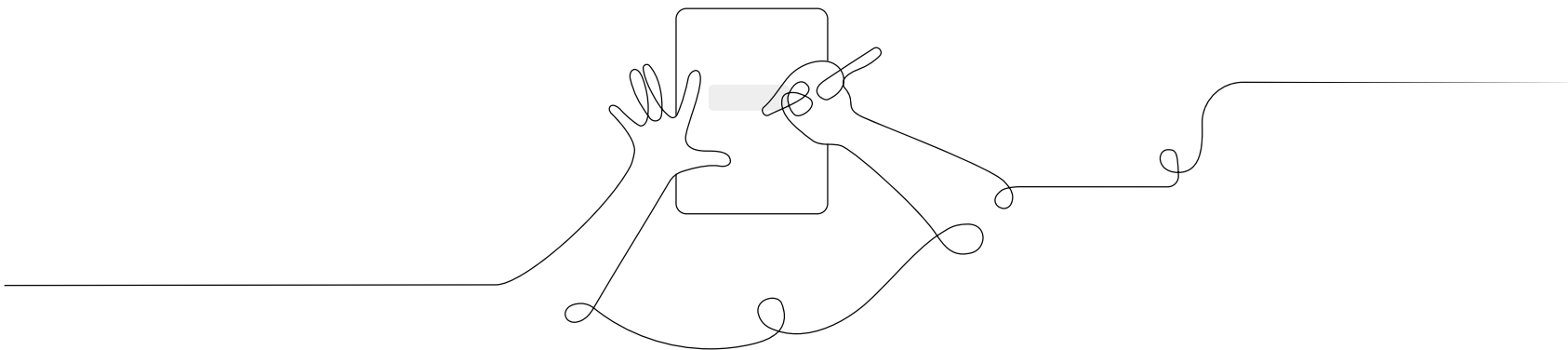


Amplify Science

# Participant Notebook

Supporting Diverse Learner Needs  
Grade 4: Vision and Light

New York City Schools



# Supporting Diverse Learners

## Unit-specific workshop agenda

Reflections and Framing the Day

Defining Diverse Learners

Understanding Opportunities for Supporting Diverse  
Learners

Analyzing Formative Assessment Data and Embedded  
Differentiation Strategies Planning to Teach

Closing

### Demo account for your workshop:

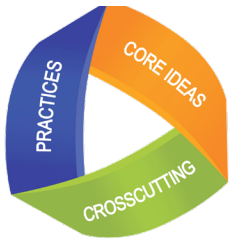
URL: [learning.amplify.com](https://learning.amplify.com) (Log in with Amplify)

Temporary account: \_\_\_\_\_@tryamplify.net

Password: **AmplifyNumber1**

# Three dimensions of NYSSLS reference

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3-D learning engages students in using scientific and engineering practices and applying crosscutting concepts as tools to develop understanding of and solve challenging problems related to disciplinary core ideas.

## Science and Engineering Practices

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Asking Questions and Defining Problems</li><li>2. Developing and Using Models</li><li>3. Planning and Carrying Out Investigations</li><li>4. Analyzing and Interpreting Data</li></ol> | <ol style="list-style-type: none"><li>5. Using Mathematics and Computational Thinking</li><li>6. Constructing Explanations and Designing Solutions</li><li>7. Engaging in Argument from Evidence</li><li>8. Obtaining, Evaluating, and Communicating Information</li></ol> |
|---|--|

## Disciplinary Core Ideas

### Earth and Space Sciences:

- ESS1: Earth's Place in the Universe
- ESS2: Earth's Systems
- ESS3: Earth and Human Activity

### Life Sciences:

- LS1: From Molecules to Organisms
- LS2: Ecosystems
- LS3: Heredity
- LS4: Biological Evolution

### Physical Sciences:

- PS1: Matter and its Interactions
- PS2: Motion and Stability
- PS3: Energy
- PS4: Waves and their Applications

### Engineering, Technology and the Applications of Science:

- ETS1: Engineering Design
- ETS2: Links among Engineering Technology, Science and Society

## Crosscutting Concepts

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Patterns</li><li>2. Cause and Effect</li><li>3. Scale, Proportion, and Quantity</li><li>4. Systems and System Models</li></ol> | <ol style="list-style-type: none"><li>5. Energy and Matter</li><li>6. Structure and Function</li><li>7. Stability and Change</li></ol> |
|---|--|

## Unit Map

### Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Working as conservation biologists, students figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rain forest. Students use their understanding of vision, light, and information processing to figure out why an increase in light in the geckos' habitat is affecting the population. Then students turn their attention to humans by designing their own investigations in order to learn more about how our senses help us survive.

#### Chapter 1: How does a Tokay gecko get information about its environment?

**Students figure out:** In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

**How they figure it out:** Students do hands-on investigations with their own senses to learn that information travels to them from their environment. They read about what senses different animals use to find their food. Through a Mystery Box activity, students learn that we need light to see.

#### Chapter 2: How does light allow a Tokay gecko to see its prey?

**Students figure out:** First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

**How they figure it out:** Students use the *Vision and Light* Simulation to explore the path of light from a source to an object and to an animal's eye, a process that is necessary for the animal to see. Students confront several common misconceptions about the role of light in vision by improving inaccurate models of how light reaches the eye.

#### Chapter 3: How does a Tokay gecko know that it is looking at its prey?

**Students figure out:** Light from a source reflects off the prey and travels to the Tokay gecko's eyes. The light enters the eye through the pupil and then reaches light receptors. The light receptors respond to the light and send information from the light to the brain. The brain processes this information and forms an image. By comparing the image to memories, the gecko can recognize what it is looking at and make a decision that might help it survive.

**How they figure it out:** Through research in the Simulation and *Handbook of Animal Eyes*, students learn that light enters the eye through the pupil and then reaches light receptors. These light receptors respond and send information to the brain. Students return to the Simulation to investigate how a predator knows if it's looking at prey or at an animal that would be toxic to eat.

## Vision and Light

### Planning for the Unit

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Unit Map



#### Chapter 4: How could more light at night make it hard for a Tokay gecko to see its prey?

**Students figure out:** When light gets to a Tokay gecko's eyes, the gecko's light receptors respond and send information to the brain. The brain processes this information to form an image. Since the highway lights were installed, there is much more light at night. Tokay geckos have light receptors that form clear images in very low-light conditions, so the extra light at night makes it difficult for them to form clear images of their prey.

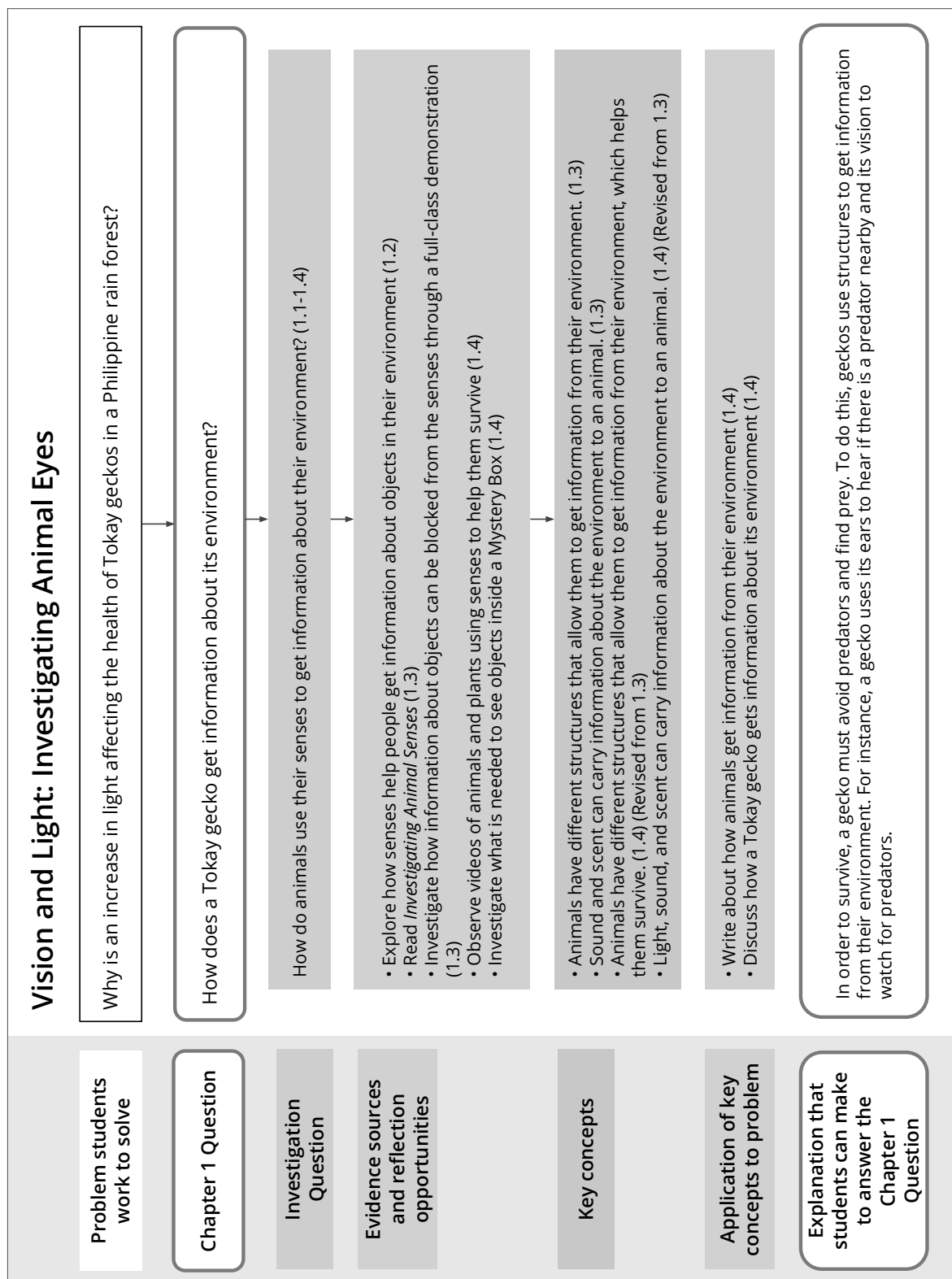
**How they figure it out:** Students use an informational text to learn that different animals sense information in different ways due to having specialized receptors with varying sensitivities. Students use the Simulation along with a digital model to compare the vision of nocturnal and diurnal animals in differing amounts of light. They build physical models of nocturnal and diurnal eyes and use them to explain the role of light in vision and survival.

#### Chapter 5: How do our senses help us understand our environment?

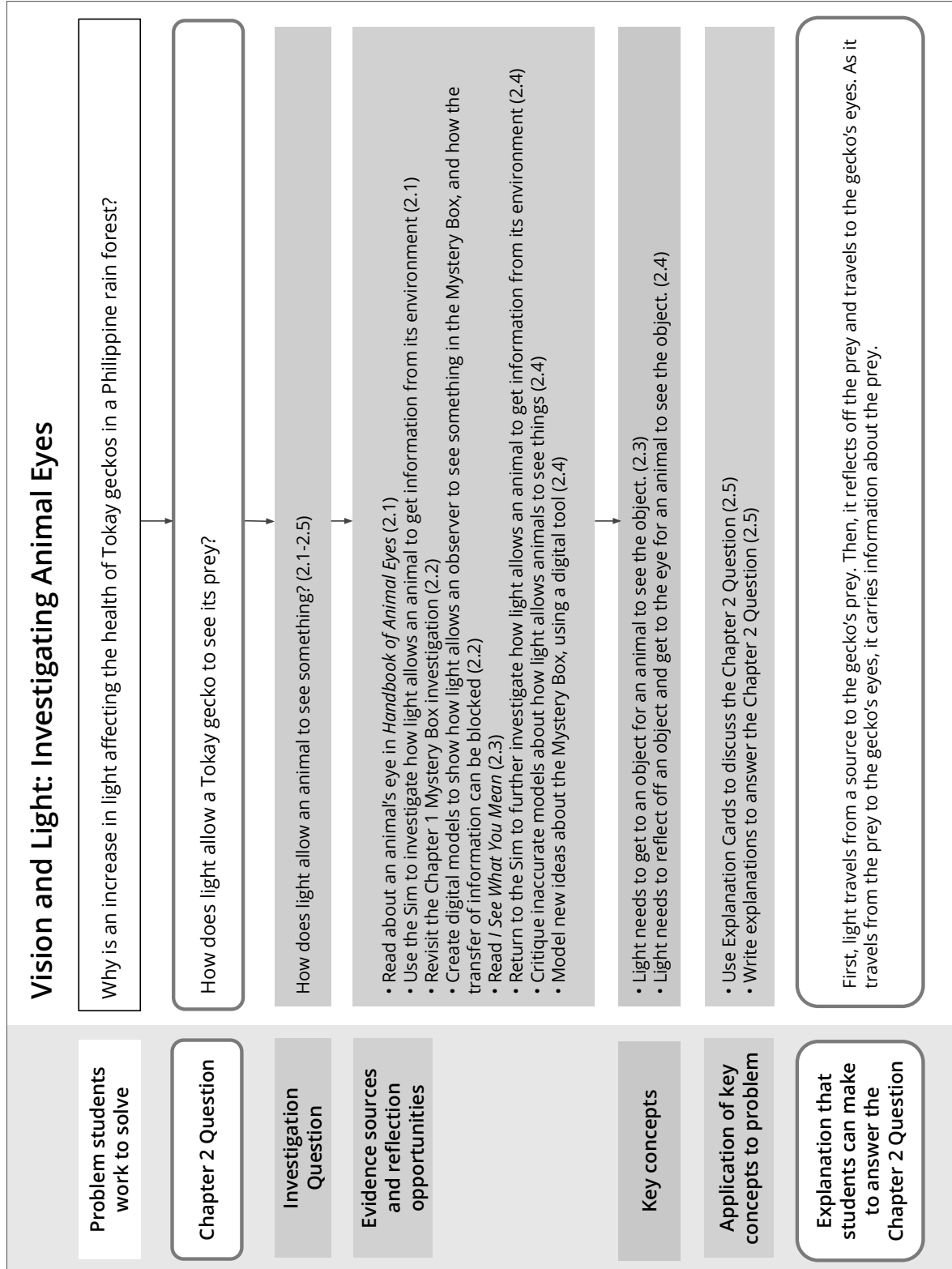
**Students figure out:** By designing an investigation that only changes one variable at a time, it's possible to understand how human structures and receptors inform our senses and help us survive.

**How they figure it out:** Using a jigsaw approach, groups of students design, conduct, and share the results of hands-on investigations into one of three human senses: hearing, smell, or touch. The shared results of multiple investigations allow students to learn about other senses and to compare the results of multiple investigations.

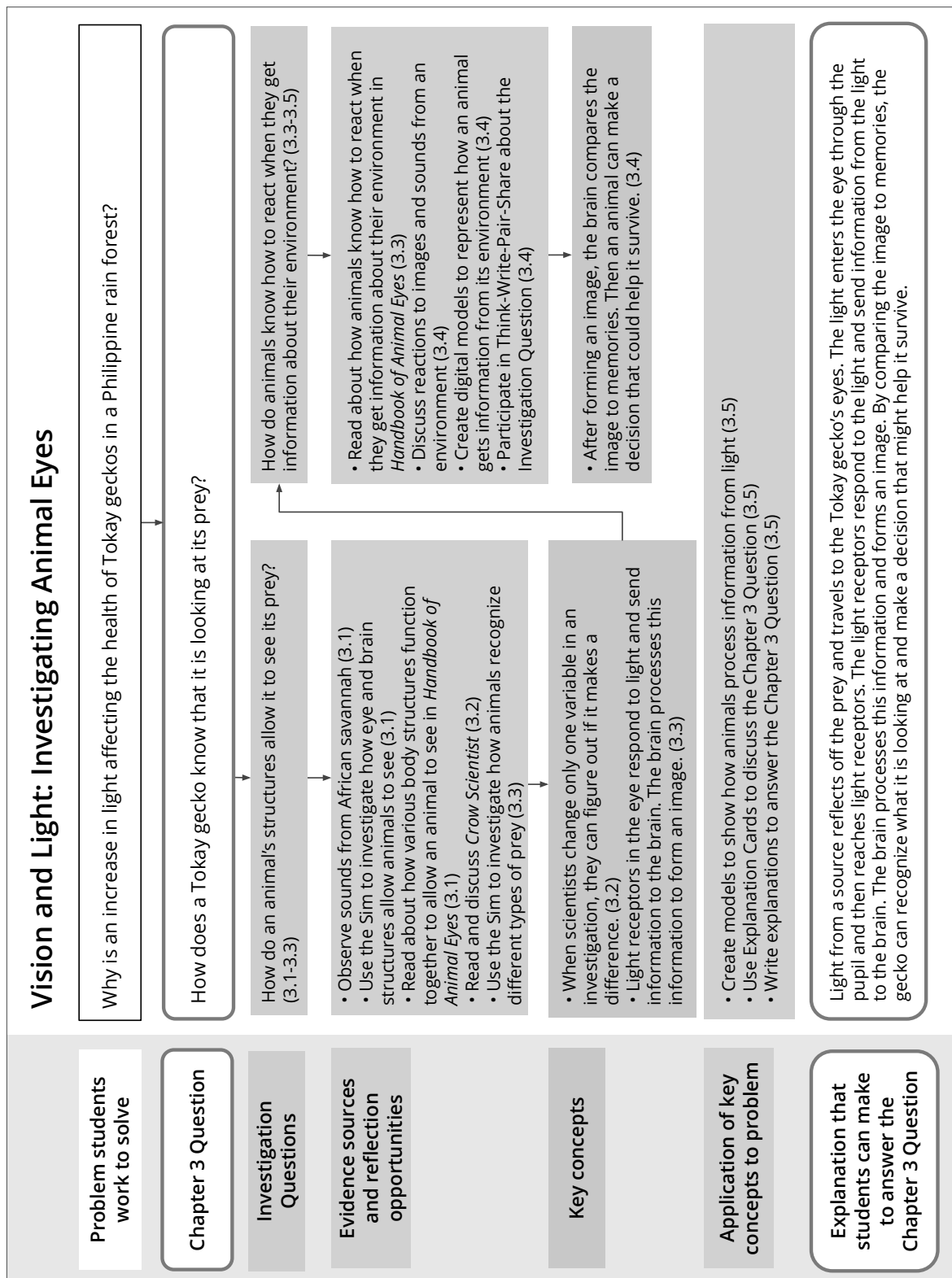
# Vision and Light Coherence Flowchart



# Vision and Light Coherence Flowchart cont.

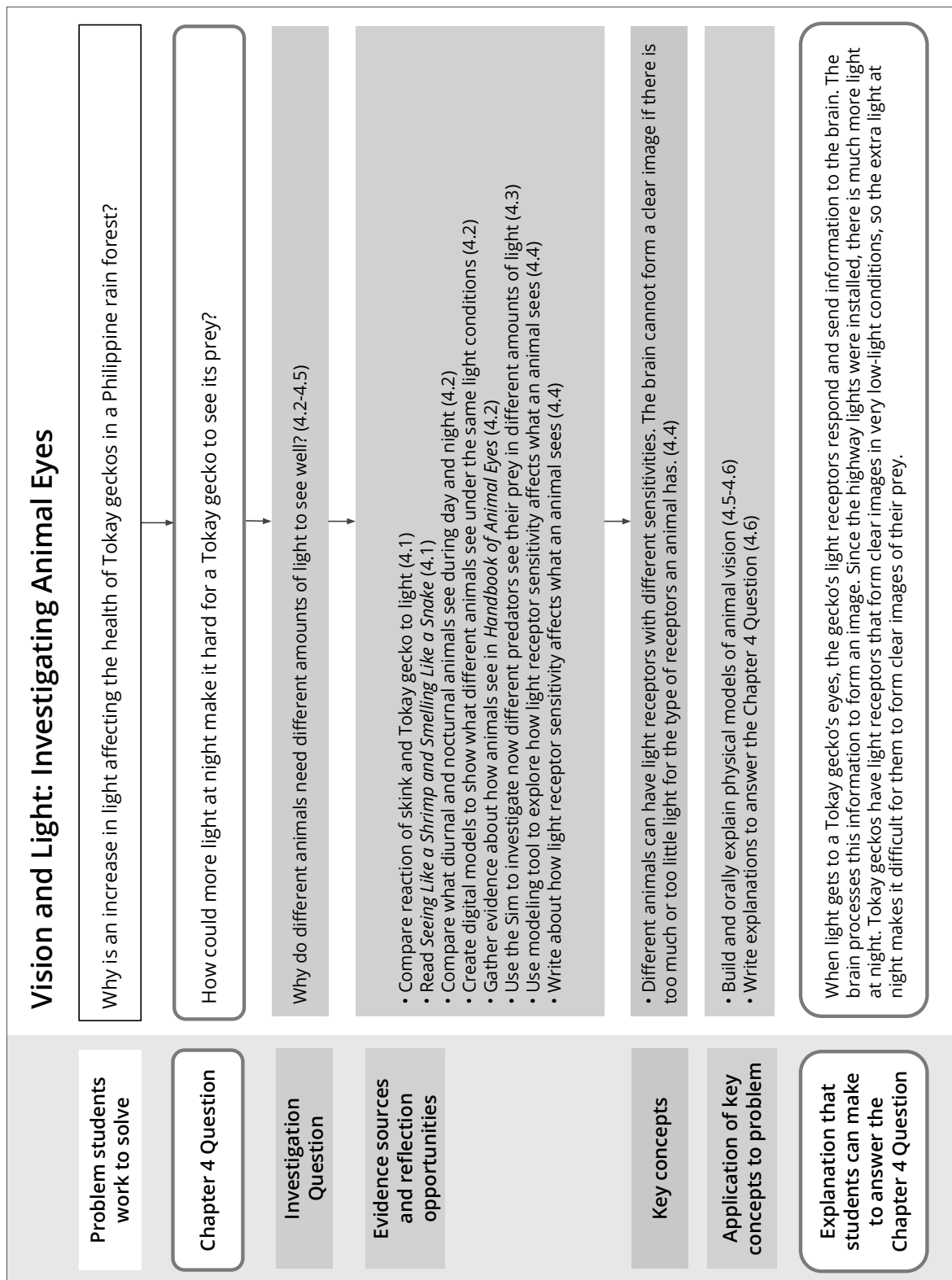


## Vision and Light Coherence Flowchart cont.

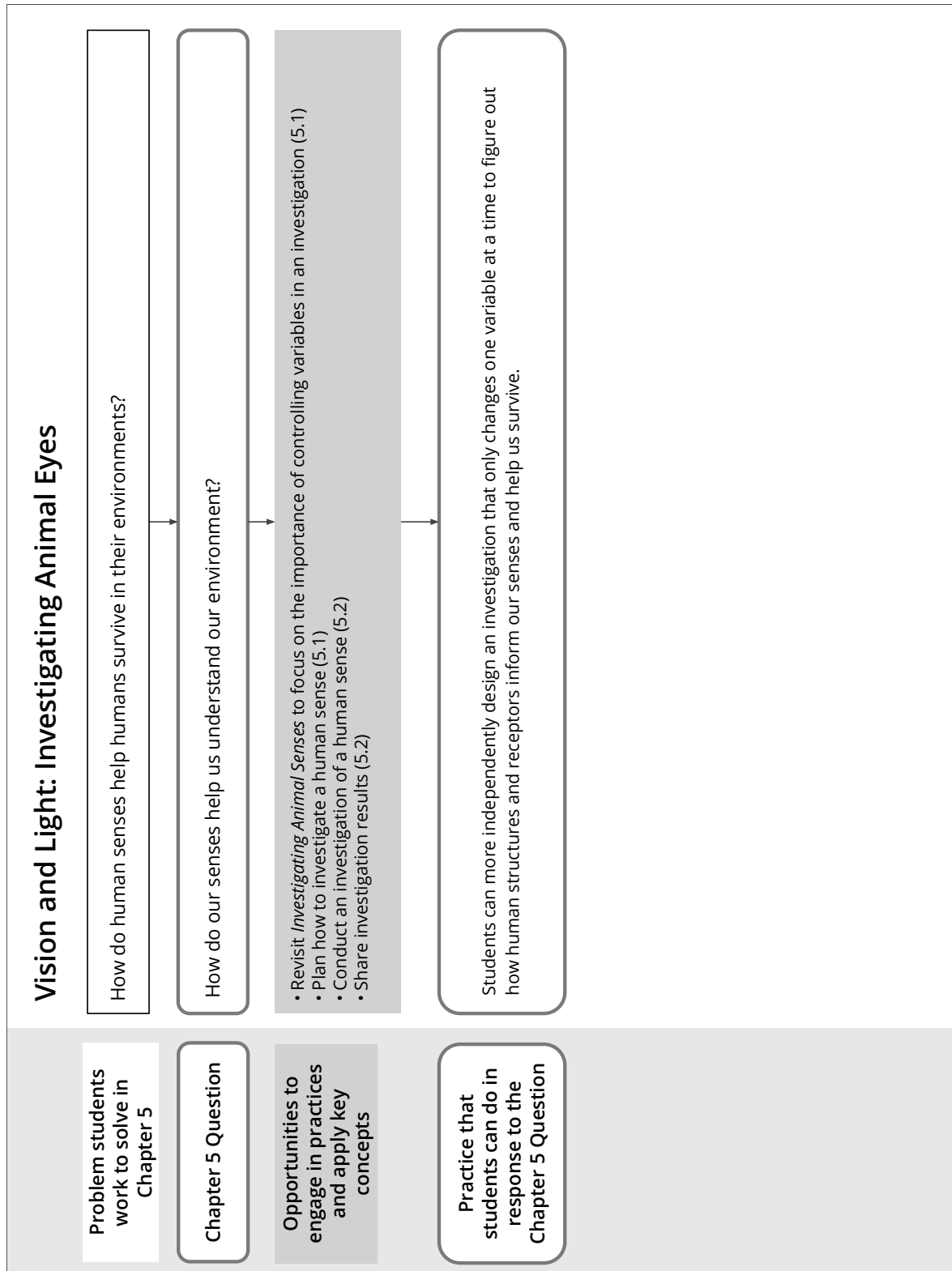




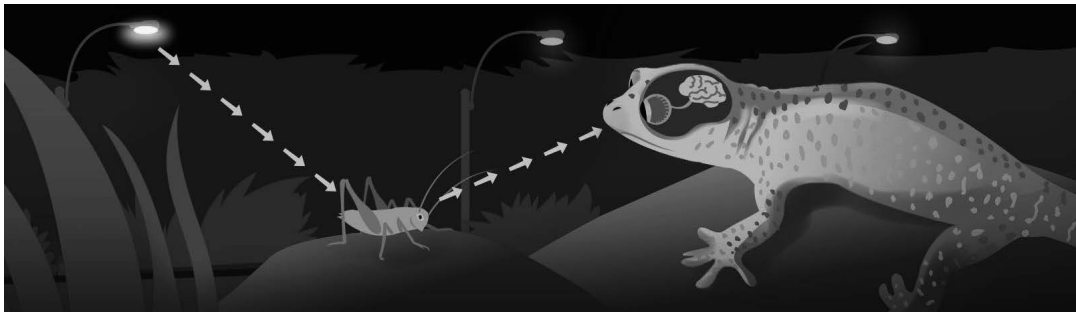
## Vision and Light Coherence Flowchart cont.



## Vision and Light Coherence Flowchart cont.



AmplifyScience



## Vision and Light:

Investigating Animal Eyes

Investigation Notebook

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Exploring the Mystery Box

1. Follow the directions in each part to answer the questions below.

### Part 1

When it is your turn, look through the eyehole of the Mystery Box. What do you see? Write your answer below and draw it in the box.

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Stop here until your teacher says to go to Part 2.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Exploring the Mystery Box (continued)

### Part 2

When given the signal, work with your group to figure out the answer to this question: What do you need in order to see the “food” that is inside the box?

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With your group, decide one thing you will change about the Mystery Box so that you can see what is inside. Make this change, and then look through the hole to find out if you can see what is inside.

What did you change?

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What kind of information did you observe about the object inside the box?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Investigating Light

1. Use the *Vision and Light* Simulation to figure out how light allows a predator to see its prey.
2. Use what you observe to answer the questions below.

### Investigation 1

Open the Sim. What did you observe when the light is on?

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Now turn the light off and observe what happens when the light is off. What did you observe when the light is off?

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### Investigation 2

Restart the Sim. Change the direction of light by dragging the lamp along the track. What did you observe when the light travels in a different direction?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Investigating Light (continued)

### Reflecting on Investigations 1 and 2

What are your ideas now about how light allows a predator to see its prey?

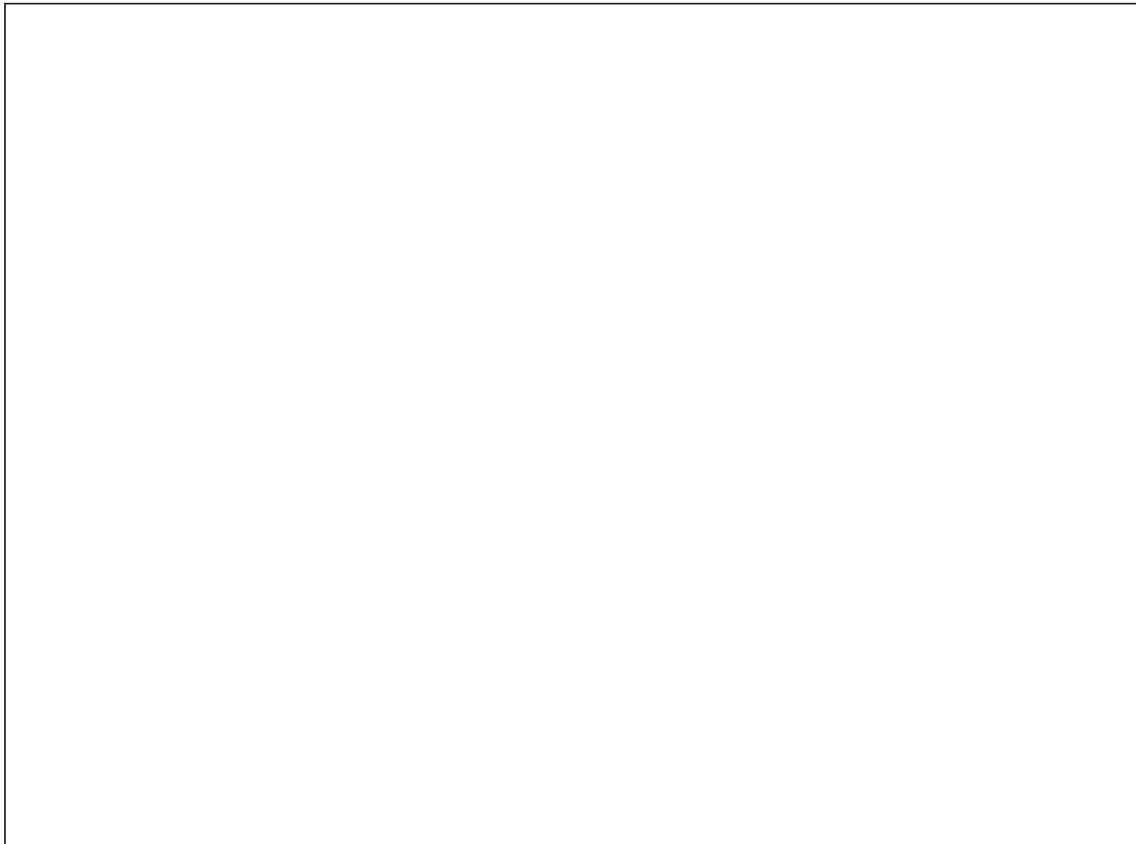
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Draw a picture in the box below if it helps you describe your ideas.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Getting Ready to Read: *I See What You Mean***

1. Before reading the book *I See What You Mean*, read the sentences below.
2. If you agree with the sentence, write an "A" on the line before the sentence.
3. If you disagree with the sentence, write a "D" on the line before the sentence.
4. After you read the book, see if your ideas have changed. Be ready to explain your thinking.

\_\_\_\_\_ All light stops when it reaches an object.

\_\_\_\_\_ Light comes from a source and then floats around.

\_\_\_\_\_ Only shiny things, like spoons and mirrors, reflect light.

\_\_\_\_\_ We see because light reflects off objects and travels to our eyes.

\_\_\_\_\_ Light carries information about objects, such as what color and shape they are.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Asking Questions When Reading: *I See What You Mean*

1. As you read the book, record questions you have in the first column.
2. If you find the answers to your questions as you read, record your answers in the second column.

Question	Information from the book that helps answer my question

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Multiple Meaning Words

Some words can mean more than one thing. For each word in the chart:

1. Read the sentence from the book *I See What You Mean* that uses the word.
2. Read the two meanings the word can have.
3. Decide which meaning the word has in the sentence from the book and circle that meaning.

Word	Sentence from the book	Meaning 1	Meaning 2
mean	I see what you <b>mean</b> , but still . . . there must be more to it.	not nice	to have in mind
vision	It made her wonder—how did <b>vision</b> work anyway?	the ability to see	a clear idea of what should happen in the future
reflect	The peach <b>reflects</b> light from the lamp.	to cause light to bounce off a material	to think back on something

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reading Reflection: *I See What You Mean*

1. Now that you have finished reading *I See What You Mean*, answer the questions below.

Would Jayla be able to see the peach if light from the lamp traveled straight to her eyes? Why or why not?

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Would Zoey be able to see the peach if the lamp in the room were not turned on? Why or why not?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Think-Write-Pair-Share: Light and Information**

1. Look at the projection of pages 18–19 of *I See What You Mean*.
2. Think about how you would answer the question below.
3. Record your ideas.
4. Share your ideas with your partner.

**Jayla can see the peach because light from the peach travels to her eyes.  
What kind of information about the peach is this light carrying?**

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**Teacher:** Mr. Saturn

**Grade Level :** 4

**Date:** 8 /2018

**Unit Name:** Vision and Light

**Chapter:** 2

**Lesson:** 2.3, Act. 3

**A.) Determine the “Look For’s” for the On the Fly Assessment**

On-the-Fly Assessment 6: Light Carries Information

**B.) Rate the Look -Fors**

‘3’ if student demonstrates a **strong understanding**

‘2’ if student demonstrates **some understanding**

‘1’- if student demonstrates **no understanding**

Look Fors	Learner A	Learner B	Learner C	Learner D
<b>Look For #1:</b> Student participants in the “Pair” and “Share” routine with a peer.	2	3	2	1
<b>Look For #2:</b> Student recognizes that light carries visual information about an object when it reflects off that object and gets to the eye.	2	1	2	1
<b>Look For #3:</b> Student understands what counts as information. (For example, some students may not think of shape, color, and texture as information about an object.)	2	1	2	2
<b>Look For #4:</b> Student understands the ‘term’ carry; as they may be thinking about observable movement.	2	1	2	2
<b>Look For #5:</b> Student uses vocabulary appropriately (environment, observe, prey, survive, vision)	3	2	1	2

**C.)** After data are collected for the OTF, analyze the student needs and refer to the **NOW WHAT** section for ideas on how to respond to your students’ needs.

# Learner Profiles

**Learner A:** Enjoys science and math. Loves to tell stories about her many travels and enjoys figuring out phenomena presented. While she finds verbal explanations to be sufficient, she does not find it necessary to elaborate on her ideas through written explanation or written argument. She often shuts down when pushed to provide supporting details in writing.

**Learner B:** Enjoys reading and writing. When provided a written assignment, he is anxious to provide lengthy written and verbal explanations. Although, this learner enjoys reading, writing and speaking he is challenged by sentence structure, spelling and staying on topic.

**Learner C:** This new student enjoys expressing himself through art and drawings. He is not a strong reader, yet, as English is his second language. This student has strong comprehension skills and has adapted to using the classroom artifacts to help him construct written explanations.

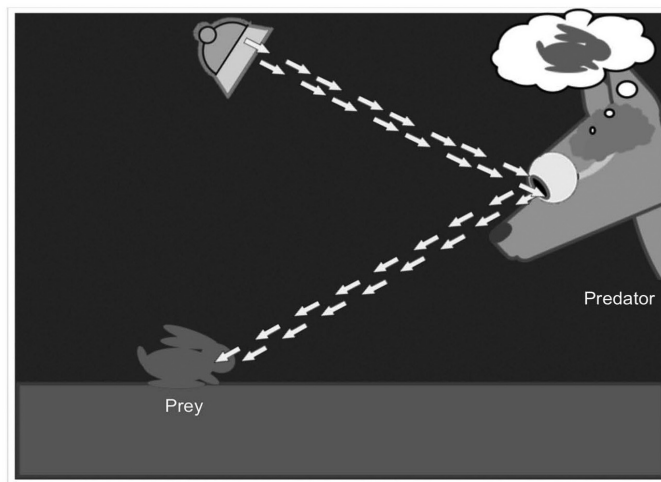
**Learner D:** Enjoys solving critical thinking problems and has rich science vocabulary. She works best when provided independent tasks and does not work well in collaborative group settings. She relies on step by step teacher validation and is not likely to complete a task without making sure her answer affirmed by an adult in the room.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

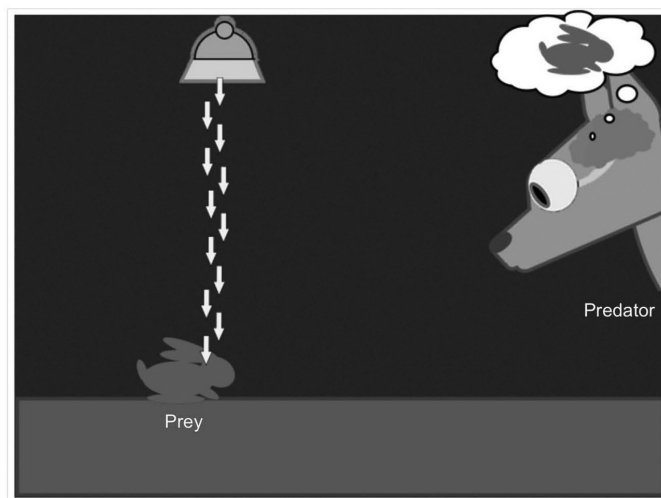
## Reviewing Models About Vision and Light

1. Review Models 2 and 3 with your partner. Discuss how each model is incorrect or incomplete and how each could be improved.
2. On the following page, choose either Model 2 or Model 3. Write about how your model is incorrect or incomplete and how it could be improved.

### Model 2



### Model 3



34

Vision and Light—Lesson 2.4

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reviewing Models About Vision and Light (continued)

I am writing about Model \_\_\_\_\_.

This model is incorrect or incomplete because

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In order to show what actually happens when an animal sees an object, I would improve this model by

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Make a drawing if it helps you explain your thinking. Label your drawing.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Daily Written Reflection

In the last lesson, you and your classmates shared what you read about animal vision. What questions do you still have about the animals that you learned about? List your questions below.

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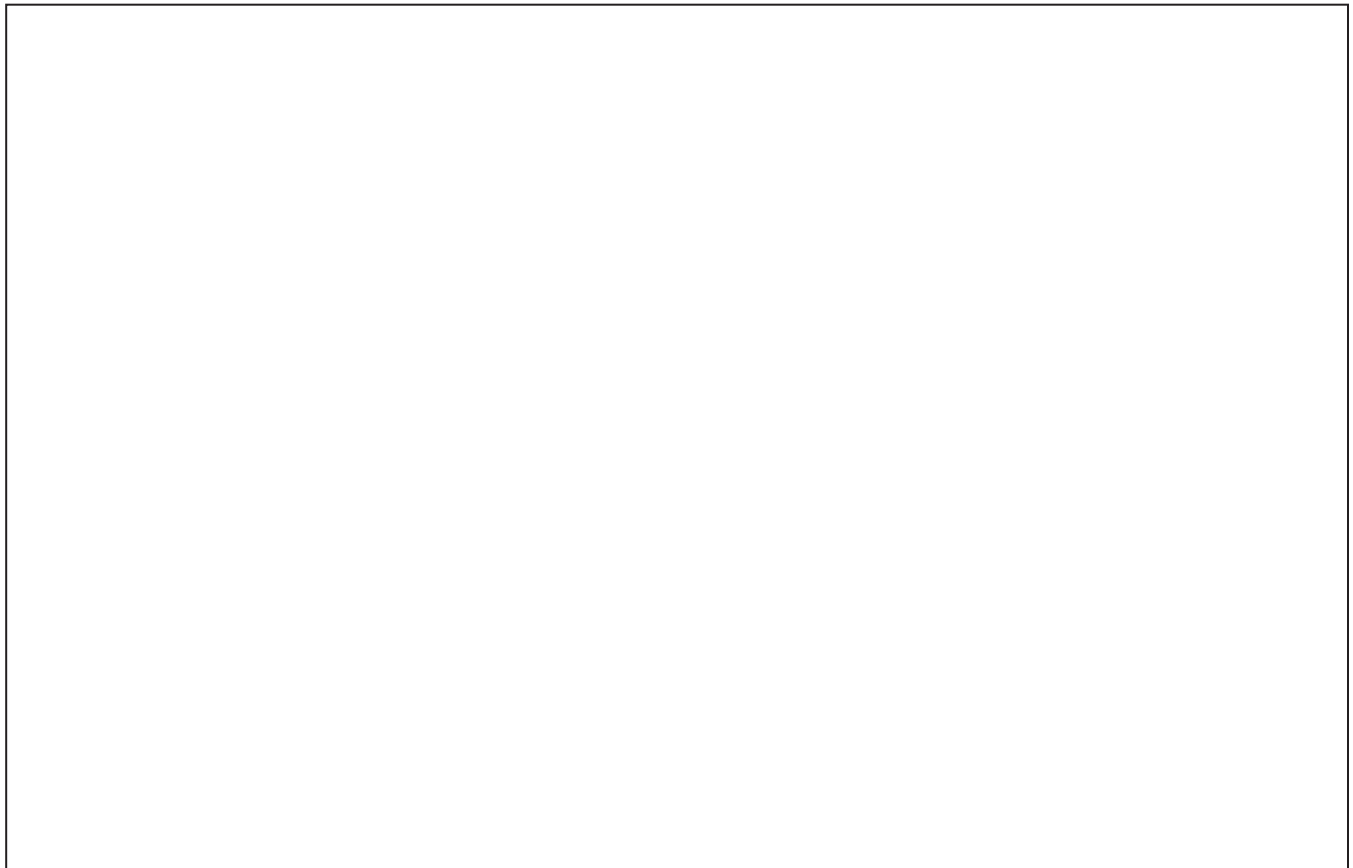
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Make a drawing if it helps you explain your thinking. Label your drawing.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think-Write-Pair-Share: Squirrel

1. Think about the question below.
2. Record your ideas.
3. When your teacher says “share,” share your ideas with your partner.

**Squirrels have low-sensitivity light receptors. How does this explain why a squirrel sees well during the day but not at night?**

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## Building a Vision Model (continued)

### Building a Vision Model Guidelines

Both vision models that your group builds should show the following:

- all the structures involved with animal vision
- whether the light receptors in the eye are high-sensitivity or low-sensitivity
- an object that the eye is looking at
- what the animal sees in bright light and in low light

The vision models will help you explain your ideas about the following:

- how the light receptors respond in bright light and in low light
- how information about an object is sent to the brain
- what happens when the brain processes information and recognizes the object
- why different animals need different amounts of light to see well

### Materials for Building a Vision Model:

- 20 yellow pom-poms
- 20 hook-and-loop dots
- 1 hook-and-loop strip
- 2 pipe cleaners
- 2 feet of yarn
- 1 set of Thought Bubble cards
- 4 sheets of construction paper
- 1 ball
- markers
- masking tape
- plastic self-sealing bag

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Planning Our Vision Model *(continued)*

Which model will you be building with your partner? (Circle one.)

eye with high-sensitivity receptors      eye with low-sensitivity receptors

Draw your Vision Model plan in the box below. Make sure to clearly label all your materials. Also label how each structure in your eye will function. Think about the role that structure plays in allowing an animal to see and know what it is looking at.



# Keeping Diverse Learner Needs in Mind

## Reflection Tool

Unit Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_ Lesson #: \_\_\_\_\_

**Circle the Selected Learner Profile:**    A            B            C            D

**Directions:** Reflect on each lesson activity and jot down strategies to support the student you selected from the Learner Profile.

Lesson Activity	My Student May be Challenged by...	Suggestions from the Differentiation Brief	Suggestions from my own Teacher Toolkit
1			
2			
3			
4			
5			

**Take a Moment:** How will this activity influence your planning practices?

# Connecting key concepts to chapter explanations

## Vision and Light

### Directions:

1. For each chapter, read the key concepts, then the explanation.
2. With a partner, discuss how the key concepts connect to the explanation.
3. Make annotations about the connections.

Ch	Key concepts	Explanation
1	<p>Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4)</p> <p>Light, sound, and scent can carry information about the environment to an animal. (1.4)</p>	<p>In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.</p>
2	<p>Light needs to get to an object for an animal to see the object. (2.3)</p> <p>Light needs to reflect off an object and get to the eye for an animal to see the object. (2.4)</p>	<p>First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.</p>
3	<p>Light receptors in the eye respond to light and send information to the brain. The brain processes this information to form an image. (3.3)</p> <p>After forming an image, the brain compares the image to memories. Then an animal can make a decision that could help it survive. (3.4)</p>	<p>Light from a source reflects off the prey and travels to the Tokay gecko's eyes. The light enters the eye through the pupil and then reaches light receptors. The light receptors respond to the light and send information from the light to the brain. The brain processes this information and forms an image. By comparing the image to memories, the gecko can recognize what it is looking at and make a decision that might help it survive.</p>
4	<p>Different animals can have light receptors with different sensitivities. The brain cannot form a clear image if there is too much or too little light for the type of receptors an animal has. (4.4)</p>	<p>When light gets to a Tokay gecko's eyes, the gecko's light receptors respond and send information to the brain. The brain processes this information to form an image. Since the highway lights were installed, there is much more light at night. Tokay geckos have light receptors that form clear images in very low-light conditions, so the extra light at night makes it difficult for them to form clear images of their prey.</p>

## End-of-Unit Writing: Explaining Why More Light Makes It Harder for a Tokay Gecko to See

Picture 1 shows the Tokay gecko at night before the highway lights were installed.

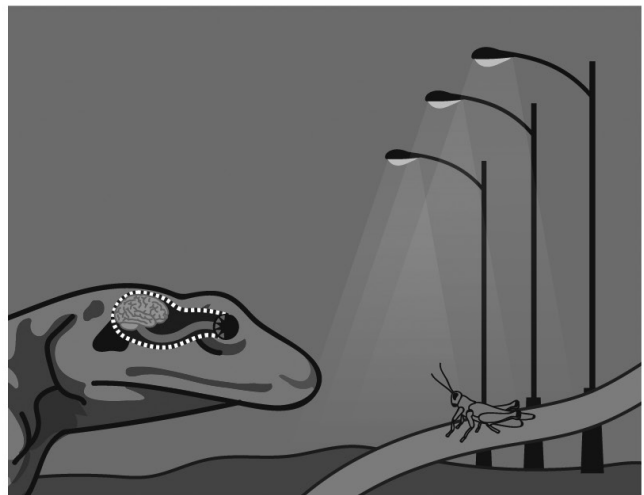
Picture 2 shows the Tokay gecko at night after the highway lights were installed. The lights are turned on.

1. Draw arrows on the pictures to show how information about the prey gets to the Tokay gecko so that it can see.
2. Answer the questions on the next page.

### Picture 1



### Picture 2







## Grade 4: Unit 2 - Vision and Light

## Sample Rubric Compilation &amp; Scoring Guide for the End of Unit Assessment (Lesson 4.6)

Criteria	0	1	2	3	4
<p><b>Causal and Explanatory</b></p> <p>Does the explanation go beyond, or add to ,what can be observed to explain why more light made it harder for the Tokay gecko to see?</p>	No or inaccurate explanation	The explanation <b>does not</b> go beyond, or add to what was observed to explain why more light made it harder for the Tokay gecko to see.	The explanation <b>somewhat</b> goes beyond or adds to describing that Tokay geckos can see without the highway light but cannot see with them to propose: how light allows geckos to see <b>or</b> why the amount of light affects the geckos ability to see	The explanation <b>goes beyond or adds to what was observed</b> describing that Tokay geckos can see without the highway lights but cannot see with them to propose: how light allows geckos to see <b>and</b> why the amount of light affects the geckos ability to see.	The explanation <b>goes beyond and adds to what was observed</b> describing that Tokay geckos can see without the highway light but cannot see with them to propose: how light allows geckos to see <b>and</b> why the amount of light affects the geckos ability to see.
<p><b>Clear and Well Organized</b></p> <p>Is the explanation written in a way that will allow the audience to understand it?</p>	No or inaccurate explanation	The explanation is not structured in a way that will allow the audience to understand it	The explanation is structured in a way that will somewhat allow the audience to understand it	The explanation is structured in a way that will clearly allow the audience to understand it	The explanation is structured in a way that the audience can clearly understand and includes science appropriate vocabulary
<p><b>Grounded in Evidence</b></p> <p>Is the explanation consistent with the relevant science ideas that students have experienced so far?</p>	No or inaccurate explanation	Explanation is <b>not</b> consistent with the understanding that an animal sees when light from a source reflects off of an object and enters the animals eye, no understanding of how the eye and brain work together to allow animals to see, or that light receptors in the eye have different sensitivities and therefore different animals are able to see well with different amounts of light. Addresses one criteria.	Explanation <b>somewhat</b> consistent with the understanding that an animal sees when light from a source reflects off of an object and enters the animals eye, some understanding of how the eye and brain work together to allow animals to see, or that light receptors in the eye have different sensitivities and therefore different animals are able to see well with different amounts of light. Addresses two criteria.	Explanation <b>shows understanding</b> consistent with the understanding that an animal sees when light from a source reflects off of an object and enters the animals eye, understanding of how the eye and brain work together to allow animals to see, <b>and</b> that light receptors in the eye have different sensitivities and therefore different animals are able to see well with different amounts of light. Addresses all criteria.	Explanation <b>shows understanding</b> consistent with the understanding that an animal sees when light from a source reflects off of an object and enters the animals eye, understanding of how the eye and brain work together to allow animals to see, <b>and</b> that light receptors in the eye have different sensitivities and therefore different animals are able to see well with different amounts of light. Addresses all criteria <b>and</b> cites classroom examples or data to support the explanations.
<p><b>Grounded in Evidence</b></p> <p>Does the explanation include a description on structures with substructures that serve functions?</p>	No or inaccurate explanation	Explanation <b>does not</b> describe the structure of the eye and how it functions to get light information from the environment or describe light receptors as substructures of the eye and how they respond to the light with the function of sending information to the brain.	Explanation <b>somewhat</b> describes the structure of the eye and how it functions to get light from the environment <b>or</b> describes light receptors as substructures of the eye and how they respond to the light with the function of sending information. to the brain.	Explanation <b>shows understanding</b> by describing the structure of the eye and how it functions to get light from the environment <b>and</b> describes light receptors as substructures of the eye and how they respond to the light with the function of sending information.	Explanation <b>shows understanding</b> by describing the structure of the eye and how it functions to get light from the environment <b>and</b> describes light receptors as substructures of the eye and how they respond to the light with the function of sending information <b>and</b> cites classroom examples or data to support the explanations.

# Preparing to teach

## Directions:

1. Navigate to the Chapter 1 landing page in the Teacher's Guide and read the Chapter Overview.
2. Navigate to Lesson 1.1 and use the table below to guide your planning.

Consider	Read
<p><b>Lesson Purpose</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the lesson?</li> <li>• How do the activities in this lesson fit together to support students in achieving this purpose?</li> </ul>	<p><b>Lesson Brief:</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Standards</li> </ul>
<p><b>Preparing</b></p> <ul style="list-style-type: none"> <li>• What materials do you need to prepare?</li> <li>• Is there anything you will need to project?</li> <li>• Will students need digital devices?</li> <li>• Are there partner or grouping structures you need to plan for?</li> <li>• Are there activities you need to practice before showing students?</li> <li>• Are there space considerations to think about (e.g., outside observation, projections, whole-group floor space)?</li> <li>• Are there documents in Digital Resources that you need to review (e.g., Assessment Guide)?</li> </ul>	<p><b>Lesson Brief:</b></p> <ul style="list-style-type: none"> <li>• Materials and Preparation</li> <li>• Unplugged</li> <li>• Digital Resources</li> </ul>
<p><b>Timing</b></p> <ul style="list-style-type: none"> <li>• How will teaching this lesson fit into your class schedule?</li> <li>• Will you need to break the lesson into activities over several days?</li> </ul> <p><b>Teaching the Lesson</b></p> <ul style="list-style-type: none"> <li>• Are there specific steps you have questions about?</li> <li>• What challenges might you encounter in teaching this lesson, and how might you address these challenges?</li> </ul>	<p><b>Lesson Brief:</b></p> <ul style="list-style-type: none"> <li>• Lesson at a Glance</li> </ul> <p><b>Instructional Guide:</b></p> <ul style="list-style-type: none"> <li>• Step-by-Step tab</li> <li>• Teacher Support tab</li> </ul>
<p><b>Supports and Challenges</b></p> <ul style="list-style-type: none"> <li>• What might be challenging for your students?</li> <li>• What additional supports can you plan for individual students?</li> </ul>	<p><b>Lesson Brief:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Instructional Guide:</b></p> <ul style="list-style-type: none"> <li>• Teacher Support tab</li> </ul>

*\*If you have additional time, continue planning with Lesson 1.2.*

Grade: \_\_\_\_\_ Unit Name: \_\_\_\_\_

Scoring Guide for the End of Unit Assessment (Template)

Criteria	0	1	2	3	4



# Amplify Support

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## Program Guide

Gain additional insight into the program's structure, intent, philosophies, supports, and flexibility.

[my.amplify.com/programguide](https://my.amplify.com/programguide)


## Amplify Help

Find lots of advice and answers from the Amplify team.

[my.amplify.com/help](https://my.amplify.com/help)

## Customer care

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

 800-823-1969

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

 Amplify Chat

### When contacting customer care, be sure to:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows laptop, etc.).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Cc: your district or site IT contact.



