

Assessments, reporting, and grading overview



No one wants more testing, but teachers need insights into their students' progress. And we believe the best way to understand student development is to analyze their work each day.

That's why Amplify ELA offers embedded, in-lesson formative assessments that provide educators with clear data on student performance without disrupting instruction time. Combined with our summative assessments and data reporting tools, these resources empower educators to make informed decisions about instructional strategies and provide necessary supports for student growth in reading and writing.

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Assessments

All core Amplify ELA units include a robust system of formative, summative, interim, and embedded assessments that provide teachers with actionable student performance data.

Formative assessments

Built-in daily formative assessments—including Exit Tickets, Formative Writing Prompts, independent reading assignments, and independent vocabulary practice—enable teachers to make timely decisions about instructional strategy and provide the guidance students need to thrive as readers and writers.

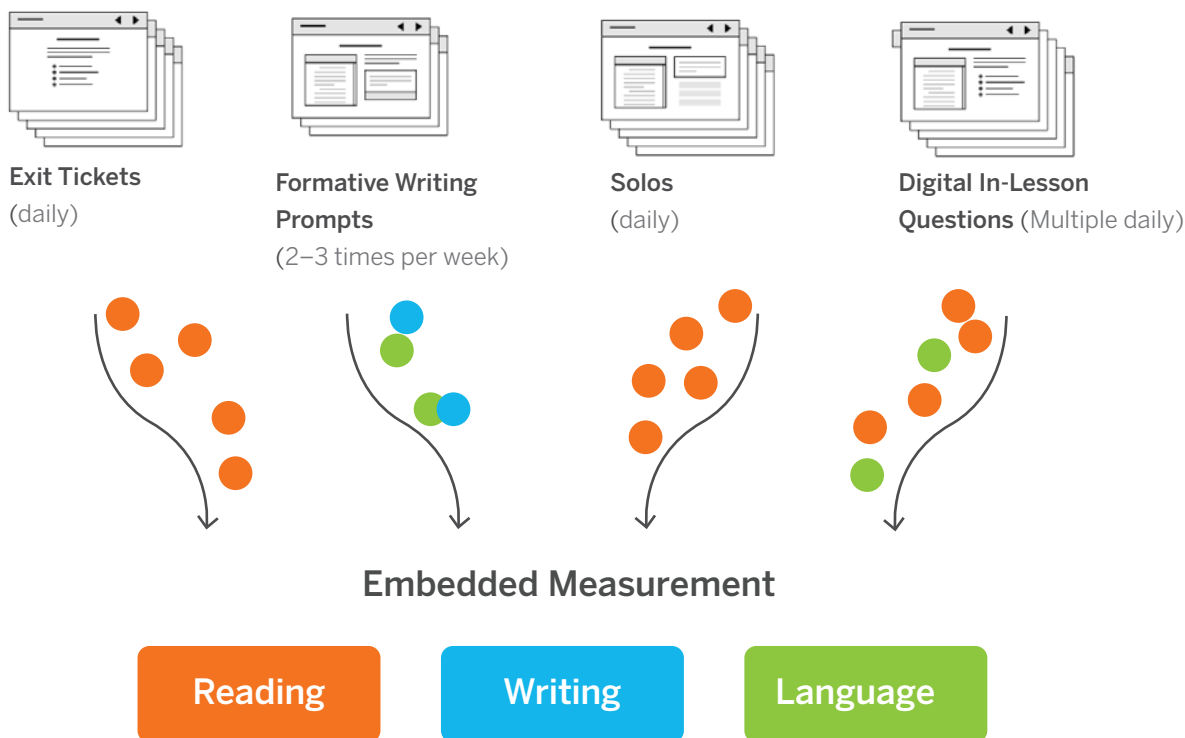


Learn more about [assessments](#).

Embedded Measure

Beginning with Unit B, all core units leverage formative assessment for a robust system of embedded measurement that provides teachers with actionable student performance data long before end-of-unit or benchmark exams. The Embedded Measure (EM) reports allow teachers to easily track and interpret student performance against the three core domains of Reading, Writing, and Language without interrupting the flow of daily instruction to test students.




Within-lesson Formative Assessment



Components

Exit Tickets

Each core lesson ends with an Exit Ticket aligned to the lesson's primary learning objective. Exit Ticket reports provide data about how well students understood the lesson's close reading focus.



*Excerpt from Chapter 2 in Phineas Gage: A
Gruesome but True Story About Brain Science by
John Fleischman*

What We Thought About How We Thought

In the long run, the Localizers will turn out to be somewhat right about localization but completely wrong about phrenological organs. The Whole Brainers will turn out to be right about the complex interconnections of the brain but

1. Based on these paragraphs, what have modern-day scientists concluded about the debate between the Whole Brainers and the Localizers / Phrenologists?

A The Whole Brainers were right.

B The Localizers/Phrenologists were right.

C The Whole Brainers and the Localizers/Phrenologists were both right in some ways and wrong in others.

Formative writing prompts

Two or three times a week, the lesson's performance task takes the form of a response-to-text writing prompt, where students write for 10–15 minutes in response to a text-based question. These regular, integrated writing prompts receive an AWE for key writing skills: Focus, Use of Evidence (where applicable), and Conventions. Teachers can also assign their own rubric-aligned scores in Classwork. Writing reports show patterns of skill development within each unit.

5
WRITING
Write: Changes in the Sisters' Relationship

6
CLASS
Wrap-Up

7
INDIVIDUAL
Exit Ticket

8
INDIVIDUAL
Solo

EL PÁJARO: "Pájaro, pajarito, encántanos con tu canto bonito."

THE BIRD: "Bird, little birdie, enchant us with your pretty song."

The Garza sisters' motto is: "*cinco hermanitas, together forever, no matter what!*"

Do the sisters become more united during their journey or not? Use details from earlier and later in the story to support your claim.

B
I
U
List
List
List
List
Link
Link
List

Write here...

Independent reading assignments

Between lessons, students complete Solos, which are daily, independent reading assignments accompanied by comprehension questions. All selected-response questions are auto-scored, allowing teachers to see a daily report of students’ independent reading comprehension, assess class readiness for the following lesson, and monitor patterns over time.

Lesson Brief
(7 Activities)

< 5 GROUP
Wrap-Up

6 INDIVIDUAL
Exit Ticket

7 INDIVIDUAL
Solo

Volume II, Chapter 2,
Pages 79–85

These sublime and magnificent scenes afforded me the greatest consolation that I was capable of receiving. Although they did not remove my grief, they subdued and tranquillized it. In some degree, also, they diverted my mind from the thoughts over which it had brooded for the last month. My father was pleased, and Elizabeth overjoyed.
"My dear cousin, you see what happiness you diffuse when you are happy; do not relapse again!"

1. This question has two parts.


Part 1: What effect did the family vacation have on Victor at first?

A It completely eliminated his worries.

B It made him feel more depressed.

C It caused him to understand the creature's feelings.

D It temporarily reduced his feelings of grief.



Learn more about
**formative
assessments.**

Independent vocabulary practice

The Amplify Vocab App is an independent, adaptive app used in most lesson warm-ups. It assesses student progress against text and academic vocabulary words, adjusting students' assigned words in response to their performance. In-app reporting provides teachers with visualizations of student mastery data as they progress through the activities.



Learn more about the [Vocab app](#).

Differentiation

Formative assessments often include built-in differentiation. Formative Writing Prompts offer segmented prompts with simplified language, guiding questions, and sentence starters to support struggling students. In reading comprehension Solos, students have access to text previews at lower Lexile levels that emphasize critical passages, and contain a reduced set of comprehension questions. Amplify's adaptive Vocab App also provides differentiated content based on student performance.



Learn more about [differentiation](#).

Summative assessments

All core Amplify ELA units culminate in two major summative assessments: essays and reading assessments. Many units also include a range of nontraditional performance tasks—such as debates, Socratic seminars, creative assignments, and presentations—which teachers can assign as alternative summative assessments.

Essay sub-units

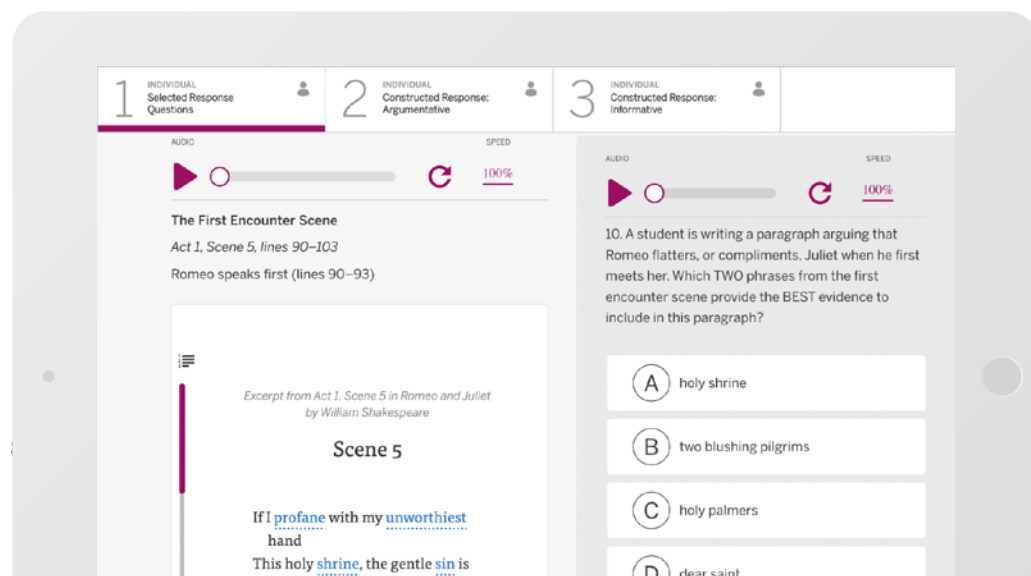
End-of-unit essays are performance tasks that engage students in the writing process over multiple days, allowing teachers to assess their ability to integrate understanding and skills into extended writing. These essays prompt students to answer essential questions and synthesize ideas within and across texts, with genres varying to balance argumentative and informational prompts. Common elements such as brainstorming, revising, and editing help students gain familiarity and confidence in formal writing conventions. Essay sub-unit materials also include rubrics that extend skills practiced in Formative Writing Prompts. Teachers can provide custom, rubric-aligned scores using the Classwork app, as student submissions are not auto-scored.

Essay Prompt

Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?

Reading assessments

Amplify ELA's reading assessments are summative reading assessments that aim to evaluate student understanding of unit content, mastery of reading skills, and to provide practice for end-of-year assessments. They include 10–20 selected-response items and one or two constructed response prompts on core unit texts. Reading Assessment reports offer raw scores for selected responses and color-coded performance levels, developed through statistical analysis of student performance compared to state-mandated assessments.



Summative assessments do not come with built-in differentiated supports. In essay sub-units, students all respond to the same prompt and receive the same directions. However, essay sub-units come with optional scaffolds that can be provided to some or all students at the teacher's discretion: graphic organizers for planning and sentence starters for writing each section of the essay. In an effort to mirror the conditions of most state standardized tests, unit reading assessments are also not differentiated. However, these assessments include scaffolds that meet many students' accommodation needs, such as audio for passages, questions, and prompts.

Nontraditional performance tasks

In addition to more traditional summative assessments, core units include performance tasks that invite students to demonstrate their knowledge and creativity in various ways. In different units, students have opportunities to plan and deliver a multimedia presentation, write a speech, defend their claims in debates, conduct Socratic seminars, present performances, and collaborate on projects of their own choosing. These tasks often include differentiation support.

The screenshot displays a digital assessment interface with a top navigation bar containing four tabs: 1 VOCABULARY Vocabulary Activities, 2 GROUP Write: Prepare for Debate, Part 1, 3 GROUP Debate: Part 1 (highlighted with a blue border), and 4 READING Guidelines Check-In. Below the tabs, the 'Directions' section lists two instructions: 1. Now it's time to debate. When it is your turn, speak clearly and loudly. Use the arguments below, which you completed in the last activity. 2. As other groups present, fill out the Debate Peer Evaluation forms on the following cards. The interface is divided into two main columns. The left column, titled 'Original Prompt', contains the text 'YES, chocolate should be added to school lunch every day.' and a large empty text box for a response. Below the text box is a link 'Return to source activity' and the text 'Sub-unit 4 Lesson 2 Activity 2'. The right column, titled 'Opening Statement:', contains a large empty text box for a response. Below the text box is a link 'Return to source activity' and the text 'Sub-unit 4 Lesson 2 Activity 2'.



Learn more about
summative
assessments.

Interim assessments

Amplify provides interim assessments to give teachers baseline data and measure students' progress in reading and writing skills throughout the year. Each grade level has two interim reading and two interim writing assessments. The first should be administered within the first four to eight weeks of the school year and the second four to eight weeks before end-of-year assessments. Reading assessments include three text passages, 22–23 selected-response items, and two constructed response prompts, while writing assessments have two text passages and an essay prompt. Both are designed to be completed in a 50-minute class period, though timing can be adjusted by teachers.

Interim assessments are available as printable files and may be administered on paper. There are digital versions that can be turned on for customers who use the Illuminate assessment platform.

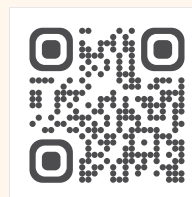
Amplify Grade 6 Reading Interim Assessment 1

3. **The text alternates between general (broad) information and specific details. Place the sentences from paragraphs 2–4 below, in order from most GENERAL (1) to most SPECIFIC (5).**

- ___ A. The Berbers have excavated caves in Matmata for centuries.
- ___ B. These unique homes are prevalent in Matmata because of the area's geology.
- ___ C. The earth around Matmata consists of a soft rock called sandstone.
- ___ D. The sandstone is easy to dig, yet is stable enough to maintain its shape.
- ___ E. The practice of digging homes underground began more than 700 years ago.

4. **How does the author support the statement that caves maintain a constant temperature?**

- A. by estimating how long it takes to dig out a cave
- B. by describing the soft yet stable nature of sandstone
- C. by explaining how heat from the sun is trapped and then released
- D. by giving the daily temperature ranges in the desert



Learn more about
interim
assessments.

Reporting

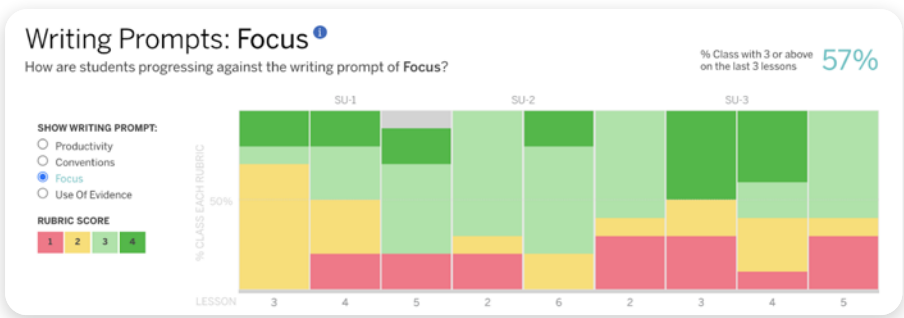
Reporting provides teachers with detailed information on student progress with reading and writing skills. In the Reporting app, teachers can track students' performance in formative assessments, such as Writing Prompts, Solos, and Exit Tickets, as well as in summative reading assessments.

Writing Prompts

The Writing Prompts report pulls the AWE scores from Formative Writing Prompts across an entire unit. AWE scores are always provided for Focus and Conventions. Use of Evidence AWE scores are provided for most prompts that require text evidence. Teachers can override AWE scores and provide their own rubric-aligned scores in Classwork; a teacher's override scores feed into reporting.

In this report:

- See individual student progress by skill, target skills for students to practice in revision assignments, and decide whether to change students' differentiation levels.



Learn more about the **Automated Writing Evaluation (AWE)**

- Track progress by skill across a unit and identify writing prompts for revision assignments.

Summary View ☐

Student ▲	Avg Last 3	SU-1: Prometheus			SU-2: Odysseus		SU-3: Arachne			
		L3	L4	L5	L2	L6	L2	L3	L4	L5
Addams, Riley	1.7	2	1		1	2	1	1	2	2
Baker, Ann	3.7	3	2	4	3	3	3	4	4	3
Carter, Alicia	2.7	2	3	3	3	3	3	2	3	3



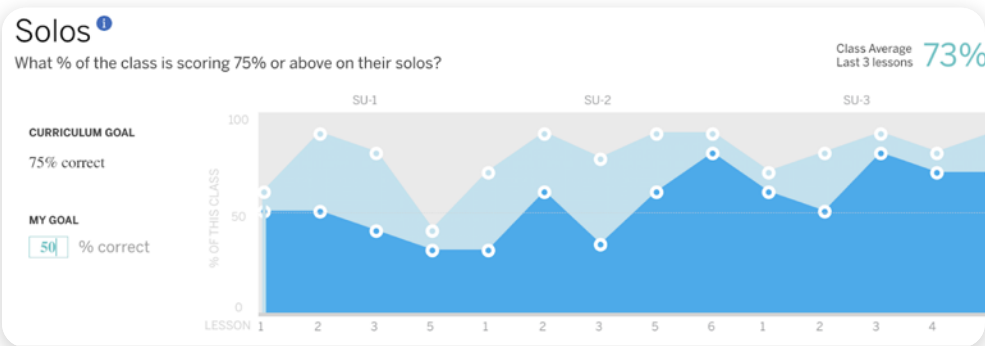
Learn more about **Writing Prompts report**.

Solos

The Solos report pulls raw scores for all selected-response questions (multiple choice, drag and drop, etc.) included in Solo reading assignments. Note that differentiation may impact the total questions each student receives. Amplify’s report automatically includes that context in scoring.

In this report:

- See the average performance of your class in each lesson. Here, you can set a goal and see how many students are hitting it.



- The Unit Overview shows raw scores for each student for all Solos in a unit.

Unit Overview													
By Solo													
By Question													
Show Percentage													
Student ▲	Avg Last 3	SU-1: Prometheus				SU-2: Odysseus				SU-3: Arachne			
		L1	L2	L3	L5	L1	L2	L3	L5	L6	L1	L2	L3
Addams, Riley	75	0/5	2/4	2/4	1/4	0/5	2/4	2/3	1/4	3/4	0/4	2/3	2/4
Baker, Ann	73.3	4/5	4/5	2/4	4/5	4/6	4/5	6/6	3/5	4/5	5/5	1/5	4/5
Carter, Alicia	83.3	1/5	2/4	3/4	0/4	4/6	4/5	5/6	4/5	4/5	4/4	3/3	4/4
Cortez, Maya	60	4/5	4/5	2/4	4/5	3/6	3/5	4/6	4/5	4/5	1/5	2/5	1/5

- The By Solo view shows the differentiation level and the performance on each question for each student.

Unit OverviewBy SoloBy Question

< SU-1:L1 >

NO DATA CORRECT INCORRECT

Student ▲	Differentiation	1	2	3	4
Apple, Student	●■▲	●	●	●	●
Banana, Student	▲■●	●	●	●	●
Figs, Student	●■▲	●	●	●	●
Kiwi, Student	▲■●	●	●	●	●

- The By Question view shows whole-class performance by question in each Solo.

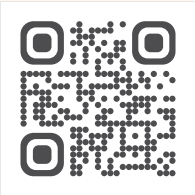
Unit OverviewBy SoloBy Question

< SU-1:L1 >

Show Percentage

Question ▲	Differentiation	Correct
1	▲■●	5/6
1	●■▲	2/4
2	●■▲	0/4
2	▲■●	6/6

Before class, review the previous lesson's Solo scores to determine how comfortable students are with the core text. See how well students are reading independently, and decide if any students need their differentiation level changed.



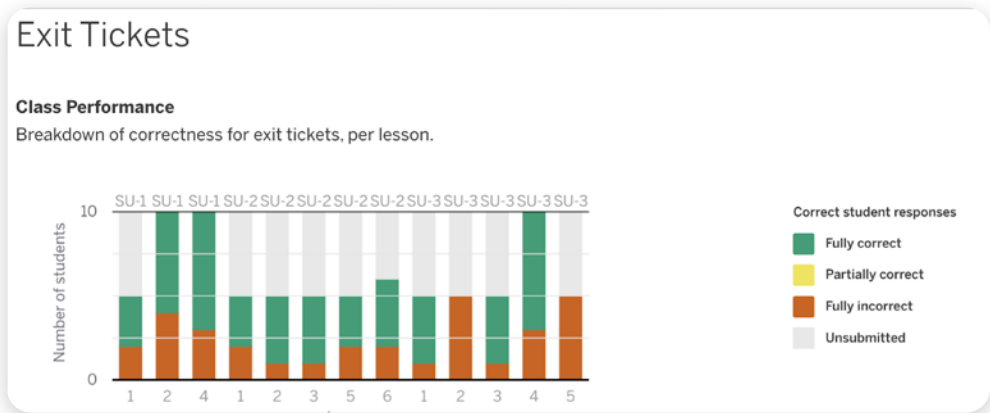
Learn more about [Solo reports](#).

Exit Tickets

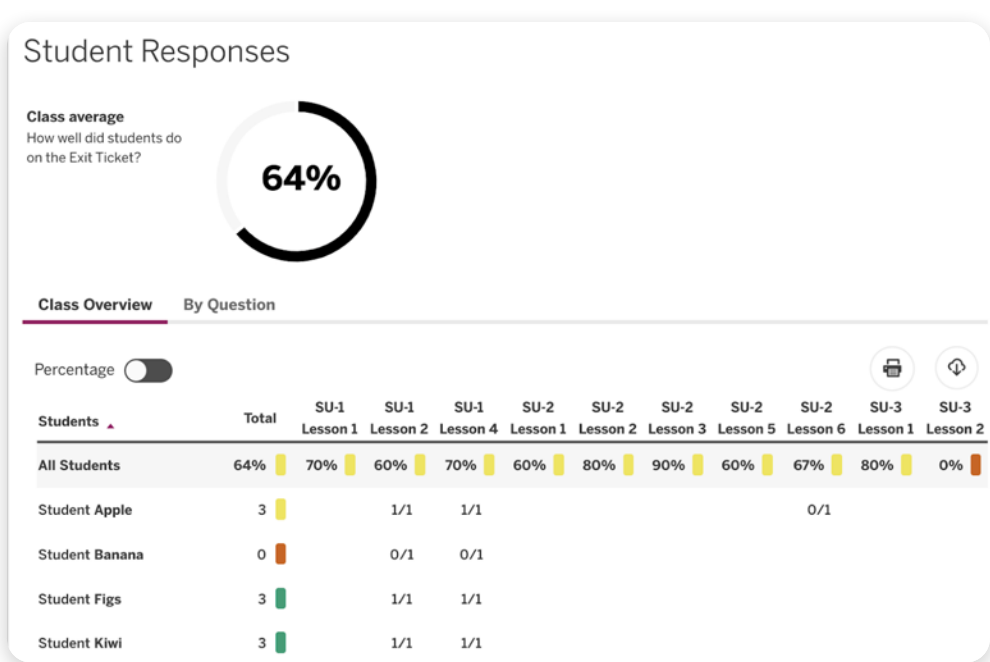
The Exit Tickets report pulls the raw scores on selected-response questions included in all Exit Tickets in a unit.

In this report:

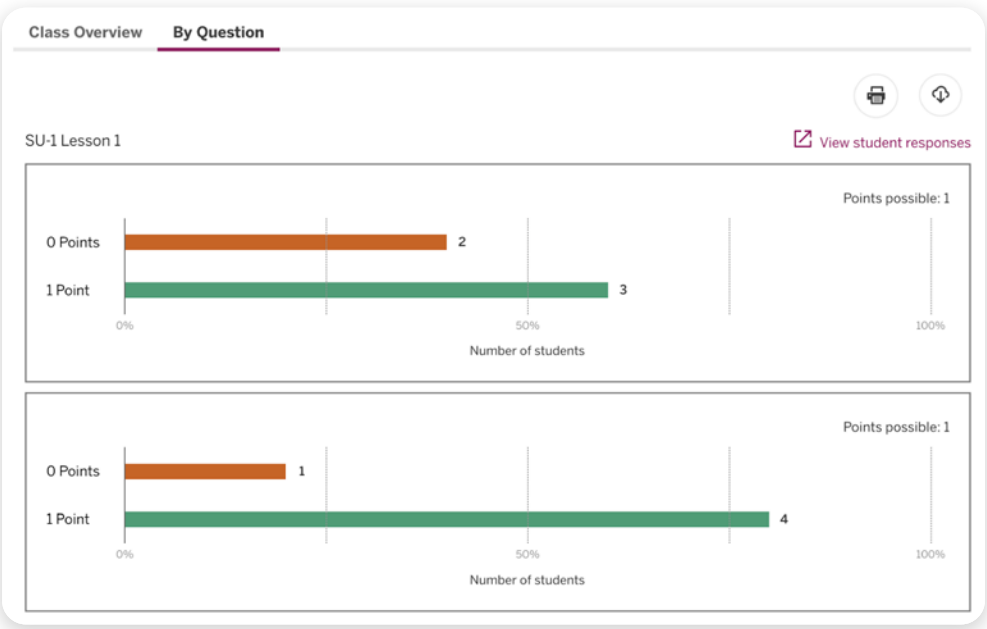
- See the proportion of students getting each Exit Ticket fully correct, partially correct, or fully incorrect across a unit.



- The Class Overview shows raw scores for each student.



- The By Question view shows performance by question.



Assess whether to reteach a lesson or assign extra practice using Instructional Modules during a Flex Day.



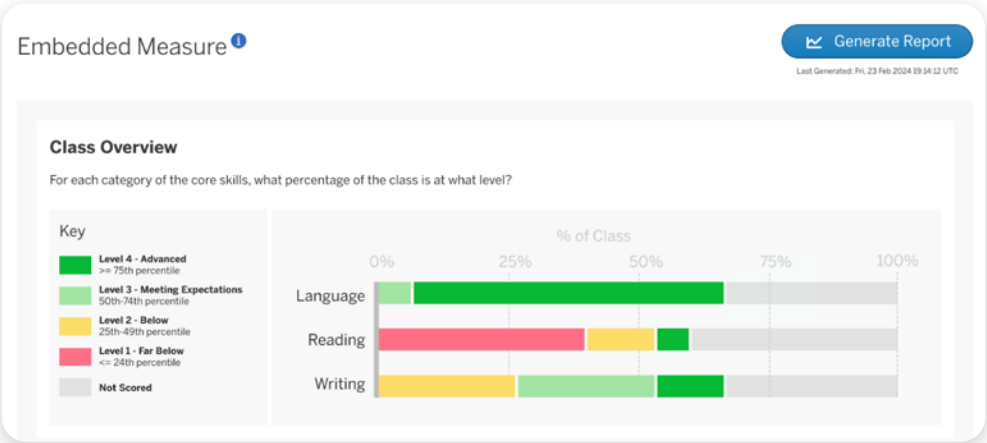
Learn more about [Exit Ticket reports](#).

Embedded Measure

Starting in Unit B for grades 6–8, all core units use formative assessment to provide teachers with actionable student data before end-of-unit or benchmark exams. The EM report examines student performance on selected lesson activities, taking into account the difficulty of each activity. Reading scores come from student submissions in selected-response Solo questions, selected-response Exit Ticket questions, and any other selected-response reading questions in lessons. Writing scores come from AWE scores for Focus and Use of Evidence on Formative Writing Prompts. Language scores come from AWE scores for Conventions and any in-lesson vocabulary questions.

In this report:

- See the percentage of class at color-coded performance levels in each domain.



- Recommendations suggests grouping for differentiated instruction on Flex Days.

Recommendations ⓘ KEY

Recommended grouping for differentiated instruction.

☐ Show Percentile

Language Group				Reading Group				Writing Group			
1 student 10% of class				8 students 80% of class				1 student 10% of class			
Student	L	R	W	Student	L	R	W	Student	L	R	W
Peach, Student	●	●	●	Apple, Student	●	●	●	Papaya, Student	●	●	●
				Banana, Student	●	●	●				
				Figs, Student	●	●	●				
				Kiwi, Student	●	●	●				

- The Student Roster view shows percentile for each student in each domain.

Student ^A ₂	Focus Recommendation	Language		Reading		Writing	
		Level	Percentage	Level	Percentage	Level	Percentage
Redding, Student 5	Language	<div></div>	54	<div></div>	95	<div></div>	80
Redding, Student	Reading	<div></div>	86	<div></div>	18	<div></div>	56
Redding, Student 9	Writing	<div></div>	90	<div></div>	48	<div></div>	47
Redding, Student 8	Reading	<div></div>	98	<div></div>	29	<div></div>	79
Redding, Student 7	Reading	<div></div>	90	<div></div>	15	<div></div>	56

EM reports provide an at-a-glance look at which students are at risk in each of the three core domains. EM reports also provide recommendations about how to group students for both differentiated instruction and extra practice during Flex Days.

The EM report includes all available data for a given student. Absences or decisions to complete content in print will not negatively impact a student's level, but the more work students have completed, the more accurate their scores will be.



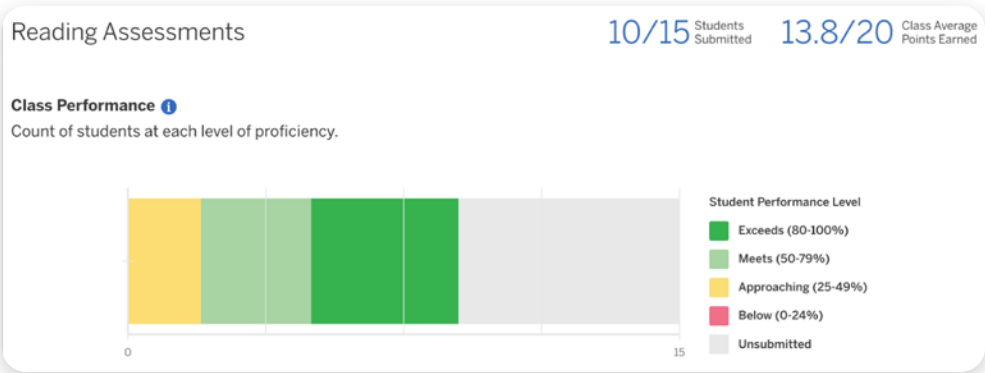
Learn more about the **Embedded Measure (EM)**.

Reading Assessments

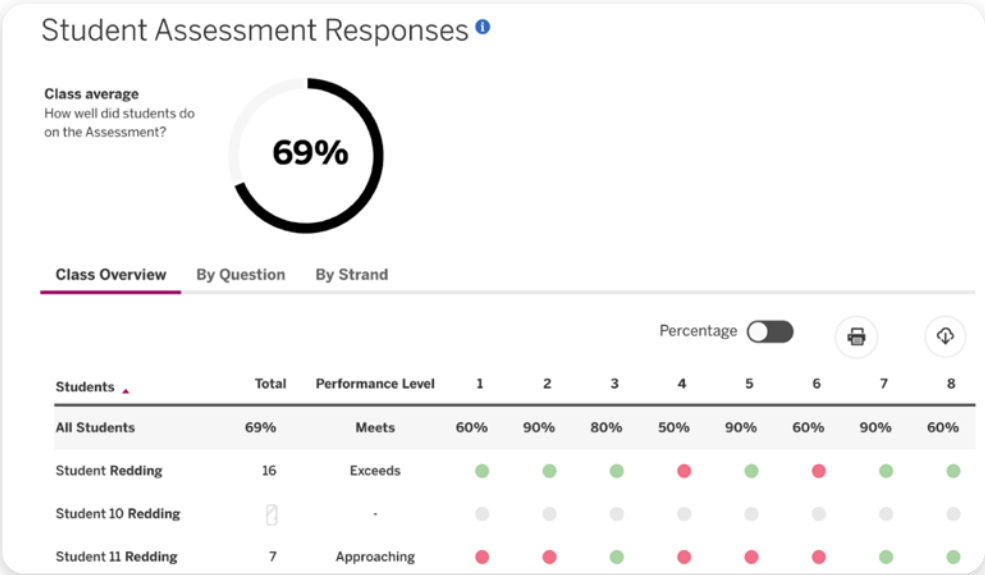
The Reading Assessments report pulls submissions data from the selected-response questions on the Unit Reading Assessment.

In this report:

- See proportion of students at color-coded performance levels.



- The Class Overview shows raw scores for each unit.



- The By Question view shows how many students selected each possible response for each question.



- The By Strand view shows student performance across question types.

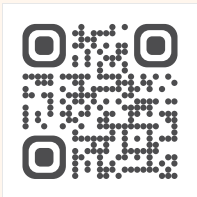
Class Overview By Question **By Strand**

Percentage ☐

Students	Craft and Structure	Integration of Knowledge and Ideas	Key Ideas and Details	Total Score #
Student Apple	5/12	0/1	2/7	7/20
Student Banana	11/12	1/1	4/7	16/20
Student Figs	10/12	1/1	5/7	16/20
Student Kiwi	9/12	1/1	5/7	15/20

Admin Reports

Many of these assessment measures can also be viewed in Admin Reports.

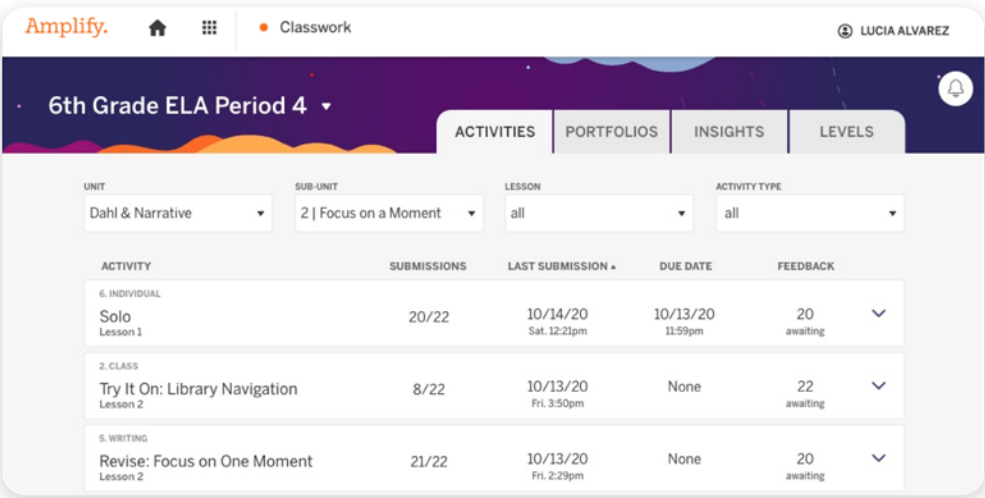


Learn more about
[Amplify ELA](#)
[Admin Reports](#).

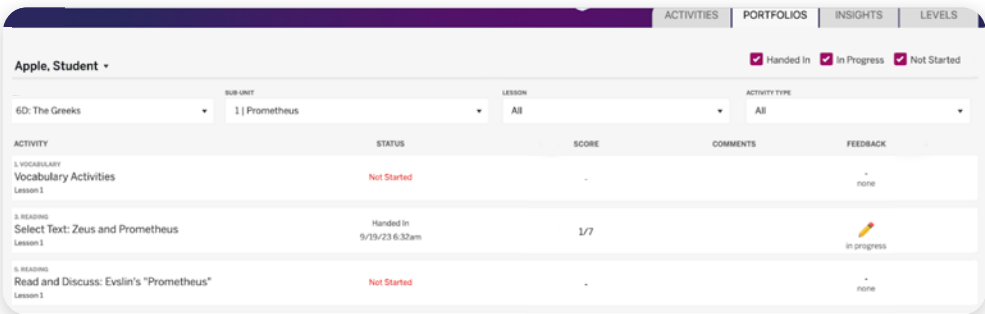
Classwork

With Classwork, teachers can view and comment on student work and progress.

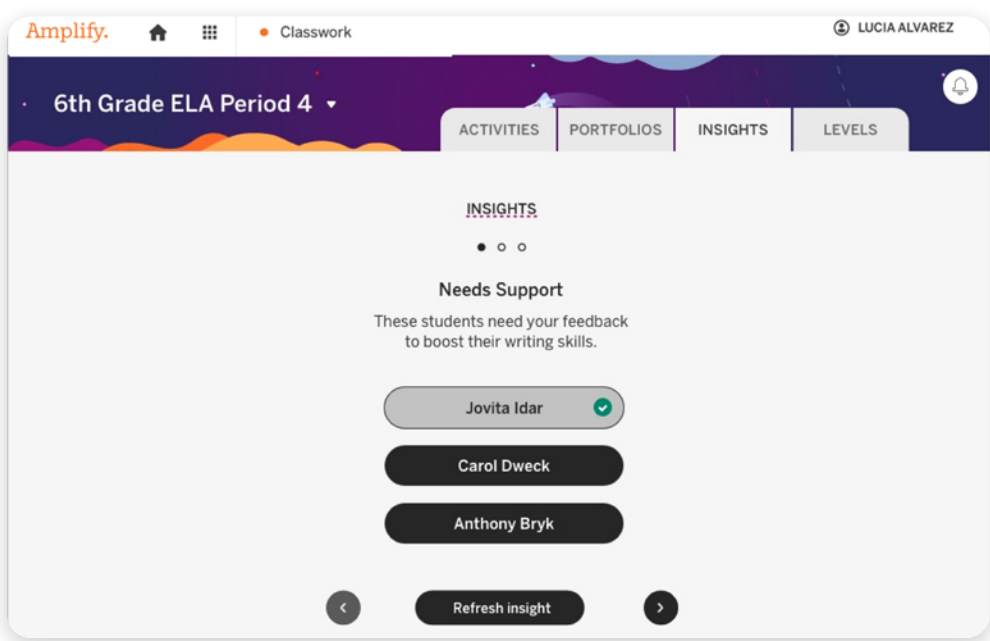
- In the Activities tab, teachers can see activities submitted by their students. Teachers can choose to see all activities or select specific activities. When viewing a specific activity, teachers can see students’ raw scores as well as the differentiation level each student was set to when they completed that activity. Teachers can click on an individual student’s name to view the student’s work, provide feedback, review auto-scores for AWE, or provide a custom score or grade.



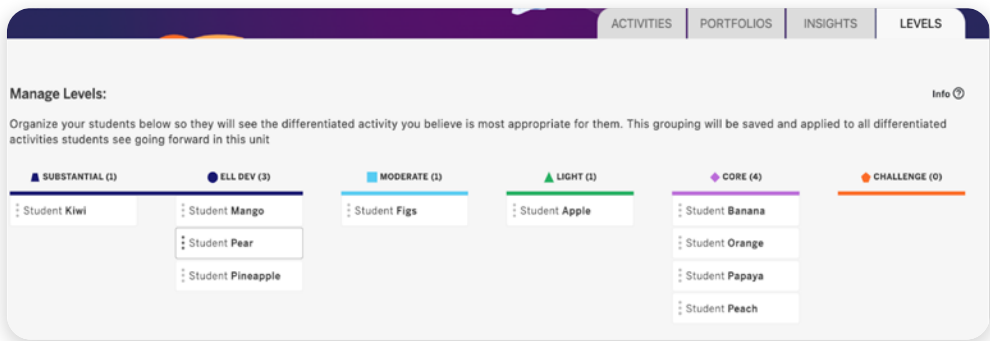
- In the Portfolios tab, teachers can view student work, one student at a time. This tab also allows teachers to review the status of each assignment, see any auto and custom scores that have been assigned, and view any feedback that has been provided. This comprehensive collection of an individual student's work can be useful during individual conferences with students and/or caregivers.



- The Insights tab provides data-driven recommendations for students who would benefit from teacher feedback.



- The Levels tab allows teachers to quickly view student differentiation levels, so they can easily make adjustments based on student work or scores.



Grading

Amplify ELA's assessments, Reporting app, and Classwork app are all designed to help teachers make the most of the ELA curriculum, so they can tailor lessons, scaffolds, and supports to their students' needs. The Classwork and Reporting apps provide raw score data, performance levels, and grouping recommendations. They also enable teachers to provide custom scores and in-line comments and feedback on student writing.

Raw scores in Reporting and Classwork are not necessarily meant to be used as student grades. Individual teachers, schools, and/or districts can determine the best way to assign grades for student performance in their ELA classes. Some teachers balance performance with participation. Others focus on mastery of skills or objectives. Whatever grading model you use, scoring and feedback tools in Amplify ELA are there to help.



Learn more about [grading in Amplify ELA](#).



Learn more about [Amplify ELA rubrics](#).

Auto scores

- AWE scores: Amplify's AWE tools, developed alongside Formative Writing Prompts in Amplify ELA, help teachers track student progress in three key writing skills: Focus, Use of Evidence, and Conventions, which are strong indicators of analytic writing proficiency. Teachers are encouraged to review student work with the AWE scores and override them with their own rubric-based assessments if needed. AWE should not be the sole basis for grading student writing; teachers should review submissions and use their judgment to convert scores into grades.

Write

6A: Dahl & Narrative Sub-unit 3 Lesson 3

Locatelli, Adriana

Dahl says earlier in the chapter that Mrs. Pratchett was "a horror" (24).

Missing comma or semicolon

be two or three details from the passage to develop your claim

I agree that Mrs. Pratchett is a horror she is mean and filthy. First, she act mean. For example the story tells us that Mrs. Pratchett said, "keep yer thie'v'n finger off them choclates!" She should at least be happy she has consistant customers and even when they do not buy anything she could introduces them to something new so they would want to try it so they would buy it. Next she look filthy. For instance the story tells us that, "her apron was grey and greasy. Her blouse had a bit of breakfast all over it. toast crumbs and tea stains and splotches of dried egg-yolk." The reason this is filthy is she should washed her apron daily if not at least every other day but I don't think she has ever wash her apron. And she has bits of food on it and stains covering it, so she should just buy a new apron. The story tells us that her hands "were black with dirt and grime." Mrs. Pratchett should stop being mean and filthy because it pushes customers away from the store.

Word Count: 187

Copy Writing

SCORES

COMMENTS

Custom Score

80

ASSESS SKILLS

Grade 6-8 Conventions

Details On

1 2 3 4

Subject verb disagreement 3

Missing comma or semicolon 6

Misplaced comma 1

Misplaced apostrophe 1

Grade 6 Focus

1 2 3 4

Grade 6 Use of Evidence

1 2 3 4

Send Feedback

- Raw scores for selected-response items: All selected-response items on both formative and summative assessments are auto-scored with a possible point value of 1. Students receive a score of 1 for completely correct answers or a 0 for partially or completely incorrect ones. Teachers are encouraged to use their judgment when grading these auto-scored items. They may use custom scoring tools in Classwork to award partial credit, incorporate class participation, or base grades on a subset of assigned items.

Classwork

PROGRAMS & APPS

LUCIA ALVAREZ

6th Grade ELA Period 4

ACTIVITIES

PORTFOLIOS

INSIGHTS

LEVELS

UNIT

6A: Dahl & Narrative

SUB-UNIT

3 | Boy: Tales of Childhood

LESSON

3 | Using Text Details in Writing

ACTIVITY TYPE

All

ACTIVITY

6. WRITING

Write

Lesson 3

SUBMISSIONS

1/4

LAST SUBMISSION

11/14/22
Mon. 3:37pm

DUE DATE

none

FEEDBACK

1
awaiting

STUDENT

STATUS

LEVEL

GRADE 6-8 CO...

GRADE 6 FOCUS

GRADE 6 USE O...

CUSTOM SCORE

WORDS

COMMENTS

FEEDBACK

Henry Chaturvedi

Handed In
11/14/22 3:32pm

2

2

2

114

0

Adriana Locatelli

Handed In
11/14/22 3:37pm

2

4

4

187

0

Oksana Olynyk

Not Started

0

Kendall Rayburn

Handed In
11/14/22 3:34pm

4

4

3

217

0

Bulk Score

Send all feedback



Learn more
about the
**Automated
Writing
Evaluation (AWE)**

Visit us online for more information
on Amplify ELA.

 amplify.com/ela

Amplify.

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