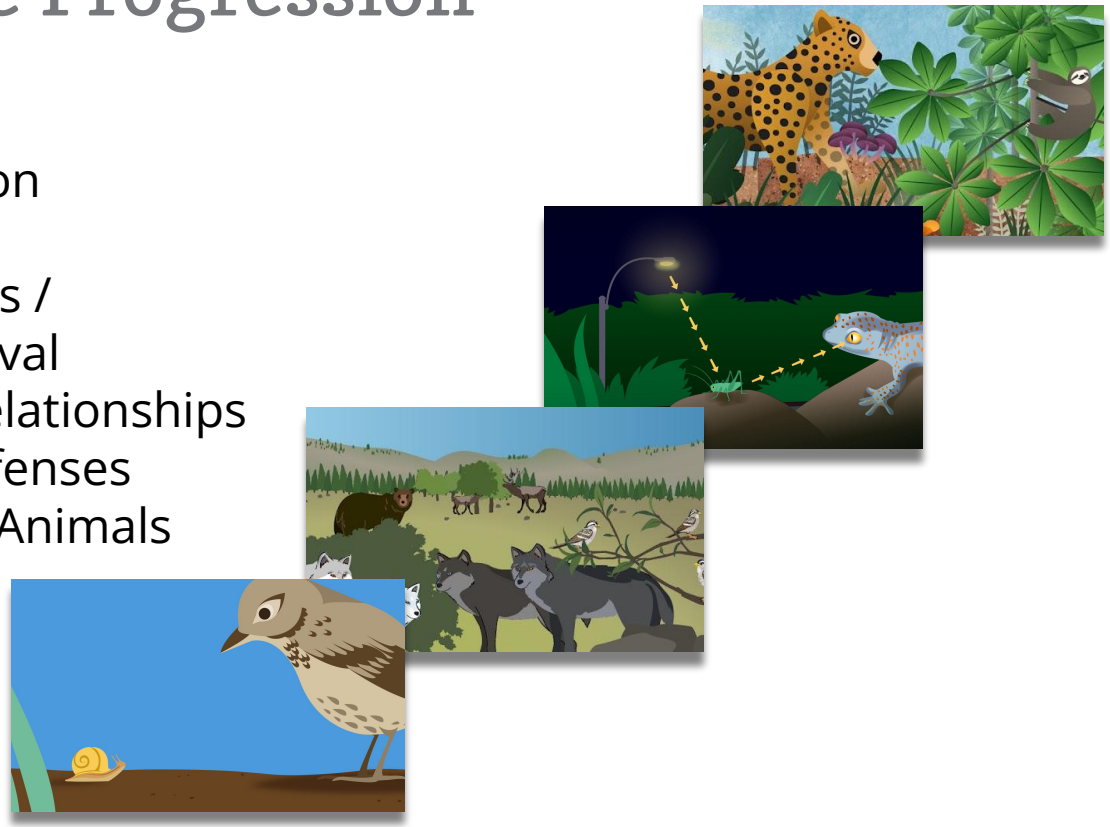
EARTH SCIENCE

- 5 - The Earth System / Patterns of Earth and Sky
- 4 - Earth's Systems
- 3 - Weather and Climate
- 2 - Changing Landforms
- 1 - Spinning Earth
- K - Sunlight and Weather

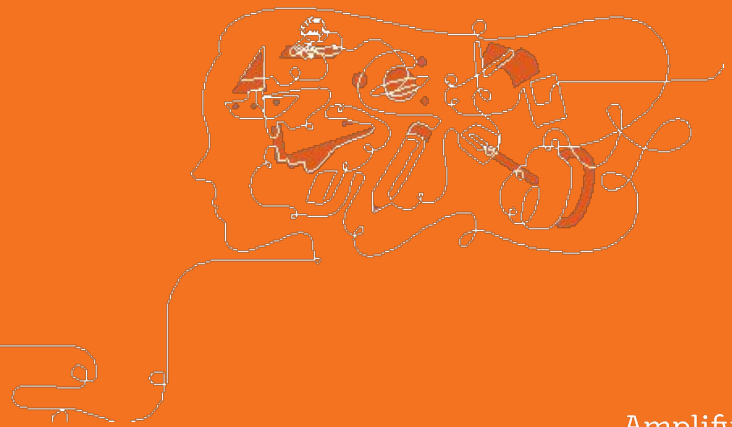
AMPLIFY Science Progression

LIFE SCIENCE

- 5 - Ecosystem Restoration
- 4 - Vision and LIght
- 3 - Inheritance and Traits / Environments and Survival
- 2 - Plants and Animal Relationships
- 1 - Animal and Plant Defenses
- K - Needs of Plants and Animals



Lunch Break

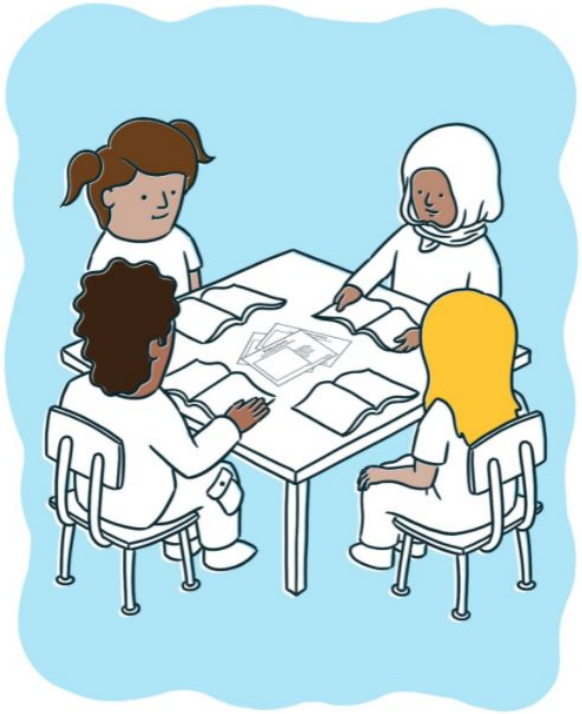


Analyze Data

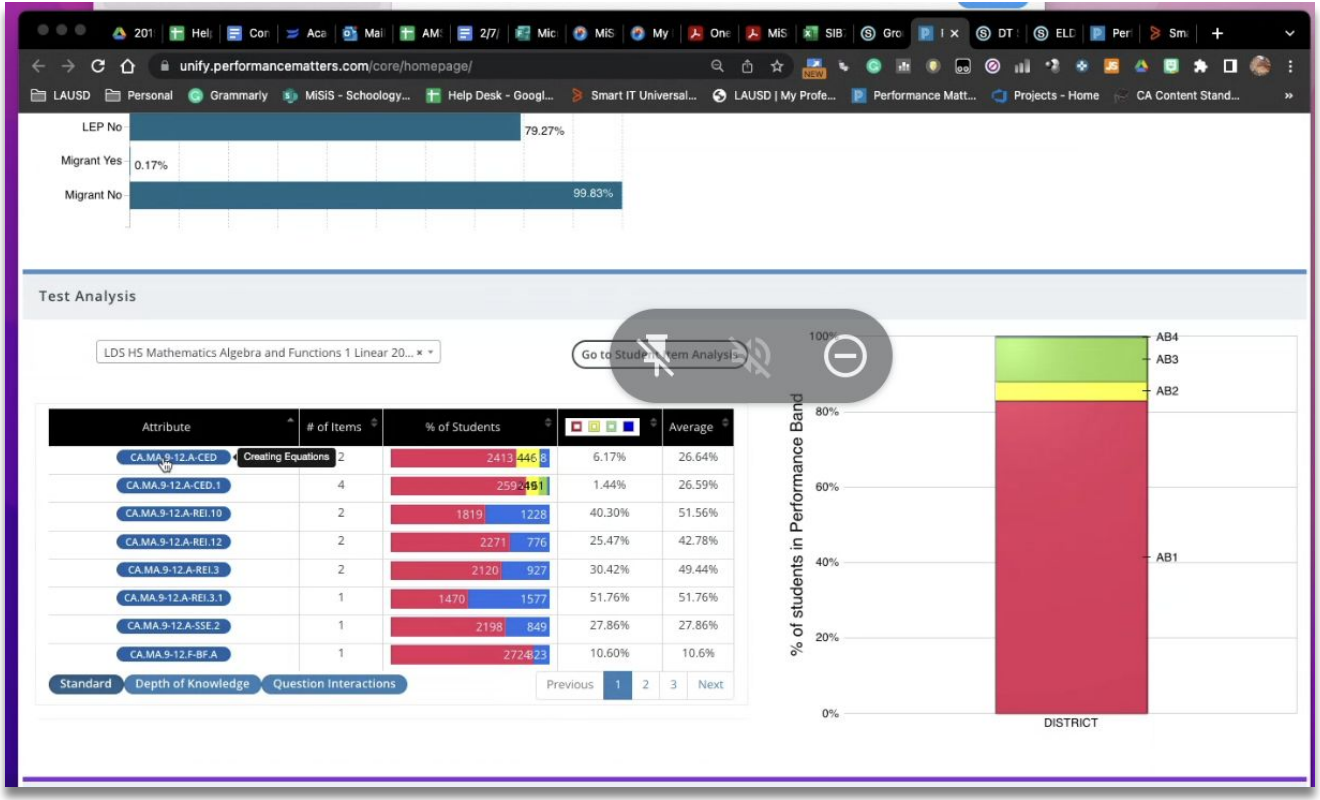
Scoring Assessments

Group work time

- Using the Form A or B scoring guide, score Form A or B Assessment with a partner
- After scoring, identify the the most commonly missed questions.
- With the scoring guide, cross reference the most commonly missed questions with their aligned standard.



Identify the most commonly missed questions



Refer to the Amplify Scoring Guide

Grade 5 Form B

Item Types: constructed response, multipass, nontraditional selected response, selected response

Test Administration Time: 90 minutes

Test Specifications: Next Generation Science Standards

Segment A

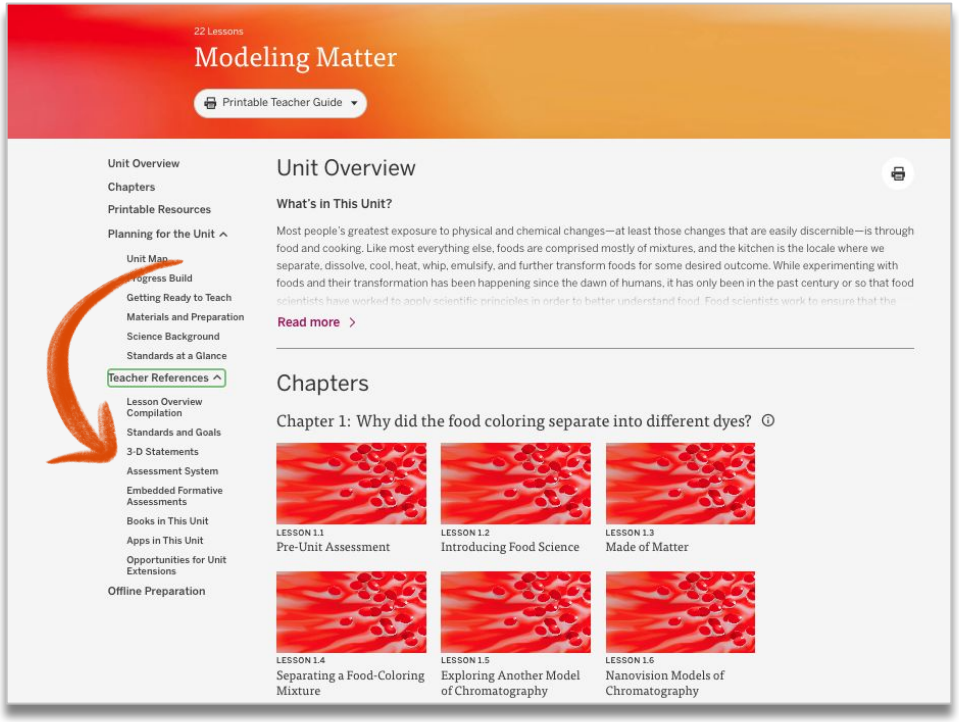
Item Position	Performance Expectation	DCI	SEP	CCC	DOK	KEY	Item Type	Points
1	5-PS1-1	PS1.A	SEP-2		3	a	SR	1
2	5-PS1-1	PS1.A		CCC-3	2	c	SR	1
3	5-PS1-1	PS1.A	SEP-2		3	d	SR	1
4	5-PS1-3	PS1.A	SEP-3		2	a	SR	1
5	5-PS1-3	PS1.A	SEP-3		3	d	SR	1
6	5-PS1-3	PS1.A		CCC-3	3	a	SR	1
7	5-PS1-4	PS1.B	SEP-4	CCC-2	2	a	SR	1
8	5-PS1-1	PS1.A	SEP-2		3	d	SR	1
9	5-PS1-2	PS1.A	SEP-6		2	d	SR	1
10	5-PS1-2	PS1.A		CCC-3	2	a	SR	1

Implications on Instruction (Now What?)

Student Challenges

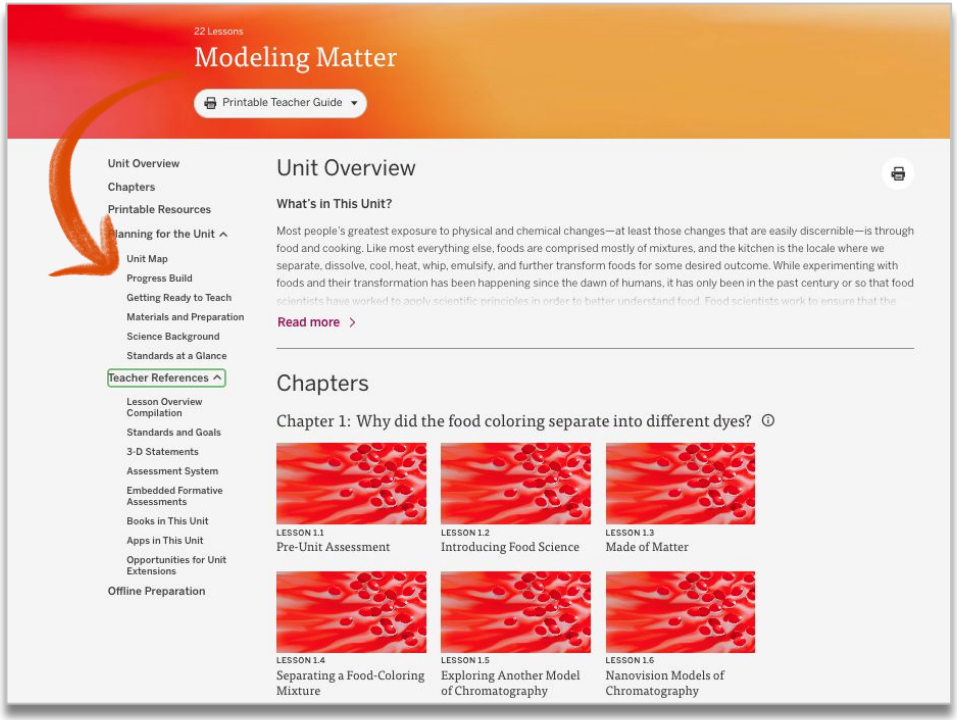
There are a variety of tools and strategies in the Amplify Science Curriculum that can support teachers in addressing the standards where students are struggling.

Standards at a Glance & 3D Statements



Progress Build

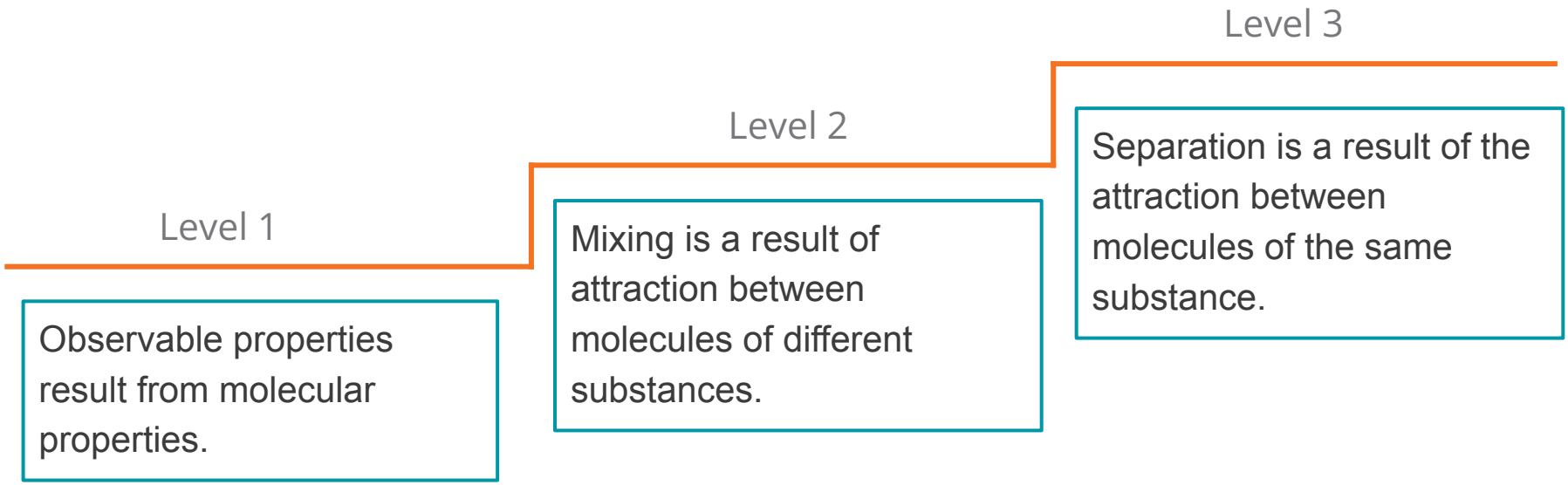
Read and analyze your unit's Progress Build.



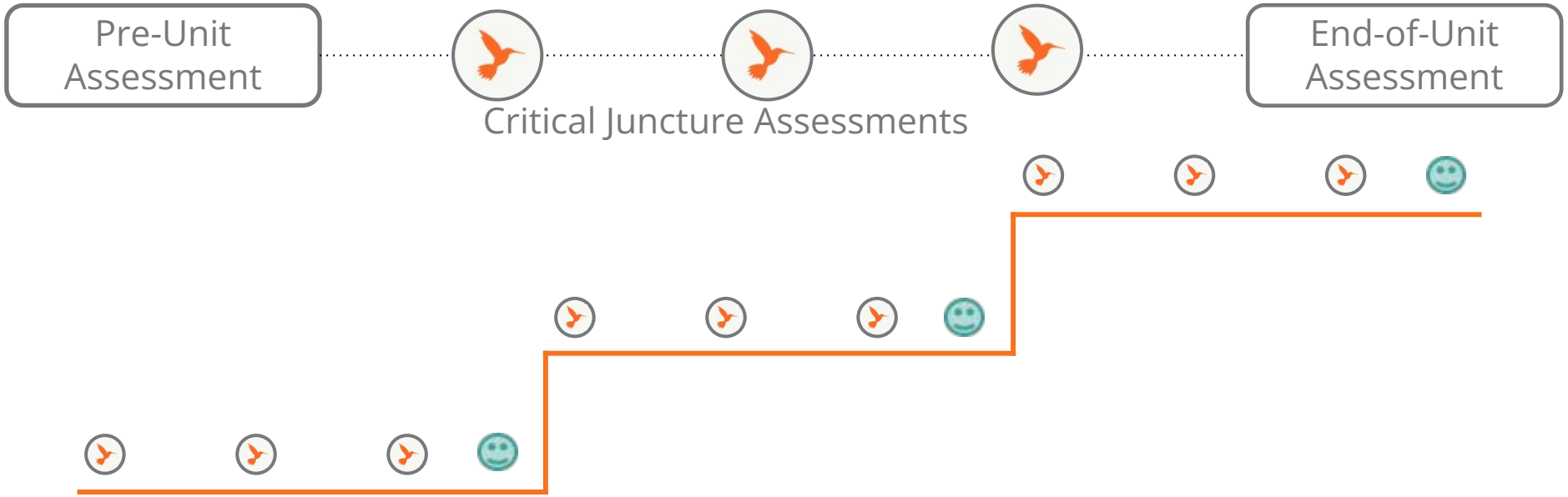
Progress Build

Modeling Matter

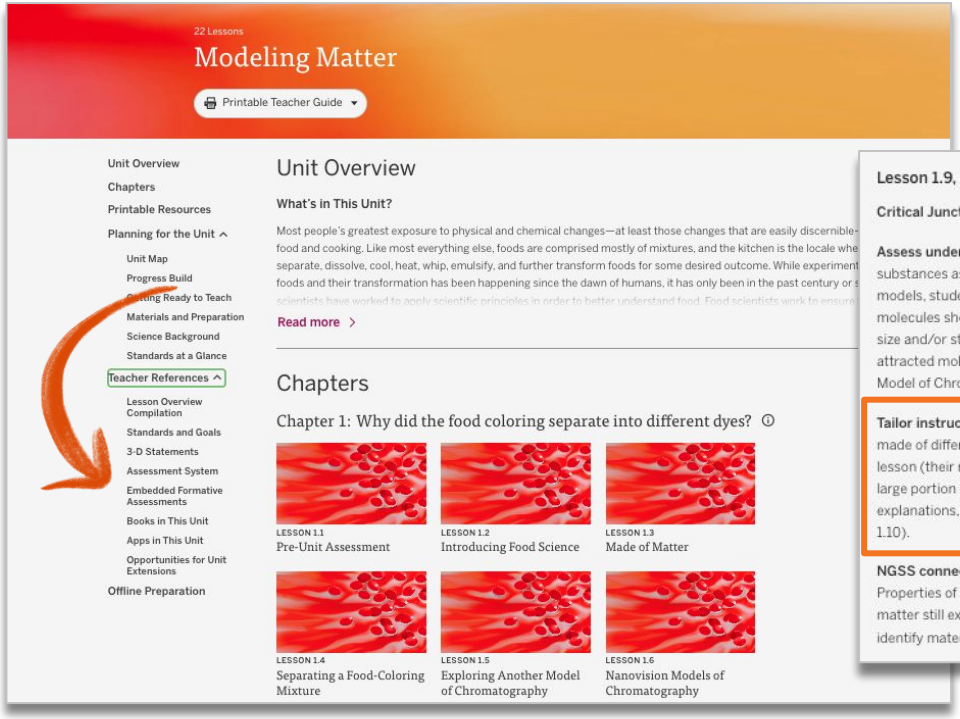
Assumed prior knowledge (preconceptions): Students are likely to have encountered the idea that matter is made up of particles that are too small to see individually. They will also likely recognize that there exist different materials that have different characteristics.



Critical Juncture



Critical Juncture



Lesson 1.9, Activity 2

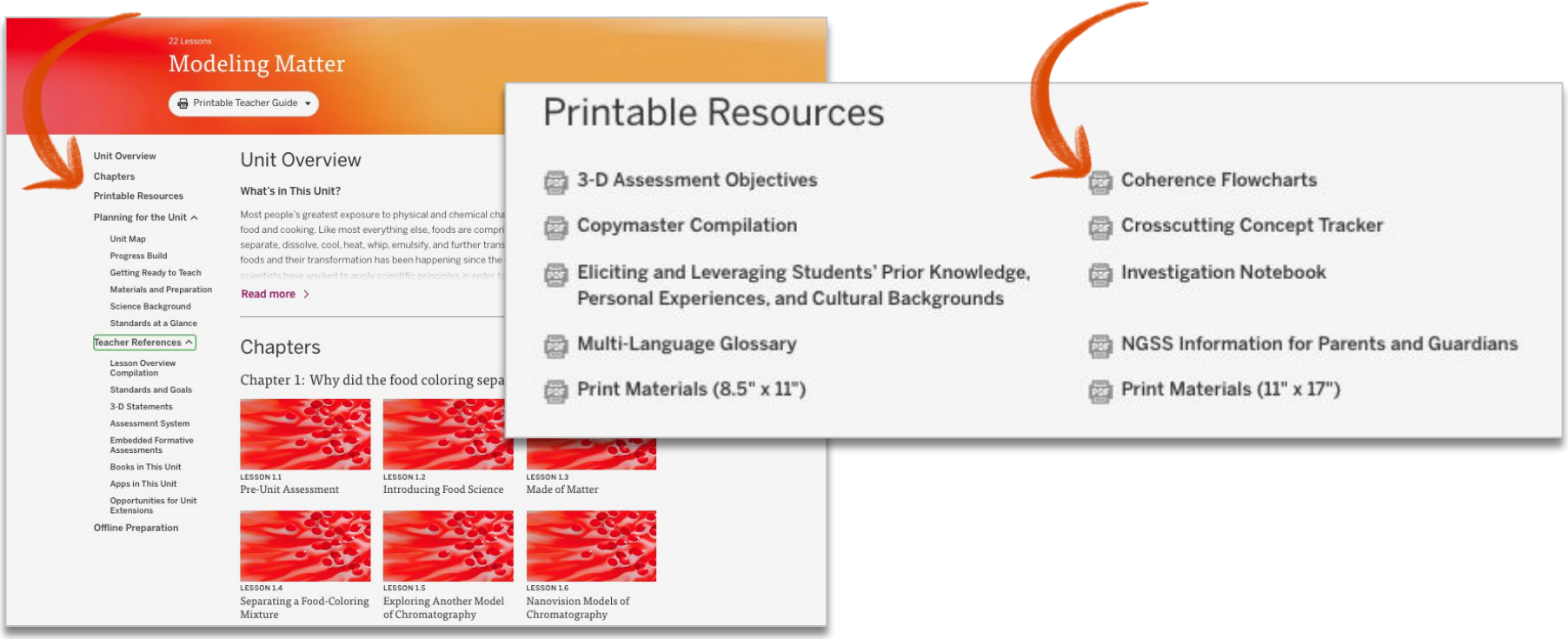
Critical Juncture Assessment 1a: Applying Understanding of Molecules to Model Chromatography

Assess understanding: Students' final nanovision models provide an opportunity to assess their understanding of different substances as made of unique molecules and of molecules' properties as determining substances' observable behavior. In their models, students should 1) represent the molecules of the different-colored dyes as different from one another (e.g., the red dye molecules should be shown as different from the yellow dye molecules) and 2) show and describe differences in the molecules' size and/or strength of attraction to the paper as determining how far they travel (e.g., smaller molecules or more weakly attracted molecules travel farther). After class, review students' revised models of chromatography (page 32, Revised Nanovision Model of Chromatography, in the notebook), focusing on whether students included these two elements.

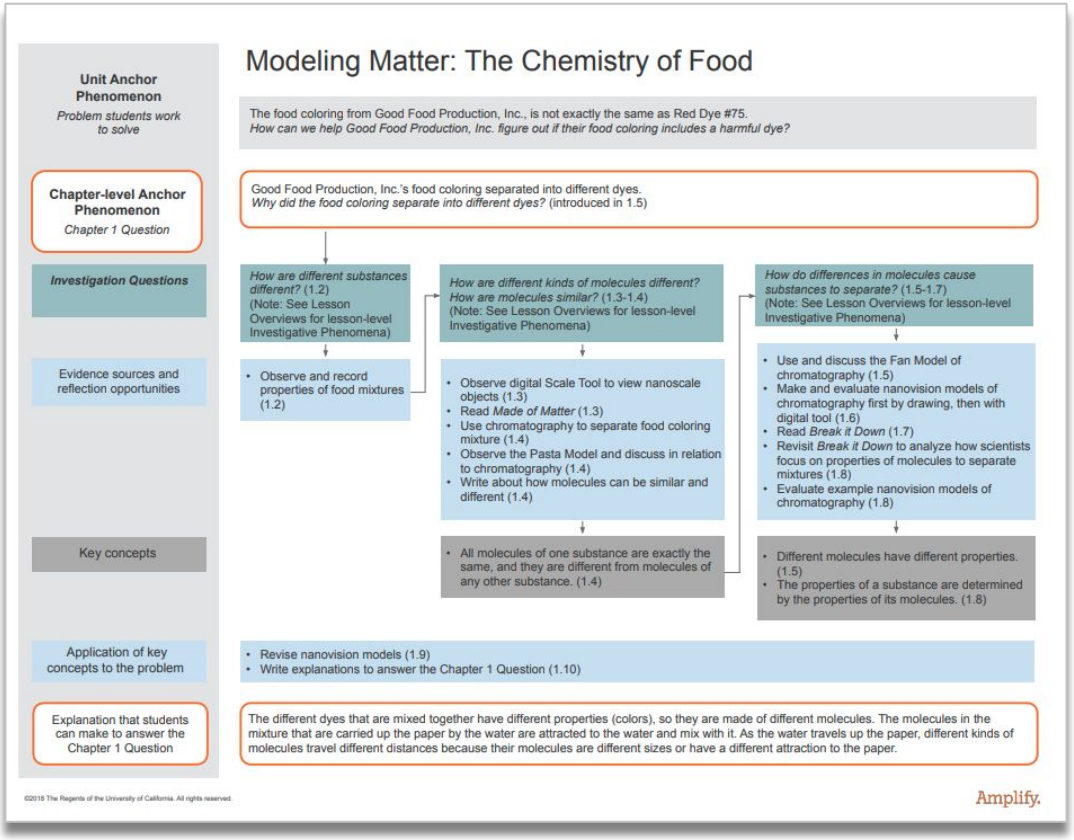
Tailor instruction: Students will have two opportunities to show understanding of these two ideas—different substances are made of different molecules, and molecules have properties that determine the distance traveled in chromatography—in this lesson (their revised nanovision models of chromatography) and again in Lesson 1.10 with their written scientific explanations. If a large portion of the class does not show an understanding of the two ideas in either their drawn models or in their written explanations, refer to the ideas for tailoring instruction in Critical Juncture Assessment 1b: Explaining Chromatography (in Lesson 1.10).

NGSS connection: This formative assessment reveals student knowledge and use of Disciplinary Core Idea PS1.A: Structure and Properties of Matter (PS1.A-E1: Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means . . . ; PS1.A-E3: Measurements of a variety of properties can be used to identify materials.).

Coherence Flowchart

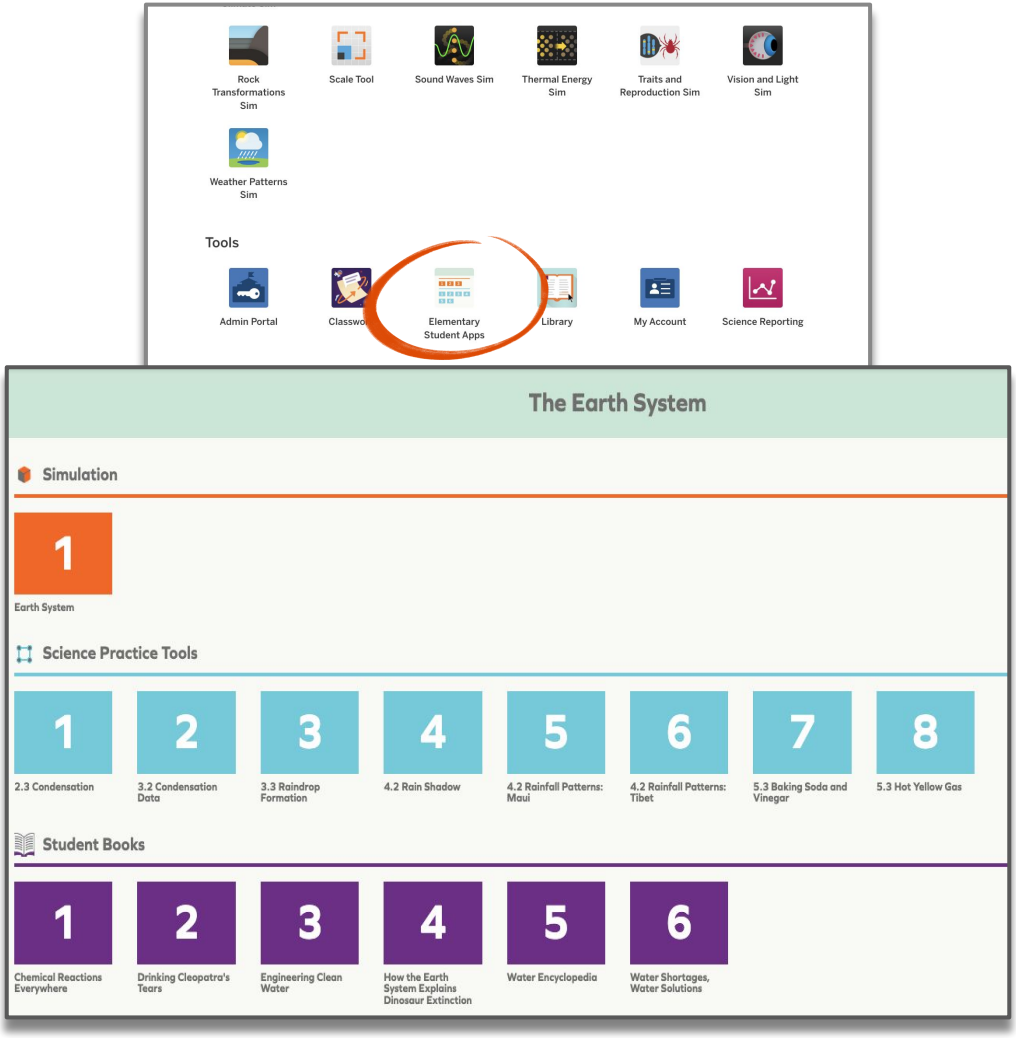


Coherence Flowchart

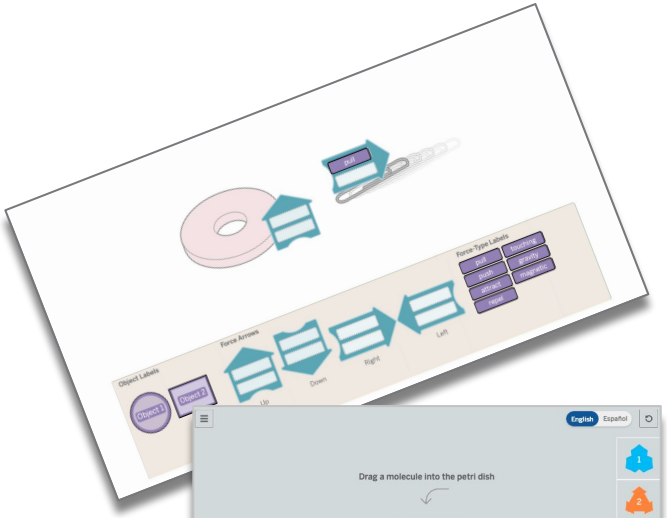


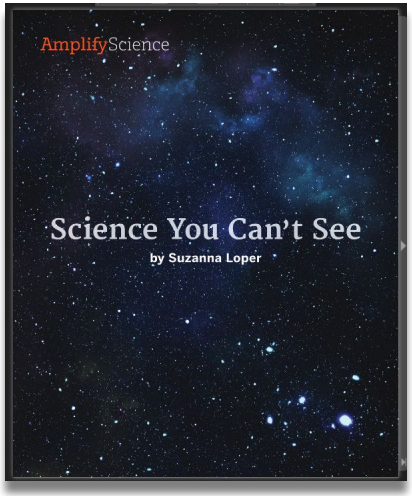
Elementary Student Apps

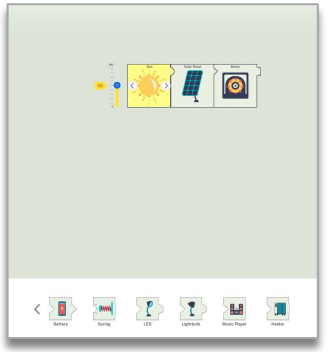
Simulation,
Digital Tools & Books

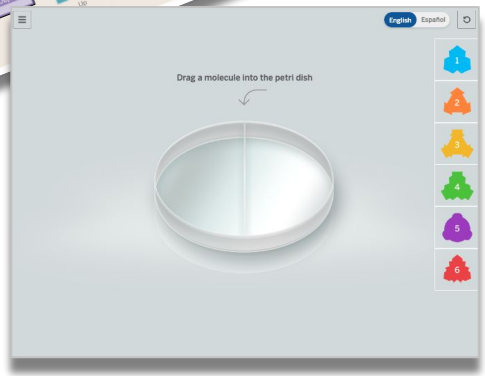


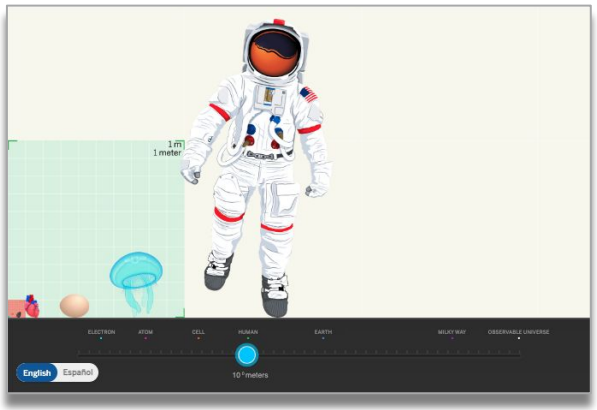
Simulations and Digital Tools





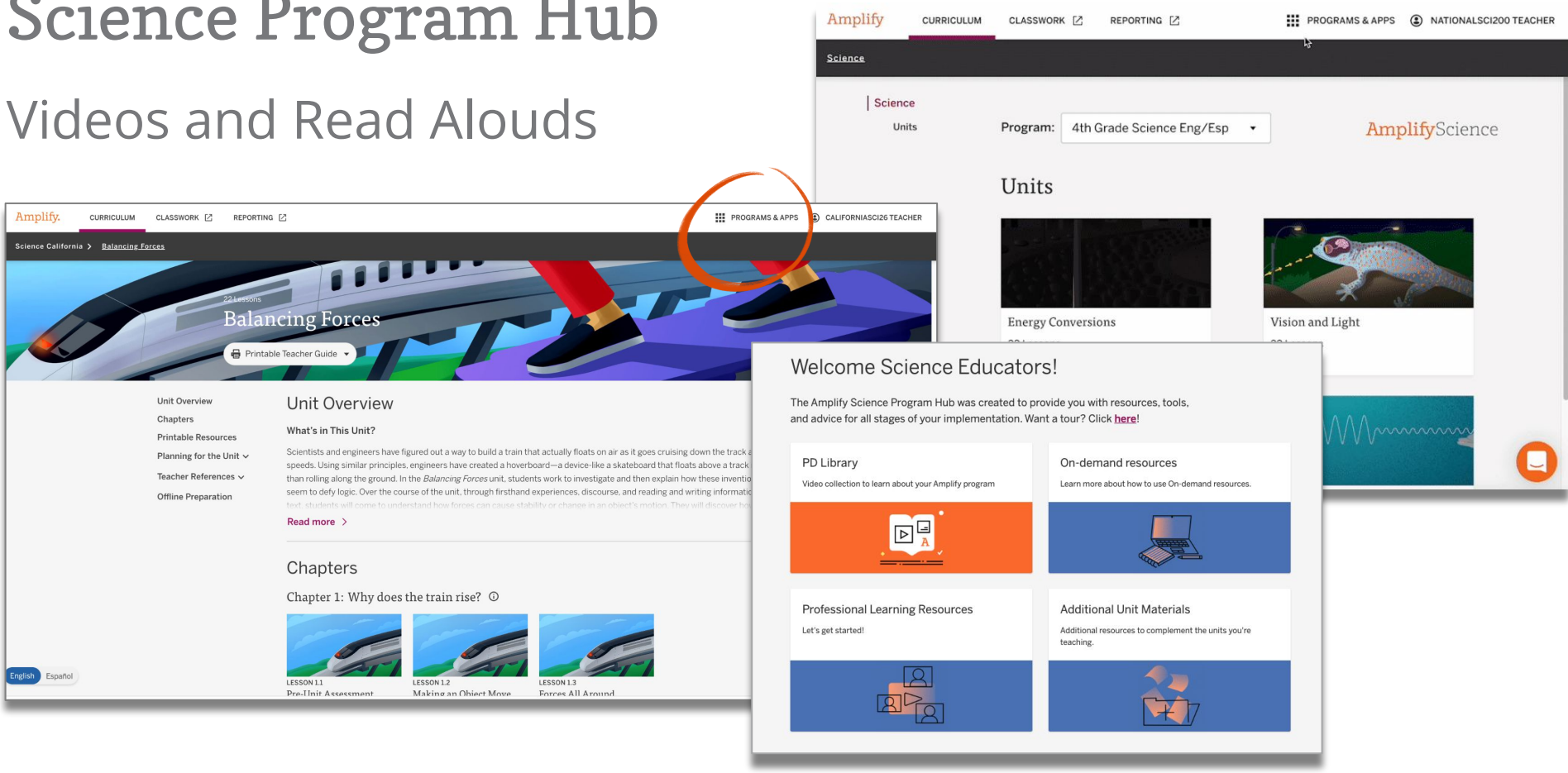






Science Program Hub

Videos and Read Alouds



Science Program Hub

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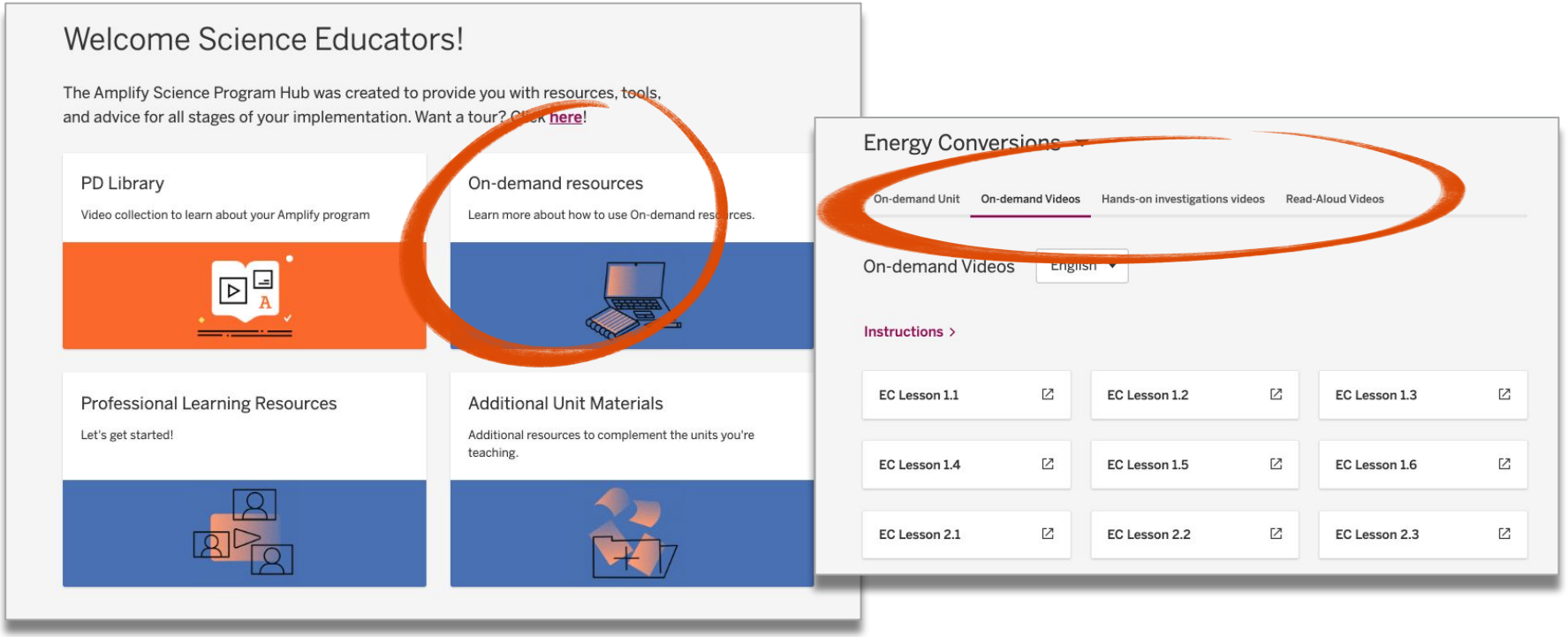
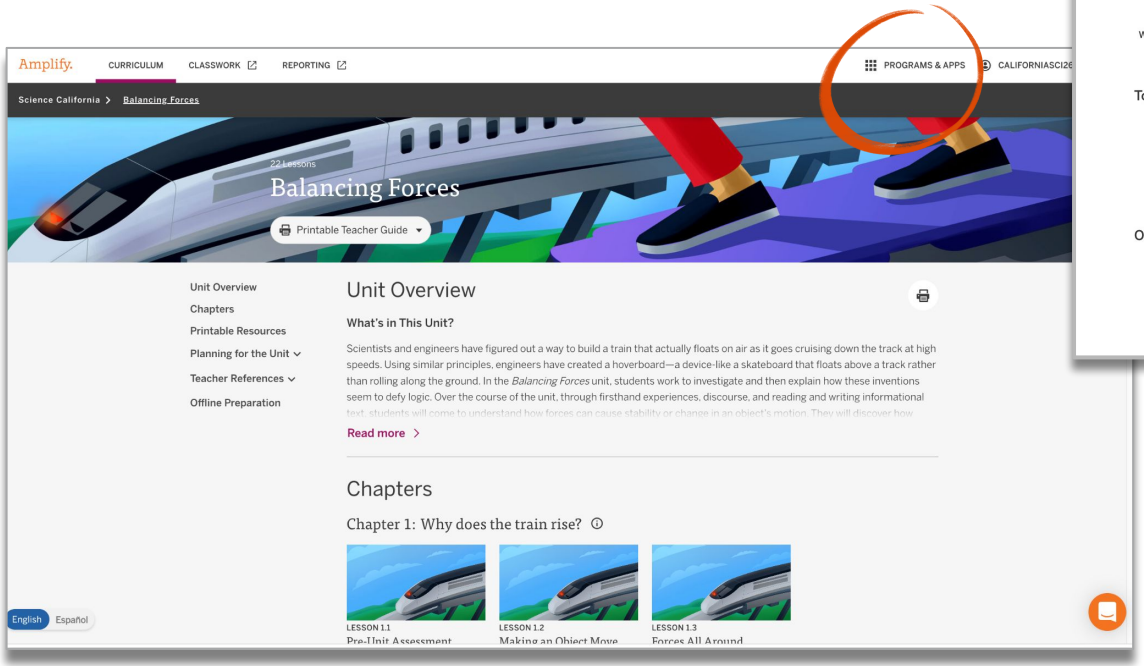
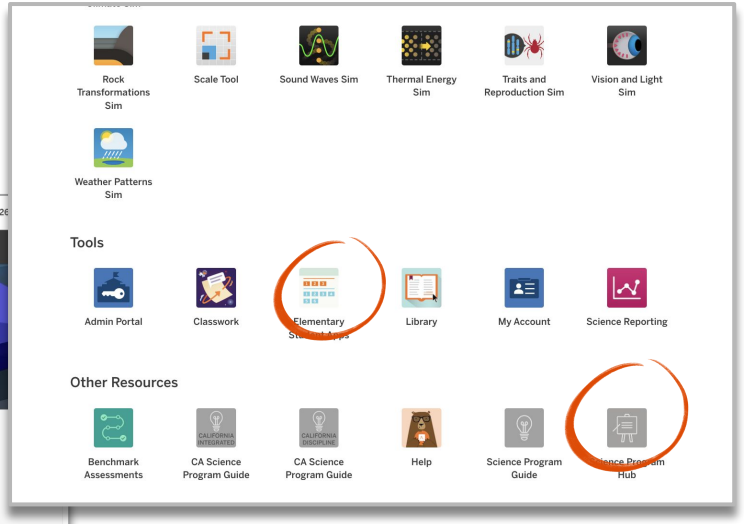


Explore the Student Apps & the Program Hub





Commonly missed questions

Go over with whole class or in small groups

Vincent wants to move an object using touching forces. Which test will show that touching forces move objects?

- He could drop a feather from several different heights and see how fast it falls.
- He could pull a toy car with a string until it hits another toy car.
- He could rub a balloon on his shirt and hold it over his head to make his hair stand up.
- He could use a magnet to pull a stack of paper clips from one end of the table to another.

Amplify Form Scoring Guide

Grade 5 Form B

Item Types: constructed response, multipass, nontraditional selected response, selected response

Test Administration Time: 90 minutes

Test Specifications: Next Generation Science Standards

Segment A

Item Position	Performance Expectation	DCI	SEP	CCC	DOK	KEY	Item Type	Points
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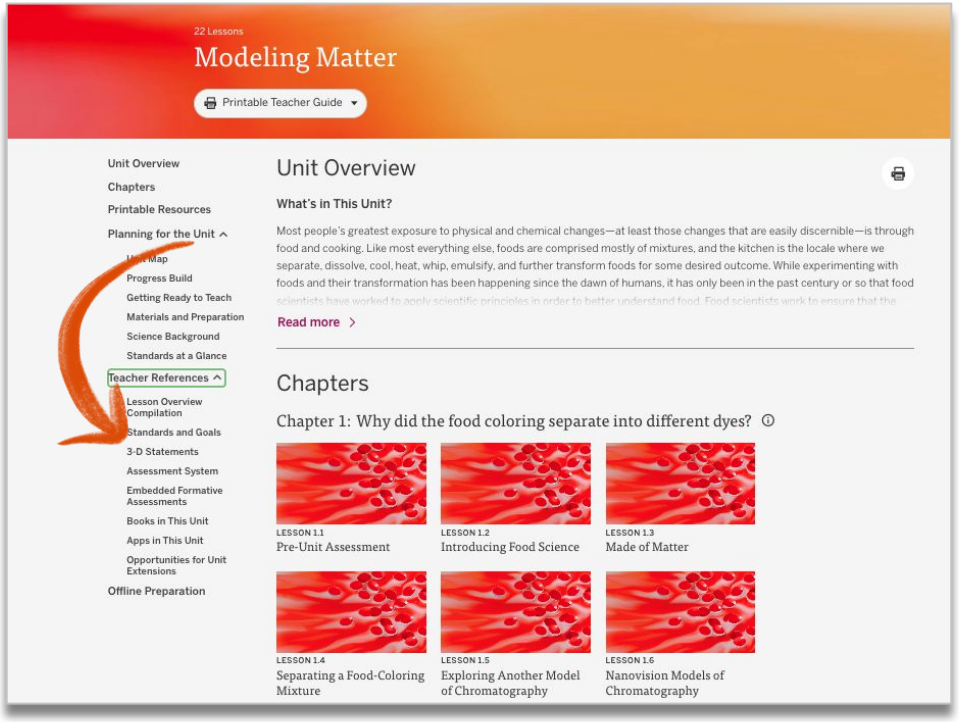
2	5-PS1-1	PS1.A		CCC-3	2	c	SR	1
3	5-PS1-1	PS1.A	SEP-2		3	d	SR	1
4	5-PS1-3	PS1.A	SEP-3		2	a	SR	1
5	5-PS1-3	PS1.A	SEP-3		3	d	SR	1
6	5-PS1-3	PS1.A		CCC-3	3	a	SR	1
7	5-PS1-4	PS1.B	SEP-4	CCC-2	2	a	SR	1
8	5-PS1-1	PS1.A	SEP-2		3	d	SR	1
9	5-PS1-2	PS1.A	SEP-6		2	d	SR	1
10	5-PS1-2	PS1.A		CCC-3	2	a	SR	1

Unit Standards at a Glance & 3D Statements



Chapter Standards & 3D Statements

Chapter Level

Chapter 1: Why did the food coloring separate into different dyes?

Students use physical models and create their own diagram models to investigate and communicate what is happening at the nanoscale during the process of chromatography (scale, proportion, and quantity). Through their investigations and models, students discover similarities and differences in the properties of substances and the properties of molecules (patterns).

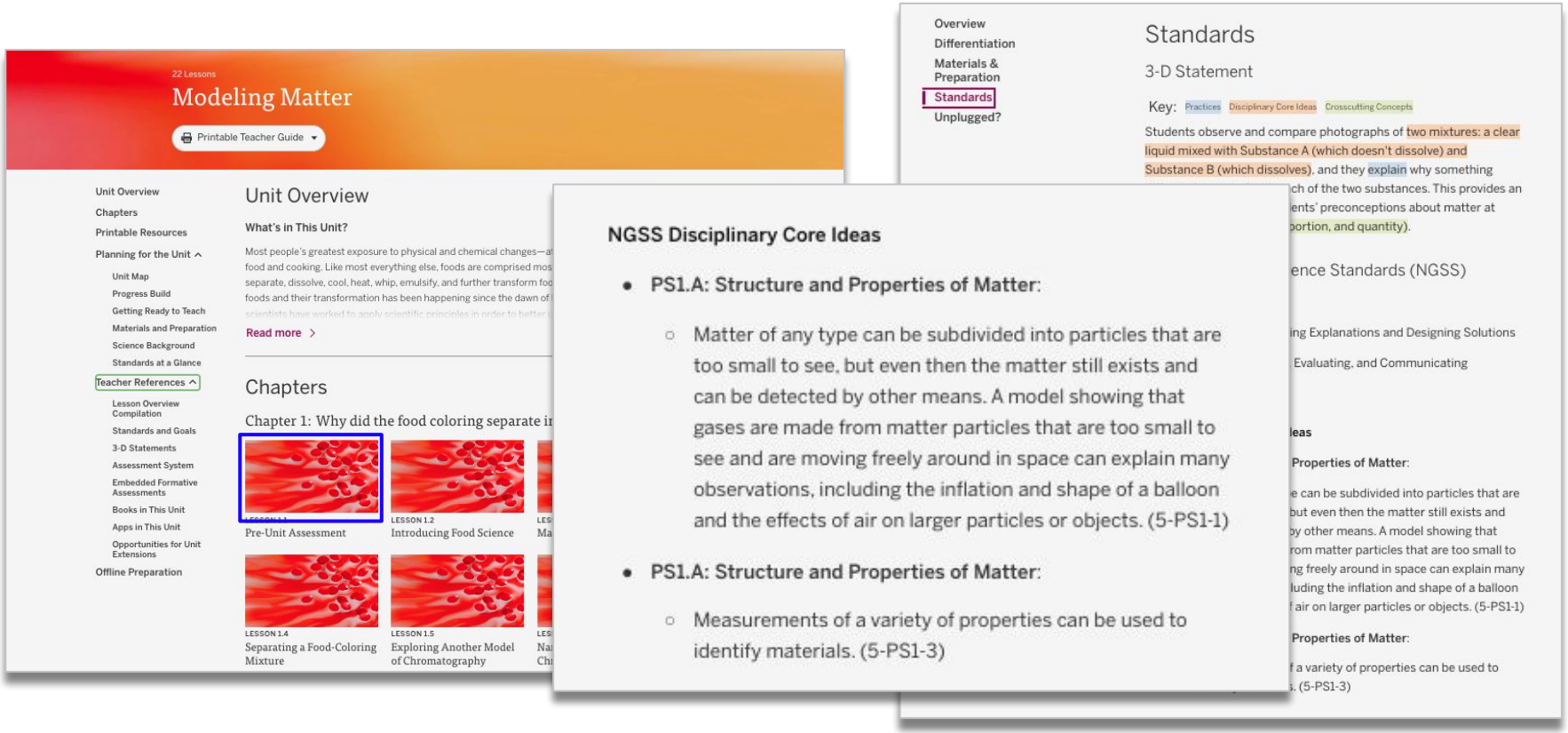
Chapter Targeted 3-D Learning Objectives

These objectives are formatively assessed across the chapter [see assessment guidance locations noted]

DCI: PS1.A: Structure and Properties of Matter

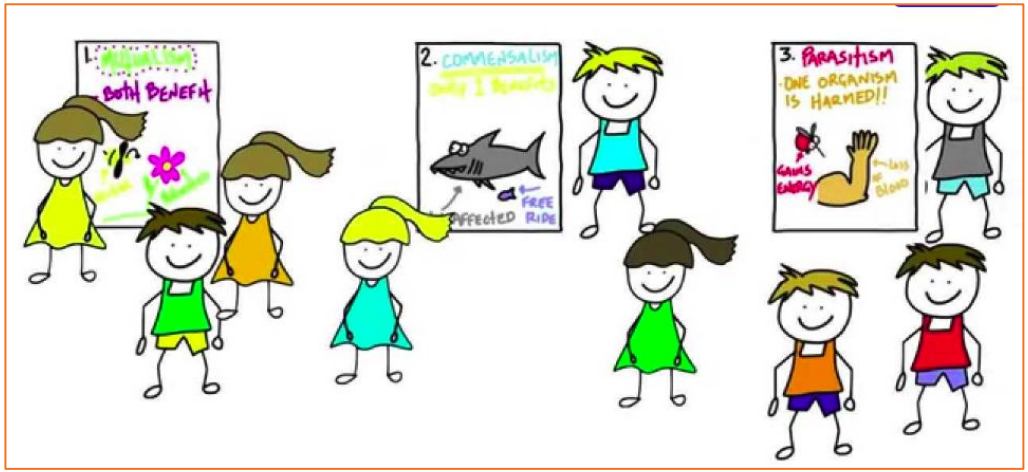
- PS1.A-E1: Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists ~~and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.~~ [OTFA 2; OTFA 3; OTFA 5; OTFA 6; OTFA 7; OTFA 8; CJ 1]
- PS1.A-E3: Measurements of a variety of properties can be used to identify materials. [OTFA 1; OTFA 4; OTFA 5; OTFA 6; OTFA 7; CJ 1]

Lesson Standards & 3D Statements



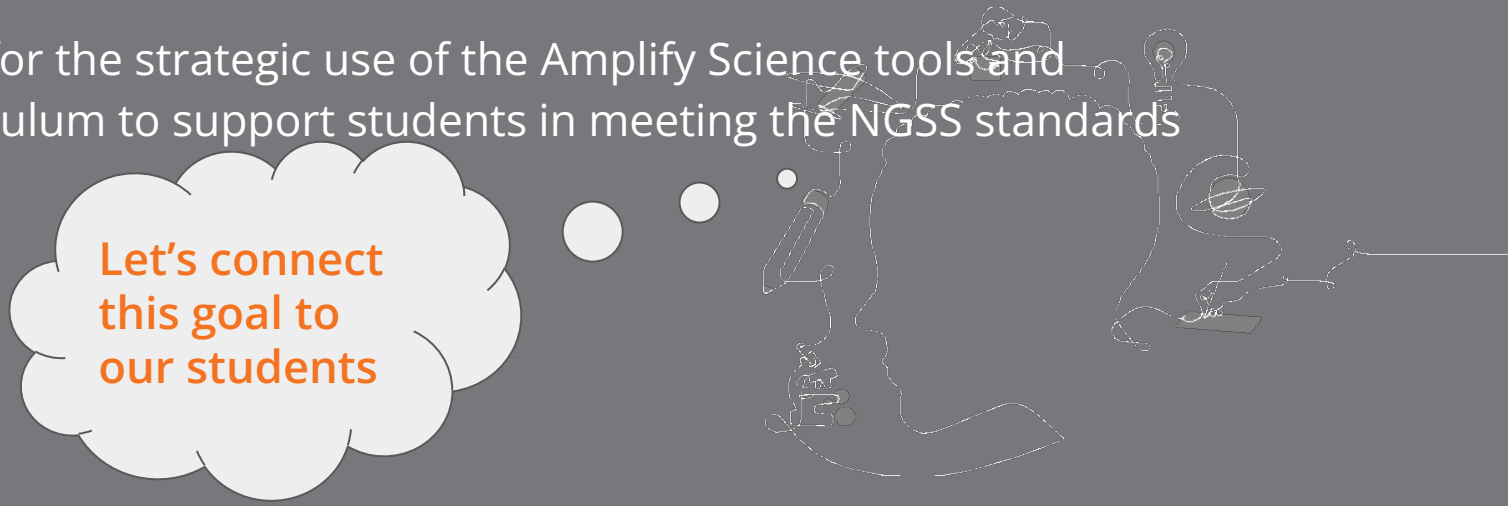
Pick a standard your students are having difficulty with

- Go to the platform and decide which Amplify curriculum and/or tools you might use to support your students.
- Chart
- Share out



Overarching goals

- Understand the Performance Expectations and NGSS that are addressed in the CAST / Item Specifications
- Describe the structure and purpose of the Benchmark Assessments
- Plan for the strategic use of the Amplify Science tools and curriculum to support students in meeting the NGSS standards



Additional resources

Welcome, caregivers!

We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

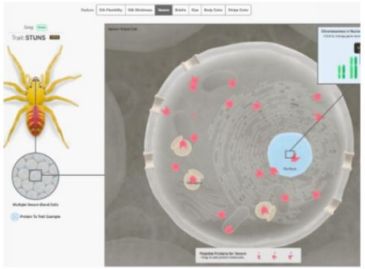
Para acceder a este sitio en español haga clic aquí.

Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to provide you with exceptional learning opportunities through Science. Below are resources and helpful guides for enabling your student to have the most productive experience with our platform throughout the year.

Contact Us

TOP RATED BY EDREPORTS

Grades 6-8



Caregivers

LAUSD Microsite- https://amplify.com/lausd-science

Welcome to Amplify Science!

This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK–8.

- Access the Amplify Science Program Hub (To help orient you to the new design, watch this video and view this reference guide.)
- Find out more about Amplify Science@Home
- Share the Caregiver Hub (Eng/Span) with your families
- For LAUSD ES Teachers- Amplify Science & Benchmark Advance Crosswalk
- Instructional guidance for a Responsive Relaunch of Amplify Science in 21-22

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!

Additional resources and ongoing support

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support.

help@amplify.com

800-823-1969

Amplify Chat