



Science (Middle School Life Science) Evaluation Form

2025 Curricular Materials Review

PUBLISHER INFORMATION

- Publisher Name: [Amplify Education, Inc.](#)
- Title: [Amplify Science, Life Science \(grade 7\)](#)
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Most Recently Published Edition and Website:

[1e, https://amplify.com/programs/amplify-science/](https://amplify.com/programs/amplify-science/)

- Materials provided for evaluation: [unit kits, student investigation notebook with article compilations, teacher guides, hands-on materials, digital license & ancillaries](#)
- Intended Teacher Audience(s): [teachers responsible for teaching Middle School Life Science \(grade 7\)](#)
- Intended Student Audience(s): [students in grade 7](#)
- Is this curriculum in a digital format, print format, or both? [Both](#)

INSTRUCTION

[Publishing Company](#)

- Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

[Review Team Member:](#)

- Please use information and attachments to complete the curriculum evaluation form.

- Explain any discrepancies between your findings and the provided information.
- Findings, explanations, and comments should directly reflect the rubric.



SCORING FOR MIDDLE SCHOOL LIFE SCIENCE ALIGNMENT TO SCIENCE STANDARDS

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](#), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
Standard for Science is not evident.	There is some evidence of the Standard for Science.	Materials explicitly align to and support the Standard for Science through regular and authentic engagement opportunities for students.	

Middle School Life Science

From Molecules to Organisms: Structure and Processes	Meets Criteria	Justification or Comments
Students who demonstrate understanding can:		
Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. (1.1)	0 1 2 N/A	Microbiome • Lesson 2.4 • Lesson 2.6 • Lesson 2.8
Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (1.2)	0 1 2 N/A	Microbiome • Lesson 1.2 Metabolism • Lesson 3.3 Traits and Reproduction • Lesson 2.2

From Molecules to Organisms: Structure and Processes	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells. (1.3)	0 1 2 N/A	Metabolism • Lesson 2.1 • Lesson 2.6 • Lesson 4.2
Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism. (1.4)	0 1 2 N/A	Traits and Reproduction • Lesson 3.1 • Lesson 3.2 Natural Selection • Lesson 4.3
Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (1.5)	0 1 2 N/A	Traits and Reproduction • Lesson 4.1 Natural Selection • Lesson 3.2 • Lesson 3.3 • Lesson 4.3
Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. (1.6)	0 1 2 N/A	Matter and Energy in Ecosystems • Lesson 1.5 • Lesson 1.6 • Lesson 3.4

Ecosystems: Interactions, Energy and Dynamics	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (2.1)	0 1 2 N/A	Populations and Resources • Lesson 2.3 • Lesson 3.3 • Lesson 4.3

Ecosystems: Interactions, Energy and Dynamics	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (2.2)	0 1 2 N/A	Populations and Resources • Lesson 2.4 • Lesson 2.7 • Lesson 3.3
Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (2.3)	0 1 2 N/A	Matter and Energy in Ecosystems • Lesson 3.4 Populations and Resources • Lesson 1.2 • Lesson 2.2 • Lesson 2.3
Develop a model to describe the flow of energy through the trophic levels of an ecosystem. (2.4)	0 1 2 N/A	Populations and Resources • Lesson 3.4 • Lesson 4.1 • Lesson 4.3
Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations. (2.5)	0 1 2 N/A	Populations and Resources • Lesson 1.3 • Lesson 4.1 • Lesson 4.3 Natural Selection Engineering Internship • Day 8
Design and evaluate solutions for maintaining biodiversity and ecosystem services. (2.6)	0 1 2 N/A	Populations and Resources • Lesson 1.3 • Lesson 4.1 • Lesson 4.3 Natural Selection Engineering Internship • Day 8

Heredity: Inheritance and Variation of Traits	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (3.1)	0 1 2 N/A	Traits and Reproduction • Lesson 1.3 • Lesson 2.4 • Lesson 4.3
Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (3.2)	0 1 2 N/A	Traits and Reproduction • Lesson 3.3 • Lesson 4.3 • Lesson 4.4

Biological Adaptation: Unity and Diversity	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (4.1)	0 1 2 N/A	Evolutionary History • Lesson 2.4 • Lesson 2.5 • Lesson 3.3
Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships. (4.2)	0 1 2 N/A	Evolutionary History • Lesson 3.2 • Lesson 4.3 Natural Selection • Lesson 1.4 • Lesson 3.3
Analyze visual evidence to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships. (4.3)	0 1 2 N/A	Evolutionary History • Lesson 3.1 • Lesson 4.3 Natural Selection • Lesson 1.4 • Lesson 3.3

Biological Adaptation: Unity and Diversity	Meets Criteria	Justification or Comments
<i>Students who demonstrate understanding can:</i>		
Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (4.4)	0 1 2 N/A	Natural Selection • Lesson 2.4 • Lesson 4.3 • Lesson 4.4
Obtain, evaluate, and communicate information about how technologies allow humans to influence the inheritance of desired traits in organisms. (4.5)	0 1 2 N/A	Natural Selection • Lesson 3.2 • Lesson 4.3 Traits and Reproduction • Lesson 2.1 • Lesson 3.5
Use mathematical models to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (4.6)	0 1 2 N/A	Natural Selection • Lesson 1.4 • Lesson 2.4 • Lesson 4.3

CATEGORY 1: 3D DESIGN (LESSONS AND UNITS)

Lessons and units are designed so students make sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions.

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
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Explaining Phenomena/Designing Solutions: Making sense of phenomena and/or designing solutions to a problem drive student learning. ❑ Student questions and prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving. ❑ The focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems. ❑ When engineering is a learning focus, it is integrated with developing disciplinary core ideas from physical, life, and/or earth and space sciences.	0 1 2 N/A	In each Amplify Science unit, students are asked to inhabit the role of a scientist or engineer in order to figure out scientific phenomena through a 21st century, real-world problem context. Over the course of the unit, students collect and make sense of evidence from multiple sources and through a variety of modalities, ensuring that they have multiple vehicles through which to develop and articulate their understanding of each phenomenon. As the class progresses through lessons, students move back and forth from first-hand investigation to secondhand analysis and synthesis, formulating an increasingly complex explanation to help them solve the problem at hand. Each unit also provides students with opportunities to apply what they have learned to solve new problems and/or newly-learned practices in different contexts. <u>Example:</u> ● <i>Traits and Reproduction</i> unit, Unit Overview page: ○ Unit Overview ○ Planning for the Unit, Unit Map In addition to figuring out and explaining phenomena, each year of Amplify Science has two Engineering Internship units that are designed to follow associated Core units. In these units, students have the opportunity to apply what they have learned in Core units to design solutions for a variety of real-world problems. <u>Example:</u>
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
		● <i>Natural Selection Engineering Internship</i> unit, Unit Overview page: ○ Unit Overview ○ Planning for the Unit, Unit Map Please also see the response to Category 2, “Relevance and Authenticity.”
Three Dimensions: Builds understanding of multiple grade-appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions.	Three Dimensions (overall) 0 1 2 N/A	As outlined in the standards alignment information, above, Amplify Science addresses 100% of the Idaho Science Standards, including all SEPs, DCIs, and CCCs. Additionally, Amplify Science has received all green ratings for EdReports Indicators 2D, 2E, and 2F, which evaluate instructional materials’ incorporation of all grade-level NGSS DCIs, SEPs, and CCCs. Please see EdReports Indicators 2D–2F
1. Provides opportunities to develop and use specific elements of the SEP(s).	0 1 2 N/A	Amplify Science has received green ratings for EdReports Indicator 2E which states: “Materials incorporate all grade-band Science and Engineering Practices.” Please see EdReports Indicator 2E.
2. Provides opportunities to develop and use specific elements of the DCI(s).	0 1 2 N/A	Amplify Science has received green ratings for EdReports Indicator 2D, which states: “Materials incorporate all grade-level Disciplinary Core Ideas.”

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
		Please see EdReports Indicator 2D .
3. Provides opportunities to develop and use specific elements of the CCC(s).	0 1 2 N/A	Amplify Science has received all green ratings for EdReports Indicator 2F, which states: “Materials incorporate all grade-band Crosscutting Concepts.” Please see EdReports Indicator 2F.

Integrating the Three Dimensions: Student sense-making of phenomena and/or designing of solutions requires student performances that integrate elements of the SEPs, CCCs, and DCIs.	0 1 2 N/A	Amplify Science’s real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena and develop a deeper understanding of Disciplinary Core Ideas (DCIs), acquire more experience with Science and Engineering Practices (SEPs), and observe the interconnectedness of various science disciplines through the Cross-Cutting Concepts (CCCs). The Amplify Science curriculum developers at UC Berkeley’s Lawrence Hall of Science crafted each unit, chapter, and lesson with the following questions in mind: <i>What do we want students to figure out?</i> (what DCI or part of a DCI); <i>How do we want them to figure it out?</i> (what scientific and engineering practice will they engage in to figure it out); and <i>what crosscutting concept can scaffold students’ understanding and connect it to other ideas about the natural world that they have learned?</i> This resulted in a curriculum that incorporates a strategic, well balanced integration of the three dimensions. In fact, Amplify Science has received all green ratings for EdReports Indicators 1A.i and 1A.ii, which state: ● 1A.i: “Materials consistently integrate the three dimensions in student learning opportunities.” ● 1A.ii: “Materials consistently support meaningful student sensemaking with the three dimensions.
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
		Please see EdReports Indicators 1A.i and 1A.ii .

Unit Coherence: Lessons fit together to target a set of standards. □ Each lesson builds on prior lessons by addressing questions raised in those lessons, cultivating new questions that build on what students figured out, or cultivating new questions from related phenomena, problems, and prior student experiences. □ The lessons help students develop toward proficiency in a targeted set of performance expectations.	0 1 2 N/A	Each individual unit of Amplify Science “bundles” a variety of performance expectations together. Students explore these standards meaningfully, coherently, and seamlessly through participation in the investigation of the unit’s real world problem and overarching scientific phenomenon. Student learning experiences and assessments are grounded in a unit-specific learning progression called a Progress Build. The Progress Build clearly defines each level of students’ increasingly sophisticated understanding of unit phenomena as they progress through the unit. Students build that understanding over the course of the unit’s lessons through engagement with science and engineering practices and application of crosscutting concepts. Thus, as students investigate the anchor phenomenon for each unit, they construct new knowledge in the way scientists do: through engagement with a core set of professional practices and the application of prior knowledge. Students are thereby thoroughly prepared to meet the three-dimensional learning goals articulated in the performance expectations. Because the Progress Build describes the way in which students’ explanations of the central phenomenon should develop and deepen over the course of a unit, it is an important tool in understanding the design of the unit and in supporting students’ learning. Therefore, each unit’s Progress Build is described in detail within the “Progress Build” section of the Teacher’s Guide. “Coherence Flowcharts” — which help teachers visualize how all of the different parts of a unit (e.g.
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
		questions that drive students’ experiences, the evidence they gather, the ideas they figure out, the new questions that those ideas generate, etc.) connect and flow into one another— are also included. <u>Example:</u> ● <i>Metabolism</i> unit, Unit Overview page: ○ Printable Resources, Coherence Flowchart ○ Planning for the Unit, Unit Map and Progress Build

Multiple Science Domains: <i>When appropriate</i>, links are made across the science domains of life science, physical science and Earth and space science. □ Disciplinary core ideas from different disciplines are used together to explain phenomena. □ The usefulness of crosscutting concepts to make sense of phenomena or design solutions to problems <i>across science domains</i> is highlighted.	0 1 2 N/A	Amplify Science organizes student learning around the exploration and explanation of real-world phenomena. Many real-world phenomena, by their very nature, cross the domain boundaries of life, physical, or earth and space science. Therefore, when appropriate, strong links are made across the science domains in Amplify Science units. For example, in the Matter and Energy in Ecosystems unit, students investigate a fictional failed biodome and provide advice to hobbyist econauts for creating a sealed, self-sustaining ecosystem. In order to do so, the students must understand how energy is transferred throughout a food web, including through ecological processes such as predation as well as biochemical processes such as digestion and decomposition. Students also make sense of phenomena and problems across domains by effectively employing crosscutting concepts throughout Amplify Science, with explicit opportunities to reflect on ways in which a particular CCC they are focusing on in their current unit also applies to other phenomena and science areas they have investigated. For example, this is a prompt from the <i>Microbiome</i> unit (specifically, Lesson 1.3, Activity 2 Teacher Support Notes): “How was the crosscutting concept of Scale, Proportion, and Quantity useful to use when we were studying moon phases and eclipses in the <i>Earth, Moon, and Sun</i> unit? How about when we were studying matter in the <i>Modeling Matter</i> unit in Grade 5?”
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Math and ELA: Provides grade-appropriate connection(s) to the Idaho Content Standards in Mathematics and/or English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.	0 1 2 N/A	Amplify Science provides instructional support for literacy, and provides instructions on how to read scientific texts, write scientific explanations and arguments from evidence, and engage in scientific discourse. <u>Reading</u> In Amplify Science, students don't simply "read the text and answer the questions that follow." Rather, students are always approaching their readings with a purpose in mind, from looking for pieces of evidence to support their scientific argument, to asking and recording questions as they read through the text. For example: ● <i>Matter and Energy in Ecosystems</i> unit, Lesson 1.3, Activities 2–3 <u>Writing</u> In addition to vocabulary development, students will engage in a variety of writing activities, from quick reflection activities that start the class, to end of chapter scientific explanations, and finally, end of unit scientific arguments. For example: ● <i>Traits and Reproduction</i> unit, Lesson 4.3, Activities 4–5 including Teacher Support tab in Activity 4 <u>Vocabulary</u> Developing a robust scientific vocabulary is an important aspect of our approach to literacy development. For each unit, a carefully selected set of conceptually important words has been identified, and students get repeated exposure to these words through multiple modalities: reading,
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers.
		writing, listening, and student-to-student talk. For example: • <i>Microbiome</i> unit, Lesson 1.1, Activities 1 and 5 including Teacher Support tabs <u>Discourse</u> Students in Amplify Science have numerous opportunities for structured student-to-student discourse, with low-stakes and high-stakes opportunities to share ideas, use newly acquired vocabulary, and craft oral scientific arguments. For example: • <i>Traits and Reproduction</i> unit: Lesson 4.2, Activity 3 <u>Mathematics</u> Math connections are also incorporated into the curriculum. Teacher Support Notes within activities that provide especially fruitful opportunities for math extensions offer instructional suggestions that help to emphasize math further. For example: • <i>Matter and Energy in Ecosystems</i> unit, Lesson 1.5, Activity 3 including Teacher Support tab

CATEGORY 2: INSTRUCTIONAL SUPPORTS (LESSONS AND UNITS)

Lessons and units support three-dimensional teaching and learning for ALL students by placing the lesson in a sequence of learning for all three dimensions and providing support for teachers to engage all students.

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
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Relevance and Authenticity: Engages students in authentic and meaningful scenarios that reflect the practice of science and engineering as experienced in the real world. ❑ Students experience phenomena or design problems as directly as possible (firsthand or through media representations). ❑ Includes suggestion for how to connect instruction to the students’ home, neighborhood, community and/or culture as appropriate. ❑ Provides opportunities for students to connect their explanation of a phenomenon and/or their design solution to a problem—to questions from their own experience.	0 1 2 N/A	Every unit of Amplify Science has students inhabiting the role of a scientist or engineer in order to investigate a real-world problem. These real-world problems provide relevant, developmentally appropriate contexts through which students will investigate different scientific phenomena. Contexts like playground weather conditions, puppet show scenes, and food science resonate with students, sparking their interest and making science applicable to their own world. Amplify Science has received all green ratings for EdReports Indicator 1E, which states, “Phenomena and/or problems are presented to students as directly as possible.” Please see EdReports Indicator 1E. The lessons within Amplify Science include numerous opportunities to elicit and build upon students’ personal experiences and family and community funds of knowledge. Teachers are regularly provided with support in key cases where students’ prior knowledge can be a support and how to use that information. Lessons also often bring in carefully chosen everyday examples and real-world phenomena that are likely to be familiar to students in order to help them make connections to less familiar concepts and phenomena. Optional “Family Homework Experience” assignments are also included. These activities can encourage interaction and discussion between students and their families around science concepts and provide teachers with opportunities to elicit student ideas and
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		connections that arise as well as to invite students to reflect upon how their home experiences contribute to their evolving understanding of unit phenomena. <u>Example:</u> • <i>Traits and Reproduction</i> unit, Lesson 1.2, Activity 5

Student Ideas: Provides opportunities for students to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback orally and/or in written form as appropriate.	0 1 2 N/A	Amplify Science is rooted in the research-based Do, Talk, Read, Write, Visualize approach. This approach presents students with multiple modalities through which they can express, clarify, justify, interpret, and represent their ideas. ● Student-to-student discourse is a key indicator of a productive learning environment, and talking is a key modality for instruction in an Amplify Science class. This is more than just partner activities or group work. Reading activities, for instance, include student-to-student discussion where students share their insights and questions with each other and with the whole class. Through talking and developing a collaborative environment, students feel comfortable asking questions of each other, challenging assumptions, and learning from each other. For example: ○ <i>Populations and Resources</i> unit, Lesson 4.3, Activities 2–3 ● Students in Amplify Science have frequent opportunities to write in order to help them reflect and make sense of what they are learning. Across the program students learn how to express their scientific thinking by leveraging evidence and using relevant vocabulary as they apply their thinking to writing. Frequent reflective writing helps students to gain a deepening understanding of the genres of scientific arguments and explanations, both of which embody the foundation of scientific understanding and expression. For example:
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		○ <i>Natural Selection</i> unit, Lesson 4.3, Activity 4 ● Digital and paper “modeling tools” empower students to create, and later revise, visualizations of their understandings of key scientific phenomena at critical points in the curriculum. For example: ○ <i>Metabolism</i> unit, Lesson 3.5, Activities 3 and 5

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
Building Progressions: Identifies and builds on students’ prior learning <u>in all three dimensions</u>, including providing the following support to teachers: ❑ Explicitly identifying prior student learning expected for all three dimensions. ❑ Clearly explaining how the prior learning will be built upon.	0 1 2 N/A	Each Amplify Science unit provides repeated opportunities to leverage and build upon students’ prior knowledge as they explore guiding questions. In fact, each unit’s Progress Build (i.e. learning progression, described in Category 1, “Unit Coherence”) was designed to build off of likely prior knowledge. This information is summarized for teachers in “preconception” call outs within the Progress Build section of each Unit Overview page. When used alongside the unit’s Coherence Flowcharts (located under Printable Resources), the Progress Build resource makes clear how prior learning will be built upon over the course of the unit. <u>Example:</u> ● <i>Traits and Reproduction</i> unit, Unit Overview page: ○ Planning for the Unit, Progress Build ○ Printable Resources, Coherence Flowchart

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
Scientific Accuracy: Uses scientifically accurate and grade-appropriate scientific information, phenomena, and representations to support students’ three-dimensional learning.	0 1 2 N/A	Authored by the scientists and science education experts at the University of California, Berkeley’s Lawrence Hall of Science, Amplify Science presents students with the most up-to-date scientific content. The content and learning goals for each unit were developed to be age appropriate for the grade level in which they are taught. Content within Amplify Science underwent extensive field tests in schools across the United States, with more than 400 teachers and 34,000 students participating. Furthermore, the Lawrence Hall of Science has incomparable access to scientists working in the fields of study included in the curriculum. Each unit has been reviewed and approved by this outside network of scientists. In addition, Amplify Science received green ratings (“meets the expectations”) on EdReports Indicator 2B, which states: “Materials present Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs) in a way that is scientifically accurate.” Please see EdReports Indicator 2B.

Teacher support for unit coherence: Supports teachers in facilitating coherent student learning experiences over time by: □ Providing strategies for linking student engagement across lessons (e.g. cultivating new student questions at the end of a lesson in a way that leads to future lessons, helping students connect related problems and phenomena across lessons, etc.). □ Providing strategies for ensuring student sense-making and/or problem-solving is linked to learning in all three dimensions.	0 1 2 N/A	A unit-long storyline anchors students’ explorations from chapter-to-chapter within each Amplify Science unit. The clear instructions and embedded supports included in each lesson provide teachers with information and suggestions on making these connections visible to students. <u>Example:</u> ● <i>Metabolism</i> unit, Lesson 3.1, Activities 1–2 Other examples of Teacher resources that make clear how the materials connect the dimensions from chapter-to-chapter for students can be found on the Unit Overview page of each unit in the following sections: ● Science Background: Gives valuable science content information and calls out common student misconceptions and preconceptions. ● Unit Overview: A few paragraphs outlining the unit, including what the unit is about, why it was written this particular way, and how students experience the unit. ● Unit Map: Summary of the unit, showing what students ‘figure out’ at each stage and how their investigations grow increasingly sophisticated over the course of the unit. ● Coherence Flowcharts: A visual explanation of how all the different parts of the unit connect and flow into one another, including the unit question, chapter questions, investigation questions, key concepts, application of key concepts to the problem, and chapter explanations. <u>Example:</u>
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		● <i>Metabolism</i> unit, Unit Overview page

CATEGORY 3: MONITORING STUDENT PROGRESS (LESSONS AND UNITS)

Lessons and units support monitoring student progress in all three dimensions as students make sense of phenomena and/or design solutions to problems.

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
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Monitoring student performances: Elicits direct, observable evidence of three-dimensional learning; students are using practices with core ideas and crosscutting concepts to make sense of phenomena and/or to design solutions.	0 1 2 N/A	Amplify Science assessments work together as a system (see Category 3, “Coherent assessment system” below) that is grounded in the principle that students benefit from regular and varied opportunities to demonstrate understanding through performance. In practice, this means that for the overwhelming majority of assessment opportunities in each unit, student conceptual understanding is revealed through engagement in the science and engineering practices. This commitment to multidimensional, standards-aligned performance is clear in the embedded assessment opportunities that occur in nearly every lesson: Students investigate phenomena, construct scientific explanations, develop and use models, and engage in argumentation as a core part of the problem-based deep dives in each unit. Careful consideration is given to ensure that each unit includes multiple opportunities to provide evidence of understanding of the focal concepts and practices in a given unit, as well as instructional suggestions for taking action based on that evidence. <u>Examples:</u> ● <i>Traits and Reproduction</i> unit: ○ Unit Overview page, Printable Resources, “3-D Statements - Lesson Level” (Lesson 1.5) ○ Lesson 1.5, Activity 3 including On-the-Fly Support ● <i>Metabolism</i> unit, Lesson 4.4, Lesson Brief, Digital Resources, “Metabolism End-of-Unit Assessment copymaster” and “Metabolism
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		End-of-Unit Assessment Answer Key and Scoring Guide” Additionally, Amplify Science has received all green ratings for EdReports Indicators 1B and 1C, which state: ● 1B: “Materials are designed to elicit direct, observable evidence for three-dimensional learning.” ● 1C: “Materials are designed to elicit direct, observable evidence of three-dimensional learning.” Please see EdReports Indicators 1B and 1C.

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
Formative: Embeds formative assessment processes throughout that evaluate student learning to inform instruction.	0 1 2 N/A	Each Amplify Science unit includes a range of assessments embedded in instruction. By leveraging the formative opportunities in the learning experiences that students are already engaged in, these assessments are designed to provide regular information to the teacher with minimal impact on instructional time. Please see “Coherent Assessment System” below for more information on the variety of formative assessments found in Amplify Science. <u>Example:</u> • <i>Traits and Reproduction</i> unit, Unit Overview page, Teacher References, Embedded Formative Assessments

Scoring guidance: Includes aligned rubrics and scoring guidelines that provide guidance for interpreting student performance along the three dimensions to support teachers in (a) planning instruction and (b) providing ongoing feedback to students.	0 1 2 N/A	Guidance on interpreting student performance along the three dimensions is included throughout Amplify Science units. Categories of evaluation guidance found throughout the program include: ● Assessment guides/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. Assessment guides/rubrics are available as a digital resource in the Lesson Brief for the lesson in which the task occurs. ● Auto-scored items: For these items, student responses completed in the Amplify Science platform are automatically scored; detailed analysis for the class and individual students is available through the Reporting feature. Responses may also be hand-scored by using the Answer Key and Scoring Guide available in the Digital Resources area of the Lesson Brief for the lesson in which the assessment 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 in the activity where there is an applicable notebook page. Possible student responses also appear in the Assessment Guide for the End-of-Unit Assessment (in Digital Resources).
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		● 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. <u>Examples:</u> ● <i>Matter and Energy in Ecosystems</i> unit, Lesson 2.4: ○ Lesson Brief, Digital Resources, “Matter and Energy in Ecosystems Critical Juncture Assessment Answer Key and Scoring Guide” ○ Activities 1–3

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
Unbiased tasks/items: Assesses student proficiency using methods, vocabulary, representations, and examples that are accessible and unbiased for all students.	0 1 2 N/A	Amplify Science’s multiple measure approach to assessment is designed to minimize bias by providing a wide variety of opportunities for students to demonstrate understanding—not just text, but also talk, diagramming and modeling, and hands-on modalities. All assessments are carefully reviewed by psychometricians, assessment experts, science educators, and literacy experts to improve accessibility and eliminate bias. As a part of this process to create unbiased assessments, language in assessment items is carefully chosen to be grade-level appropriate and to avoid common pitfalls of assessment design, like false cognates and complex grammatical structure or tense. As an important element of construct validity, contexts used for assessment items and performance tasks are carefully chosen to avoid advantaging or disadvantaging students from different backgrounds—we want student performance to be a function of the understanding and practices being learned and assessed, not the set of experiences they are familiar with. <u>Example:</u> • <i>Metabolism</i> unit, Unit Overview page, Teacher References, Assessment System

Coherent assessment system: Includes pre-, formative, summative, and self-assessment measures that assess three-dimensional learning.	0 1 2 N/A	The assessment system for each Amplify Science unit is designed to provide teachers with actionable diagnostic information about student progress toward the learning goals for the unit. Assessment of unit learning goals is grounded in the unit’s Progress Build, which describes how student understanding is likely to develop and deepen through engagement with the unit’s learning experiences. The assessment system includes formal and informal opportunities for students to demonstrate understanding and for teachers to gather information throughout the unit — all while giving teachers flexibility in deciding what to score and what to simply review. Built largely around instructionally embedded performances, these opportunities encompass a range of modalities that, as a system, attend to research on effective assessment strategies and the NRC <i>Framework for K–12 Science Education</i>. The variety of assessment options for Amplify Science include: ● Pre-Unit assessment (formative): Combination of auto-scored multiple-choice questions and rubric-scored written responses. ● On-the-Fly assessment (formative): Designed to provide regular information to the teacher with minimal impact on instructional time, these embedded assessments leverage the formative opportunities in the learning experience students are already engaged in. ● Self-assessment (formative): One per chapter; brief opportunities for students to
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Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		reflect on their own learning, ask questions, and reveal ongoing thoughts about unit content. ● Critical Juncture assessment (formative): Occurring toward the midpoint of each unit, similar in format to the Pre-Unit and End-of-Unit assessments. ● Science Seminar & Final Written Argument (summative for unit concepts; formative for the practice of scientific argumentation): Culminating performance task for each unit, includes a rubric for assessing core unit concepts and a rubric for assessing students' developing facility with the practice of scientific argumentation. ● End-of-Unit Assessment (summative): Combination of auto-scored multiple-choice questions and rubric-scored written responses. ● Investigation assessment (summative): In each grade, there is one opportunity to summatively assess an embedded performance in which students plan and conduct investigations. ● Portfolio assessment (summative): Through the portfolio assessment students have an opportunity to reflect on their goals and growth throughout the school year as they compile and reflect on work products from each unit.

Lessons and units include clear and compelling evidence of the following:	Meets Criteria	Justification or Comments
		● Benchmark Assessments*: Delivered three times a year, benchmark assessments report on students' facility with each of the grade-level appropriate DCIs, SEPs, CCCs, and performance expectations. A document called Assessment System (located within Teacher References on the Unit Overview page) includes a table that summarizes the range of assessment opportunities in that specific unit, noting the lesson in which each occurs, the form each takes, and the nature of guidance for reviewing and adjusting instruction in response to assessment information. <u>Example:</u> ● <i>Populations and Resources</i> unit, Unit Overview page, Teacher References, Assessment System *Note: to ensure the assessments measure progress towards Performance expectations and not the progress within the program itself, the NGSS Benchmark Assessments were developed by Amplify outside of development efforts involving the Lawrence Hall of Science and Amplify Science.

SCORING FOR BEST PRACTICES

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of the teaching practice.	The teaching practice is embedded in some lessons.	Materials regularly embed supports for teachers to implement best practices.	

ALIGNMENT TO BEST PRACTICES

Best Practices	Meets Criteria	Justification or Comments
Materials contain clear statements and explanations of science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs).	0 1 2 N/A	In order to help teachers recognize the three dimensional structure of every unit, chapter, and lesson, each unit contains “3-D Statements.” The “3-D Statements” clearly define the 3-D integration of the unit, chapter, or lesson, and is made all the more effective by color-coding the three dimensions for easy recognition (blue = SEP, green = CCC, orange = DCI). <u>Example:</u> - Metabolism unit, Unit Overview page - Printable Resources, “3-D Statements - Lesson Level” - Teacher References, 3-D Statements Teachers also have access to explanations and background information about each of a unit’s focal DCIs, SEPs, and CCCs. In fact, Amplify Science has received all green ratings for EdReports Indicator 3A, which states: “Materials include background information to help teachers support students in

Best Practices	Meets Criteria	Justification or Comments
		using the three dimensions to explain phenomena and solve problems.” Please see EdReports Indicator 3A .
Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.	0 1 2 N/A	As described in Category 2, “Teacher support for unit coherence,” every lesson includes clear, step-by-step instructions as well as targeted Teacher Support Notes that often feature techniques for encouraging student questioning and discussion. <u>Example:</u> <i>Evolutionary History</i> unit, Lesson 4.2, Activity 3 Teacher Support tab
Digital materials and assessments are easy to edit and revise and access to distribute and/or print.	0 1 2 N/A	All of the print materials and copymasters in Amplify Science (including assessments and Investigation Notebooks) can be downloaded and printed from within the digital Teacher’s Guide. Work can also be assigned to students digitally from the Teacher’s Guide. Every Amplify Science lesson has a set of Classroom Slides that walks teachers and students through that lesson’s activities. The slides are available in downloadable and editable Powerpoint and Google Slide files. Word document versions of all unit assessments are also available for teachers to edit at their discretion. <u>Examples:</u> - Help Article: Amplify Science Classroom Slides for grades 6–8 <i>Evolutionary History</i> unit, Lesson 2.7, Lesson

Best Practices	Meets Criteria	Justification or Comments
		Brief: ○ Overview, Lesson at a Glance ○ Digital Resources, “Classroom Slides 2.7 Powerpoint” ○ Digital Resources, “Classroom Slides 2.7 Google Slides”
● Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.	0 1 2 N/A	Every unit of Amplify Science has a robust Teacher’s Guide containing all of the unit’s lesson plans, differentiation strategies, and a vast assortment of instructional supports and resources at the unit, lesson, and activity level. In addition to employing a unit-long, phenomena-based storyline to drive focused instruction, the Teacher’s Guide includes a wealth of resources through which Amplify Science teachers can develop and extend their knowledge and effectively guide students through their scientific development, including: ● Unit-level documentation: Every unit contains a suite of documents that provides teachers support in facilitating coherent learning experiences. These documents include an overview of the unit’s guiding questions, lesson summaries, instructions on using the digital apps, science background information, definitions of the unit’s learning progressions, and more. ● Clear lesson instructions: Every lesson has quick summaries, clear step-by-step instructions, slides, model language to use in class, answer keys with sample student

Best Practices	Meets Criteria	Justification or Comments
		responses, recommendations for classroom set up, and rubrics for scoring written assessments, when applicable. ● Embedded teacher supports: Each lesson comes with strategies to scaffold the lesson for different populations of students, including those needing additional challenge, those needing extra support, and English Learners. Additionally, individual activities often have “Teacher Support” notes, which provide classroom management tips, background information, supports for three-dimensional instruction, and more. ● Program Guide: A free website containing information on the program pedagogy (Do, Talk, Read, Write, Visualize), the structure of the courses, how English Learners were considered in the curriculum’s development, tutorial videos, FAQs, and more, is available to all teachers. ● Program Hub: This additional space offers programmatic information such as remote learning supports, unit extensions, and quick access to the robust PD Library featuring on-demand videos. ● Help Desk: Available live by phone, email, or online chat, the Help Desk can answer any technology questions, adjust student rosters as needed, and consult teachers on pedagogical and content queries.

Best Practices	Meets Criteria	Justification or Comments
		<u>Examples:</u> • Amplify Science Program Hub • Amplify PD Library • Amplify Science Program Guide • <i>Natural Selection</i> unit, Unit Overview page

SCORING FOR MULTI-TIERED SYSTEMS OF SUPPORT

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of the feature.	The feature is included and partially aligned to Tier II instruction.	The feature is included and fully aligned to Tier II instruction.	

IDAHO MULTI-TIERED SYSTEMS OF SUPPORT

Multi-tiered Instruction	Meets Criteria	Justification or Comments
• Interventions: Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills.	0 1 2 N/A	As described in the below metric, “Differentiated Instruction,” Amplify Science provides a differentiated path for all students to thrive in the science and engineering classroom. Following the principles of Universal Design for Learning, lessons were written to ensure equitable access, and the Differentiation section of the Teacher’s Guide (see “Differentiated Instruction” below), was designed to provide teachers with detailed guidance on

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		supporting students with diverse learning strengths and needs. <u>Example:</u> Metabolism unit, Lesson 2.2, Lesson Brief, Differentiation
Differentiated Instruction: Provides guidance for teachers to support differentiated instruction by including: - Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom. - Supportive ways to access instruction, including appropriate linguistic, visual, and kinesthetic engagement opportunities that are essential for effective science and engineering learning and particularly beneficial for multilingual learners and students with disabilities. - Extra support (e.g. phenomena, representations, tasks) for students who are struggling to meet the targeted expectations. - Extensions for students with high interest or who have already met the performance expectations to develop deeper understanding of the practices, disciplinary core ideas, and crosscutting concepts.	0 1 2 N/A	Amplify Science units provide many varied learning opportunities as well as timely supports to ensure that diverse learners can be successful with the language and content demands of science, ultimately becoming more independent learners and thinkers. First, Amplify Science is rooted in the research-based, multimodal approach of Do, Talk, Read, Write, Visualize. This approach provides diverse learners multiple entry points to rich science content. The Do, Talk, Read, Write approach has been extensively assessed by outside evaluators from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles (UCLA), 2005; by Mark Girod at Western Oregon University, 2005; and by David Hanauer at Indiana University of Pennsylvania, 2005. These gold standard studies showed that students who received instruction based on this multimodal learning approach instruction saw the following benefits: English Language Learners (ELLs) significantly outperformed other ELLs in reading comprehension, science vocabulary, and science content knowledge.

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		- Students significantly outperformed other students receiving their usual science instruction in Science Vocabulary, and Science Content Knowledge. Beyond the Do, Talk, Read, Write, Visualize approach, which serves to provide repeated opportunities for students to access content, every lesson of Amplify Science includes a Differentiation section in the Lesson Overview page. The Differentiation Brief describes what is built into the lesson to support diverse learning needs; highlights potential challenges teachers should be aware of; and provides specific strategies for differentiating instruction. The Differentiation Brief contains the following sections: Embedded Supports for Diverse Learners: Every unit is designed with diverse learners in mind, with the goal of providing rigorous yet accessible science instruction. Each lesson is intentionally planned to provide multiple entry points for students, and to enable all students to be successful with all of the activities. This section of the Differentiation Brief highlights the scaffolds already embedded within the lesson so that teachers can take advantage of the power of these carefully designed activities. Potential Challenges in This Lesson: This section of the Differentiation Brief highlights aspects of the lesson that may present particular cognitive, linguistic, or social

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		challenges for students. ● Specific differentiation strategies for English Learners (ELs): This section of the Differentiation Brief points out activities that could pose linguistic challenges for ELs or reduce their access to science content, and suggests supports and modifications accordingly. Suggestions include linguistic supports to bolster students' understanding of science content, supports for engaging with science texts, ideas for helping students participate in discussions, multiple ways students can express their ideas in writing, and more. ● Specific differentiation strategies for students who need more support: Every lesson includes ways for teachers to support those students who are struggling or who have special needs. These additional scaffolds are to be used entirely at the discretion of the teacher, and provide targeted suggestions tailored for the activities in that particular lesson. ● Specific differentiation strategies for students who need more challenge: Every lesson has ways for a teacher to expand upon the lesson, or go beyond the scope of what is expected in that lesson. This section of the Differentiation Brief provides suggestions that allow students to engage with content more deeply, explore the material with a new purpose, pursue more

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		independent research on a topic, and more. In addition to these lesson-specific differentiation strategies, language support is included throughout the program in two fundamental ways: 1. Embedded instructional design: Many scaffolds such as <u>gradual release</u>, <u>graphic organizers</u>, <u>argumentation instruction</u>, <u>language practice</u>, and <u>creating and using models</u>, are embedded within the instructional plan and are presented to teachers through the teacher materials and to all students as activities within the unit. 2. Additional support: Additional activities and specific methods for supporting English learners are provided for use as needed, especially in the Teacher Support notes within the lessons. Additional supports include but are not limited to <u>word banks</u>, use of <u>multiple-meaning words</u>, <u>leveraging students' native languages</u>, and <u>cognates</u>. <u>Example:</u> • <i>Natural Selection</i> unit, Lesson 2.4, Lesson Brief, Differentiation
● Scaffolded differentiation over time: Provides supports to help students engage in the practices as needed and gradually adjusts supports over time so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.	0 1 2 N/A	Amplify Science supports diverse learners by embedding scaffolding throughout the curriculum, including the use of the Gradual Release of Responsibility model. With the Gradual Release of Responsibility there is an emphasis on teacher modeling and direction at the beginning of the unit, but much of the scaffolds that existed earlier in the

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		unit are thoughtfully and meaningfully removed as the unit progresses. This enables students to become more independent and confident in their own abilities over time. <u>Example:</u> • <i>Microbiome</i> unit, Lesson 2.6, All activities, including Teacher Support tabs
• Opportunity to learn: Provides multiple opportunities for students to demonstrate performance of practices connected with their understanding of disciplinary core ideas and crosscutting concepts and to receive feedback.	0 1 2 N/A	Amplify Science assessments work as a system. Careful consideration is given to ensure that each unit includes multiple opportunities for students to provide evidence of understanding of the focal concepts and practices in a given unit, as well as instructional suggestions for taking action based on that evidence. The Lawrence Hall of Science specifically designed the assessment system to provide teachers with credible, actionable, and timely diagnostic information about student progress toward each unit’s learning goals and their mastery of the grade-level appropriate disciplinary core ideas, science and engineering practices, and crosscutting concepts. Assessments within a unit include formal and informal opportunities for students to demonstrate understanding, and for teachers to gather information while still allowing them the flexibility to decide what to score and what to simply review. Please see Category 3, “Coherent assessment system,” for a detailed description of the variety of assessment options in Amplify Science, and

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		“Scoring guidance,” for information on the ways in which Amplify Science provides teachers with guidance on providing effective feedback. <u>Example:</u> • <i>Natural Selection</i> unit, Unit Overview page, Teacher References, Assessment System

SCORING FOR ADDITIONAL INDICATORS OF QUALITY MATERIALS

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of scaffolding, differentiation elements, or engaging tools.	There is some evidence of scaffolding, differentiation elements, or engaging tools.	Materials include scaffolding and differentiation elements as well as engaging tools.	

ADDITIONAL INDICATORS OF QUALITY MATERIALS

Indicators of Quality Materials	Meets Criteria	Justification or Comments
• Materials provide examples of scaffolding and guided practice.	0 1 2 N/A	Many scaffolds are embedded within Amplify Science and are presented to teachers through the teacher materials and to all students as activities within the unit. Throughout the process of designing the curriculum, these scaffolds and supports were planned, tested, and refined to provide rigorous yet accessible science instruction. Scaffolds you’ll find include but are not limited to:

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		discourse routines (e.g. Word Relationships), warm-up activities, Active Reading instruction and modeling, Anticipation Guides, sentence starters, word banks, graphic organizers, a gradual release of responsibility, language practice, visual representations, and more. In addition, as described above in the Idaho Multi-Tiered Systems of Support section (“Differentiated Instruction”), every lesson of Amplify Science includes a Differentiation Brief with descriptions of the lesson’s embedded support as well as suggestions on how teachers can differentiate its content for a variety of special populations. <u>Example:</u> • <i>Populations and Resources</i> unit, Lesson 1.2, Lesson Brief, Differentiation
• Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.	0 1 2 N/A	See response to “ Differentiated Instruction ” within the Idaho Multi-tiered Systems of Support section.
• Materials provide instructional strategies to accommodate the learning differences of all students.	0 1 2 N/A	See response to “ Differentiated Instruction ” within the Idaho Multi-tiered Systems of Support section.
• Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.	0 1 2 N/A	See response to “ Relevance and Authenticity ” within Category 2.
• Materials integrate technology and interactive tools, visuals, videos, or dynamic software to engage students.	0 1 2 N/A	Amplify Science includes high-quality, innovative use of technology to support the learning goals laid out for each unit. Each unit includes custom-designed digital tools, including Simulations, that were developed exclusively for the Amplify Science program. These serve as venues of exploration and data collection, allowing students to explore

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		scientific concepts that might otherwise be invisible or impossible to see with the naked eye. Much like real scientists do, students of Amplify Science will use technology to gain insight into processes that occur on the microscopic scale or, alternately, to speed up processes that might otherwise take thousands or millions of years to observe. <u>Examples:</u> ● <i>Metabolism Engineering Internship</i> unit ○ Unit Overview page, Teacher References, Apps in this Unit ○ Day 1, Activity T: Introducing Futura
● Materials are available in language(s) other than English.	Yes N/A	All print student-facing materials are available in both English and Spanish. Note that all Spanish materials have parity with their English counterparts and are of the highest quality.

For Questions Contact

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