

Assessments, data, and standards



Your B.E.S.T. path through the standards

Amplify ELA Florida Edition makes it easy for teachers to identify and evaluate students' work with the new B.E.S.T. standards.

Each lesson focuses on a **spotlight benchmark**. As students progress through the activities, they work with this benchmark in increasing depth.

Overview

Preparation

Lesson Objective

Benchmark Stack

Words to Use

Differentiation

Benchmark Stack

Spotlight Benchmarks

ELA.8.R.2.2

Central Idea: Analyze two or more central ideas and their development throughout a text.

ELA.8.C.1.3

Argumentative Writing: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure.

Supporting Benchmarks

ELA.K12.EE.1.1

ELA Expectation: Cite evidence to explain and justify reasoning.

ELA.K12.EE.3.1

ELA Expectation: Make inferences to support comprehension.

Excerpt from Excerpt: "Dreaming of a Moonage" from Moondust in Space Race Collection by Amplify

Excerpt: "Dreaming of a Moonage" from Moondust

When you've shared a moment with the whole world, it can be hard to know precisely where your memories end and everyone else's begin. . . .

They're going to the moon. My dad took me into the garden to look at it last night. I saw him frown as it reflected watery gold on his upturned face, as if someone had stepped over his grave or shone a bright light in his eyes. It was one thing to land a man on the Moon, quite another to bring him back afterward. But to have stood there in the first place . . . the thought alone made you tingle. . . .

. . . It's 1:15 PM. My parents' friends the Reuhls and the sweet and elderly Fishes from across the road are leaning

1. What is the one central idea that *best* applies to *both* the passage and the image?

A

America achieved greater success than the Soviets in the manned moon landing.

Space exploration leads to

1969: Cars and tents lined up, waiting for the launch of Apollo 11



Lesson briefs identify the benchmark stack for each lesson, including spotlight benchmarks and supporting benchmarks.

In this mid-lesson activity, students identify and find supporting evidence for a central idea shared by a text and an image.

Daily exit tickets check for understanding

At the end of each lesson, students complete an exit ticket aligned to the reading spotlight benchmark. Exit ticket reporting provides teachers with a quick gauge of students' progress with the benchmark.

This Space Race Collection lesson spotlights benchmark ELA.8.R.2.2 (Central Idea). At the end of the lesson, after having completed several activities analyzing the central ideas of texts, students answer a multiple choice question in order to complete the day's work.

Which of the following *best* describes what made Katherine Johnson remarkable in the history of the Space Race?

- (A) She was the first person to draw attention to the importance of the black women who worked at NASA during the Jim Crow era.
- (B) She compiled oral histories from former NASA employees and wrote a book called *Hidden Figures*, which was then made into a movie.
- (C) She overcame gender and racial barriers to become a mathematician whose work helped put the first man on the moon.
- (D) She helped draw attention to the ways in which black women at NASA faced discrimination and unequal job opportunities.



Embedded assessment that doesn't take extra time

During Solo activities, students apply their developing reading skills to a fresh text by annotating and answering a series of auto-scored comprehension questions. In addition to providing additional practice with reading benchmarks, these questions feature the kinds of selected-response item types that students will encounter on the Florida State Assessment.

1. President Kennedy says that is one of the most crucial decisions he will make during his term.

2. Find two quotes that explain his sense of urgency and write them below:

In these Solo questions, students use a drop-down to complete a statement about a central idea and find supporting evidence in the text.

Read Excerpt: President Kennedy's Address at Rice University, September 12, 1962.

1. President Kennedy says that _____ is one of the most crucial decisions he will make during his term.

- funding the research of atomic weapons
- advancing space exploration
- creating new peace treaties with the Soviets
- helping astronauts adjust to harsh conditions in space

2. Find two quotes that explain his sense of urgency and write them below:

All Solos are available in paper workbooks as well as digitally.

Reporting Miriam Makeba | Log Out

SUBJECT: ELA CLASS: Malaika - IsiNgisi UNIT: 8F: The Space Race Collection

See Less

Unit Overview By Solo By Question Show Percentile

Question #	Differentiation	Correct
1	●●▲▲◆◆	6/8
3	●●▲▲◆◆	4/8
4	●●▲▲◆◆	5/8
5	▲◆◆	3/6
6	▲◆◆	1/6

Reporting Miriam Makeba | Log Out

SUBJECT: ELA CLASS: Malaika - IsiNgisi UNIT: 8F: The Space Race Collection

Unit Overview By Solo By Question Show Percentile

Question #	Correct
1	6/8
3	4/8
4	5/8
5	3/6
6	1/6

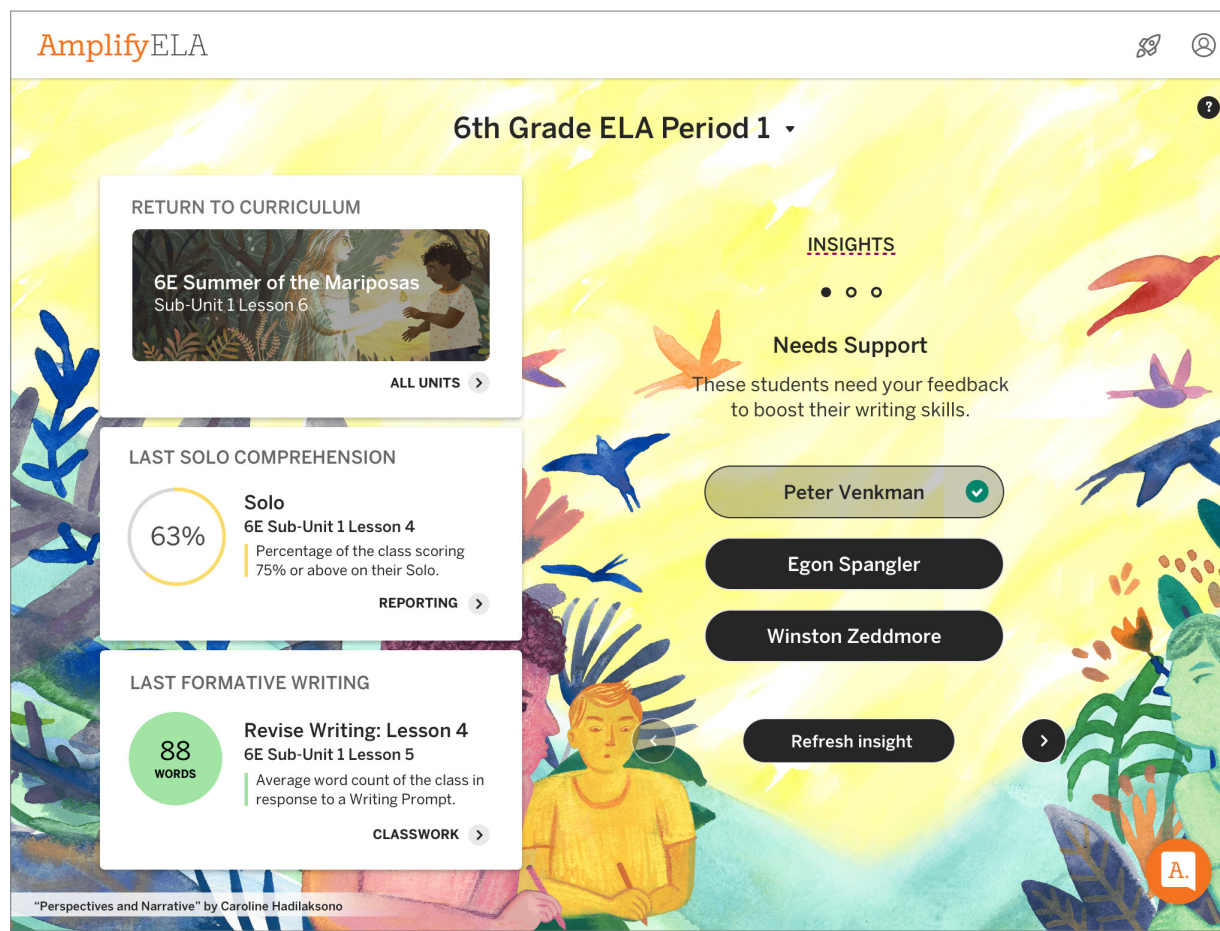
1. President Kennedy says that _____ is one of the most crucial decisions he will make during his term.

☒ A. funding the research of atomic weapons
☐ B. advancing space exploration
☐ C. creating new peace treaties with the Soviets
☐ D. helping astronauts adjust to harsh conditions in space

Autoscored Solo reporting allows teachers to quickly pinpoint question types or texts which may require additional support.

Homescreen: Data at a glance

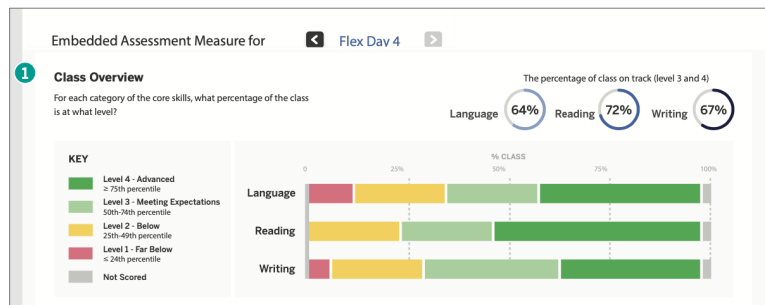
Homescreen provides teachers with a snapshot of recent student performance. Each time they log into Amplify ELA, teachers can see how their classes performed on reading comprehension in the last Solo assignment and on the last formative writing assignment. Homescreen Insights also identify and highlight students in need of additional support or feedback from the teacher.



Ready-to-go differentiation

The Embedded Assessment Measurement report (EAM) informs timely decisions about instructional strategy, providing the guidance students need to thrive.

EAM reports allow you to see at a glance which students need extra help in each of the three core domains: Reading, Writing, and Language. You'll see suggestions about how to group students for differentiated instruction and extra practice during program Flex Days, ready to assign.



2

Flex Day Recommendation

KEY

Show Percentile ☐

Recommended grouping for differentiated instruction in the selected Flex Day

Language Group				Reading Group				Writing Group			
5 students 29.4 % of class				5 students 29.4 % of class				7 students 41.2 % of class			
Student	L	R	W	Student	L	R	W	Student	L	R	W
Carson, Ellis				Alexy, Max				Ashley, John			
Attenson, Jenna				Dean, Allie				Do Jun, Kimmy			
Benditch, Alex				Gregoravich, Sasha				Ferasi, Farhad			
Young, Andrew				Dweck, Carol				Al-Fihri, Fatima			
Escalante, Jamie				Seymonovich Vygotsky, Lev				Daniel Tatum, Beverly			
								Obama, Michelle			
								Bryk, Anthony			

2 INDIVIDUAL Grammar Practice **3** PARTNER Fluency Rate **4** PARTNER Fluency Expression **5** READING Close Reading and Discussion **6** READING Central Idea and Theme

Central Idea and Theme

Students work visually to understand a passage's central idea and supporting details or to connect two elements and define an emerging theme. (25 min)

Directions

1. Read the passage your teacher assigns.
2. Highlight 3-5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

This Flex Day activity provides additional practice with central idea and supporting details. Teachers use EAM reports to determine which activities to assign to students on Flex Days.

Summative assessments that give you confidence

At the end of each unit, students complete a reading assessment. Amplify's Unit Reading Assessments are summative assessments that serve three important goals:

- to assess student understanding of content from the unit
- to assess student mastery of specific skills and B.E.S.T. standards
- to provide additional practice with the types of questions and activities that appear on the Florida State Assessment

These assessments include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. Assessments can be taken digitally or on paper.

The image displays three screenshots of the Amplify Unit Reading Assessment interface, illustrating the layout and content of the assessment.

Left Screenshot: Shows the passage titled "Buzz Aldrin on His Lunar Home, the Eagle" from *The Wall Street Journal*. The author is Marc Myers, published May 16, 2013. The passage describes the Apollo 11 mission and Buzz Aldrin's experience. Below the passage, a question is presented: "7. This question has 2 parts. Part 1: Which of the following is a central idea of the passage?" Four options (A, B, C, D) are listed, each describing a different aspect of the mission or Aldrin's experience.

Middle Screenshot: Shows the second part of the question: "Part 2: How does the author introduce this central idea?" Four options (A, B, C, D) are listed, each describing a different way the author introduces the central idea.

Right Screenshot: Shows the passage titled "Buzz Aldrin on His Lunar Home, the Eagle" from *The Wall Street Journal*. The author is Marc Myers, published May 16, 2013. The passage describes the Apollo 11 mission and Buzz Aldrin's experience. Below the passage, a question is presented: "19. Identify whether the following details refer to Buzz Aldrin's mission or Yuri Gagarin's mission. Drag the answers to the correct box. Click NEXT to view the second text." Two boxes are provided for the missions, and six details (A-F) are listed for matching.

Rubrics and additional guidance

Each unit assessment comes with a rationale that contains key information for teachers, including:

- The standard and standard benchmark with corresponding assessment item numbers.
- The item number, correct answer, possible points, and aligned standard.
- The passage and item next to the correct answer and rationale for this answer.
- A scoring rubric for each constructed response item, as well as specifications to help teachers look for consistencies in student strengths and errors.

Table 1

ELA Expectation	Questions
ELA.K12.EE.1.1 ELA Expectation: Cite evidence to explain and justify reasoning.	2
ELA.K12.EE.2.1 ELA Expectation: Read and comprehend grade-level complex texts proficiently.	14
ELA.K12.EE.3.1 ELA Expectation: Make inferences to support comprehension.	3, 5, 13
Reading Informational Text	Questions
ELA.8.R.2.1 Structure: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	1, 9, 10, 12, 18
ELA.8.R.2.2 Central Idea: Analyze two or more central ideas and their development throughout a text.	6, 7, 8, 11, 16, 19, CR1
ELA.8.R.2.3 Author's Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	4, 15
ELA.8.R.2.4 Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	17

Question	Answer Choice Rationale
7. Passage: "Buzz Aldrin on His Lunar Home, the Eagle" from the <i>Wall Street Journal</i>. This question has two parts. Part 1: Which of the following is a central idea of the passage? A. Aldrin experienced emotional highs and lows throughout his journey to reach the moon. B. The astronauts used their critical thinking skills, which led to the mission's success. C. The power struggle between Houston's command center and Aldrin endangered the mission. D. Aldrin's relationship with his parents was reflected in his experiences traveling to the moon. Part 2: How does the author introduce this central idea? A. He describes in detail Aldrin's training as an astronaut. B. He uses metaphors to help the reader understand Aldrin's point of view. C. He reveals personal details about Aldrin and the moon landing. D. He identifies the connection between the astronauts and history.	Part 1: A The text is mostly about Buzz Aldrin's experience as a member of the Apollo 11 moon mission and the highs and lows he felt throughout the journey. Part 2: C The author includes details about Buzz Aldrin, such as his "mother's maiden name was Moon" and his first airplane ride, throughout the text to help the reader understand who Aldrin was as a person. In doing so, it provides context and a personal connection between the reader and a famous historical figure.

Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.

Question	Answer Choice Rationale																		
8. Passage: “Buzz Aldrin on His Lunar Home, the Eagle” from the <i>Wall Street Journal</i>. Which of the following details from the passage support the personal connection between Aldrin and aviation? Mark each statement Supports or Doesn't Support. <table><tr><th></th><th>Supports</th><th>Doesn't Support</th></tr><tr><td>A. “I just feel grateful it let us land safely in 1969 and let us take off.” (4)</td><td>_____</td><td>_____</td></tr><tr><td>B. “Believe it or not, my mother’s maiden name was Moon.” (5)</td><td>_____</td><td>_____</td></tr><tr><td>C. “... as did my father, who was an aviation pioneer and had known Orville Wright.” (5)</td><td>_____</td><td>_____</td></tr><tr><td>D. “But our training prepared us by concentrating on failures and solving big problems under extreme pressure.” (8)</td><td>_____</td><td>_____</td></tr><tr><td>E. “When I was a kid, my first airplane ride was in a propeller aircraft painted to look like an eagle . . .” (9)</td><td>_____</td><td>_____</td></tr></table>		Supports	Doesn't Support	A. “I just feel grateful it let us land safely in 1969 and let us take off.” (4)	_____	_____	B. “Believe it or not, my mother’s maiden name was Moon.” (5)	_____	_____	C. “... as did my father, who was an aviation pioneer and had known Orville Wright.” (5)	_____	_____	D. “But our training prepared us by concentrating on failures and solving big problems under extreme pressure.” (8)	_____	_____	E. “When I was a kid, my first airplane ride was in a propeller aircraft painted to look like an eagle . . .” (9)	_____	_____	Supports: B, C, E Doesn't Support: A, D The text is an interview with Buzz Aldrin and provides personal information about the astronaut, including his many connections to aviation through his life. His father was a pilot and his mother’s maiden name was Moon. Also, he describes his first airplane ride, showing that the memory was important to him.
	Supports	Doesn't Support																	
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